



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**UPPER PRIMARY CURRICULUM DESIGN**

**CREATIVE ARTS**

**GRADE 5**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN:978-9914-43-955-5**

Published and printed by Kenya Institute of Curriculum Development

## **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 five 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 five 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**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop 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 21<sup>st</sup> 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 five 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 five and preparation of learners with visual impairments for transition to Grade six

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

## 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.....	xiv
SUMMARY OF STRANDS AND SUB STRANDS .....	xv
STRAND: 1.0 CREATING AND EXECUTING.....	1
STRAND 2.0 PERFORMING AND DISPLAYING .....	28
OPTIONAL GAMES.....	46
STRAND 3.0: APPRECIATION IN CREATIVE ARTS .....	55
APPENDIX: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES... 60	
CSL AT UPPER PRIMARY .....	67



## **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 instil social and adaptive skills in the learner for effective participation in community and national development.

#### b) Economic Needs

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

#### c) Technological and Industrial Needs

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

### **3. Promote individual development and self-fulfilment**

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

### **4. Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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

## LESSON ALLOCATION

<b>S/ No.</b>	<b>Learning Area</b>	<b>No. of Lessons</b>
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
	<b>Total</b>	<b>35</b>

## **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-fulfilment,
- 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 upper primary school, 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

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Number of Lessons</b>
1.0 Creating and Executing	1.1 Wind Musical instruments (Drawing)	15
	1.2 Football	18
	1.3 Rhythm	15
	1.4 Painting and Mosaic	12
	1.5 Melody	15
	1.6 Rounders	15
2.0 Performing and Displaying	2.1 Athletics	15
	2.2 Fabric decoration	12
	2.3 Kenyan Folk Dance	10
	2.4 Puppetry	08
	2.5 Descant Recorder	15
Optional sub strand	2.6 Swimming (Optional)	15
	2.6 Indigenous Kenya Games (optional)	15

3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
<b>Total Number of Lessons</b>		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)
<p><b>1.0 Creating and Executing</b></p>	<p><b>1.1 Wind Musical Instruments (Drawing)</b> (15 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Identifying: name, community, method of playing</i></li> <li>● <i>Role of parts</i></li> <li>● <i>Care</i></li> <li>● <i>Texture- cross hatching</i></li> <li>● <i>Crayon etching</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify indigenous wind musical instruments from diverse Kenyan communities,</p> <p>b) explain the role of the parts of a wind instrument in sound production,</p> <p>c) make a wind instrument using locally available materials,</p> <p>d) care for an indigenous Kenyan musical wind instrument,</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to view real pictures or videos of indigenous wind instruments from Kenyan communities and identify them while learners with blindness are given the realia of indigenous wind instruments or models to manipulate and identify them.</li> <li>● Learners are guided to name the parts of a wind instrument and discuss how they contribute towards sound production.</li> <li>● Learners are guided to explain the role of the parts of a wind instrument in sound production.</li> <li>● Learners are guided to collect and prepare materials for making a wind instrument observing precautions as they collect the materials while learners with blindness are given one on one</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to care for and maintain a wind instrument?</li> <li>2. How is crayon improvised?</li> </ol>

		<p>e) draw a still-life picture using crayon etching technique (learners with low vision),</p> <p>f) manipulate and interpret embossed tactile diagram or a realia of a wind musical instrument (learners with blindness),</p> <p>g) value indigenous wind musical instruments from Kenyan communities.</p>	<p>support as they collect and prepare materials for making a wind instrument observing precautions as they collect the materials.</p> <ul style="list-style-type: none"> <li>● Learners are guided to make a wind instrument using locally available materials as they observe safety and clean up the working area. Learners with blindness are given hands-on demonstration as they make a wind instrument using locally available materials as they observe safety and clean up the working area.</li> <li>● Learners are guided to tune the wind instrument made for functionality. Learners with blindness are given hands on demonstration as they tune the wind instrument for functionality.</li> <li>● Learners are guided to discuss caring for a wind instrument and its importance.</li> <li>● Learners are guided to practice care and maintenance of an indigenous wind instrument (<i>handling, hygiene and storage</i>). Learners with blindness are given hands-on demonstration and</li> </ul>	
--	--	---	---	--

			<p>support as they practise care and maintenance of an indigenous wind instrument (<i>handling, hygiene and storage</i>)</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to draw a composition of two wind instruments using crayon etching technique with emphasis on texture (cross hatching) while learners with blindness are provided with a realia of two indigenous wind instruments or models to manipulate and interpret the aspects of texture (cross hatching).</li> <li>● Learners with low vision are guided to explore drawing or picture description on other objects (two) from the environment using cross hatching technique while learners with blindness describe a realia of object(two) from the environment.</li> <li>● In groups, learners are guided to display and talk about their own and others' created work using appropriate language while respecting other's views.</li> </ul>	
--	--	--	---	--

**Core competencies to be developed:**

- Creativity and Imagination: a learner develops flexibility skills as they collect and prepare materials for making a wind instrument
- Communication and collaboration: a learner develops listening and speaking skills as they discuss the care of a wind instrument and its importance.

**Values:**

- Respect: as a learner demonstrates the skills of patience as they collect and prepare materials for making a wind instrument
- Responsibility: a learner demonstrates the skills of personal safety as they make a wind instrument using locally available materials as they observe safety.

**Pertinent and Contemporary Issues(PCIs):**

- Environmental conservation - a learner develops environmental conservation skills as they use environmental resources to make crayons and a wind instrument.
- Social cohesion -a learner works with peers as they make crayons, draw, mount pictures and make wind instruments.

**Link to other learning areas:**

Integrated science: as learners apply the concept of change of matter while melting wax for making crayons.

**Suggested learning resource**

Abu, pencil, stylus, drawing pad, Braille papers, Braille machines, slates and stylus, realia of natural objects, realia of indigenous wind instruments or models.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0</b> <b>Creating and Executing</b>	<b>1.2</b> <b>Football</b> (18 lessons) ● <i>kicking</i> ● <i>stopping</i> ● <i>dribbling</i> ● <i>papier mâché</i> , <i>(shredding, soaking, pounding, mixing with adhesive)</i> ● <i>casting</i>	By the end of the Sub Strand, the learner should be able to: a) execute the skills of kicking, stopping and dribbling in football ( <i>for learners with low vision</i> ), b) execute the skills of passing, dribbling and shooting in futsal ( <i>for learners with blindness</i> ), c) prepare papier mâché for casting cones, d) cast marking cones using papier	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to observe a virtual or live game to identify the skills of kicking, stopping and dribbling skills in football while learners with blindness listen to a virtual or live futsal game as they are given verbal descriptions on the visual elements of the game and support to identify the skills of kicking, stopping and dribbling skills in futsal.</li> <li>● Learners with low vision are guided to demonstrate in-step kick and outside of the foot kicking in football while learners with blindness are given one-on-one support as they demonstrate how to shoot, pass and dribble the ball in futsal.</li> <li>● Learners with low vision are guided to demonstrate inside of the foot and step trap stopping in football while learners with blindness are given one-on-one demonstration and support as they</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you execute the skills of kicking, stopping and dribbling in football/futsal?</li> <li>2. What are the advantages of casting with papier mâché?</li> </ol>

		<p>mâché for football game, e) enjoy playing a mini game of football in a field marked using coloured cones.</p>	<p>demonstrate inside of the foot and step trap stopping in futsal.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to prepare papier mâché for casting cones following the right procedure while learners with blindness are given one-on-one demonstration and support as they prepare papier mâché for casting cones following the right procedure.</li> <li>● Learners with low vision are guided to paint the marking cones to decorate while learners with blindness are given one-on-one demonstration and support with verbal description of the colour orientation on how to paint and are supported to paint the marking cones</li> <li>● Learners with low vision are guided to play a mini football game in a field marked using coloured cones as they apply skills learnt while learners with blindness are given one-on-one support as they play a mini futsal game in a field marked using coloured cones while applying skills learnt.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: a learner develops the skills of interacting with technology as they operate digital devices to observe kicking, stopping and dribbling skills in Football or futsal</li> </ul>				

- Creativity and imagination: a learner develops flexibility skills as they play a mini football game in a field marked using coloured cones as they apply skills learnt.

**Values:**

- Respect: a learner demonstrates skills of appreciating one another as they demonstrate inside of the foot and step trap stopping in football.
- Responsibility: a learner demonstrates the skills personal safety as they execute skills and play the mini Football or futsal game while observing safety precautions.
- Unity: a learner demonstrates the skills of team spirit as they cooperate and prepare papier mâché for casting cones following the right procedure.

**Pertinent and Contemporary Issues(PCIs):**

- Social cohesion- a learner develops skills of cooperation as they play together in two teams in a mini Football or futsal game.

**Link to other learning areas:**

Mathematics: as learners are exposed to ball trajectory as they practise kicking, stopping and dribbling.

**Suggested learning resources**

clay, plasticine, ball, Braille papers, Braille machines, slates and stylus

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.3 Rhythm</b> (15 lessons) <ul style="list-style-type: none"> <li>● <i>Note values and symbols: minim, crotchet a pair of quavers and their rests,</i></li> <li>● <i>French rhythm names taa-aa, taa and ta-te,</i></li> <li>● <i>Make a calligraphy pen</i></li> <li>● <i>Write in calligraphy</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) interpret rhythmic patterns involving minim, crotchet a pair of quavers and their rests,</li> <li>b) create rhythms using music note values and their rests,</li> <li>c) make a calligraphy pen for writing, (learner with low vision)</li> <li>d) explain how to write different French rhythm names in music Braille. (learners with blindness)</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to listen to or sing simple songs, identify and interpret the notes (minim, crotchet and quaver) using their French rhythm names (<i>taa-aa, taa and ta-te</i>)</li> <li>● Learners are guided to apply various techniques to create simple rhythms using combinations of French rhythm names (<i>taa, taa-aa, ta-te</i>).</li> <li>● Learners with low vision are guided to make a calligraphy pen for writing while learners with blindness explain how to write different french rhythm names in music Braille.</li> <li>● Learners with low vision are guided to write in calligraphy French rhythm names of a rhythmic pattern while learners with blindness write French</li> </ul>	<ol style="list-style-type: none"> <li>1. How are rhythmic patterns created?</li> <li>2. How do you use rhythm in daily life activities?</li> </ol>



		<p>e) write in calligraphy French rhythm names of a rhythmic pattern, (learner with low vision)</p> <p>f) write French rhythm names of a rhythmic pattern in Braille. (learners with blindness)</p> <p>g) aurally identify rhythm in two-beat patterns,</p> <p>h) compose simple rhythms in two-beat patterns,</p> <p>i) enjoy creating rhythms using music notes and their rests.</p>	<p>rhythm names of a rhythmic pattern in Braille.</p> <ul style="list-style-type: none"> <li>● Learners are guided to aurally translate rhythmic patterns played/clapped/tapped to French rhythm names (<i>ta-te, taa, taa-aa</i>).</li> <li>● Learners with low vision are guided to write rhythmic patterns using French rhythm names <i>taa-aa, taa and ta-te</i> and their rests while learners with blindness write rhythmic patterns using French rhythm names <i>taa-aa, taa and ta-te</i> and their rests in music Braille.</li> <li>● In groups, learners are guided to clap/tap/stamp the beat or pulse, (strong and weak beats) of music.</li> <li>● Learners are guided to clap/tap/use percussion instruments to imitate rhythms of songs in two beat patterns.</li> <li>● Learners with low vision are guided to write two-beat</li> </ul>	
--	--	--	--	--

			<p>rhythmic patterns using contrasting colours to show strong and weak beats in two-beat rhythmic patterns while learners with blindness are given hands on demonstration on how to identify strong and weak beats as they write two-beat rhythmic patterns in Braille.</p> <ul style="list-style-type: none"> <li>● Learners are guided to play rhythmic games such rhythmic dictations.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: a learner develops the skills of listening and speaking as they listen to or sing simple songs using their French rhythm names.</li> <li>● Creativity and imagination: a learner develops the skills of flexibility as they write rhythmic patterns using French rhythm names.</li> <li>● Learning to learn: a learner develops the skills of learning to learn as they use the knowledge of creating music to compose songs and tunes in higher levels.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: a learner demonstrates the skills of fairness as they create their own rhythms without copying from other sources</li> <li>● Unity: a learner demonstrates collaborative skills as they listen to or sing simple songs using their French rhythm names.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Analytical skills and decision making: enhanced while deciding on how to combine different techniques to make a rhythmic pattern.</li> <li>● Social cohesion: enhanced as learners work in a group appreciating others' work.</li> </ul>				

**Link to other learning areas:**

English: enhanced practice writing alphabets in calligraphy.

**Suggested Assessment Resources:**

percussion instruments, music braille or print notes. Braille machines, Braille papers, slates and stylus.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.4 Painting and Mosaic</b> (15 lessons) <ul style="list-style-type: none"> <li>● <i>colour classification.</i></li> <li>● <i>colour wheel</i></li> <li>● <i>still-life painting.</i></li> <li>● <i>materials for mosaic</i></li> <li>● <i>making mosaic.</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify primary and secondary colours on the colour wheel,</li> <li>b) identify materials and tools for making a mosaic pictures,</li> <li>c) paint a still-life composition using wash technique, (learners with low vision)</li> <li>d) model natural objects using rolling techniques.</li> <li>e) create a mosaic themed composition</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to identify primary and secondary colours on the colour wheel while learners with blindness are given one on one support and verbal description as they identify primary and secondary colours on the colour wheel.</li> <li>● Learners with low vision are guided to identify materials and tools for making mosaic pictures while learners with blindness are given one on one support as they identify materials and tools for making mosaic pictures.</li> <li>● Learners with low vision are guided to identify mosaic pictures from digital devices with assistive technology while learners with blindness are given verbal picture descriptions as they use digital devices with appropriate technology to identify mosaic pictures.</li> </ul>	How do you use pictures in our daily lives?

		<p>f) value painting and mosaic as picture making technique,</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to demonstrate wash technique of painting (<i>flat and graded wash</i>) while learners with blindness demonstrate rolling technique in modelling.</li> <li>● Learners with low vision are guided to paint a still-life composition based theme ‘fruits’, with emphasis on colour value (<i>washout technique</i>) while learners with blindness model natural objects from the environment using rolling techniques.</li> <li>● Learners with low vision are guided to collect and prepare materials for making mosaic by cleaning, sorting and cutting: (<i>coloured paper or banana fibres, suitable adhesives, supports</i>) while learners with blindness are hands on demonstration and support as they collect and prepare materials for making mosaic by cleaning, sorting and cutting: (<i>coloured paper or banana fibres, suitable adhesives, supports</i>)</li> <li>● Learners with low vision are guided to create the mosaic picture with</li> </ul>	
--	--	--	--	--

			<p>emphasis on: <i>mono media, spacing of the materials</i>, while learners with blindness are given one on one support as they create mosaic pictures.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided with display and talk about their own and others work in a just manner.</li> </ul>	
<p><b>Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity: a learner develops flexibility skills as they identify materials and tools for making mosaic pictures.</li> <li>● Critical Thinking: a learner develops analysing skills as they collect and prepare materials for making mosaic by cleaning, sorting and cutting.</li> <li>● Communication: a learner develops listening and speaking skills as they identify mosaic pictures from digital devices with assistive technology.</li> </ul>				
<p><b>Values:</b> Respect: a learner demonstrates the value of appreciation as they display and talk about own and others' work in a just manner</p>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Food security: a learner paints a still-life composition based themed Food Security-fruits</li> <li>● Environmental Sustainability: a learner explores eco-friendly materials and practices in art creation, such as using recycled materials for mosaic work.</li> </ul>				
<p><b>Link to other areas:</b></p> <ul style="list-style-type: none"> <li>● Science: as learners understands the concepts of colour classification into primary and secondary colours</li> <li>● Mathematics: as learners explore geometric patterns in mosaic compositions.</li> </ul>				

**Suggested learning resources**

paint, banana, mango, water, coloured paper, banana fibres, adhesives, brush, water based colours, drawing pad stylus, Braille paper, Braille machines.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Creating and Executing</b>	<b>1.5 Melody</b> (15 lessons) <ul style="list-style-type: none"><li>● <i>Solfa syllables: d r m f s</i></li><li>● <i>Kodaly hand signs: d r m f s</i></li><li>● <i>qualities of a card (layout, colour, lettering)</i></li><li>● <i>card design</i></li></ul>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"><li>a) sing the sol-fa syllables d, r, m, f, s for pitch discrimination,</li><li>b) interpret the hand signs of the sol-fa syllables d, r, m, f, s</li><li>c) write solfa syllables using calligraphy style of lettering, (For learners with low vision)</li></ul>	<ul style="list-style-type: none"><li>● In groups, learners are guided to sing familiar songs based on d, r, m, f, s in ascending and descending order.</li><li>● Learners with low vision are guided to use digital devices with appropriate assistive technology to search for videos or watch/listen to live performance of hand signs for d, r, m, f, s on screens with appropriate resolution then practise performing the hand signs for d, r, m, f, s while learners with blindness are provided with verbal descriptions and hand on</li></ul>	<ol style="list-style-type: none"><li>1. How do you interpret the hand signs of the sol-fa syllables?</li><li>2. How are melodies created?</li></ol>

		<p>d) write music braille sol-fa syllables using music braille lettering. (learners with blindness)</p> <p>e) create short melodies using the sol-fa syllables d, r, m, f, s,</p> <p>f) make a decorated card based on the composed melodies, (learners with low vision)</p> <p>g) describe the process of making a decorated card based on the composed melodies, (learners with blindness)</p> <p>h) appreciate melodies created by self and others.</p>	<p>demonstration of the hand signs.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to orally and aurally identify different pitches (d, r, m, f, s) displayed in cards with appropriate colour contrast or played on a melodic instrument while learners with blindness orally and aurally identify different pitches (d, r, m, f, s) in braille cards or played on a melodic instrument.</li> <li>● Learners with low vision are guided to improvise a calligraphy pen using locally available materials (bamboo/papyrus stick, fountain pen and any other) taking care of the environment while learners with blindness improvise writing music braille sol-fa notation lettering using locally available materials</li> </ul>	
--	--	--	--	--



			<p>such as (green grams, beans, rice grains, beads, wheat flour, glue, old cartoons, manila paper, braille paper) taking care of the environment.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to practice writing alphabets in calligraphy putting into account; angle of slant, ascenders/ descenders. while learners with blindness practice writing music braille sol-fa notation using crochet values (d-s) ascending and descending.</li> <li>● Learners with low vision are guided to write the sol-fa syllables using calligraphy style while learners with blindness write sol-fa syllables in music braille.</li> <li>● Learners are guided to identify composition techniques (stepwise motion, narrow leaps, ending,</li> </ul>	
--	--	--	---	--

			<p>repetition of pitches, variation of pitches)</p> <ul style="list-style-type: none"><li>● Learners with low vision are guided to create short melodies using the sol-fa syllables d, r, m f and s incorporating rhythms learnt while learners with blindness create short melodies using the sol-fa syllables d, r, m f and s in music braille incorporating rhythms learnt.</li><li>● Learners with low vision are guided to make a decorated card based on the composed melodies while learners with blindness describe the process of making a decorated card based on the composed melodies.</li><li>● Learners are guided to present their melodies in class for review and feedback from peers.</li><li>● In groups, learners are guided to use digital devices with appropriate assistive</li></ul>	
--	--	--	--	--

			technology to record their own melodies and others' at home and in school then present melodies for sharing and peer review.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: A learner develops self-drive skills as they use digital devices with appropriate assistive technology to record their own melodies and others' at home and in school.</li> <li>● Digital literacy: A learner develops the skill of connecting using technology as they use digital devices with appropriate assistive technology to search for videos or watch/listen to live performance of hand signs for d, r, m,f, s.</li> <li>● Creativity and imagination: A learner develops imagination and originality skills as they create short melodies using the sol-fa syllables d, r, m f and s incorporating rhythms.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: a learner demonstrates the skills of appreciation as they present their melodies in class for review and feedback from peers.</li> <li>● Unity: a learner develops the skills of Co-operation as they play melody games for pitch discrimination in groups.</li> <li>● Integrity: a learner demonstrates the skills of honesty as they create short melodies using the sol-fa syllables d, r, m f and s incorporating rhythms without copying from any other source.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Mentorship and peer education: a learner presents their melodies in class for review and feedback from peers.</li> <li>● Safety -a learner develops personal safety as they use various tools and materials to make the calligraphy pen.</li> <li>● Conservation of the environment -a learner improvise a calligraphy pen using locally available materials (bamboo/papyrus stick, fountain pen and any other) taking care of the environment.</li> </ul>				
<p><b>Link to other learning areas:</b> English: as learners articulate vowels and syllables as they sing the solfa scale reinforcing language skills.</p>				

**Suggested learning resources:**

Pitching instrument/melodic instrument, improvised calligraphy pens, hard papers, glue, coloured papers, ink, water colours/poster colours, music braille, green grams, beans ,rice grains, beads, wheat flour, glue, old cartoons, manila paper, braille paper, bamboo/papyrus stick, fountain pen, stylus, braille machine, slaten

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>1.0 Creating and Executing</b>	<b>1.6 Rounder</b> (17 lessons) <ul style="list-style-type: none"> <li>● <i>Batting</i></li> <li>● <i>Fielding</i></li> <li>● <i>Carving a bat</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the features of a rounders bat for familiarisation,</li> <li>b) identify materials and tools used in carving,</li> <li>c) carve a bat for playing the game of rounders,</li> <li>d) execute batting and fielding skills in the game of rounders for skills acquisition,</li> <li>e) value the safety of self and others when playing the game of rounders.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to use digital devices with appropriate assistive technology to research online the features of a rounders bat.</li> <li>● Learners with low vision are guided to identify materials used in carving a bat.</li> <li>● Learners with low vision are guided to carve a bat for playing the game of rounders from wood while learners with blindness is given one on one demonstration and support as they carve a bat for the game of rounders from wood; whittling and spoon carving techniques using tools such as whittling knife, carving knife, a hook</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to follow-through after hitting the ball?</li> <li>2. How else can one make a bat for playing rounders?</li> </ol>

			<p>tool, a chisel, curved gouge and sharpeners.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to perform skill specific warm up with a melody before demonstrating the skill. Warm-up while chanting the composed melodies observing expressive elements while learners with blindness are given one on one hands-on demonstration and support as they perform skill specific warm up with a melody before demonstrating the skill. Warm-up while chanting the composed melodies observing expressive elements.</li> <li>• In groups, Learners with low vision are guided to execute batting (stance, grip, swing, hit, follow-through and post</li> </ul>	
--	--	--	---	--

			<p>running) using the improvised bat</p> <p>-observing safety rules, demonstrate batting and fielding in the game of rounders, practise the skills of batting and fielding in the game of rounders for skill acquisition and play a rounders game while learners with blindness are given one on one hands-on demonstration and verbal description as they execute batting (stance, grip, swing, hit, follow-through and post running) using the improvised bat</p> <p>-observing safety rules, distribute rounders balls equitably among the learners, demonstrate batting and fielding in the game of rounders, practise the skills of batting and fielding in the game of rounders for skill acquisition and play a rounders game.</p>	
--	--	--	---	--

			<ul style="list-style-type: none"> <li>● In groups, Learners with low vision are guided to execute fielding, (bowling, catching the ball and tagging) <ul style="list-style-type: none"> <li>- observing safety rules, distribute rounders balls equitably among the learners, demonstrate batting and fielding in the game of rounders, practise the skills of batting and fielding in the game of rounders for skill acquisition and play a rounders game, while learners with blindness are given one on one hands-on demonstration and verbal descriptions as they execute fielding, (bowling, catching the ball and tagging)</li> <li>- observing safety rules, distribute rounders balls equitably among the learners, demonstrate batting and fielding in the game of rounders, practise the skills of batting and fielding in the game</li> </ul> </li> </ul>	
--	--	--	---	--

			<p>of rounders for skill acquisition and play a rounders game.</p> <ul style="list-style-type: none"> <li>● Learners are guided to perform cool down activities after playing a game of rounders to let the heart rate and blood pressure slowly recover to pre exercise levels, preventing injuries, body restoration, stress relief and relaxation, reducing build-up of lactic acid.</li> <li>● Learners are guided to talk about the safety of other players when batting in the game of rounders.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: A learner develops the skill of teamwork as they share resources and ideas on executing the skill of batting and fielding when playing rounders together and chanting a composed melody while warming up.</li> <li>● Creativity and imagination: A learner develops the skill of flexibility as they carve the bat and perform melodies during warm up.</li> <li>● Digital literacy: A learner develops the skill of interacting with digital devices with appropriate assistive technology as they use digital technology to research on the skills of batting and fielding in rounders.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: a learner demonstrates the skills of humility as they value the safety of other players when batting in the game of rounders.</li> <li>● Social justice: a learner demonstrates the skills of fairness as they share rounders balls equally before demonstration.</li> </ul>				



- Love: a learner demonstrates the skills of compassion as they portray a caring attitude while executing and playing the game of rounders

**Pertinent and Contemporary Issues:**

- Safety and security- learner develops the skills of personal security as they participate in rounders and carve a bat for the game of rounders from wood; using tools such as whittling knife, carving knife, a hook tool, a chisel, curved gouge and sharpeners,
- Social cohesion: Learners collaborate in discussing the skills of rounders and carving a rounders bat.

**Link to other subjects:**

Mathematics: as learners are able to relate the skill of fielding and batting with skills in mathematics as they are exposed to ball trajectory practice..

**Suggested Assessment Resources:**

Carved bats, posts, balls, whistle, whittling knife, digital devices with assistive technology such as screen readers, screen magnifiers, improvised bat, tactile labels. Braille machine, Braille papers, slates and stylus.

**SUGGESTED ASSESSMENT RUBRIC**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to make indigenous wind musical instruments from diverse Kenyan communities using 4 locally available materials.	Makes indigenous wind musical instruments from diverse Kenyan communities using 4 locally available materials.	Makes indigenous wind musical instruments from diverse Kenyan communities using 3 locally available materials.	Makes indigenous wind musical instruments from diverse Kenyan communities using 2 locally available materials.	Makes indigenous wind musical instruments from diverse Kenyan communities using 1 or none locally available materials.
Ability to execute 4 skills in football or futsal.	Executes 4 skills in football or futsal.	Executes 3 kills in football or futsal.	Executes 2 skills in football or futsal.	Executes 1 or no skill in football or futsal.
Ability to identify 5 materials and tools for making a mosaic pictures.	Identifies 5 materials and tools for making a mosaic pictures.	Identifies 4 materials and tools for making a mosaic pictures.	Identifies 3 materials and tools for making a mosaic pictures.	Identifies 2 or less materials and tools for making a mosaic pictures.

Ability to compose short melodies based 5 sol-fa syllables d r m f s.	Composes short melodies based 5 sol-fa syllables d r m f s.	Composes short melodies based 4 sol-fa syllables d r m f.	Composes short melodies based 3 sol-fa syllables d r m.	Composes short melodies based 2 or less sol-fa syllables.
Ability to identify 4 materials and tools used in carving.	Identifies 4 materials and tools used in carving.	Identifies 3 materials and tools used in carving.	Identifies 2 materials and tools used in carving.	Identifies 1 or no material and tools used in carving.

## STRAND 2.0 PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.1 Athletics</b> (15 lessons) <ul style="list-style-type: none"> <li>● <i>Baton change</i></li> <li>● <i>relays</i></li> <li>● <i>plaiting technique</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) improvise batons for relay racing</li> <li>b) make ropes using plaiting technique for relay racing,</li> <li>c) perform the skill of visual and non-visual baton change in a relay race,</li> <li>d) appraise peers' performance in a relays.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to improvise batons for relay race. Learners with blindness are given hands on demonstration and support as they improvise batons for relay races.</li> <li>● Learners are guided to collect appropriate locally available materials for plaiting a rope (sisal, leather, recycled bag, old fabric). Learners with blindness are given one on one support as they collect appropriate locally available materials for plaiting a rope (sisal, leather, recycled bag, old fabric).</li> <li>● Learners are guided to plait prepared material using 3 strand techniques to make a skipping rope. Learners with blindness are given hands on demonstration and support as they plait prepared material using 3 strand techniques to make a skipping rope.</li> </ul>	<ol style="list-style-type: none"> <li>1. How is a relay performed?</li> <li>2. How are plaiting materials prepared?</li> </ol>

			<ul style="list-style-type: none"><li>● Learners are guided to use the skipping rope for warm-up before a relay race. Learners with blindness are given one on one support as they use the skipping rope for warm-up before a relay race.</li><li>● Learners are guided to demonstrate the skill of baton exchange. Learners with blindness are given one on one demonstration as they demonstrate the skill of baton exchange.</li><li>● Learners are guided to practise the skill of baton exchange in a relay race as they safely maintain their own lane. Learners with blindness are given one on one support as they practise the skill of baton exchange in a relay race while safely maintaining their own lane</li><li>● In groups, learners are guided to participate in a relay race. Learners with blindness are given one on one support as they participate in a relay race.</li></ul>	
--	--	--	--	--

			<ul style="list-style-type: none"> <li>● In groups, learners are guided to perform cool down activities.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: a learner develops the skills of coming up with new ideas as they improvise a baton exchange and when decorating the material for plaiting ropes.</li> <li>● Learning to learn: a learner develops the skills of learning to learn as they apply new skills of baton change (<i>upsweep and down sweep</i>) in relays.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: a learner demonstrates the skills of personal safety as they engage in improvising of batons and plaiting ropes for use during a relay race.</li> <li>● Unity: a learner develops the skills of team spirit as they exchange batons during a relay race.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Environmental conservation: a learner develops the skills of conserving the environment as they responsibly collect materials in the locality for creating the relay baton.</li> </ul> <p style="text-align: center;"><b>Life skills</b></p> <ul style="list-style-type: none"> <li>● Safety and security: a learner develops the skills of personal safety as they practise the skill of baton exchange in a relay race as they safely maintain their own lane.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <p>Agriculture and Nutrition: as learners use reusable locally available material concepts to improvise a relay baton.</p>				
<p><b>Suggested Assessment Resources:</b></p> <p>Carved bats, posts, balls, whistle, whittling knife, improvised bat, tactile labels, Braille papers, Braille machine slates and stylus.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.2 Fabric Decoration</b> (13 lessons) <ul style="list-style-type: none"> <li>● <i>materials (dyes, tying materials, cotton fabric, dye fasteners)</i></li> <li>● <i>tie and dye (circles, marbling and spiral)</i></li> <li>● <i>applique</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify tie and dye techniques in fabric decoration,</li> <li>b) identify fabric decorated using applique technique,</li> <li>c) decorate a fabric using tie and dye techniques for skill acquisition,</li> <li>d) applique to decorate a fabric for expression,</li> <li>e) appreciate tie and dye as a technique in fabric decoration,</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to use digital devices with appropriate assistive technology to explore virtual and actual sources to study techniques of fabric decoration focusing on; tie and dye, applique and materials in fabric decoration. Learners with blindness are given verbal descriptions on areas that require sight.</li> <li>● Learners are guided to source and identify fabric decorated using applique technique. Learners with blindness are given one on one support as they source and identify fabric decorated using applique technique.</li> <li>● Learners are guided to prepare the dye bathe (primary colour) using dyes, water and fasteners. Learners with blindness are given hands on demonstration and support as they prepare the dye bathe (primary colour) using dyes, water and fasteners.</li> </ul>	Why is fabric decoration important?

			<ul style="list-style-type: none"> <li>● Learners are guided to tie the fabric and dye in one colour to explore circles and marbling. Learners with blindness are given hands on demonstrations, verbal description and support as they tie the fabric and dye in one colour to explore circles and marbling.</li> <li>● Learners are guided to decorate the fabric using applique technique with emphasis on; contrast of the surface and pasted fabrics (colour/patterns) stitching or pasting method. Learners with blindness are given hands on demonstrations, verbal description and support as they decorate the fabric using applique technique with emphasis on; contrast of the surface and pasted fabrics (colour/patterns) stitching or pasting method.</li> <li>● Learners are guided to make neat decorated fabrics by trimming and ironing. Learners with blindness are given hands on demonstration and support as they make neat decorated fabrics by trimming and ironing</li> </ul>	
--	--	--	--	--



			<ul style="list-style-type: none"> <li>● Learners are guide to display and talk about their own and others work in a just manner.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: a learner develops the skill of connecting with technology as they use digital devices with appropriate assistive technology to explore virtual and actual sources to study techniques of fabric decoration</li> <li>● Creativity and imagination: a learner develop the skills of flexibility as they decorate the fabric using applique technique</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: a learner demonstrates the skills humility as they portray a caring attitude while working together in decorate a fabric using tie and dye techniques</li> <li>● Responsibility: a learner demonstrates the skills of safety as they handles tools for decorating fabrics by trimming and ironing with care.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Social cohesion: a learner develops the skills of appreciation as they talk about their own and others' work in a just manner.</li> <li>● environmental conservation :a learner develops the skills of conserving environment as they sources materials such as recyclable fabrics, tying/stitching/pasting</li> </ul>				
<p><b>Link to other learning areas:</b>  Agriculture and nutrition: as learners studies techniques of fabric decoration focusing on; tie and dye, applique and materials in fabric decoration.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Performing and Displaying</b></p>	<p><b>2.3 Kenyan Folk Dance</b> (18 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Background of the dance: name, community of origin, performers (soloist, chorus/response, instrumentalist, dancers), occasion,</i></li> <li>● <i>Components of a dance: songs, costumes, body movements, adornment, ornaments, formations, props and instruments,</i></li> <li>● <i>Performance components: songs, body movements, formations and patterns, instruments, costumes, body adornment, ornaments, props and etiquette.</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) discuss the background of a Kenyan folk dance,</li> <li>b) describe components of a Kenyan folk dance,</li> <li>c) discuss the roles of folk dance in the community,</li> <li>d) make an ornament using available materials to enhance performance of a Kenyan folk dance,</li> <li>e) perform in a group folk dance from a</li> </ol>	<p>Learners are guided to</p> <ul style="list-style-type: none"> <li>● Learners are guided to discuss the background of a Kenyan folk dance.</li> <li>● Learners are guided to watch or listen to a live/audio visual clip of a Kenyan folk dance performance and discuss the components: participants (soloist, chorus/response, instrumentalist, dancers), body movement, costumes, body decorations, ornaments, formations, occasion, songs, props and instruments. Learners with blindness are given verbal descriptions of the visual element.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to respect and appreciate the diversity of folk dances and their meanings?</li> <li>2. How do you describe components of a folk dance?</li> <li>3. How do you make an ornament using locally available materials?</li> </ol>

		<p>Kenyan indigenous community,</p> <p>f) appreciate the role of folk dance in the society.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to discuss the roles of folk dance in the community.</li> <li>● Learners with low vision are guided to use locally available recyclable materials to make ornaments (necklace, bangles, earrings, leg bells, shoulder straps ) for performing a Kenyan folk dance using appropriate techniques; (beadwork/ metalwork/ woodwork, upcycling)while learners with blindness are given hands-on demonstration and support as they make ornaments (necklace, bangles, earrings, leg bells, shoulder straps ) for performing a Kenyan folk dance using appropriate techniques; (beadwork/ metalwork/ woodwork, upcycling).</li> </ul>	
--	--	---	---	--

			<ul style="list-style-type: none"> <li>● Learners are guided to identify, take up different roles and practise a Kenyan folk dance for class presentation. Learners with blindness are given one on one support as they identify, take up different roles and practise a Kenyan folk dance for class presentation.</li> <li>● In groups, learners are guided to practise the use of songs, body movements, formations and patterns, instruments, costumes, body adornment, ornaments and props in a folk dance. Learners with blindness are given on one demonstration and support as they practise the use of songs, body movements, formations and patterns,</li> </ul>	
--	--	--	---	--

			<p>instruments, costumes, body adornment, ornaments and props in a folk dance</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to perform a Kenyan folk dance before an audience for entertainment. Learners with blindness are given one on one support as they perform a Kenyan folk dance before an audience for entertainment.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: A learner develops the skill of teamwork as they perform actively in dance in group performances as an avenue to communicate ideas, feelings and emotions.</li> <li>● Creativity and Imagination: A learner develops exploration skills as they use locally available recyclable materials to make ornaments and the creation of various dance formations and patterns in a folk dance.</li> <li>● Citizenship: A learner develops active community and family life skills as they perform folk dances from Kenya’s diverse communities</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: a learner demonstrates the skills of cooperation as they perform folk dances before an audience for entertainment.</li> <li>● Responsibility: a learner demonstrates the skills of safety as they perform a Kenyan folk dance before an audience for entertainment while ensuring their safety.</li> <li>● Patriotism: a learner demonstrates the skills of tolerance as they perform dances from different Kenyan communities.</li> </ul>				

**Pertinent and Contemporary Issues(PCIs):**

- Safety: a learner develops the skills of personal safety as they handle different tools and materials in making the costume and ornament for use in a folk-dance performance while observing safety.
- Environmental issues: a learner develops the skills of environmental conservation as they source/ improvise costumes and props using recycled resources from the local environment.

**Link to other subjects:**

**Indigenous languages:** as learners are able to relate the performance of dance songs in indigenous languages with skills and concepts in Social studies and Indigenous Languages.

**Suggested Assessment Resources:**

Bamboo sticks, clay, wires, plastic, scrap metal, wood, threads, cutting tools, bending tools, smoothing tools, paints, wood polish, costumes, adornments, ornaments and props, musical instruments, resource persons, audio/visual recordings of folk dances. Braille machine, Braille papers slates and stylus.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0</b> <b>Performing and Displaying</b></p>	<p><b>2.4</b> <b>Puppetry</b>  (8 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify a glove puppet,</li> <li>b) prepare materials used in making puppets,</li> <li>c) make a glove puppet using recyclable materials,</li> <li>d) perform a puppet show while singing topical songs applying performance technique,</li> <li>e) appreciate own and other's hand puppets.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to use digital devices with assistive technology to search for information on glove puppet. as they identify a glove puppet while learners with blindness use digital devices with appropriate assistive technology accompanied with verbal description to search for information on glove puppet and identify them.</li> <li>● Learners with low vision are guided to explore the environment to gather and prepare recyclable materials for making glove puppets while learners with blindness are given one on one support as they explore the environment through tactual manipulation to gather and prepare recyclable materials with more tactile qualities; wood carvings, natural forms, scale models, sculptures, bubble wraps, fabrics, hessian, rope, string, and objects you may find at</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use recyclable materials for puppet making?</li> <li>2. How can you design a glove puppet using locally available materials that matches your character's personality and story?</li> </ol>

			<p>scrap stores such as, plastic lids, offcuts or containers(found objects) for making glove puppets.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to make a glove puppet using recyclable materials with emphasis on manipulation and exaggeration while learners with blindness are given hands-on demonstration and support to make a glove puppet with emphasis on manipulation and exaggeration, choosing the right pair of gloves, making the head, adding the body.</li> <li>● In groups, learners with low vision are guided to perform a puppet show while singing topical songs applying performance techniques while learners with blindness are given one-on-one demonstration and support as they perform a puppet show while singing topical songs applying performance technique.</li> <li>● Learners are guided to talk about own and others' puppets.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p>				



Creativity and imagination: a learner develops the skills of flexibility as they explore new materials and ideas when making puppets from found objects.

**Values:**

- Integrity: a learner demonstrates the skills of fairness as they critique their own and others' puppets.
- Social justice: a learner demonstrates the skills of giving equal opportunity as they explore the environment to gather and prepare recyclable materials for making glove puppets

**Pertinent and Contemporary Issues(PCIs):**

- Environmental education and climate change: a learner develops the skills of environmental conservation as they explore the environment to gather and prepare recyclable materials for making glove puppets

**Link to other learning areas:**

- Home science: as learners use skills of stitching while making puppets.
- Integrated Science: as learners processed found objects by recycling and upcycling when making puppets.

**Suggested Assessment Resources:**

Bamboo sticks, clay, wires, plastic, scrap metal, wood, threads, cutting tools, bending tools, smoothing tools, paints, wood polish, costumes, adornments, ornaments and props, musical instruments, resource persons, audio/visual recordings of folk dances. Braille machines, Braille papers ,slates and stylus.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>2.0 Performing and Displaying</b></p>	<p><b>2.5 Descant Recorder</b></p> <p>(14 lessons)</p> <ul style="list-style-type: none"> <li>● Notes G A B C' D'</li> <li>● <i>Techniques: fingering, breath control, tonguing, tone quality</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) play notes G A B C' D' on the descant recorder,</li> <li>b) play a melody built on the notes G A B C' D' on the descant recorder applying appropriate techniques,</li> <li>c) create a random repeat pattern based on the notes G A B C' D',</li> <li>d) enjoy playing melodies using the descant recorder.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to brainstorm on the hygiene measures in the use of the descant recorder.</li> <li>● Learners with low vision are guided to practise playing the notes G A and B observing the correct fingering, breath control and tone quality while learners with blindness are given hands-on demonstration as they practise playing the notes G A and B observing the correct fingering, breath control and tone quality.</li> <li>● Learners with low vision are guided to use a chart with appropriate colour contrast to identify note C' and D' and practice fingering the notes on the descant recorder (learners with low vision) while learners with blindness are given a realia of the descant decoder to manipulate, identify note C' and D' and practice fingering the notes.</li> <li>● Learners with low vision are guided to use digital devices with</li> </ul>	<p>How is a good tone produced on the descant recorder?</p>

			<p>appropriate assistive technology to responsibly search and watch a video/demonstration on how to play notes C' and D while learners with blindness use digital devices with appropriate assistive technology accompanied with verbal description to responsibly search and listen to a video/demonstration on how to play notes C' and D'.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to play notes G A B C' D' on the descant recorder with appropriate fingering, breath control, and tone quality while the learner with blindness are given hands-on demonstration as they play notes G A B C' D' on the descant recorder with appropriate fingering, breath control, and tone quality.</li> <li>● Learners with low vision are guided to practise proper fingering, breathe control and tone quality while playing melodies based on the notes G A B C' D' on the descant recorder while learners with blindness are</li> </ul>	
--	--	--	---	--

			<p>given hands-on demonstration as they practise proper fingering, breathe control and tone quality while playing melodies based on the notes G A B C' D' on the descant recorder.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to play notes G A B C' D' ascending and descending while the learner with blindness is given hands-on demonstration as they play notes G A B C' D' ascending and descending.</li> <li>● Learners with low vision are guided to print random repeat patterns on paper with the stencils using contrasting colours (<i>dabbing/spraying method</i>)while learners with blindness are guided to print random repeat patterns on braille papers using a braille music machine.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: a learner develops the skills of interacting with technology as they connect to digital resources to search for information on how notes are played on the descant recorder.</li> <li>● Communication and collaboration: a learner develops listening and speaking skills as they perform and execute skills in groups.</li> </ul>				

**Values:**

- Unity: a learner demonstrates the skills of cooperation as they work to review performances of melodies on a descant recorder by their peers.
- Respect: a learner demonstrates the skills of patience as they work together with others in the different presentations and skill performances.

**Pertinent and Contemporary Issues(PCIs):**

- Social cohesion: as learners collaborates with others while mounting, playing notes on the descant recorder.
- Safety and security: as learners become more aware of cyber security practices as they responsibly search and watch a video on how to play notes C' and D'.

**Link to other learning areas:**

English: The Learner uses English as the language of communication in providing feedback on peers' performances of melodies on the descant recorder.

**Suggested Assessment Resources:**

Descant recorder, recorder books, Baroque fingering chart, audio/visual recordings, Braille papers, Braille machines, slates and stylus .

## 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)
<b>2.0 Performing and Displaying</b>	<b>2.6 Swimming (Optional) (15 lessons)  Front crawl</b>	By the end of the Sub Strand, the learner should be able to: a) describe the front crawl technique in swimming, b) perform the front crawl technique in swimming, c) appreciates own and others' efforts in performing the front crawl technique.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to watch audio-visual clips or observe pictures with appropriate colour contrast and screen resolution of a live or recorded performance of front crawl technique and describe the progression while learners with blindness are given verbal and picture description of the visual elements as they listen to live or recorded performance of front crawl technique and describe the progression.</li> <li>● Learners with low vision are guided to perform skill specific</li> </ul>	How do you describe the front crawl technique?

			<p>warm up before demonstrating the skill while learners with blindness are given one on one demonstration and support as they perform skill specific warm up before demonstrating the skill.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to demonstrate the front crawl skill in swimming such as: floatation, body position, arm action, leg action, breathing, establishing rhythm while learners with blindness are given one on one demonstration and support as they demonstrate the front crawl skill in swimming considering, -floatation, body position, arm action, leg action, breathing, establishing rhythm.</li> <li>● Learners with low vision are guided to practise the skill of front crawl while observing safety and provide feedback to each other while learners with</li> </ul>	
--	--	--	---	--

			<p>blindness are given one on one demonstration as they practise the skill of front crawl while observing safety and provide feedback to each other.</p> <ul style="list-style-type: none"><li>● Learners with low vision are guided to perform the leg, arm action, rhythm and tempo in a front crawl performance while learners with blindness are given one on one demonstration as they perform the leg, arm action, rhythm and tempo in a front crawl performance.</li><li>● In groups, learners with low vision are guided to perform cool down activities while learners with blindness are given one on one demonstration as they perform cool down activities.</li><li>● Learners with low vision are guided to use digital devices with appropriate assistive technology to record video clips on own and others'</li></ul>	
--	--	--	---	--



			<p>performance and give constructive feedback while learners with blindness are given hands on demonstration as they use digital devices with appropriate assistive technology to record video clips on own and others' performance and give constructive feedback.</p>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: A learner develops the skill of interacting with digital technology as they use digital devices with appropriate assistive technology to record video clips on own and others' performance and give constructive feedback</li> <li>● Communication and collaboration: A learner develops the skill of teamwork as they work together in performing leg-action in front-crawl development.</li> </ul>				
<p><b>Pertinent and Contemporary Issues</b></p> <p>Safety: a learner develops the skills of personal safety as they practise the skill of front crawl while observing safety</p>				
<p><b>Link to other subjects:</b></p> <p>Science and technology: Learners will be able to relate the concept of buoyancy and floatation in science and technology as they are exposed to floatation and buoyancy in swimming.</p>				
<p><b>Suggested Assessment Resources:</b></p> <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- such as kickboards, pull buoys, fins, swim noodles, floatation devices. Braille papers, Braille machines, slates and stylus.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Creating and Performing</b></p>	<p><b>2.6 Indigenous Kenyan Games</b> (15 lessons)</p> <p><i>Counting games</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify types of indigenous counting games played in Kenya,</p> <p>b) perform different indigenous counting games for skill acquisition,</p> <p>c) perform indigenous counting games to a musical rhythm for enjoyment,</p> <p>d) appreciate the role played by counting games for fitness and health.</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to identify types of indigenous counting games played in Kenya.</li> <li>● Learners are guided to use digital devices with appropriate assistive technology to watch or listen to audio visual clips on demonstration of indigenous counting games and identify the skills. Learners are provided with verbal description of the visual elements.</li> <li>● Learners with low vision are guided to demonstrate indigenous counting games while observing safety while learners with blindness are given one on one demonstrations and support on</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you perform indigenous counting games to a musical rhythm?</li> <li>2. Why are indigenous counting games considered indigenous?</li> </ol>

			<p>indigenous counting games while observing safety.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to practise indigenous counting games while observing safety while learners with blindness are given one on one demonstrations and support as they practise indigenous counting games while observing safety.</li> <li>• Learners with low vision are guided to practise different types of indigenous counting games while combining it into a musical rhythm while learners with blindness are given one on one demonstrations and support as they practise different types of indigenous counting games while combining it into a musical rhythm.</li> </ul>	
<p><b>Core competency to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: a learner develops the skills of team spirit as they practise different types of</li> </ul>				

indigenous counting games while combining it into a musical rhythm.

- Learning to learn: a learner develops learning to learn skills as they identify types of indigenous counting games played in Kenya.

**Values:**

- Responsibility: a learner develops the skills of care as they use digital devices with appropriate assistive technology to watch or listen to audio visual clips on demonstration of indigenous counting games as they care for them.
- Unity: a learner develops the skills of cooperation as they practise different types of indigenous counting games while combining it into a musical rhythm.

**Pertinent and Contemporary Issues (PCIs):**

- Safety: a learner develops the skills of personal safety as they practise indigenous counting games while observing safety.
- Health and Fitness: The learner improves fitness through indigenous counting games for a healthy lifestyle.

**Link to other learning areas:**

- Mathematics: The learner keeps counting during indigenous counting games.

**Suggested learning resources**

Counter, ropes, bean bags, counting video games. Braille papers Braille machines, slates and stylus.

**SUGGESTED ASSESSMENT RUBRIC**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to make 4 ropes using plaiting technique.	Makes 4 ropes using plaiting technique.	Makes 3 ropes using plaiting technique.	Makes 2 ropes using plaiting technique.	Makes 1 or no rope using plaiting technique.
Ability to decorate 4 for fabrics using tie and dye technique	Decorates 4 for fabrics using tie and dye technique	Decorates 3 for fabrics using tie and dye technique	Decorates 2 for fabrics using tie and dye technique	Decorates 1 or no for fabrics using tie and dye technique
Ability to make 6 ornaments using available materials	Makes 6 ornaments using available materials	Makes 5-4 ornaments using available materials	Makes 3-2 ornaments using available materials	Makes 1 or no ornament using available material
Ability to perform 5 puppet show while singing topical songs	Performs 5 puppet show while singing topical songs	Performs 4 puppet show while singing topical songs	Performs 3 puppet show while singing topical songs	Performs 2 or less puppet show while singing topical songs

Ability to create a random repeat pattern based on 5 notes G A B C' D'.	Creates a random repeat pattern based on 5 notes G A B C' D'.	Creates a random repeat pattern based on 4 notes G A B C.	Creates a random repeat pattern based on 3 notes G A B.	Creates a random repeat pattern based on 2 or less notes G A
Ability to perform 5 times front crawl technique in swimming	Performs 5 times front crawl technique in swimming	Performs 4 times front crawl technique in swimming	Performs 3 times front crawl technique in swimming	Performs 2 or less times front crawl technique in swimming
Ability to perform 6 different indigenous counting games	Performs 6 different indigenous counting games	Performs 5-4 different indigenous counting games	Performs 3 different indigenous counting games	Performs 2 or less different indigenous counting games

### STRAND 3.0: APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Arts works</b>  (10 lessons) <ul style="list-style-type: none"> <li>● <i>Components of a folk dance; community, occasion, participants, songs, body movement, formations, instruments, costumes, body adornment, ornament.</i></li> <li>● <i>East African Community Anthem: message, values, occasion and etiquette in performance,</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explore works of art displayed in the e-galleries for inspiration and mentorship,</li> <li>b) showcase artworks for critique,</li> <li>c) analyse a Kenyan folk dance using appropriate terminologies,</li> <li>d) analyse the East African Community Anthem to foster patriotism,</li> <li>e) participate in ball games and athletics,</li> <li>f) value appreciation of Creative Arts works</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to use digital devices with appropriate assistive technology and explore e-galleries and analyze artworks while learners with blindness are provided with verbal description of the visual elements to explore e-galleries and analyze artworks.</li> <li>● In groups, learners with low vision are guided to interpret works of art displayed in the e-galleries putting into account: (type of art, technique, feeling, value) while learners with blindness are given one on</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you analyze Kenyan folk dance?</li> <li>2. Why is it necessary to appreciate artworks?</li> </ol>

		<p>drawn from various cultural backgrounds.</p>	<p>one support as they interpret works of art displayed in the e-galleries putting into account</p> <ul style="list-style-type: none"> <li>● Learners are guided to reflect on the analyzed work of art for inspiration and mentorship.</li> <li>● Learners are guided to analyse a Kenyan folk dance using appropriate terminologies.</li> <li>● Learners are guided to analyse the East African Community Anthem to foster patriotism.</li> <li>● Learners are guided to participate in ball games and athletics.</li> <li>● Learners are guided to discuss their own and others' work and critique the artworks. considering ; type of artwork, materials used,</li> </ul>	
--	--	---	---	--



			media used and craftsmanship.	
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: a learner develops the skills of team spirit as they reflect on the analyzed work of art for inspiration and mentorship</li> <li>● Digital literacy: a learner develops the skills of interacting with technology as they use digital technology to watch artworks in e-galleries for analysis.</li> <li>● Citizenship: a learner develops the skills of patriotism as they analyse the East African Community Anthem to foster patriotism</li> <li>● Learning to learn: develops the skills of learning to learn as they analyse a Kenyan folk dance using appropriate terminologies.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Unity: a learner demonstrates the skills of cooperation as they analyse the East African Community Anthem to foster patriotism.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Disaster risk reduction: a learner develops managing disaster risks as they arrange artworks with appropriate spacing during display and observe safety in participating in games.</li> <li>● Analytical and creative thinking - a learner develops analytical skills as they analyse artworks, a folk dance and the East African Community Anthem</li> <li>● Cultural awareness - a learner develops the skills of cultural appreciation as they interact with folk dances from different Kenyan communities and explore artworks from varied different parts of the world.</li> </ul>				

**Link to other subjects:**

Social studies: as learners relate sportsmanship skills in football/futsal, athletics and swimming to Social studies and integrate with others while undertaking various tasks in groups.

Mathematics: as learners use the skills of measurement, marking and drawing lines when window mounting pictures.

**Suggested Assessment Resources:**

Audio-visual excerpts of relevant music, Audio-visual equipment, events and equipment, digital devices with assistive technology such as screen readers. Braille machines, Braille papers, slates and stylus.

**SUGGESTED ASSESSMENT RUBRIC**

<b>Level</b>  <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse 6 works of art displayed in the e-galleries considering type of art, material, Media, meaning and aesthetics.	Analyses 6 works of art displayed in the e-galleries considering type of art, material, Media, meaning and aesthetics.	Analyses 5 works of art displayed in the e-galleries considering type of art, material, Media, meaning and aesthetics.	Analyses 4-3 works of art displayed in the e-galleries considering type of art, material, Media, meaning and aesthetics.	Analyses 2 or less works of art displayed in the e-galleries considering type of art, material, Media, meaning and aesthetics.

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

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested Non-formal activities to support learning</b>
<b>1.0 Creating and Executing</b>	<b>1.1 Wind instrument-Drawing</b>	Wind instruments, resource person, pictures/videos of wind instruments, appropriate reusable resources for making a wind instrument, brushes, erasers, drawing papers (sugar paper, manilla), etching tools, Indian ink/ black colour, paint brush cutting tools, adhesive, Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres.
	<b>1.2 Football</b>	Digital devices, footballs, open places or marked fields, goal posts, papier mâché, moulds, water-based paints, cones and markers, whistle, storage, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Football club, football school team, watch Football matches, participate in football championships in and out of school.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
	<b>1.3 Rhythm</b>	Bamboo stick/fountain pen ink/ stick, cutting tools, ink, colours, percussion instruments, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Participation in Music club activities, games events.
	<b>1.4 Painting and Mosaic</b>	Coloured paper/banana fibres, suitable adhesives, supports, brushes, drawing paper/ book, water-based colours, water, Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
	<b>1.5 Melody</b>	Pitching instrument/melodic instrument, improvised calligraphy pens, hard papers, glue, coloured papers, ink, watercolours/poster colours, Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Presentations in Music Club activities, school functions.
	<b>1.6 Rounders</b>	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Play Rounders at games time, interschool championships and other levels, participate in Rounders events and activities.
<b>2.0 Performance and Display</b>	<b>2.1 Athletics</b> <i>Visual baton exchange</i>	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable, Braille	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written</li> </ul>	Participation in class/school events and activities, clubs' activities, plaiting at community

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
		machines, Braille papers, slates and stylus.	assessment <ul style="list-style-type: none"> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	level, watch various Athletics championships on digital media, join school athletics team.
	<b>2.2 Fabric Decoration</b>	Dyes (natural/ artificial), tying-in objects, recyclable fabric, tying materials, water, fixatives/salt, iron box, Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	School Art club, School/Community exhibitions, cultural festivals
	<b>2.3 Kenyan Folk Dance</b>	Bamboo sticks, clay, wires, plastic, scrap metal, wood, threads, cutting tools, bending tools, smoothing tools, paints, wood polish, costumes, adornments, ornaments and props	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Exhibition, club activities, Club activities, virtual/ actual gallery visits,  Presenting folk dances during school functions such as parents’

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
		musical instruments, resource persons, audio/visual recordings of folk dances, Braille machines, Braille papers, slates and stylus.		day. Taking part in music and cultural festivals.
	<b>2.4 Puppetry</b>	Found objects, dyes/paints, threads, needles, glue, topical songs, Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Music festivals/events, cultural festivals, school clubs activities.
	<b>2.5 Descant recorder</b>	Descant recorder, recorder books, Baroque fingering chart, audio/visual recordings. Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Participating in Music club, music festivals, school band. school functions.



<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested Non-formal activities to support learning</b>
	<b>2.6 Swimming - Front crawl</b>	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- such as kickboards, pull buoys, fins, swim noodles, floatation devices. Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Swimming club, inter-class swimming activities,
	<b>2.7 Indigenous Kenya Games- Counting games</b>	Counter, ropes, bean bags, counting video games, Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Cultural festival, participate in indigenous games sports and competitions.

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested Non-formal activities to support learning</b>
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Arts works</b>	Audio-visual excerpts of East African Community Anthem, Kenyan Folk dances, Audio-visual equipment Resource persons, games events and equipment. Braille machines, Braille papers, slates and stylus.	<ul style="list-style-type: none"> <li>● Oral/aural assessment</li> <li>● written assessment</li> <li>● observation</li> <li>● peer assessment</li> <li>● self-assessment</li> </ul>	Participating in community festivals and sporting events, Exhibitions, participating in music festivals, school games, sports club, music club/choir, Singing the East African Anthems during school assemblies, sports events and school functions.

## **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 subject 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 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. 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.