



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS

GRADE 7

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

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FOREWORD

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

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

The reviewed Grade seven curriculum designs for learners with visual impairment build on competencies attained by learners at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decisions on pathways based on careers.

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 seven is the first grade of Junior school while Grade 9 is the final grade of the level in the reformed education structure.

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

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

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

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ACKNOWLEDGEMENT

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

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

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

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



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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity**

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

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

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

i) Social Needs

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

ii) Economic Needs

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

iii) Technological and Industrial Needs

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

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

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

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

LESSON ALLOCATION

| S/ No . | Learning Area | Lesson |
|---------------|--------------------------------------------------------------|-----------|
| 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 | 4 |
| 5. | Integrated Science for Learners with Visual Impairment | 5 |
| 6. | Agriculture & Nutrition for Learners with Visual Impairment | 4 |
| 7. | Social Studies for Learners with Visual Impairment | 4 |
| 8. | Creative Arts and sports for Learners with Visual Impairment | 5 |
| 9 | Pre- technical Studies for learners with Visual Impairment | 4 |
| 10. | Pastoral/ Religious Instruction Programme | 1 |
| | Total | 41 |

LEVEL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious coexistence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Creative Arts and Sports Curriculum is a multidisciplinary learning area encompassing Physical Education and Sports, Visual Arts, and Performing Arts. This curriculum is anchored in Howard Gardner's Multiple Intelligence theory (1983), that recognizes the diverse intelligences of learners by accommodating varied ways of learning through, creating, performing, and analysing. Furthermore, this curriculum is informed by John Dewey's Social Constructivism Theory, which emphasises an immersive and participatory approach to learning that gives learners the freedom to express their ideas, feelings, and skills.

The curriculum is organised into three Strand: Foundations of Creative Arts and Sports, Creating and Performing in Creative Arts and Sports, and Appreciation in Creative Arts and Sports. The curriculum emphasises the development of practical, fine, and gross motor abilities. This concept stimulates critical thinking, lateral thinking, advanced analysis, and problem-solving skills—all of which are beneficial to the learner's overall growth.

A pivotal aspect of this curriculum is the integration of Information and Communication Technology (ICT) into the learning process. Proficiency in digital skills has been aligned with contemporary educational needs. Moreover, elements of entrepreneurship have been embedded in the curriculum to acquaint the learner with potential careers in the creative and sports industry.

The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports.

The curriculum further lays a foundation for the acquisition of essential skills, preparing learners for a seamless transition to the Arts and Sports Science pathway at the Senior School level.

The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. . *Learners with visual impairment shall be given precise verbal descriptions, access to realia for tactile*

manipulation, orientation of body in space, one on one demonstrations, writing materials in appropriate print or in braille and extra time to perform various tasks. This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports.

The curriculum further lays a foundation for the acquisition of essential skills, preparing learners for a seamless transition to the Arts and Sports Science pathway at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

1. Explore individual abilities in Creative Arts and Sports to nurture talent for self-expression and personal development.
2. Exhibit positive intrapersonal and interpersonal skills of communication during activities in Creative Arts and Sports.
3. Cultivate social values, moral principles in Creative Arts and Sports for peaceful coexistence.
4. Manage resources in the physical environment for sustainable development.
5. Promote health and wellness through participation in Creative Arts and Sports activities.
6. Embrace ethics and etiquette in producing Creative Arts and Sports items to enhance good citizenship
7. Participate in Creative Arts and Sports activities to appreciate Kenya's diverse cultures for harmonious coexistence.
8. Address Pertinent and Contemporary Issues through Creative Arts and Sports.
9. Apply digital skills in learning and production in Creative Arts and Sports.

SUMMARY OF STRAND AND SUB STRAND

| Strand | Sub Strand | Suggested Number of Lessons |
|----------------------------------------------------------------|-----------------------------------------------|------------------------------------|
| 1.0 Foundations of Creative Arts and Sports | 1.1. Introduction to Creative Arts and Sports | 8 lessons |
| | 1.2. Components of Creative Arts and Sports | 8 lessons |
| 2.0 Creating and Performing in Creative Arts and Sports | 2.1 Picture Making | 10 lessons |
| | 2.2. Rhythm | 10 lessons |
| | 2.3 Athletics and Sculpture | 10 lessons |
| | 2.4. Melody | 10 lessons |
| | 2.5.1 Handball | 12 lessons |
| | 2.5.2 Goalball | 12 lessons |
| | 2.6 Multimedia | 10 lessons |
| | 2.7. Descant Record | 10 lessons |
| | 2.8 Storytelling and Animation | 12 lessons |

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|------------------------------------------------------------------------------|-------------------------------------------------|--------------------|
| | 2.9.1 Football | 12 lessons |
| | 2.9.2 Blind football | 12 lessons |
| | 2.10 Kenyan Folk song | 10 lessons |
| | 2.11 Indigenous Kenyan Craft –Bead work | 10 lessons |
| OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game | 2.12.1 Swimming (Optional) | 10 lessons |
| | 2.12.2 Kenyan Indigenous Game (Optional) | 10 lessons |
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports | 8 lessons |
| TOTAL NUMBER OF LESSONS | | 150 Lessons |

NOTE:

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

STRAND 1.0 FOUNDATIONS OF CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.0 Foundations of Creative Arts and Sports</p> | <p>1.1. Introduction to Creative Arts and Sports</p> <ul style="list-style-type: none"> • categories <i>Visual Arts, Music and dance, drama and film and Sports</i> • <i>Collage/photo montage</i> • <i>Relationships among the categories of Creative Arts and Sports</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe categories of Creative Arts and Sports for knowledge acquisition,</p> <p>b) outline the relationships among the categories of Creative Arts and Sports for knowledge acquisition,</p> <p>c) create a collage chart on the categories of the Creative Arts and Sports for skill</p> | <ul style="list-style-type: none"> • Learners with low vision are guided to watch virtual activities on digital devices with assistive technology or sit in appropriate positions to watch actual activities of Creative Arts and Sports to describe categories of Creative Arts and Sports (Fine art, applied art, Music, dance, drama, film, games, athletics, swimming and outdoor activities) while learners with blindness are guided to listen to virtual/actual activities of Creative Arts and Sports to describe categories of Creative Arts and Sports accompanied with verbal description and one on one demonstration of elements of | <ol style="list-style-type: none"> 1. How is Creative Arts and Sports categorized? 2. How are the categories of Creative Arts and Sports related? |

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| | | <p>acquisition, (learners with low vision),</p> <p>d) make a tactile chart of categories of creative art and sports for skill acquisition, (learners with blindness),</p> <p>e) appreciate Creative Arts and Sports for self-expression.</p> | <p>actual/ virtual activities that require use of sight.</p> <ul style="list-style-type: none"> ● Learners are guided to talk about the relationships among the categories of Creative Arts and Sports (functions, execution, visual, presentation, competition, audience, attire, themes, team effort) and report their findings in class. ● Learners with low vision are guided to collect images of creative Arts and sports activities, in appropriate print and colour contrast background, share the materials equitably and paste them on a manila paper under each category to make a collage while learners with blindness are guided in making and pasting tactile outlines of images of categories of creative arts and sports with one on one demonstration and verbal description and then write the | |
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| | | | <p>descriptions of the images in braille.</p> <ul style="list-style-type: none">• Learners with low vision are guided to neatly decorate the chart that is in appropriate font within the marked margin using found materials such as sand, flour and beads while learners with blindness are guided to neatly decorate a tactile chart within the marked margins and are provided with clear verbal descriptions and one on one support.• Learners with low vision are guided to display the chart in the classroom while learners with blindness display the tactile chart in the classroom and are provided with one on one support as they do the activity.• In groups or pairs, learners with blindness work with learners with low vision to appreciate diverse opinions as they talk about their | |
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| | | | own and others' displays on the categories of Creative Arts and Sports. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: Learner uses digital devices to explore, collect and present information on the categories and relationships of creative Arts and Sports. ● Communication: Learners exhibit communication skills as they give feedback on their own and others work in groups to research and come up with ideas on categories of Creative Arts and Sports. ● Collaboration: Learner collaboratively collects images of creative Arts and sports activities; and shares materials ● Creativity and imagination: Learner innovatively combines materials to make, decorate and display the artistic chart on categories of Creative Arts and Sports. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners cooperate with group members in making, decorating and displaying an artistic chart on categories of Creative Arts and Sports. ● Love: Learners share the available materials while exploring and making a chart in Creative Arts and Sports. ● Respect: Learners appreciate others' views during discussions on relationships among the Creative Arts and Sports categories. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion: Learners cooperate with others in group activities while exploring actual or virtual activities in Creative Arts and Sports. | | | | |

- Social Awareness skills: Learners develop effective communication skills during group discussions on categories of Creative Arts and Sports.
- Environmental education: Learners use appropriate found materials from the environment when making the chart.

Link to other Learning areas:

English: Learners utilise language and communication skills as they discuss, and present, enhancing their linguistic capabilities.

Suggested Learning Resources:

Manilla paper, colours, digital devices with assistive technology, cutting tools, found/recycled materials, audio visual clips, braille machines, slate and stylus and braille papers, exercise books in appropriate print.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0 Foundations of Creative Arts and Sports | 1.2. Components of Creative Arts and Sports <ul style="list-style-type: none"> • <i>Elements of a story (character, setting, plot and theme)</i> • <i>Coordination and strength in physical fitness,</i> • <i>Note values and their rest: semibreve, minim, crotchet a pair of quavers and their</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) describe elements of a story, b) perform activities demonstrating the components of fitness, c) write note values on a treble staff, d) name pitches on treble staff, e) group music notes in simple time $\frac{2}{4}$ f) appreciate the components of Creative Arts and Sports. | <ul style="list-style-type: none"> • Learners with low vision are guided to collect samples of artworks to identify elements (line, shape, colour, texture, tone/value) and principles (balance, proportion, dominance, rhythm, movement, unity, harmony) of art. The samples of art to be in appropriate size, good background and contrasting colour while learners with blindness are provided with tactile diagrams to manipulate, verbal descriptions and one on one support on elements of samples of artworks that require use of sight. | <ol style="list-style-type: none"> 1. How are the components of Creative Arts and Sports inter-related? 2. How are components of Creative Arts and Sports applied? |

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| | <p><i>corresponding rests,</i></p> <ul style="list-style-type: none"> • <i>Pitch: treble staff, ledger lines, scale of C major, keyboard</i> | | <ul style="list-style-type: none"> • Learners are guided to talk about the elements of storytelling (Character, plot, theme, language). • Learners with low vision are guided to watch virtual activities on digital devices with assistive technology or sit at an appropriate position to watch actual activities of fitness that describe coordination and strength in physical fitness, demonstrate coordination and strength using appropriate fitness exercises while learners with blindness are guided to describe coordination and strength in physical fitness, demonstrate coordination and strength using appropriate fitness exercises accompanied with verbal descriptions and one on one demonstrations of | |
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| | | | <p>the elements of actual/ virtual activities that require use of sight.</p> <ul style="list-style-type: none">• Learners are guided to sing familiar tunes and recite French rhythm names to identify the note values: semibreve, minim, crotchet and quaver and their corresponding rests.• Learners with low vision are guided to draw the note values and corresponding rest on a tree diagram on manuscript in appropriate print and organize the note values and their corresponding rests on a tree diagram while learners with blindness are guided on how to describe by writing the note values and their corresponding rests in music braille notation. | |
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| | | | <ul style="list-style-type: none"> • Learners with low vision are guided to draw the treble staff and treble clef, with ledger line- C, and write notes on the treble staff, and name the lines and spaces using letters of alphabet (A to G), in print music on manuscript in appropriate print while learners with blindness are provided with verbal descriptions of the treble range and the octave marks or pitch signs that indicate the exact location of the notes (Octave 4 and 5), then are guided to write the treble clef sign in music braille and then write the music alphabet C D E F G A B C in music braille notation incorporating the octave mark where necessary using any of the note values. | |
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| | | | <ul style="list-style-type: none"> ● Learners with low vision draw a keyboard in appropriate size and then name the notes on the keyboard while learners with blindness are provided with a written and verbal description and a hands on demonstration of the location of the notes on a keyboard. The learners then manipulate a keyboard and identify the keys. ● Learners with low vision are guided to group music notes in simple time 2_4 (<i>semibreve, minim, crotchet a pair of quavers and their corresponding rests</i>) while learners with blindness are guided on the various groupings of the crotchet beat. ● Learners are guided to watch or listen to audio-visual videos/films on digital devices | |
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| | | | <p>with assistive technology on basic elements of Creative Arts and Sports to appreciate how the distinct elements of the various categories of Creative Arts and Sports relate to each other while learner with blindness is provided with verbal description and one on one demonstration on the visual elements of the video clips.</p> | |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Core competencies to be developed:

- Communication: Learner develops effective verbal expression and written communication skills while discussing the elements of storytelling.
- Collaboration: Learner embraces teamwork and mutual support while singing familiar tunes.
- Digital Literacy: Learner interacts with digital devices while watching virtual activities of fitness and watching videos to appreciate how the components of Creative Arts and Sports relate to each other.
- Critical Thinking and Problem Solving: Learner applies critical thinking to demonstrate fitness exercises from the observations made related to personal fitness.

Values:

- Responsibility: Learners take responsibility for their health and well-being by participating in fitness activities.
- Unity: Learners work together with others to achieve common goals in group activities, fostering a supportive and inclusive environment.
- Citizenship: Learners appreciate diverse musical expressions thus fostering a sense of citizenship.

Pertinent and Contemporary Issues (PCIs):

Lifestyle diseases: Learners perform fitness activities to reduce the chances of lifestyle diseases.

Link to other Learning Areas:

- English and Kiswahili: Learners enhance language comprehension and interpretation skills during group discussions and presentations.
- Mathematics: Learners employ learnt mathematical principles of rhythm, values, timing, during music notation.

Suggested Learning Resources:

Found materials, sample pictures, audio visual clips, keyboard, open field, digital devices with assistive technology, braille machines and materials

Suggested Assessment Rubric for Foundations of Creative Arts and Sport

| Level Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Ability to describe the 4 categories of Creative Arts and Sports <i>(Visual Arts , Music and dance, Drama and film Sports</i> | Describes the 4 categories of Creative Arts and Sports in detail | Describes the 3 categories of Creative Arts and Sports | Describes 2 categories of Creative Arts and Sports | Describes less than 1 category of Creative Arts and Sports |
| Ability to execute 5 components of Creative Arts and Sports <i>(Elements of a story, Components of fitness and Elements of Music (writing note values on a treble staff, naming pitches on treble staff, grouping music notes in simple time -)</i> | Executes the 5 components of Creative Arts and Sports with precision. | Executes the 4 components of Creative Arts and Sports accurately. | Executes the 3-2 components of Creative Arts and Sports with minor errors | Executes less than 1 component of Creative Arts and Sports with errors. |

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|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|
| Ability to create a chart on the 4 categories of the Creative Arts and Sports | Creatively makes a chart on 4 categories of the Creative Arts and Sports | Makes a chart on 3 categories of the Creative Arts and Sports | Makes a chart on the 2 categories of the Creative Arts and Sports | Makes a chart 1 or no category of the Creative Arts and Sports |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|

STRAND 2.0 CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 2.0 Creating and Performing | 2.1. Picture making <ul style="list-style-type: none"> • <i>Drawing (line, tone, balance)</i> • <i>Painting</i> • <i>(cool/warm colours)</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss line, tone and balance as elements and principle of Art, b) analyse cool and warm colours in colour wheel, c) draw a pictorial composition from memory, (for learners with low vision) d) describe a pictorial composition from memory, (for learners with blindness) e) paint a scenery using cool and warm colour to appreciate owns and others' pictorial | <ul style="list-style-type: none"> • Learners are guided to explore actual sample and virtual samples drawings using assistive digital devices with appropriate assistive technology and to analyse elements and principle of Art: line, tone/ value and balance. • Learners with low vision area guided to draw a themed composition of a sports activity, using any dry media focusing on (balance of the space, balance of forms (at least 3 forms) while learners with blindness are guided to describe sport activities in writing. • In groups, learners with low vision work with learners with blindness to create tone on the composition using smudging technique considering; blending of the tone and tonal | How is balance achieved in drawing? |

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| | | <p>composition. (for learners with low vision)</p> <p>f) model a scenery using cool and warm colour to appreciate own and others' pictorial composition. (for learners with blindness)</p> | <p>variation. Learners with blindness are provided with one on one support in activities of creating tone that require use of sight.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to paint a landscape picture focusing on; sections-fore/middle/background and warm colours (progression), cool colours (recession) while learners with blindness are guided to arrange modelled items focusing on; sections-fore/middle/background and warm colours (progression), cool colours (recession). ● Learners are guided to finish by mounting the pictures or models considering contrast of the picture or models and the surface. ● In groups, learners are guided to talk about others work and reflect on own | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: Learner demonstrates critical thinking by exploring and experimenting with artistic techniques, such as the smudge technique, and problem-solving through the thoughtful use of visual elements. | | | | |

- Creativity and Imagination: Learner's creativity flourishes as they draw inspiration from sport activities to compose unique and expressive pictorial compositions, showcasing a vivid imagination.
- Learning to Learn: Learner actively seeks and absorbs knowledge about visual art elements, principles, and techniques, demonstrating a proactive approach to continuous learning and skill development.
- Citizenship and Self-Efficacy: Learner exhibits a sense of citizenship by using their artistic expressions to reflect cultural aspects inspired by sport activities, fostering a sense of community and belonging. Self-efficacy is evident in their confidence to create meaningful artworks.

Values:

- Integrity: Learners uphold integrity by honestly representing their artistic ideas and expressing themselves authentically through their pictorial compositions.
- Responsibility: Learners take responsibility for their artistic choices, demonstrating a sense of ownership and accountability in the creation of visual artworks.
- Respect: Learners respect diverse artistic expressions, valuing both their own creations and those of their peers, fostering a culture of mutual appreciation.
- Unity: Learners contribute to a sense of unity by using art as a universal language to connect with others, transcending cultural and linguistic boundaries.

Pertinent and Contemporary Issues (PCIs):

Environmental Awareness: Learners through their choice of materials and subject matter, reflect an awareness of environmental issues, contributing to the discourse on sustainable art practices.

Link to other Learning areas:

- Social Studies: Learners connect with social studies through the exploration of cultural themes and societal influences, reflecting in their artwork inspired by sport activities.
- Integrated Science: Learners engage with integrated science by demonstrating an understanding of colour theories and the scientific principles behind artistic techniques.

Suggested learning resources

Clay, plasticine, colours, pencil, stylus, drawing pad, spur wheel, rubber

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
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| 2.0 Creating and Performing | 2.2 Rhythm <ul style="list-style-type: none"> • Time signature, • Repetition of note • Values and rests, (<i>Taa-aa-aa-aa, Taa-aa, Taa, Ta-te,</i>) • Variation of note • Values and rests • Body movements • French rhythm names | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline factors to consider in creating a rhythmic pattern for knowledge acquisition, b) compose a four-bar rhythmic$\frac{2}{4}$ patterns in $\frac{2}{4}$ time for skill acquisition, c) notate rhythmic patterns in $\frac{2}{4}$ time on monotone, d) sight read rhythmic patterns on monotone for skill acquisition. (for learners with low vision), e) touch read rhythmic patterns on monotone for skill acquisition. (for learners with blindness), | <ul style="list-style-type: none"> • Learners with low vision are guided to watch virtual spaces using digital devices with assistive technology or sit in appropriate positions to watch live spaces to listen to simple tunes and outline factors to consider in creating a rhythmic pattern (time signature, repetition of note values and rests, variation of note values and rests) while learners with blindness guided to listen to simple tunes and outline factors to consider in creating a rhythmic pattern (time signature, repetition of note values and rests, | <ol style="list-style-type: none"> 1. How is rhythm in music constituted 2. How are beats organised in a song to create time signature? 3. How are rhythmic patterns used in sports? |

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| | | <p>f) appreciate rhythmic patterns created by self and others for self-actualization.</p> | <p>variation of note values and rests and Sports) on digital devices with assistive technology accompanied with verbal description and one on one demonstration of elements of actual/ virtual activities that require use of sight.</p> <ul style="list-style-type: none"> ● Learners are guided to recite the rhythmic patterns using French rhythm names. ● Learners with low vision are guided on how to compose 4- bar rhythmic pattern in 2_4 time in print music on manuscript in appropriate print 2_4 time while learners with blindness are guided on how to compose 4-bar rhythmic patterns in 2_4 time in music braille notation | |
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| | | | <ul style="list-style-type: none"> ● Learners are guided to write 4-bar rhythmic patterns on monotone 2_4 time from dictation in print music on manuscript in appropriate print while learners with blindness write the rhythmic patterns on monotone in music braille notation. ● In groups, learners with low vision are guided read rhythmic patterns written in print music while learners with blindness are guided to touch read rhythmic patterns written in music braille notation. ● Learners are guided to talk about rhythmic patterns created by self and others. | |
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Core competencies to be developed:

- Communication and Collaboration: Learner articulates ideas and collaborates with peers to refine their understanding of the concept of rhythm.
- Learning to Learn: Learner acquires knowledge in rhythm as a fundamental component of musical creation, performance and analysis.
- Critical thinking and Problem-solving: Learner composes and improvises rhythmic patterns to accompany warm-up routines.

Values:

- Integrity: Learners compose rhythm, the commitment to conveying this musical element with precision reflects a sense of integrity in their approach to musical expression.
- Responsibility: Learners compose four-bar rhythmic patterns, taking responsibility for individual contributions to the composition process are crucial in ensuring a sense of responsibility for their part in the musical collaboration.
- Respect: Learners engage in the creative and collaborative process of valuing each other's ideas and contributions to demonstrate respect among musicians to create a positive and respectful musical environment.
- Unity: Learners improvise rhythmic patterns, the collaborative nature of responding to others' contributions promotes a sense of togetherness in creating a musical experience.

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: Learners perform rhythms to various movements to reduce the chances of lifestyle diseases.
- Self-esteem: Learners create new rhythmic patterns for self-satisfaction.

Link to other Learning areas:

- English: Writing about the factors involved in creating rhythmic patterns contributes to English language skills. This task involves the use of descriptive language, explanation, and the organisation of ideas.
- Mathematics: Identifying mathematical elements in rhythm, such as beats and timing, connects to mathematical concepts. The learner may analyse and quantify aspects of rhythmic creation.
- Integrated Science: Experimenting with the properties of sound during improvisation connects to integrated science. The learners may explore the scientific aspects of creating different rhythmic sounds.

Suggested Learning Resources:

Instructional Videos, Interactive Worksheets in appropriate print and in music braille notation, Notation Software Tutorials, Interactive Notation Apps, Printable Rhythm Worksheets in appropriate print and in music braille notation, Improvisation Guides in print and in music braille notation, Improvisation Exercises, Music Games, Keyboard

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.3 Athletics and Sculpture <ul style="list-style-type: none"> ● Javelin throw ● Javelin appearance ● Carving ● Decorating forms | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify materials for carving in sculpture, b) carve javelin according to the right specification, c) decorate the javelin using appropriate techniques, d) execute a javelin throw following the throwing phases for skill acquisition, e) appreciate each other's carved javelin and effort in throwing javelin. | <ul style="list-style-type: none"> ● Learners are guided to research and discuss carving as a technique in sculpture with focus on; practise in Kenya, materials and tools. ● Learners are guided to select and explore suitable materials and tools for carving wood while learners with blindness are provided with clear verbal descriptions and one on one support in activities that require sight like collecting suitable materials, manipulate, select and sort the materials. ● Learners are guided to observe or listen to clear verbal description of actual or virtual images of a javelin with focus on; (<i>general shape, length, thickness and weight</i>). | <ol style="list-style-type: none"> 1. Why are safety considerations important in carving and throwing a javelin? 2. How does Javelin throwing enhance fitness? |

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| | | | <ul style="list-style-type: none">● Learners with low vision are guide on how to carve a javelin while observing the following<ul style="list-style-type: none">- sketching image on paper using contrasting colour- -transferring image onto the wood- carve out the negative parts of the javelin focusing on the shape- craftsmanship-finish the javelin using appropriate techniques (sanding, texturing or varnishing while learners with blindness are provided with one on one demonstration on moulding and be given plasticine to mould a javelin, dry it in shade as they focus on shape and finish the javelin using the | |
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| | | | <p>sanding and texturing technique.</p> <p>NB; observe safety while handling materials and tools display and critique own and others' javelin.</p> <ul style="list-style-type: none"> ● Learners are guided to finish the javelin using appropriate techniques (<i>sanding, texturing or varnishing</i>), safety while handling tools and materials, display and critique own and others' javelin). Learners with blindness to be given one on one support in activities of finishing that require use of sight. ● Learners with low vision are guide to use available digital devices with appropriate to watch/listen to an audio visual videos of a javelin throw in appropriate colour contrast to note the following phases; | |
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| | | | <ul style="list-style-type: none"> - Carry, - approach run, - cross over, - release and - follow through <p>while observing safety. Learners with blindness are provided with verbal descriptions and one on one demonstrations on how to carry, approach, run, crossover, release and follow through.</p> <ul style="list-style-type: none"> ● Learners are guided to practise a javelin throw while observing the five phases and the basic rules; <ul style="list-style-type: none"> - landing of the javelin within the marked area - Javelin landing with the thick end first. <p>Learners with blindness listen to clear verbal description of the javelin throw.</p> <ul style="list-style-type: none"> ● Learners are guided to acknowledge others' effort by | |
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| | | | giving feedback on the carved javelin and throwing effort. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learner demonstrates craftsmanship in carving a javelin implement according to the right specifications, ● Creativity and Imagination: Learner selects found materials from environment to use in carving the javelin implement, ● Self-efficacy: Learner develops self-efficacy, when carving a javelin implement according to the right specifications and executing a javelin throw following the phases correctly. | | | | |
| <ul style="list-style-type: none"> ● Values: ● Unity: Learners assist each other in safely executing a javelin throw. ● Integrity: Learners uphold integrity by adhering to basic rules, while practising a javelin throw. ● Responsibility: Learners demonstrate responsibility by ensuring precision and adherence to specifications in carving a javelin. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and Security: observed when the learner uses carving tools to create a javelin implement, ● Environmental conservation: Learners use found materials to carve a javelin implement while conserving the environment. | | | | |

Link to other learning areas:

- Mathematics: learner uses mathematical concepts such as weight and length in javelin carving and execution.
- English and Kiswahili: Learner expresses their observations, understanding, and findings on a javelin in well-structured and articulate ways employing learnt language skills.

Suggested Learning Resources

Javelin, tape measure, field makers wood, carving tools, colour, finishing tools, brush, mixing containers

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.3 Melody <ul style="list-style-type: none"> • Qualities of a good: (<i>singable - with leaps of a 3rd, has identifiable shape/contour, symmetry, starts on d, m or s, and ends on d</i>), • Melodies in C major | <p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) outline the qualities of a good melody, b) compose four-bar melodies in C major, c) perform created pieces of music in C major, d) enjoy creating melodies in C major. | <ul style="list-style-type: none"> • Learners are guided to sing familiar tunes to outline the qualities of a good melody (singable - with leaps of a 3rd, has identifiable shape/contour, symmetry, starts on d, m or s, and ends on d). • Learners are guided to orally compose and notate 4-bar melodies in C major and 2_4 time. • Learners with low vision are guided to compose a 4-bar melody in C major 2_4 time in print music on manuscript in appropriate print while learners with blindness are guided to write the 4-bar melody in music braille notation. • Learners with low vision are guided to sight read 4-bar melodies in C major 2_4 time written in appropriate print using voice/descant recorder/any | <ol style="list-style-type: none"> 1. How is a melody created? 2. How can drawing or demonstration skills enhance learning melody? 3. How do features of a melody enhance physical fitness? 4. How does melodic contour and contour drawing or demonstration differ? |

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| | | | <p>other western instrument while learners with blindness are guided to touch read/play melodies written in music braille notation. The learners with blindness to be given extra time to familiarise with the melodies before playing.</p> <ul style="list-style-type: none"> • Learners are guided to give feedback on melodies composed by self and others. | |
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Core Competencies to be developed:

- Self-efficacy: Learner gains confidence through creating melodies that bear acceptable qualities.
- Learning to Learn: Learner learns music notation and designs the seasonal melody card, and thus develops a novel approach to expressing musical concepts.
- Digital Literacy: is enhanced by using digital notation software, gaining proficiency in contemporary music creation tools, and navigating digital platforms.
- Communication and Collaboration: Learner composes melody; effective communication is fostered through discussions with peers, sharing perspectives, and engaging in group analyses, contributing to a collaborative understanding of musical elements.

Values:

- Respect: Learners value diverse perspectives and opinions from others about the qualities of a good melody.

- Patriotism: Learners incorporate Western and Kenyan cultural elements into their artistic expressions when designing the melody card using locally found objects and composing melody, as a sign of pride and connection to their cultural identity.
- Responsibility: Learners show commitment to the creative processes involved in melody composing, which include learning to sight read melodies, designing melody cards and giving feedback on melodies created by self and others.
- Unity: Learners work with others to collect materials to design melody cards, perform parts of the melodies and present them, emphasising collaborative creativity.
- Love: Learners passionately explore and appraise each other's creations for qualities that qualify them as good melodies and well-designed cards, to show their connection to music experience and to each other.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: Learners acquire global citizenship, by writing music using Western Music notation, an internationally acceptable and conventional means of Music representation,
- Environmental Education: Learners use appropriate found materials from the environment when embellishing the melody card.
- Learner Support Programmes: Learners when creating melody and designing a melodic card, nurtures their artistic and musical talent.

Link to other Learning Areas:

Mathematics: Musical notation involves mathematical concepts such as rhythm, timing and understanding musical patterns, providing a cross-disciplinary application of mathematical principles.

Suggested Learning Resources:

drawing tools, eraser, music excerpts in appropriate print and in music braille notation, braille machine and materials, manuscript in appropriate print, digital devices with assistive technology

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.5.1 Handball (for learners with low vision) <ul style="list-style-type: none"> ● Passes ● Dribbling ● Jump shot | <p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe passing, dribbling and jump shot in Handball game,</p> <p>b) perform the passing skills in Handball,</p> <p>c) execute dribbling in handball for skill acquisition,</p> <p>d) execute jump shot in handball,</p> <p>e) appreciate each other's efforts in playing Handball game.</p> | <ul style="list-style-type: none"> ● Learners are guided to use digital devices with assistive technology to watch/listen to an audio virtual or real match while seated at an appropriate position to observe passes (side pass, jump pass and flick pass), jump and dribbling in handball. ● Learners are guided to practise passing in handball in pairs. ● In groups, learners practise high and low dribbling. ● Learners are guided to participate in dribbling drills using the jump shot for scoring. ● Learners are guided apply passing, dribbling and jump skills in a game situation while observing safety. | <p>1. Why is mastery of skill important when playing handball?</p> <p>2. How can a handball net be improvised?</p> |

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| | | | <ul style="list-style-type: none"> • In group, learners are guided to use the skills acquired in a mini game of handball for fun and enjoyment. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learner develops confidence and belief in their skills and ability while engaging in a Handball game. • Digital literacy: Learners operate digital devices to observe virtual demonstration of passes, dribbling and jump shot in Handball. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners observe safety of own and others while playing Handball. • Respect: Learners appreciate the need for respect of each other as they practise and perform handball skills thus emphasising the importance of sportsmanship. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Self-awareness: Learners develop self-esteem and interpersonal relationships enhancing their abilities while playing Handball games. • Values in Sports: Learners acquire the value of sportsmanship while playing Handball. | | | | |
| <p>Link to other learning areas: Mathematics: The execution of dribbling skills in handball involves spatial awareness, angles, and force application, connecting to mathematical concepts.</p> | | | | |

Suggested Learning Resources: coloured **handball**, goal net, whistle, markers, strings in contrasting colour

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing in Creative Arts and Sports | 2.5.2 Goalball (for learners with blindness) <ul style="list-style-type: none"> ● <i>Throws in goalball</i> ● <i>Weaving a goalball net</i> | By the end of the Sub Strand the learner should be able to; <ol style="list-style-type: none"> a) describe the throws in goalball for learning, b) perform the throwing skills in goalball for knowledge acquisition, c) execute throwing skills in goalball in real life situation, d) describe the steps of making a macrame larks head knot, e) weave a goal ball net using macrame larks | <ul style="list-style-type: none"> ● Learners are guided to use digital devices with assistive technology to watch/listen to an audio visual video clip or real match to observe throws in goalball. Learners with blindness are given verbal descriptions and one on one demonstration on how to adopt the stance, throw and release in goalball. ● Learners are guided to perform drills on stance throw and release in goalball ● The learner is guided to weave a goal ball using macrame larks knot, learners with blindness are given verbal descriptions and one on one demonstrations on how to make the macrame larks head knot. | <ol style="list-style-type: none"> 1. How do we benefit from playing goalball? 2. How can a goal ball be improvised? |

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| | | <p>head knot for skill acquisition,</p> <p>f) appreciate each other's effort in passing and dodging in goalball for self-actualization.</p> | <ul style="list-style-type: none"> ● In groups learners are guided to use the skills acquired in a mini game of goal ball for fun and enjoyment. ● Learners are guided to collect materials from the locality such as nylon paper, strings and metallic bottle tops, strong wires and a nail. ● Learners are provided with a verbal description and a one-on-one demonstration on how to weave a goalball sound ball using macrame larks knot. ● Learners are guided to manipulate actual or use digital devices with assistive technology to listen to video clips basic macramé knots used for weaving. ● Learners are guided to practise the knots: <ul style="list-style-type: none"> - the larks head, - half hitch, - square, - spiral/half knots. | |
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| | | | <ul style="list-style-type: none"> ● In groups or pairs, learners are guided to collaboratively, weave a goalball goal while observing the following: <ul style="list-style-type: none"> - Knots - Size of the net - Finishing. ● Learners are guided to use the ball in practising the goal ball game. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: A learner engages in goalball activities, they build self-efficacy through skill acquisition and execution, contributing to confidence and belief in their abilities. ● Communication and Collaboration: A learner enhances communication skills by articulating various techniques involved in goalball throw, fostering a deeper understanding of the sport. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners exhibit responsibility by taking ownership of the net creation, linking to values such as responsibility and respect for goalball equipment. ● Unity: Learners foster inclusion skills and mutual support among teammates, emphasising the importance of working together towards a common goal. | | | | |

- Respect: Learners explore acceptance skills for opponents through goalball-related tasks, emphasising the importance of positive sportsmanship.

Pertinent and Contemporary Issues (PCIs):

- Develop self-awareness: Learners identify their abilities and build their self-esteem and interpersonal relationships as they play games.
- Social economic issues: Learners use safety and security skills as they learn how to play together safely.
- Gender: Learners play without discrimination and appreciate each other's sexuality without bias to intersex persons.

Link to other learning areas:

- Integrated Science: Learners understand the physics behind the force applied in shooting skills connected to integrated science, involving concepts related to motion and energy.
- English and Kiswahili: Learners express writing and speaking skills as they write essays or give oral reports on goalball passes enhances language skills and understanding in both languages.
- Mathematics: Learners execute dribbling skills in handball involving spatial awareness, angles, and force application, connecting to mathematical concepts.

Suggested Learning Resources:

Goalball, goal net, whistle, markers, sound ball, glove, mats, knee caps and blind folds. nylon paper, strings and metallic bottle tops, strong wires and a nail.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.6 Multi Media Art <ul style="list-style-type: none"> ● <i>Motif design</i> ● <i>Stencil Printing</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify alternate repeat pattern, b) design a motif from organic shape, c) prepare a stencil using organic shape, d) create an alternate repeat pattern by stencil printing on a fabric, e) appreciate own and others stencil printed work, | <ul style="list-style-type: none"> ● Learners are guided to study actual and virtual samples of alternate patterns in stencil printing on digital devices with assistive technology. Learners with blindness are provided with one on one demonstration and verbal description on the visual element of the activity. ● Learners are guided to design a motif from organic shapes inspired by the environment such as flowers and leaves, among others focusing on creativity. Learners with blindness are provided with one on one demonstration on designing a motif. ● Learners are guided to prepare a stencil based on the motif | Why is registration important in printmaking? |

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| | | | <p>focusing on positive and negative space. Learners with blindness are provided with one on one support on activities of preparing stencil that require use of sight.</p> <ul style="list-style-type: none"> ● Learners are guided to prepare the fabric, printing ink/paste and surface for printing. Learners with blindness are provided with one on one support on activities of preparing fabric that require use of sight. ● Learners are guided to make registration marks on the fabric. Learners with blindness are provided with one on one support on activities of making registration marks that require use of sight. ● Learners are guided to dab to print an alternate repeat pattern on a fabric using contrasting colours to make a curtain for | |
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| | | | <p>your class. Learners with blindness are provided with one on one support on activities of printing that require use of sight.</p> <ul style="list-style-type: none"> • Learners are guided to finish by trimming and ironing. Learners with blindness are provided with one on one support on activities of ironing that require use of sight. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learner explores innovative approaches to stencil printing and pattern creation, encouraged to experiment with different materials, techniques, and design ideas. • Learning to Learn: Learner actively seeks out resources, experiments with new techniques, and adapts their approach based on acquired knowledge and feedback. • Self-Efficacy: Learner gains confidence in their artistic abilities through successful completion of stencil printing projects, experiencing a sense of accomplishment and empowerment as they see their ideas come to life. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners collaborate on stencil printing projects, experiencing the power of art to bring people together and foster a sense of community and belonging. | | | | |

- Responsibility: Learners consider the environmental impact of materials used in stencil printing, practising sustainable art-making practices and taking responsibility for their artistic choices. Patriotism: Learners celebrate cultural heritage and national identity through stencil printing motifs inspired by indigenous shapes and symbols, promoting patriotism through artistic expression.

Pertinent and Contemporary Issues (PCIs):

- Cultural Sensitivity: as learners addresses the importance of cultural sensitivity in design,

Link to other learning areas

Mathematics: Explore mathematical concepts such as symmetry and geometry in the creation of repeat patterns, emphasising precision and measurements in stencil design.

Suggested learning resources

Fabric, iron, stencils, assistive digital devices such as screen readers, flowers

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.7.1 Descant Recorder <ul style="list-style-type: none"> • <i>Interpreting melodies on staff notation:</i> • <i>Key signature</i> • <i>Time Signature</i> • <i>Note Value</i> • <i>Performance directions</i> • <i>dynamics (loud and soft) and tempo (fast and slow),</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline factors to consider in interpreting melodies on staff notation, b) sight read simple melodies on descant recorder from staff notation, c) perform a piece in C major on a descant recorder, d) perform simple melodies on a descant recorder observing performance directions, | <ul style="list-style-type: none"> • Learners are guided to brainstorm on factors to consider when interpreting melodies written on staff and share findings with the class. • Learners with low vision are guided to discuss the interpretation of performance directions on a piece of music for descant recorder written in appropriate print and write short notes on the findings while learners with blindness are provided with music written in music braille notation and then are guided on how to indicate the performance directions in music braille notation. • Learners with low vision are guided to perform a solo descant | <ol style="list-style-type: none"> 1. Why is sight reading music important? 2. Why are performance directions important in music? |

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| | | <p>e) appreciate playing music on the descant recorder.</p> | <p>recorder piece in C major and in $2/4$ time, written in appropriate print while the learner with blindness are guided to perform is provided with a recorder piece in C major $2/4$ time written in music braille notation. The learner with blindness is given extra time to familiarise with melody before playing.</p> <ul style="list-style-type: none"> • Learners observe performance directions for performing a solo piece in C major in $2/4$ time. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: Learner while executing solo pieces, exhibits self-efficacy, fostering personal growth. • Digital Literacy: Learner demonstrates digital literacy in preparing and sharing musical ideas, accessing sheet music, online tutorials, and other collaborative spaces. • Learning to Learn: Learner consistently practises, adjusts, and seeks feedback, reflecting a self-directed and adaptive learning approach. | | | | |
| <p>Values:</p> | | | | |

- Unity: Learners collaborate with peers during rehearsals, fostering a sense of togetherness in the pursuit of musical knowledge.
- Respect: Learners demonstrate appreciation Western Music traditions and are respectful in approaching this artistic expression.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: Learners develop self-esteem and interpersonal relationships enhancing their abilities while practising playing the technical exercises.

● **Link to other Learning areas**

- Mathematics: mathematical concepts of timing, beats, and sequences are applied in rhythmic patterns and melodic intervals in performance of solo instrumental pieces.
- Integrated Science: principles of sound and sound waves transmission are used in playing music instruments.

Suggested learning resources

Descant recorder, props, costumes, braille machines and materials, melodies written in appropriate print and in braille, digital devices with assistive technology

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.8.1 Storytelling and animation <ul style="list-style-type: none"> ● <i>Storytelling techniques (use of voice, use of body, use of songs, audience involvement, props and costumes),</i> ● <i>Storyline (beginning, middle, end)</i> ● <i>Composing a story</i> ● <i>Flipbook animation</i> ● <i>Performing a story</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe techniques used in storytelling, b) explain qualities of a good flipbook, c) compose a 3 to 5-minute story addressing an issue in society, d) create a flipbook animation for storytelling, e) perform a 3 to 5-minute story before an audience, f) realise storytelling as a means of communication. | <ul style="list-style-type: none"> ● Learners are guided to research from print or braille media or use digital devices with assistive technology to describe techniques used in storytelling. ● Learners are guided to talk about storytelling techniques (use of voice, use of body, use of songs, audience involvement, props and costumes). ● In groups, learners are guided to explain qualities of a good flip book or experience book. ● Learners with low vision is guided to draw a sequence of a moving character to create a Flip Book Animation while learners with blindness to create Experience Book Animation with braille labels | <ol style="list-style-type: none"> 1. How can storytelling be made interesting 2. How can flip books or experience books animation be used in storytelling? |

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| | | | <p>focussing on;</p> <ul style="list-style-type: none"> - sequencing of objects/image(s) - positioning of objects on subsequent pages) - creativity (storyline). <ul style="list-style-type: none"> ● Learners are guided to finish and present the flipbook or experience book animations with focus on: <ul style="list-style-type: none"> - craftsmanship in use of materials and tools, - collating the papers, - binding of papers (using string/stapling). ● Learners are guided to manipulate and talk about the flip book or Experience book by emphasising on; <ul style="list-style-type: none"> - frequency of image(s) | |
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| | | | <ul style="list-style-type: none"> - speed of flick per second to animate the story. • Learners are guided to watch/listen to recorded narrations using digital devices with assistive technology or sit in appropriate positions to watch live narration clips for techniques while learners with blindness are given verbal descriptions of live or recorded narration clips or given one on one demonstrations of activities that require use of sight. • Learners are guided to practise breathing, vocal and physical warm up exercises in readiness for storytelling. • Learners are guided to rehearse the short story for performance. • Learners are guided to present a short story to an audience. | |
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| | | | <ul style="list-style-type: none"> • Learners are guided to record the narration and avail it on a digital platform using digital devices with assistive technology while learners with blindness are provided with one on one support when recording the narration. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: Learner speak clearly and engagingly during class discussions and when performing stories. • Collaboration: Learner contributes to group activities when creating and performing stories. • Self-efficacy: Learner develops resource mobilisation skills when collecting materials for flipbook animation and for storytelling. In performing a story, the learner builds confidence and self-esteem. • Learning to Learn: Learners are equipped with concepts, knowledge, and skills relevant for continued learning and life. • Digital literacy: Learners interact with ICT gadgets to research and watch digital content relating to narratives and film book animation. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Respect: Learners accommodate others' views when creating and performing the short story. • Peace: Learners work in harmony with others during the rehearsal sessions and performance. • Integrity: Learners are equipped with the value of honesty through creation of own original works devoid of plagiarism. • Unity: Learners work in groups when creating and performing stories. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: Learners acquire group cohesion skills while working with other team members.
- Life skills education: Learners gain communication skills through performances of stories.
- Career guidance: Learners derive skills in the preparation of costumes and props from locally available materials and technology.

Link to other Learning areas:

- English and Kiswahili: Learners take part in class discussions using these languages as a medium of communication.
- Indigenous Languages: Learners use these languages as a medium of communication as they interact with some resource persons from the community.
- Social Science: Learners explore social science concepts by narrating stories that reflect different historical periods, cultural practices, or societal issues.

Suggested Learning Resources:

Paper, drawing tools (pencil/pen), cutting tools, colour, props, costumes, performance space, digital devices with assistive technology, reference materials

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.9.1 Football (for learners with low vision) <ul style="list-style-type: none"> - <i>Trapping</i> - <i>Dribbling</i> - <i>Shooting</i> - <i>Crayon etching</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) execute trapping skill in football, b) Execute shooting skill in football, c) perform dribbling skill in football, d) make improvised crayons for drawing, e) create a pictorial composition using crayon etching inspired by football game, f) value team effort in a football game and crayon etched drawing. | <ul style="list-style-type: none"> ● Learners are guided to watch a live or virtual football demonstration to discuss trapping skill: foot, thigh and chest), dribbling skill: (inside and outside of the foot and shooting: low drive and placed shot. ● Learners are guided to improvise crayons from locally available materials, (melting the wax, add pigment, pour in the moulds, cool and cut to size), source to cut out images inspired by the football skills. ● Learners are guided to apply crayon to fill the paper in varied patterns/shapes, (explore varied drawing papers/colour). | <ol style="list-style-type: none"> 1. How can colours be used to show distance? 2. Why is ball control important in a football match? |

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| | | | <ul style="list-style-type: none"> ● Learners are guided to coat the surface with black media and trace the images to create a composition, ● Learners are guided to scratch creatively within the outline on the black media, ● In groups, learners are guided to display and talk about their own and other's work. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: Learner applies crayon to fill the paper in varied patterns, shapes or colour. ● Learning to Learn: Learners acquires and refines new skills in practising football. ● Self-Efficacy: Performing trapping and dribbling skills contributes to self-confidence as the learner showcases their ability to execute fundamental football skills. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners paint a landscape composition of a football field, they take ownership of creating a visually appealing representation and ensuring a clean working environment. ● Unity: Learners perform football skills, they contribute to a positive and cooperative atmosphere, emphasising the importance of working together. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Physical fitness: Learners keep fit while playing football for promotion of a healthy lifestyle.
- Friendship formation and interpersonal relationship: Learners interact and make new friends during play.

Link to other Learning areas:

Mathematics: Dribbling involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles during dribbling, reinforcing practical mathematical application.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing in Creative Arts and Sports | 2.9.2 Blind football (for learners with blindness) - <i>Dribbling</i> - <i>Trapping</i> - <i>Landscape composition</i> | By the end of the Sub Strand the learner should be able to; a) describe dribbling in blind football for knowledge acquisition, b) describe dribbling and trapping in blind football for learning, c) perform trapping skills in blind football for use in real life situation, d) execute dribbling skills in blind football for skill acquisition, e) make a landscape composition of a blind football field used in real life situation, | <ul style="list-style-type: none"> ● Learners are guided to use digital devices with assistive technology to listen to video clips on blind football noting the trapping and dribbling skill in blind football. ● Learners are provided with a tactile diagram of a blind football field to manipulate for familiarisation. ● Learners are guided to discuss trapping skill (foot and thigh) and dribbling skill and write their findings in braille. ● Learners are provided with verbal descriptions and one on one demonstration of trapping skill in blind football. ● Learners are provided with verbal descriptions and one on | <ol style="list-style-type: none"> 1. Why is ball control important in a football match? 2. How can colours be used to show distance? |

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| | | <p>f) appreciate team effort in a blind football game.</p> | <p>one demonstration of the dribbling skill in blind football.</p> <ul style="list-style-type: none"> ● Learners are guided to perform drills in trapping and dribbling in blind football. ● In groups or pairs, learners are guided to practise trapping and dribbling for ball control. ● Learners are guided to use the skills of trapping and dribbling in a game situation while observing safety. ● Learners are guided to make a tactile diagram of a football field (atmospheric perspective) with focus on; Key features of the field such as touch line and kickboards, goal line, goalkeeper’s area, centre line and penalty sport. ● Learners are guided to display and talk about their own and | |
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| | | | others' work of art of the blind football fields. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: learner describes dribbling and trapping in blind football, they enhance communication skills by articulating the intricacies of these techniques. ● Collaboration will be enhanced through discussions with peers or coaches, fostering teamwork and mutual support. ● Learning to Learn: learner acquires and refines new skills related to ball control, showcasing the core competency of learning to learn. This fosters adaptability and enthusiasm for hands-on learning. ● Self-Efficacy: learner performs trapping skills contributing to self-efficacy and gains confidence in their ability to execute fundamental football skills. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners use accountability skills when moulding a landscape model of a blind football field, they take ownership of creating a tactually appealing representation of a blind football field, demonstrating responsibility in the artistic process. ● Unity: Learners fairly perform blind football skills, they contribute to a positive and cooperative atmosphere, emphasising the importance of working together towards a common goal. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Physical fitness: Learners keep fit while playing games for prevention of lifestyle diseases and health promotion ● Friendship formation and interpersonal relationship: Learners interact and make new friends during sports. | | | | |

Link to other learning areas:

- English and Kiswahili: Learners express observations and understanding in both languages, reinforcing writing and speaking skills as they write essays or give oral reports on handball passes.
- Mathematics: Learners execute dribbling skills in handball involves spatial awareness, angles, and force application, connecting to mathematical concepts.

Suggested Learning Resources:

Surface, water, plasticine or clay soil, sound football, whistle, kicker boards, blind folds.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.10.1 Kenyan Folk songs <ul style="list-style-type: none"> - <i>Classification- community of origin, occasion, and gender</i> - <i>Folk song performing techniques- (voice projection and balance, phrasing, tempo, tone, dynamics, expression and interpretation, gestures and movement, intensity, mood, idiom/authenticity)</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) classify folk songs in Kenyan communities, b) perform a folksong from a Kenyan community, c) prepare a stencil for printing, d) create an alternate repeat pattern using stencil printing, e) appreciate folk songs performance as means of cultural preservation. | <ul style="list-style-type: none"> • Learners with low vision are guided to watch an actual performance using digital devices with assistive technology or sit at an appropriate position to watch live performances of folk songs to describe components of folk songs from Kenyan communities while learners with blindness are guided to listen to virtual on digital devices with assistive technology or actual performance of folk songs accompanied with verbal descriptions, hands on and one on one demonstrations of the visual aspects of the performance. | <ol style="list-style-type: none"> 1. What is the role of folk songs in Kenyan society? 2. How can performances of Kenyan folk songs be made interesting? |

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| | | | <ul style="list-style-type: none"> ● Learners are guided to brainstorm to classify the folk songs according to background, occasion, purpose, participants). ● Learners are guided to select a folk song from any Kenyan community for performance. ● Learners are guided to take a role in rehearsing and performing a group folk song: <ul style="list-style-type: none"> - adhering to performance techniques (voice projection and balance, phrasing, tempo, tone, dynamics, expression and interpretation, gestures and movement, intensity, mood, idiom/authenticity) incorporating appropriate movements | |
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| | | | <p>and instrumental accompaniment,</p> <ul style="list-style-type: none"> - using appropriate costumes, props, and make-up. <p>The learners with blindness are provided with verbal description, one on one support and hands on demonstration in the use of gestures, movement, instrumental accompaniment, in using appropriate costumes, props and make-up while rehearsing and performing a group folk song.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to observe or manipulate actual or virtual samples of stencilling, alternate patterns in stencil printing using digital devices with assistive technology while learners with blindness | |
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| | | | <p>manipulate and listen to clear verbal descriptions of actual and virtual samples of stencilling, alternate patterns in stencil printing.</p> <ul style="list-style-type: none">• Learners with low vision are guided to creatively design a motif from geometric (inorganic) shapes to be used in creating an alternate repeat pattern in stencil printing while learners with blindness to be provided with one on one support to creatively design a tactile motif from geometric (inorganic) shapes to be used in creating an alternate repeat pattern in stencil printing.• Learners with low vision are guided to prepare the stencil using the inorganic motif focusing on; | |
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| | | | <ul style="list-style-type: none"> ○ transferring the motif onto the block, ○ cutting out the non-image parts leaving the image parts raised <p>Learners with blindness to be given one on one support in preparing the stencil using the inorganic tactile motif focusing on;</p> <ul style="list-style-type: none"> - transferring the motif onto the block and cutting out the non-image parts leaving the image parts raised. <ul style="list-style-type: none"> ● Learners with low vision are guided to make registration marks on the fabric while learners with blindness to be given one on one support in activities that require sight. ● Learners with low vision are guided to prepare printing ink and surface, | |
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| | | | <ul style="list-style-type: none"> ○ print the alternate repeat pattern on fabric using the dabbing method, ○ fix the ink by ironing the fabric while learners with blindness are given one on one support in activities that require sight. ● Learners with low vision are guided to use the printed costume for performance while learners with blindness are provided with clear verbal descriptions of a match and given one on one support in activities that require sight. ● Learners are guided to perform the folk song as a form of cultural expression. The learners with blindness are provided with one on one | |
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| | | | support when performing the folk song. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner by performing folk songs from different Kenyan cultures, the learner recognizes and appreciates cultural diversity in Kenya, thus fostering a sense of shared responsibility in preserving and promoting cultural heritage. ● Critical thinking: Is demonstrated as the learner interprets the significance of each component in a folk song, fostering a deeper understanding of cultural and musical expressions. ● Learning to Learn: Is enhanced as the learner researches and adapts folk song performance and costume decoration techniques, demonstrating an openness to new ideas and methods. ● Creativity and Imagination: Learner explores and combines unique techniques in decorating the costumes by stencil printing, and selecting songs and materials for performance, ● Digital literacy: Is developed when the learner explores digital platforms to research, document and share folk song performances. ● Communication and Collaboration: are honed as the learner speaks articulately and interacts with others to create various components of folk songs. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Unity: Expressed as the learners collaborate with others to improvise costumes, collect found materials, rehearse and perform folk songs as a shared cultural experience. ● Patriotism: Is encouraged as the learners showcase a pride in presenting the folk song, contributing to the celebration and recognition of Kenyan cultural heritage, | | | | |

- Integrity: Is demonstrated as the learners improvise and decorate costumes that ensure authenticity and decency, and acknowledges the origin of the songs during the folk songs' presentations,
- Respect: Is demonstrated as the learners perform and appreciate folksongs from diverse Kenyan cultures, thus recognizing the diversity in performance technique and musical expression.

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

- Citizenship Education: Learners perform folk songs whose content promotes cultural awareness.
- Social Awareness: Learners understand the existence of folks' songs as a means of cultural expression and encounters new themes and content while searching for and performing folk songs from different Kenyan communities.

Link to other Learning areas

- Social Studies: Classification of Folk songs involves understanding the cultural and social context of different Kenyan communities, linking to social science.
- Languages (English, Kiswahili): Describing and communicating the ideas for costume improvisation requires effective communication skills, linking to language arts components in both English and Kiswahili.

Suggested Learning Resources:

Stop watch, whistle, pen, notebook, paper motif, cutting tools, paste, printing surface,

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.11 Indigenous Kenyan Craft-Beadwork | <p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe varied indigenous beadwork in Kenyan communities,</p> <p>b) prepared materials and tools for beadwork,</p> <p>c) make beaded jewellery inspired by patriotism for Kenya,</p> <p>d) appreciate beadwork as an indigenous Kenyan craft,</p> | <ul style="list-style-type: none"> ● Learners with low vision work with learners with blindness to research and discuss varied beadwork in Kenyan communities with focus on; <i>(socio-cultural contexts, type of beads, pattern and colour, type and function of beaded jewellery.</i> ● Learners with low vision work with learners with blindness to source available materials for beadwork in the environment such as beads <i>(plastic/clay/shells/bone/wood)</i> and strings/fishing line. Learners with blindness are provided with one on one support in activities of | <ol style="list-style-type: none"> 1. How can beadwork be used to preserve Kenyan culture? 2. How can you express patriotism through Creative activities? |

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| | | | <p>sourcing material that require use of sight. N/B take care of the environment.</p> <ul style="list-style-type: none"> ● Learners are guided to prepare the materials focusing on; size, shape and colour. Learners with blindness are provided with one on one support in activities of preparing material that require use of sight. ● Learners are guided to practise making beaded jewellery with focus on colour, pattern and size using; (<i>one way technique, criss cross technique.</i>). Learners with blindness are provided with one on one support in activities of beading that require use of sight. ● Learners are guided to make a beaded jewellery (bracelet) inspired by patriotism for Kenya. Learners with | |
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| | | | <p>blindness are provided with one on one support in activities of making beads that require use of sight.</p> <ul style="list-style-type: none"> • Learners are guided to display and talk about own and others' in a just manner. • Learners are guided to research for varied Kenyan patriotic songs. • Learners are guided to sing a patriotic song adorned in beaded jewellery inspired by patriotism. • Learners are guided to appreciate Kenya as a country with a rich cultural heritage. | |
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Core Competencies to be developed:

- Communication and Collaboration: Learner works in group, research and discuss varied beadwork in Kenyan communities
- Learning to learn: Learner learns new ways to make beaded jewellery using one-way technique and crises cross technique.
- Citizenship: Learner appreciates Kenya as a country with a rich cultural heritage.

Values:

- Patriotism: Learners make beaded jewellery inspired by patriotism for Kenya and sings a patriotic song.
- Respect: Learners talk about own and others' beaded jewellery in a just manner.
- Love: Learners appreciate Kenya as a country with a rich cultural heritage.

Pertinent and Contemporary Issues (PCIs):

- Life skills: Learners gain self-confidence to make items that are appreciable and presentable in beadwork

Link to other learning area

- Social studies: Learners research and discuss varied beadwork from Kenyan communities
- Indigenous language: Learners research and discuss beadwork in varied socio-cultural contexts of Kenyan communities.

Suggested learning resources

Beads, string, needle, plastic, clay, shells, bone,

OPTIONAL SUB STRANDS

NB: Optional Sub Strands

The learner **MUST** cover at least **ONE** of these areas:

1. Swimming
2. Kenyan Indigenous Games

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.12.1 Swimming (optional) <ul style="list-style-type: none"> - <i>Pencil dive</i> - <i>Crouch dive</i> - <i>Backstroke</i> | By the end of the Sub Strand, the learner should be able to: a) describe different ways of water entry in a pool, b) perform a crouch dive into the swimming pool, c) execute a water entry skill using a pencil dive, d) perform backstroke skill in swimming for skill development, e) appreciate own and others' effort in executing backstroke skill. | <ul style="list-style-type: none"> ● In groups or in pairs, learners with low vision work with learners with blindness to watch or listen to a live or virtual demonstration of backstroke and water entry skill <i>crouch dive, pencil dive</i>) using assistive digital devices with assistive technology. ● Learners with low vision work with learners with blindness to demonstrate a crouch dive while observing safety. Learners with blindness are provided with one on one support on the demonstration of crouch dive. | How do water entry skills enhance safety in swimming? |

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| | | | <ul style="list-style-type: none"> ● Learners are guided to practise crouch dives while observing safety. ● Learners are guided to demonstrate pencil dive while observing safety. Learners with blindness are provided with one on one support on the demonstration of pencil dive. ● Learners are guided to practise pencil dive while observing safety. ● Learners are guided to demonstrate flutter kicks, arm action and breathing while in supine position. Learners with blindness are provided with one on one support on the demonstration on flutter kicks. ● Learners are guided to practise backstroke focusing on coordination. Learners | |
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| | | | <p>with blindness are provided with one on one support on practise of backstroke.</p> <ul style="list-style-type: none"> • Learners are guided to observe or listen to each other’s performance and give feedback on the execution of the backstroke skill. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Collaboration: Learner works with others when reviewing the displays and while executing the skills of backstroke to give feedback. • Critical Thinking and Problem solving: Learner paints human form in water and executes the specific movements and techniques involved in pencil dive skill. • Learning to Learn: Performing pencil dive and backstroke as the learner acquires and applies practical skills in a water safety context. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners contribute to a positive and cooperative environment, emphasising the importance of collective well-being as they display their painting and give each other feedback. • Responsibility: Learners execute the water entry and backstroke skills while ensuring safety of self and others and cleanliness of the work environment while painting. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: Learners develop physical fitness to enhance health and well-being as he engages in swimming activities.
- Safety: Learners observe safety while performing the pencil dive.

Link to other learning area:

- Social Studies: Performing water treading may connect to social science concepts related to water safety practices, cultural aspects of swimming, or historical perspectives on aquatic activities.
- Mathematics: using the correct trajectory involved in a pencil dive connects to mathematical concepts.
- English and Kiswahili: giving each other feedback in displays and execution of skills involves effective verbal communication.

Suggested learning resources

Swimming pool, swimming costumes, floaters,

OPTION TWO

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>2.0 Creating and Performing</p> | <p>2.12.1 Kenyan indigenous games Rope games (Optional)</p> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify types of indigenous rope games played in Kenya, b) perform different indigenous rope games for skill acquisition c) perform indigenous rope skipping to a musical rhythm for enjoyment d) appreciate the role played by indigenous rope skipping for fitness and health | <ul style="list-style-type: none"> • Learners are guided to watch/listen an audio visual virtual performance on digital devices with assistive technology or live demonstration of indigenous rope skipping while seated at an appropriate position and identify the skills observed or taught while learners with blindness are guided to listen to verbal descriptions and one on one demonstration of indigenous rope skipping. | <ol style="list-style-type: none"> 1. How does indigenous rope skipping enhance physical fitness? 2. Why is rope skipping considered an indigenous game? |

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| | | | <ul style="list-style-type: none"> • Learners are guided to demonstrate indigenous rope skipping skills while observing safety. Learners with blindness are provided with one on one support on demonstration of indigenous rope skipping. • Learners are guided to practise indigenous rope skipping while observing safety. • Learners are guided to practise different types of indigenous rope skipping while combining it to a musical rhythm. | |
| <p>Core competency to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner works with others in indigenous rope skipping. | | | | |

- Learning to learn: Learner acquires and masters skills in indigenous rope skipping.

Values:

- Responsibility: Learners take on different roles during indigenous rope skipping.
- Unity: Learners work with others in indigenous rope skipping.

Pertinent and Contemporary Issues (PCIs):

- Safety: Learners observe safety rules of indigenous rope skipping.
- Health and Fitness: Learners improve fitness through indigenous rope skipping for a healthy lifestyle.

Link to other learning areas:

Mathematics: Learners keep counting during indigenous rope skipping.

Suggested learning resources

Rope, field markers, group markers, whistle,

Assessment Rubric for Strand 2.0 Creating and Performing in Creative Arts and Sports

| Indicator \ Level | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
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| Ability to describe 4 creating and performing skills in Creative Arts and Sports. | Describes 4 creating and performing skills in Creative Arts and Sports. | Describes 3 creating and performing skills in Creative Arts and Sports. | Describes 2 creating and performing skills in Creative Arts and Sports. | Describes 1 creating and performing skill in Creative Arts and Sports. |
| Ability to compose 4 four bar rhythms in in ² / ₄ time. | Composes 4 four bar rhythms in ² / ₄ time. | Composes 3 four bar rhythms in ² / ₄ time. | Composes 2 four bar rhythms in ² / ₄ time. | Composes 1 or no rhythm in ² / ₄ time. |
| Ability to compose and play a 5 four bar melodies in C major in in ² / ₄ time | Ability to compose and play 5 four bar melodies in C major in in ² / ₄ time | Ability to compose and play 4 four bar melodies in C major in in ² / ₄ time | Ability to compose and play 3-2 four bar melodies in C major in in ² / ₄ time | Ability to compose and play 1 or no four bar melody in C major in in ² / ₄ time |
| Ability to carve 4 javelins in Creative Arts and Sports | Carves 4 javelins in Creative Arts and Sports | Carves 3 javelins in Creative Arts and Sports | Carves 2 javelins in Creative Arts and Sports | Carves 1 javelin in Creative Arts and Sports |

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| Ability to perform 4 skills in blind football | Performs 4 skills in blind football | Performs 3 skills in blind football | Performs 2 skills in blind football | Performs 1 or no skills in blind football, |
| Ability to make 4 pictorial compositions in Creative Arts and Sports | Makes 4 pictorial compositions in Creative Arts and Sports | Makes 3 pictorial compositions in Creative Arts and Sports | Makes 2 pictorial compositions in Creative Arts and Sports | Makes 1 pictorial or no composition in Creative Arts and Sports |
| Ability to perform 4 simple melodies on a descant recorder observing performance directions. | Performs 4 simple melodies on a descant recorder observing performance directions. | Performs 3 simple melodies on a descant recorder observing performance directions. | Performs 2 simple melodies on a descant recorder observing performance directions. | Performs 1 or no simple melody on a descant recorder observing performance directions. |
| Ability to create 5 landscapes in Creative Arts and Sports | Creates 5 landscapes in Creative Arts and Sports | Creates 4-3 landscapes in Creative Arts and Sports | Creates 2 landscapes in Creative Arts and Sports | Creates 1 landscape in Creative Arts and Sports |
| Ability to create 5 short stories in Creative Arts and Sports | Creates 5 short stories in Creative Arts and Sports | Creates 4-3 short stories in Creative Arts and Sports | Creates 2-1 short stories in Creative Arts and Sports | Creates no short story in Creative Arts and Sports |

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| Ability to create 4 flipbook or experience book animations in Creative Arts and Sports | Creates 4 flipbook or experience book animations in Creative Arts and Sports | Creates 3 flipbook or experience book animations in Creative Arts and Sports | Creates 2 flipbook or experience book animations in Creative Arts and Sports | Creates 1 flipbook or experience book animation in Creative Arts and Sports |
| Ability to make 4 decorations using stencil printing technique in Creative Arts and Sports | Makes 4 decorations using stencil printing technique in Creative Arts and Sports | Makes 3 decorations using stencil printing technique in Creative Arts and Sports | Makes 2 decorations using stencil printing technique in Creative Arts and Sports | Makes 1 decoration using stencil printing technique in Creative Arts and Sports. |
| Ability to improvise 4 materials for folk songs in Creative Arts and Sports | Improvises 4 materials for folk songs in Creative Arts and Sports | Improvises 3 materials for folk songs in Creative Arts and Sports | Improvises 2 materials for folk songs in Creative Arts and Sports. | Improvises 1 or no material for folk songs in Creative Arts and Sports |
| Ability to perform 4 skills of Creative Arts and Sports | Performs 4 skills in Creative Arts and Sports | Performs 3 skills in Creative Arts and Sports | Performs 2-1 skills in Creative Arts and Sports | Performs no skill in Creative Arts and Sports |

STRAND 3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports <ul style="list-style-type: none"> ● <i>Criteria for evaluation</i> ● <i>Analysis of:</i> <ul style="list-style-type: none"> ● <i>-football game skills</i> <ul style="list-style-type: none"> ○ <i>trapping, dribbling</i> ● <i>Folksong-components of a folk song-media, style, community, participants, singing,</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) examine the criteria for evaluating categories of Creative Arts and Sports, b) analyse a football game for skill development, c) analyse the sports values for clean sports d) analyse a folk song from a Kenyan community, e) analyse a storytelling performance, f) evaluate a 2D artwork, g) appreciate the role of analysis in Creative | <ul style="list-style-type: none"> ● Learners are guided to brainstorm and interpret criteria for evaluating different categories of Creative Arts and Sports (football, folksong, narrative and 2-D Arts) and report findings with clear verbal descriptions to class. ● Learners with low vision are guided to sit in appropriate positions to observe, listen to, read print material and select Creative Arts or Sports performances for analysis while learners with blindness read braille material or listen to clear verbal descriptions on elements of Creative Arts | <p>Why is analysis an important skill in Creative Arts and Sports?</p> |

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| | <p><i>messages, role of props, body movements, purpose, costumes, accompaniment and mood</i></p> <ul style="list-style-type: none"> ● <i>narrative and 2-D Arts</i> | <p>Arts and Sports,</p> | <p>or Sports performances that require use of sight.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to watch, listen to, read or observe selected Creative Arts or football performances paying attention to trapping and dribbling skills while perfecting skills in a fair play. ● Learners are guided to analyse a given folk song paying attention to its components and report findings in class. ● Learners with low vision watch a folk song performance on a digital device with assistive technology or sit in appropriate position to watch a live performance then analyze the folk song paying attention to: structure, community of origin, | |
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| | | | <p>participants, media of performance, singing, messages, role of props, body movements, purpose, costumes, accompaniment, mood while learners with blindness are provided with verbal description of the visual elements in the performance of the folk song such as body movements and costumes.</p> <ul style="list-style-type: none"> ● Learners are guided to analyze a given match of football paying attention to: Trapping, and dribbling, the learners with blindness listen to clear verbal descriptions and one on one demonstration of a match and then analyse it. ● Learners with low vision watch a story telling | |
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| | | | <p>performance to analyze a given storytelling performance to evaluate: theme, character(s), language, conflict, resolution, confidence of the performer(s), use of voice, use of body, use of costume and props while learners with blindness to listen to clear verbal description and one on one demonstration of the visual elements such as use of body, use of costume and props of the storytelling performance and then analyze it to evaluate.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to observe and manipulate a landscape painting paying attention to: <ul style="list-style-type: none"> ○ organisation of the work balance, | |
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| | | | <p>proportion, dominance),</p> <ul style="list-style-type: none"> ○ subject matter (what is happening - topic), ○ theme - what is the artist saying) while learners with blindness listen to clear verbal description of a landscape painting and analyse it. <ul style="list-style-type: none"> ● Learners are guided to talk about artwork | |
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Core competencies to be developed:

- Self-Efficacy: Learner gains confidence in their ability to evaluate and appreciate diverse forms of artistic expression as they apply their knowledge and skills to assess the artistic merits of visual representations.
- Citizenship: Learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song.
- Learning to Learn: demonstrated as the learner adapts to new information, seeks further knowledge, and refines their evaluation skills throughout the process of evaluating Creative Arts and Sports.

Values:

- Unity: Through collaborative efforts in understanding diverse perspectives, the learner contributes to a sense of unity within the learning community.
- Patriotism: Learners showcase patriotism by exploring and celebrating the cultural richness embedded in a Kenyan folk song, contributing to the preservation and appreciation of local heritage
- Integrity: Learners approach the evaluation task in art work with integrity, ensuring honest assessments that contribute to the ethical critique of artistic expression

Pertinent and Contemporary Issues (PCIs):

- Peer Education and Mentorship: Learners share knowledge through review of others' performances.
- Safety: Learners play a game of football and observe safety for each other.
- Life Skills and Human Sexuality: Learners gain analytical and creative thinking when discussing and evaluating own and others displayed 2D artworks.

Link to other learning areas:

- English and Kiswahili: language skills are essential in articulating and expressing thoughts when examining, discussing and giving feedback on the criteria for Creative Arts and Sports evaluation.
- Social Studies: perspectives can be applied to understand the historical, cultural, and societal context of the folk song and its significance within the community.

Assessment Rubric for Strand 3.0 Appreciation in Creative Arts and Sports

| Level | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| Indicator | | | | |
| Ability to examine 4 criteria for evaluating Creative Arts and Sports. | Examines 4 criteria for evaluating Creative Arts and Sports. | Examines 3 criteria for evaluating Creative Arts and Sports. | Examines 2 criteria for evaluating Creative Arts and Sports. | Examines 1 criteria for evaluating Creative Arts and Sports. |
| Ability to analyse 5 components of a folk song. | Analyses 5 components of a folk song. | Analyses 4 components of a folk song. | Analyses 3-2 components of a folk song. | Analyses 1 or no component of a folk song. |

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

| Milestone | Description |
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| Milestone 1 | Problem Identification Learners study their community to understand the challenges faced and their effects on community members. |
| Milestone 2 | Designing a solution Learners create an intervention to address the challenge identified. |
| Milestone 3 | Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution |
| Milestone 4 | Implementation The learners execute the project and keep evidence of work done. |

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| Milestone 5 | <p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p> |
| Milestone 6 | <p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p> |

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

| STRAND | SUB STRAND | SUGGESTED ASSESSMENT RESOURCES | SUGGESTED ASSESSMENT METHODS | NON-FORMAL ACTIVITIES |
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| 1.0 Foundations of Creative Arts and Sports | 1.1. Introduction to Creative Arts and Sports | <ul style="list-style-type: none"> • Manilla paper • Colours • ICT devices with assistive technology • cutting tools • found/recycled materials • Textbooks on the history and significance of creative arts and sports in appropriate print and in braille • Videos showcasing the evolution and cultural importance of | <ul style="list-style-type: none"> • Portfolio Assessment: Compilation of individual and group work. • Individual Reflections and Self-Assessment: Personal understanding and growth. • Group Presentation and Panel Discussion: Comprehensive understanding and ability to articulate concepts. | <ul style="list-style-type: none"> • Field visits - visiting Cultural, Art, Music centres and performing theatres, to learn folk songs, folk dances, musical instruments, verses, skits and narrative, Art work. Attend live performances for basic analysis. • Apprenticeship - connections with artists, athletes and sportsmen in the community, learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports. • Concerts – Participating in and attending music or drama |

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| | | <p>creative arts and sports in Kenya</p> <ul style="list-style-type: none"> • Guest speakers, such as local artists and athletes, for interactive sessions • Field trips to museums, art galleries, and sports facilities | <ul style="list-style-type: none"> • Interactive Classroom Display Walkthrough: Application of knowledge in a real-world context. • Individual Written test: Mastery of theoretical concepts. • Peer Review and Feedback: Collaboration, communication, and constructive feedback. • Practical Demonstrations: Application of | <p>concerts within the school and its environs.</p> <ul style="list-style-type: none"> • Project work – The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality. • Music, Art, Sports and Drama clubs -participating in Music, Art, Sports and Drama club activities within the school • Sports Mini Tournaments: Hosting a mini tournament where learners form teams and compete in friendly matches. learners can learn and practise the basics, engage in skill-building drills, developing sportsmanship, teamwork, and fair play. |
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| | | | <p>skills in physical activities.</p> <ul style="list-style-type: none"> ● Observation Checklist: Coordination, teamwork, and engagement. ● Creative Expression Assessment: Expression of creativity in arts and performance. ● Final Project Evaluation Rubric: Holistic assessment. | <ul style="list-style-type: none"> ● Creative Arts Exhibition: Plan a creative arts exhibition where learners showcase their artistic talents. This can include displaying paintings, drawings, sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays. ● School assembly activities – performing, watching or listening to performances during school assemblies. ● School events: performing during events such as parents, prize giving, career and sports day among others. ● Scout/Girl guide activities - participating in the school band by playing musical instruments. |
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| | | | | <ul style="list-style-type: none"> ● Performing troupes or ensembles- Learner form small groups for performance. ● Festivals/Inter -house/class competitions- performing and learning from art, music, dance, theatre and sports competitions held in and out of school. ● Participating during Cultural day/week- learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues. |
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| | <p>1.2. Components of Creative Arts and Sports</p> | <ul style="list-style-type: none"> • Found materials • Sample pictures in appropriate print and picture descriptions • Videos • Keyboard and keyboard descriptions • Open field • Charts and diagrams illustrating the various components in appropriate print • Online articles explaining the role of each component in creative arts and sports • Hands-on activities to engage students in | | |
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| | | <p>experiencing different components</p> <ul style="list-style-type: none">• Collaborative projects where students can explore and showcase their talents in creative arts and sports• Braille machines and materials | | |
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| 2.0 Creating and Performing in Creative Arts and Sports | 2.1 Picture Making | <ul style="list-style-type: none">• Art supplies: drawing paper, pencils, colored pencils, paints, etc.• Art tutorials and demonstrations• Examples of famous paintings and artists• Classroom exhibitions of students' artwork | | |
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| | 2.2. Rhythm | <ul style="list-style-type: none">• Instructional Videos• Interactive Worksheets• Notation Software Tutorials• Interactive Notation Apps• Printable Rhythm Worksheets• Improvisation Guides• Improvisation Exercises• Music Games | | |
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| | 2.3 Athletics and Sculpture | <ul style="list-style-type: none">• Sports equipment: cones, hurdles, shot puts, etc.• Sculpting materials: clay, wire, carving tools• Videos showcasing famous sculptures and athletes• Outdoor activities promoting physical fitness and sculpture creation | | |
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| | 2.4. Melody | <ul style="list-style-type: none">• Musical instruments: keyboards, guitars, etc.• Sheet music and musical notation resources in appropriate print and in braille• Listening sessions featuring different melodies and genres• Group singing and composition exercises in print music and in music braille. | | |
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| | 2.5 Handball | <ul style="list-style-type: none">● Handball rules and regulations● Handball equipment: balls, goalposts, Whistle, Markers etc.● Videos demonstrating handball techniques and strategies● Practical sessions on handball skills and gameplay | | |
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| | <p>2.6 Multimedia</p> | <ul style="list-style-type: none"> ● Multimedia projectors or smartboards for displaying examples and tutorials ● Art supplies: paper, printing ink, rollers, cutting tools, fabric, etc. ● Reference books and online resources on printing techniques, motifs, and patterns ● Guest artist visits or virtual sessions to share insights on stencil printing in the art world ● Examples of printed artworks | | |
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| | | <ul style="list-style-type: none">• Tutorial on designing motifs | | |
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| | 2.7. Descant Record | <ul style="list-style-type: none">• Descant recorders for students• Sheet music and recorder tutorials in appropriate print and in braille• Videos featuring descant recorder performances• Group sessions for practising and performing descant recorder music• Digital devices with assistive technology | | |
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| | 2.8 Storytelling and Animation | <ul style="list-style-type: none">• Storytelling resources: books, folktales, etc.• Animation software and tutorials• Examples of animated storytelling• Student projects creating animated stories | | |
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| | 2.9 Football | <ul style="list-style-type: none">• Football equipment: balls, goalposts, cones, etc.• Football rules and strategies• Videos of football matches and famous players• Practical sessions for football skills and matches | | |
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| | 2.10 Kenyan Folk song | <ul style="list-style-type: none">• Collection of Kenyan folk songs• Lyrics and translations for understanding in appropriate print and in braille• Guest musicians or singers for live demonstrations• Classroom performances of Kenyan folk songs | | |
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