



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN**

**CREATIVE ARTS**

**GRADE 8**

**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 eight 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 eight and prepare them for smooth transition to Grade nine. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 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 eight 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 eight and preparation of learners with visual impairment for transition to Grade nine.

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

## TABLE OF CONTENTS

FOREWORD.....	III
LEVEL LEARNING OUTCOMES.....	XII
ESSENCE STATEMENT.....	XIII
SUBJECT GENERAL LEARNING OUTCOMES .....	XIV
SUMMARY OF STRAND AND SUB STRANDS.....	XV
SUGGESTED NUMBER OF LESSONS PER SUB STRAND MAY BE LESS OR MORE DEPENDING ON THE CONTENT.....	XVI
STRAND 1.0: FOUNDATIONS OF CREATIVE ARTS: INTRODUCTION TO CREATIVE ARTS AND SPORTS.....	1
STRAND 2.0: CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS .....	9
STRAND 3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS: ANALYSIS OF CREATIVE ARTS AND SPORTS.....	63
APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT .....	68



## **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

<b>S/ No</b>	<b>Learning Area</b>	<b>Lesson</b>
1.	English for Learners with Visual Impairment	5
2.	Kiswahili for Learners with Visual Impairment	4
3.	Mathematics for Learners with Visual Impairment	5
4.	Religious Education	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
	<b>Total</b>	<b>41</b>

## **LEVEL LEARNING OUTCOMES**

By 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 co-existence.
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 STRANDS

<b>Strands</b>	<b>Sub Strands</b>	<b>Suggested Number of Lessons</b>
<b>1.0 Foundations of Creative Arts and Sports</b>	1.1. Role of Creative Arts and Sports	8 lessons
	1.2. Components of Creative Arts and Sports	8 lessons
<b>2.0 Creating and Performing in Creative Arts and Sports</b>	2.1 Picture Making	10 lessons
	2.2 Rhythm	10 lessons
	2.3 Athletics and Montage	12 lessons
	2.4 Melody	10 lessons
	2.5.1 Netball	12 lessons
	2.5.2 Showdown	12 lessons
	2.6 Multi Media Art	10 lessons
	2.7. Descant Recorder	10 lessons
	2.8 Verse	10 lessons
	2.9.1 Volleyball	12 lessons

	2.9.2 Goalball	12 lessons
	2.10 Kenyan Folk Dance	10 lessons
	2.11 Indigenous Kenyan craft - Basketry	10 lessons
<b>OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game</b>	<b>2.12.1</b> Swimming (Optional)	10 lessons
	<b>2.12.2</b> Kenyan Indigenous Game (Optional)	10 lessons
<b>3.0 Appreciation in Creative Arts and Sports</b>	3.1 Analysis of Creative Arts and Sports	8 lessons
<b>Total Number of Lessons</b>		<b>150 Lessons</b>

**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: INTRODUCTION TO CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Foundations of Creative Arts and Sports</b>	<b>1.1. Roles of Creative Arts and Sports</b>  <ul style="list-style-type: none"> <li>● <i>Roles of Creative Arts and Sports</i></li> <li>● <i>Creating a Storyboard</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the role of Creative Arts and Sports in society, b) make a storyboard highlighting the role of creative arts and sports in society (for learners with low vision), c) Discuss and write a storyboard on roles of Creative Arts and Sports in society in braille for skill acquisition (for learners with blindness), d) appreciate the role played by Creative Arts and Sports in society for self-fulfilment.	<ul style="list-style-type: none"> <li>● Learners are guided to brainstorm and outline the social (<i>cohesion, identity, culture preservation, health, citizenship, patriotism, entertainment</i>) and economic (<i>eradicating poverty, creating employment</i>) roles of Creative Arts and Sports in society.</li> <li>● Learners with low vision are guided to collect and cut the pictures of Creative Arts and Sports activities creatively while learners with blindness are given verbal descriptions of pictures of Creative arts and Sports activities and guided to write the description on braille cards.</li> <li>● Learners with low vision are guided to prepare the surface by painting (<i>splattering, washing</i>) while learners with blindness are given hands-on demonstrations as they prepare a surface like cardboard to stick the braille cards with pictures.</li> <li>● Learners with low vision are guided to use the pictures collected to make a photographic storyboard by pasting them on the painted surface while learner with blindness are given one on one support as they stick picture descriptions they have written on a board or</li> </ul>	1. Why is Creative Arts and Sports important in society?  2. How do we make a storyboard on the roles of Creative Arts and Sports in society?

			<p>surface they have prepared to make a photographic Braille storyboard.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to decorate the storyboard with found beads or any other creative materials while learners with blindness are given one on one demonstration and support as they decorate the storyboard with found beads or any other creative materials.</li> <li>• Learners with low vision are guided to display the storyboard in the classroom, making observations as they critique the work while learners with blindness avail their work for others to read making observations as they critique each other's work.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: a learner develops the skills of listening and speaking as they brainstorm the social and economic role of creative arts and sports in society</li> <li>• Critical Thinking and Problem Solving: a learner develops the skills of flexibility as they <sup>decorate</sup> the storyboard with found beads or any other creative materials</li> <li>• Citizenship: a learner develops the skills of civic responsibility as they foster a sense and appreciates the role of creative Arts and Sports in contributing positively to society.</li> <li>• Creativity and Imagination: a learner develops the skills of flexibility as they skilfully pastes pictures and decorates the storyboard created on roles of Creative Arts and Sports.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: a learner demonstrates the skills of cooperation as they explain the role of Creative Arts and Sports, fosters a sense of togetherness, peace and collaboration in a diverse society.</li> </ul>				

- Responsibility: a learner demonstrates the skills of personal safety as they acquire a sense of duty in the collaborative process of making a photographic storyboard and cleaning the working surfaces after the tasks.

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

- Poverty Eradication: a learner develops the skills of eradicating poverty as they create art works for sale and productions as they explore economic role of Creative Arts and Sports
- Decision Making Skills: a learner develops the skills of making decision as they explore the roles of Creative Arts and Society, the learner develops problem solving and resolution skills to societal challenges.

**Link to other Learning areas:**

- Agriculture and Nutrition: as learners play the roles of Creative Arts and Sports in society include issues such as personal well-being, health, and lifestyle choices.
- English: as learners enhances English language proficiency by articulating the roles of Creative Arts and Sports in society.
- Social Studies: as learners get insights into the cultural, historical, and societal roles of Creative Arts and Sports, fostering a deeper understanding of human behaviour in the society.

**Suggested Learning Resources:**

Old newspapers/magazines, glue, mounting surfaces, cutting tools, braille machines, Braille papers, slates and stylus.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Foundations of Creative Arts and Sports</b>	<b>1.2. Components of Creative Arts and Sports</b> <ul style="list-style-type: none"> <li>• Elements of a Verse</li> <li>• Endurance and agility components of fitness</li> <li>• Pitch: Bass staff, G major, piano keyboard, accidentals, middle C</li> <li>• Keyboard: accidentals, middle C</li> <li>• Rhythm: semibreve, minim, crotchet, quaver</li> </ul>	a) By the end of the Sub Strand, the learner should be able to: b) describe elements of Verse, c) perform activities that enhance endurance and agility in fitness, d) write note values on the bass staff, e) name pitches on the bass staff, f) group music notes in simple time 3 4 g) construct the scale of G major on a staff, h) appreciate the basic elements of Creative Arts and Sports.	<ul style="list-style-type: none"> <li>• In groups, learners with low vision and learners with blindness are guided to identify and discuss the elements of verse: <i>character, theme, setting</i>.</li> <li>• In groups, learners with low vision and learners with blindness are guided to read sample scripts in prints and in Braille to discuss elements of verse.</li> <li>• Learners with low vision are guided to watch or listen to an actual or virtual fitness session to perform activities showing endurance and agility while learners with blindness are provided with verbal descriptions and one on one demonstration of the visual elements as they listen to an actual or virtual activity of fitness.</li> <li>• Learners with low vision are guided to demonstrate fitness activities that enhance endurance and agility, while learners with blindness are given hands on demonstration and support as they demonstrate fitness activities that enhance endurance and agility.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we perform activities for fitness?</li> <li>2. Why are the common components of Creative Arts and Sports important?</li> </ol>

	<ul style="list-style-type: none"> <li>• Elements of dance</li> </ul>		<ul style="list-style-type: none"> <li>• Learners with low vision are guided to practise activities that enhance endurance and agility using music while learners with blindness are given one on one demonstration and support as they practise activities that enhance endurance and agility using music.</li> <li>• Learners with low vision are guided to represent <i>pitch</i> on staff notation by drawing the <i>bass staff</i>, <i>identifying notes G, A, B, C, D, E, F, G and A on the bass staff</i>, <i>ledger line -middle C</i>, and the <i>keyboard</i>, and <i>constructing the scale of C and G, intervals up to a perfect 4th</i>) while learners with blindness are guided to represent pitch on staff notation in music braille by writing the music braille bass staff.</li> <li>• Learners with low vision are guided to represent <i>rhythm</i> using staff notation by drawing signs for the note values (semibreve, minim, crotchet, quaver and semiquaver) while learners with blindness are guided to represent rhythm using staff notation in music by writing signs for the note values.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● Learners with low vision are guided to study a music excerpt in appropriate font and colour contrast to define <i>dynamics</i>, <i>timbre</i>, and <i>form</i> (ABA, <i>strophic</i> and <i>through composition</i>) in music, while learners with blindness are guided to study music excerpts in braille to define <i>dynamics</i>, <i>timbre</i>, and <i>form</i> (ABA, <i>strophic</i> and <i>through composition</i>) in music.</li> <li>● Learners with low vision are guided to play/sing technical exercises on a melodic instrument or voice in appropriate font and colour contrast (singing or playing scales C, and G and arpeggios and singing back simple melodies in C, and G major) for aural recognition of basic elements in music while learners with blindness are given hands on demonstration as they play/sing technical exercises on a melodic musical instrument or voice (singing or playing scales C, and G and arpeggios and singing back simple melodies in C, and G major) for aural recognition of basic elements in music.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Learners with low vision are guided to watch virtual or actual presentations of a folk dance to describe elements of dance (<i>body, action, space and time</i>) while learners with blindness are given verbal descriptions as they listen to virtual or actual presentations of a folk dance to describe elements of dance.</li> <li>• Learners with low vision and learners with blindness are guided to give feedback on experiences on foundational elements of Creative Arts and Sports in society.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: a learner develops the skills of self-esteem as they practise activities that enhance endurance and agility using music.</li> <li>• Digital Literacy: a learner develops the skills of interacting with technology as they use digital tools for graphic design or virtual art platforms as they hone their digital skills by incorporating technology into the creation and presentation of visual art.</li> <li>• Communication and Collaboration: a learner develops the skills of team spirit as they identify and discuss the elements of verse</li> <li>• Learning to Learn: a learner develops the skills of learning to learn as they represent pitch on staff notation by drawing the bass staff or by writing the music braille bass staff.</li> </ul>				
<p>Values:</p> <ul style="list-style-type: none"> <li>• Love: a learner demonstrates the skills of compassion as they play/sing technical exercises on a melodic instrument or voice.</li> <li>• Unity: a learner demonstrates the skills of collaboration as they read sample scripts in prints and in Braille to discuss elements of verse.</li> <li>• Respect: a learner demonstrates the skills of humility study a music excerpt in appropriate font and colour contrast/Braille to define <i>dynamics, timbre, and form (ABA, strophic and through composition)</i> in music</li> <li>• Patriotism: a learner demonstrates the skills of patriotism as they describe elements of local folk dances with a sense of cultural pride, contributing to a patriotic celebration of diverse cultural expressions.</li> </ul>				

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

- Identifying and nurturing gifts and talents: as learners identify different categories of Creative Arts and Sports to explore their own talents.
- Financial Literacy: as learners outline economic roles of Creative Arts and Sports in the society.

**Link to other learning areas:**

Mathematics: Learners apply mathematical concepts when using calculations for measuring heart rate.

**Suggested Learning Resources:**

Digital devices with screen magnifiers for learners with low vision, digital devices with screen readers for learners with blindness, digital devices with braille display, actual sample of 2-Dimensional artworks, braille machine and braille materials, manuscript in appropriate print, sight/touch reading melodies in print/braille music, keyboard, descant recorder or any other Western solo instrument, audio visual clips, open field.

**Suggested Assessment Rubric for Foundations of Creative Arts and Sports**

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain 6 roles of Creative Arts and Sports Social	Explains 6 roles of Creative Arts and Sports Social	Explains 5-3 roles of Creative Arts and Sports Social	Explains 2 roles of Creative Arts and Sports Social	Explains 1 or no role of Creative Arts and Sports.
Ability to execute 4 components of Creative Arts and Sports	Executes 4 components of Creative Arts and Sports	Executes 3 components of Creative Arts and Sports	Executes 2 components of Creative Arts and Sports	Executes 1 or no component of 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)
<b>2.0 Creating and Performing</b>	<b>2.1 Picture Making</b>  -Drawing -Painting	By the end of the Sub Strand, the learner should be able to: a) discuss shape, colour and dominance as elements and principles of Visual Arts, b) classify complementary colours on a colour wheel, learners with low vision. c) classify and name complementary colours on a colour wheel, learners with blindness. d) illustrate a colour gradation strip for colour contrast, learners with low vision. e) Describe a colour gradation strip for colour contrast, learners with blindness. f) create a still life drawing composition for skill acquisition, g) make a still life painting composition for skill	<ul style="list-style-type: none"> <li>● In groups, learners with low vision are guided to explore actual and virtual sample pictures using digital devices with appropriate assistive technology as screen magnifiers to analyse elements and principle of Visual Art focusing on; <i>shape, colour and dominance</i>. While learners with blindness are given one on one support and verbal descriptions on the visual elements as they explore actual and virtual sample pictures using digital devices with appropriate assistive technology to analyse elements and principle of Visual Art focusing on; <i>shape, colour and dominance</i>.</li> <li>● Learners with low vision are guided to mix and paint a colour wheel to represent primary, secondary and tertiary colours while learners with blindness are given hands on demonstration, verbal descriptions and support as they mix and name to represent primary, secondary and tertiary colours formed after mixing colours.</li> <li>● Learners with low vision are guided to mix and paint a colour wheel to represent the three sets of complementary colours while</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is dominance important in a Visual Arts work?</li> <li>2. How is dominance created using colour?</li> </ol>

		<p>acquisition, learners with low vision.</p> <p>h) manipulate natural objects to interpret texture shape and size differences. Learners with blindness</p> <p>i) appreciate the use of elements and principles of Visual Arts in Picture Making,</p>	<p>learners with blindness are given hands on demonstration and verbal descriptions to mix and name the colours formed after mixing colours.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to paint line strips using a pair of complimentary colours to study colour contrast while learners with blindness are given verbal descriptions of different colours as they name the complementary colours while describing a colour gradation strip for colour contrast.</li> <li>● Learners with low vision are guided to observe or listen to a video clip as they sketch a setup of forms/ shape focusing on grouping of the forms through overlapping to create dominance, (<i>at least 3 forms</i>) while learners with blindness are provided with different objects to manipulate and interpret different forms and shapes.</li> <li>● Learners with low vision are guided to paint a thin wash using brush stroke technique to create background while learners with blindness are provided with natural objects accompanied with verbal descriptions on colour as they manipulate, interpret and discuss different colours.</li> <li>● Learners with low vision are guided to paint the still life using complimentary colours focusing on: colour contrast to create</li> </ul>	
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			<p>dominance while learners with blindness are guided to manipulate natural objects to interpret texture shape and size differences.</p> <ul style="list-style-type: none"> <li>• Learners with low vision and learners with blindness are guided to display and talk about their own and other pictures.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: a learner develops the skills of listening and speaking as they observe or listen to sketch a setup of forms/ shape focusing on grouping of the forms through overlapping to create dominance</li> <li>• Critical Thinking and Problem Solving: a learner develops analytical skills as they paint the still life using complimentary colours focusing on: colour contrast to create dominance.</li> <li>• Creativity and Imagination: a learner develops flexibility skills as they mix and paint a colour wheel to represent primary, secondary and tertiary colours.</li> <li>• Learning to Learn: a learner develops the skills of learning to learn as they actively engage in the process of learning about Visual Arts, seeking information, exploring techniques, and adapting their approach based on acquired knowledge.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: a learner demonstrates the skills of self-drive as they make choices and considerations on the impact of colours, shapes, and compositions on the overall message conveyed in their artwork.</li> <li>• Patriotism: a learner demonstrates the skills of patriotism as they Learners celebrate and preserve their cultural heritage through visual expression.</li> <li>• Respect: a learner demonstrates the skills of etiquette as they appreciate the richness of different visual languages and cultural influences</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Hygiene issues: a learner develops the skills of as they are aware of hygiene as they cleans painting tools after use.</p>				

**Link to other learning areas:**

- English and Kiswahili: Learners communicate artistic ideas in language, fostering proficiency in both English and Kiswahili languages when discussing visual concepts.
- Integrated Science: Learners connect the classification of complementary colours to scientific principles related to light and optics, bridging the gap between art and science.

**Suggested learning resources**

Paints, brush, colours, water, water containers, Braille machines, Braille papers, slates and stylus.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.2. Rhythm</b> <ul style="list-style-type: none"> <li>• Composing four-bar rhythms</li> <li>• Rhythmic patterns in 3/4 time</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe 3/4 time signature in music,</li> <li>compose a four-bar rhythmic patterns in 3/4 time,</li> <li>perform four-bar rhythmic patterns in 3/4 time,</li> <li>appreciate rhythm as a means of coordination of movements in performances.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to listen to, sing or play familiar tunes in 3/4 time to describe the time patterns.</li> <li>• Learners are guided to listen to rhythmic patterns in 3/4 time and identify the main beat.</li> <li>• Learners are guided to play rhythm games using words and sentences exploring rhythmic patterns in 3/4 time.</li> <li>• Learners with low vision are guided to write 3/4 time signature, three crotchet beats and other beats in appropriate print equivalent to three crotchet beat (a pair of 3 quavers, a dotted minim) using different colours to make rhythmic</li> </ul>	<ol style="list-style-type: none"> <li>How do you describe 3/4 time signatures in music?</li> <li>How do we compose four bar rhythmic patterns in 3-4 time?</li> </ol>

			<p>patterns in <math>\frac{3}{4}</math> time while learners with blindness are guided on how to write <math>\frac{3}{4}</math> time signature, the three crotchet beats and other beats equivalent to three crotchet beat (a pair of 3 quavers ,a dotted minim) in music braille notation to make rhythmic patterns in <math>\frac{3}{4}</math> time.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided on how to write <math>\frac{3}{4}</math> time and three crotchet beats, add bar-lines with other beats equivalent to 3 crotchet beat(3 pairs of quavers, a crotchet and 2 pairs of quavers, a dotted minim) to given rhythmic patterns in <math>\frac{3}{4}</math> time while learners with blindness are guided to write <math>\frac{3}{4}</math> time and three crotchet beats, add bar-lines with other beats equivalent to 3 crotchet beat (3 pairs of quavers, a crotchet and 2 pairs of quavers, a dotted minim) to given rhythmic patterns in <math>\frac{3}{4}</math> time in music Braille</li> <li>• Learners with low vision are guided to write rhythmic patterns on monotone using the staff, single line and free space while learners with blindness are guided to write rhythmic patterns on monotone in music braille notation.</li> <li>• Learners with low vision are guided to write rhythmic patterns on monotone from dictation while learners with</li> </ul>	
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			<p>blindness are guided to write rhythmic patterns on monotone from dictation in music braille notation.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to compose and write patterns on monotone using <i>the staff, single line</i> and <i>free space</i>), inserting bar lines while learners with blindness are guided to compose and write patterns on monotone inserting bar lines in music braille notation.</li> <li>● Learners with low vision are provided with four-bar rhythmic patterns in <math>\frac{3}{4}</math> time to tap or clap as they recite the corresponding French rhythm names while learners with blindness are provided with four-bar rhythmic patterns in <math>\frac{3}{4}</math> <b>time</b> written in music braille notation to tap or clap as they recite the corresponding French rhythm names.</li> <li>● Learners are guided to improvise rhythmic patterns in <math>\frac{3}{4}</math> time to accompany a warm-up routine for long distance races.</li> <li>● Learners with low vision and learners with blindness are guided to create body movements (clapping, tapping, marching to rhythm, swaying and swinging) to accompany the rhythmic patterns for the warm-up routine</li> <li>● Learners are guided to perform the warm-up while reciting the rhythmic patterns</li> </ul>	
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			<p>using French rhythm names (Taa-aa-aa-aa, Taa-aa, Taa, Ta-te, Tafa-te and Ta-tefe) in <math>3/4</math> time.</p> <ul style="list-style-type: none"> <li>Learners are guided to appreciate rhythm as a means of coordination of movements.</li> </ul>	
<p><b>Core competencies</b></p> <ul style="list-style-type: none"> <li>Creativity and imagination: a learner develops the skills of originality as they compose rhythmic patterns in <math>3/4</math> time to accompany body movements.</li> <li>Critical thinking and problem solving: a learner develops flexibility skills as they create, represent and interpret rhythm using notation signs.</li> <li>Communication and collaboration: a learner develops listening and speaking skills as they work collaboratively, listening to each other and speaking articulately as they come up with ideas on how to create rhythmic patterns.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Responsibility: a learner demonstrates skills of self-drive and accountability as they create and perform rhythms in <math>3/4</math> time.</li> <li>Social Justice: a learner demonstrates skills of acquiring fairness as they play rhythm games with others.</li> <li>Unity: a learner demonstrates the skills of working in harmony with others as they create and perform rhythms on monotone.</li> <li>Integrity: a learner demonstrates the skills of honesty as they interact with already created rhythmic patterns and create their own original ones, devoid of plagiarism.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Safety and security: as learners handle instruments such as scissors carefully to avoid hurting themselves when creating materials for playing rhythm games.</p>				
<p><b>Link to other Learning areas:</b></p> <ul style="list-style-type: none"> <li>Mathematics: Identifying mathematical elements in rhythm, such as beats and timing, connects to mathematical concepts. Learners may analyse and quantify aspects of rhythmic creation.</li> <li>Integrated Science: Experimenting with the properties of sound during improvisation connects to integrated science. Learners may explore the scientific aspects of creating different rhythmic sounds.</li> </ul>				

**Suggested Learning Resources:**

Manuscript print/braille books, recordings, printable rhythm worksheets, improvisation guides, manuscript books, writing tools, braille machines, writing materials, improvisation exercises, music games, slates and stylus.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.3 Athletics and Montage</b> <ul style="list-style-type: none"> <li>● Middle distance races</li> <li>● Montage</li> </ul>	a) By the end of the Sub Strand, the learner should be able to: b) discuss characteristics of a montage composition, c) create a montage composition inspired by athletes running, d) perform middle distance skills for mastery, e) acknowledge own and others' effort in middle distance running and montage for enjoyment.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to observe actual or virtual samples of photomontage presented in appropriate font and colour contrast and take note of characteristics (use of pictures, superimposition, emphasis on shape) while learners with blindness are given verbal description on the visual elements on actual samples of photomontage and take note of characteristics (use of pictures, superimposition, emphasis on shape).</li> <li>● Learners with low vision are guided to observe actual or virtual images of middle distance running focusing on curved or staggered start, stride length, pacing and recovery while learners with blindness are given verbal descriptions of the actual or virtual images of middle distance running focusing on curved or staggered start, stride length, pacing and recovery.</li> <li>● Learners with low vision and learners with blindness are guided to describe the characteristics of photomontage technique.</li> <li>● Learners with low vision are guided to collect an assortment of photos to create a photomontage of middle-distance runners with focus on the subject, mood and centre of interest, -trim the images</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is montage composition created?</li> <li>2. How are middle distance skills important in middle distance races?</li> </ol>

			<p>-prepare the support          -paste the photos on the support          while learners with blindness are given hands on demonstration and support as they collect an assortment of photos to create a photomontage of middle-distance runners with focus on the subject, mood and center of interest.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to create a photomontage of a runner with focus on the <i>subject, posture and centre of interest</i>, by             <ul style="list-style-type: none"> <li>○ <i>creatively trimming the photos,</i></li> <li>○ <i>preparing the support/surface,</i></li> <li>○ <i>pasting the photos on the support,</i></li> <li>○ <i>finishing and presenting creatively</i></li> </ul>             while learners with blindness are given one on one demonstration and support as they create a photomontage of a runner with focus on the <i>subject, posture and centre of interest</i>.           </li> <li>● Learners are guided to display and critique their own and others' models or photomontage.</li> <li>● Learners to demonstrate start and running skills in middle distance races while learners with blindness are given one on one demonstration on the start and running skill then practise the skills.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Learners are guided to use drills to practise the skills of middle-distance races while learners with blindness are provided with a suitable sighted guide to practise using drills skills of middle distance races.</li> <li>• Learners are guided to share experiences of running middle distance races.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking: a learner develops the skills of analytical thinking as they critiquing others’ photomontages.</li> <li>• Learning to Learn: a learner develops the skills of learning to learn as they embrace the challenge of creating montage, observe learners and demonstrate running skills.</li> <li>• Creativity and Imagination: a learner develops the skills of originality as they create and present an artistic photomontage composition of athletes running.</li> <li>• Digital Literacy: a learner develops the skills of interacting with technology as they employ digital tools to observe photomontage and athletes running.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: a learner demonstrates the skills of self-drive as they take responsibility for ensuring a clean environment around the working areas as they create the photomontage.</li> <li>• Respect: a learner demonstrates the skills of humility as they acknowledge the diverse backgrounds and abilities of each other, demonstrating respect for individual differences in performing skills in middle distance running.</li> <li>• Patriotism: a learner demonstrates the skills of appreciating as they demonstrate start and running skills in middle distance races while respecting our Kenyans athletes.</li> </ul>				

**Pertinent and Contemporary Issues PCIs:**

- Self-awareness: a learner develops the skills of self-esteem as they participate in athletic activities
- Safety and security: a learner develops the skills of personal safety as they practise using drills skills of middle distance races while observing safety.
- Gender issues: a learner develops the skills of appreciating peers from different cultural backgrounds, and gender as they choose different gender on the photomontage composition.
- Environmental Sustainability: a learner develops the skills of recycling found materials to use in creating the photomontage composition.
- Global Citizenship: a learner develops the skills of appreciating local and international athletes in the process of making photomontage.

**Link to other learning areas:**

- English: Learners enhance English language skills by articulating comprehensive descriptions of photomontage. This includes the use of appropriate terminologies.
- Mathematics: Describing middle distance races involves understanding and quantifying elements such as speed, time, and distance, fostering connections with mathematical concepts and measurements.

**Suggested Learning Resources:**

Stop watch, whistle, markers, open spaces/track: stop watch, whistle, markers, open spaces/track, glue, assortment of photos, cutting tools, Braille machines, Braille papers, slates and stylus

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.4. Melody</b> <ul style="list-style-type: none"> <li>• <i>Question and answer phrases in a melody</i></li> <li>• <i>4-bar melodies in G Major and <sup>3</sup>/<sub>4</sub> time.</i></li> <li>• <i>Extending a melody using exact repetition, and varied repetition,</i></li> </ul>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe methods of creating a melody,</li> <li>b) compose a 2-bar answering phrase to a given 2-bar opening phrase,</li> <li>c) compose a 4-bar melody in G Major,</li> <li>d) perform simple pieces of music in G Major,</li> <li>e) value the use of melody in Creative Arts and Sports.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to sing familiar tunes using tonic sol-fa to describe methods of extending a melody (<i>exact repetition, and varied repetition</i>).</li> <li>• Learners are guided to use digital devices with appropriate technology to listen to and sing familiar tunes in <sup>3</sup>/<sub>4</sub> time as they tap the main beat.</li> <li>• Learners are guided to perform technical skills (<i>scale of G major and its tonic arpeggio, short pieces for sight reading</i>) to recognise the key of G major.</li> <li>• Learners with low vision are guided to write 2-bar melodic phrases on manuscript papers to improvise 2-bar answering phrases ending on d, m, and s to given opening phrases in <sup>3</sup>/<sub>4</sub> time while learners with blindness are guided to write 2-bar melodic phrases in music Braille to improvise 2-bar answering phrases ending on d, m, and s to given opening phrases in <sup>3</sup>/<sub>4</sub> time.</li> <li>• Learners are guided to improvise 2-bar opening phrases ending on s, t, or r, to given answering phrases in <sup>3</sup>/<sub>4</sub> time in G major in print music on manuscript in appropriate print.</li> <li>• Learners are guided to create a four-bar melody in G major, with intervals not</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you create a melody?</li> <li>2. How do we compose a 2-bar answering phrase to a given 2-bar opening phrase?</li> </ol>

			<p>exceeding a major perfect 4th in print music and on manuscript in appropriate print.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided on how to add phrase marks and dynamics as loud (forte-f) for one phrase and soft (piano-p) for the other in print music while learners with blindness are guided on how to add phrase marks, and dynamics as loud (forte-f) for one phrase and soft (piano-p) for the other in music braille notation.</li> <li>● Learners with low vision are provided with sight reading exercises written in print music and in appropriate print to sight read the melodies composed using voice/descant recorder/any other western melodic instrument while learners with blindness are provided with touch reading exercises written in music braille notation to touch read the melodies composed using voice/descant recorder/any other western melodic instrument.</li> <li>● Learners with low vision are guided to compose and write four-bar melodies to compose a four-bar game chant in G Major on manuscript print while learners with blindness are guided to compose and write four-bar melodies to compose a four-bar game chant in G Major in music braille notation.</li> <li>● Learners with low vision and learners with blindness are guided to use a digital device</li> </ul>	
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			<p>with appropriate assistive technology to notate and play back composed melodies.</p> <ul style="list-style-type: none"> <li>• Learners with low vision and learners with blindness are guided to perform and record composed melodies and share with others for feedback.</li> <li>• Learners with low vision and learners with blindness are guided to acknowledge melodies written by self and others.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: a learner develops the skills of self-esteem as they compose and notate four-bar melodies in 3 4 time.</li> <li>• Learning to Learn: a learner develops learning to learn skills as they compose four-bar melodies in 3 4 time, demonstrates a capacity to learn and adapt to songwriting and instrumental music composition in different musical styles.</li> <li>• Communication and Collaboration: a learner develops listening and speaking skills as they engage in effective communication to express their musical ideas during the process of explaining how variation is achieved in melody writing.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: a learner demonstrates the skills of maintaining integrity as they create original melodies, respecting others’ intellectual property, and acknowledging influences on their compositions.</li> <li>• Respect: a learner demonstrates the skills of honesty as they acknowledge melodies written by self and others.</li> </ul>				
<p><b>Pertinent and Contemporary Issues PCIs:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: a learner develops the skills good citizenship as they sight read the melodies composed using voice/descant recorder/any other western melodic instrument</li> <li>• Safety and Security: a learner develops personal safety as they observe cyber security and safety as they explore online spaces and other spaces for guidance on melody writing.</li> </ul>				

**Link to other learning areas:**

- Mathematics: Musical composition involves mathematical concepts such as rhythm, timing, structure/symmetry, that learners apply to intervals, time signature and note values in creating melodies.
- English and Kiswahili: Learners enhance language skills by articulating the principles of melodic variation in both English and Kiswahili.
- Social Studies: Learners cultural influence on melody writing and musical composition provides opportunities to explore social studies aspects related to music, fostering cultural awareness.

**Suggested Learning Resources:**

Pitching instrument, sight reading melodies in appropriate print, touch reading melodies in music braille notation, braille machine and braille materials, exercise book, descant recorder and other solo Western instruments, slates and stylus, manuscript papers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.5 Netball (for learners with low vision)</b> Passes ( <i>Overhead pass, Chest pass</i> ) Footwork ( <i>landing, pivoting</i> )	By the end of the Sub Strand, the learner should be able to: a) describe the execution of different passes in Netball, b) perform passes in netball for skill acquisition, c) execute dodging and marking in Netball for skill development,	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to observe actual or use digital devices with appropriate assistive technology to watch virtual netball game for analysis of skills and demonstrate execution of the passes observed.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is dodging and marking skill in a game of Netball important?</li> <li>2. How do players perform</li> </ol>



	Dodging and marking	<p>d) perform footwork skills in Netball game situation</p> <p>e) appreciate teamwork in application of Netball skills for fun and enjoyment.</p>	<ul style="list-style-type: none"> <li>● In groups, learners with low vision are guided to demonstrate dodging and marking.</li> <li>● Learners with low vision are guided to use drills to practice passing (overhead and chest pass) the ball while dodging and marking.</li> <li>● Learners with low vision are guided to demonstrate footwork skills (landing and pivoting).</li> <li>● Learners with low vision are guided to use drills to practise footwork skills while observing safety.</li> <li>● Learners with low vision are guided to apply overhead and chest passes, dodging and marking and footwork skills to play a mini game.</li> </ul>	passes in a netball game?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: a learner develops the skills of learning to learn as they demonstrate the skills of Netball passes, footwork, dodging and marking as observed.</li> <li>● Communication and communication: a learner develops the skills of team spirit as they practise different passes and shares ideas on the different Netball skills with peers.</li> <li>● Digital Literacy: a learner develops the skills of interacting with technology as they use digital literacy through accessing information virtually to execute netball skills.</li> </ul>				

**Values:**

- Unity: a learner demonstrates the skills of cooperation as they demonstrate footwork skills ie; landing and pivoting in a netball game.
- Integrity: a learner demonstrates fairness skills as they prioritise fair play during skill acquisition in Netball games.

**Pertinent and Contemporary Issues PCIs:**

Health promotion issues: Learners gain physical fitness through performance and practise in Netball for prevention of lifestyle diseases.

**Link to other learning areas**

Mathematics: *passing the ball involves quick calculations of distances and angles. The learners apply mathematical concepts to determine the most efficient paths and angles, reinforcing practical mathematical application.*

**Suggested Learning Resources:**

Plain cloth, dyes, strings, containers, contrasting colours, netball ball, netball coat.

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions(s)
<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5.2 showdown (for learners with blindness)</b> <ul style="list-style-type: none"> <li>● Serving of the sound ball, (<i>high balls,</i> )</li> <li>● Defending the ball, (not to use the hand in defending)</li> </ul>	By the end of the Sub Strand the learner should be able to; <ol style="list-style-type: none"> <li>a) describe the serving in showdown through practice, execute serving in showdown for learning,</li> <li>b) perform serving in showdown for skill acquisition,</li> <li>c) appreciate each other's effort in using showdown skills in a mini game.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with blindness are guided to use digital devices with appropriate assistive technology like screen readers to listen to video clips on serving in showdown.</li> <li>● Learners with blindness are provided with a bat and a showdown ball to manipulate for familiarisation.</li> <li>● Learners with blindness are provided with verbal description and one on one demonstration and support on how to serve in showdown.</li> <li>● In groups learners are guided to perform drills and practise serving while observing safety.</li> <li>● In groups learners with blindness are guided to use serving skill in showdown to play a mini showdown game.</li> <li>● Learners with blindness are guided to play a mini showdown game while observing rules.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you describe serving in a showdown?</li> <li>2. How do players dodge an opponent when serving in a showdown?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: a learner develops learning to learn skills as they have an eagerness to learn and improve performance when serving in showdown.</li> </ul>				

- Communication and Collaboration: a learner develops listening and speaking skills as they speak engagingly while describing how serving in showdown is done.
- Digital Literacy: a learner develops the skills of interacting with technology as they adapt new technology while using digital devices with screen readers to listen to video clips on serving in showdown.

- **Values:**

- Respect: a learner demonstrates respect by actively listening to coaches and teammates during showdown serving practice discussions.
- Unity: a learner demonstrates the skills of cooperation as they value the contributions of each team member, recognizing that unity enhances overall team performance in showdown.
- Integrity: a learner demonstrates exhibiting integrity skills as they follow rules and ethical guidelines while serving in showdown games.
- Patriotism: a learner demonstrates pride skills as they represent their team and demonstrate a sense of loyalty to the collective goals of the group while playing showdown.

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

- Health promotion issues: a learner develops physical fitness skills as they perform serving as they play showdown for prevention of lifestyle diseases.
- Safety and Security: a learner develops safety measures skills as they perform serving in a showdown.

**Link to Other Learning Areas:**

- Mathematics: Learners apply mathematical concepts to determine the most efficient serving skill depending of speed when playing showdown
- English: Learners use new vocabulary learnt in showdown when describing how to perform serving in showdown

**Suggested Learning Resources:**

Plain cloth, dyes, strings, containers, showdown sound ball, blindfolds, bats, whistle, digital devices with screen magnifiers for learners with low vision, digital devices with screen readers for learners with blindness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.6 Multi Media Art</b> <ul style="list-style-type: none"> <li>• <i>Tie and dye (diamond and pleating),</i></li> <li>• <i>Batik (crackled and textured effects)</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify techniques in tie and dye and batik,</li> <li>b) prepare materials for use in tie and dye and batik,</li> <li>c) decorate a fabric using tie and dye technique,</li> <li>d) decorate a fabric using batik technique,</li> <li>e) appreciate resist methods of decorating fabric</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to research and analyse tie and dye, and batik in fabric decoration with focusing on; definition, materials (dyes, wax), techniques/process.</li> <li>• Learners are guided to source and prepare a recyclable cotton fabric by washing and ironing while learners with blindness are given hands on demonstration and support as they source and prepare a recyclable cotton fabric by washing and ironing.</li> <li>• Learners with low vision are guided to collaboratively prepare natural dye from the environment/source artificial dye with emphasis on; pigment, fixatives while learners with blindness are given hands on demonstration and support as they collaboratively prepare natural dye from the environment/source artificial dye with emphasis on; pigment, fixatives.</li> <li>• Learners with low vision are</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is decorating a fabric important?</li> <li>2. How do you decorate a fabric?</li> </ol>

			<p>guided to tie and dye to decorate a fabric in two colours (diamond and pleating). while learners with blindness are given hands on demonstration and support as they tie and dye to decorate a fabric in two colours (diamond and pleating).</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to prepare wax for batik from recyclable candle wax and beeswax, batik the fabric using; cracked and textured techniques to make a mat while learners with blindness are given hands on demonstration and support as they prepare wax for batik from recyclable candle wax and beeswax, batik the fabric using; cracked and textured techniques to make a mat.</li> <li>• Learners with low vision are guided to collaboratively decorate a fabric with either tie and dye/ batik to make a curtain while learners with blindness are given hands on demonstration and support as they collaboratively decorate a fabric with either tie</li> </ul>	
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			<p>and dye/ batik to make a curtain.</p> <ul style="list-style-type: none"> <li>Learners with low vision are guided to finish the fabric appropriately by dewaxing, ironing and trimming while learners with blindness are given hands on demonstration and support as they finish the fabric appropriately by dewaxing, ironing and trimming.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to Learn: a learner develops learning to learn skills as they analyse tie and dye, and batik as resist technique in decorating a fabric as observed.</li> <li>Communication and collaboration: a learner develops listening and speaking skills as they work collaboratively to prepare natural dye from the environment/source artificial dye.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Love: a learner demonstrates the skills of caring attitude as they portray a caring attitude while working together in decorating a fabric using tie and dye techniques.</li> <li>Responsibility: a learner demonstrates the skills of personal care and safety as they handle tools for decorating fabrics by trimming and ironing.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>Social cohesion: Learners talk about own and others work in a just manner</li> <li>environmental conservation : Learners source materials such as recyclable fabrics, tying/stitching/pasting</li> </ul>				
<p><b>Link to other learning areas</b></p> <p>Integrated science: Learners employs concepts of fabric and waxing learnt in the processes of dying</p>				

**Suggested learning resources**

Wax, iron box, fabric, dye, string, batik



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.7 Descant Recorder</b> <ul style="list-style-type: none"> <li>• Techniques of playing a descant recorder: <i>fingering, pinching, slurring, embouchure, tonguing, blowing,</i></li> <li>• Melodies in G Major</li> <li>• Performance direction: repeat (<i>da capo al fine, dal segno al fine</i>),</li> <li>• Technique poster</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain techniques of playing a descant recorder,</li> <li>b) interpret performance directions on given pieces of music,</li> <li>c) perform simple melodies in G Major on a descant recorder,</li> <li>d) discuss qualities of a good card design</li> <li>e) practise calligraphy lettering for card design,</li> <li>f) design an invitation card for a musical performance,</li> <li>g) value playing music on the descant recorder or</li> </ol>	<ul style="list-style-type: none"> <li>• Learners with low vision and learners with blindness are guided to read and interpret print as they play the notes G, A, B, C, D, E. F#, and G 1 on a descant recorder or any other Western solo instruments to master the fingering technique while learners with blindness are guided to read and interpret tactile fingering charts as they are given hands on demonstration and support while playing the notes G, A, B, C, D, E. F#, and G 1 on a descant recorder or any other Western solo instruments to master the fingering technique.</li> <li>• Learners with low vision are guided to watch actual or virtual instrumental tutorials to demonstrate and explain techniques (fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance) of playing a descant recorder or any other solo Western instruments while learners with blindness are given verbal descriptions to listen to actual or virtual instrumental tutorials to demonstrate and explain techniques of</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to apply technique when playing instruments?</li> <li>2. How do artistic illustrations enhance interpretation of music?</li> </ol>

		any other Western solo instrument.	<p>playing a descant recorder or any other solo Western instruments.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to take photos of each other's portraits while playing the notes G, A, B, C, D, E, F#, and G1 on a descant recorder or any other Western instrument with emphasis on posture, fingering and movement while learners with blindness are given one on one support as they play the notes G, A, B, C, D, E, F#, and G1 on a descant recorder or any other Western instrument while giving each other's feedback.</li> <li>• Learners with low vision are guided to arrange the photos to form pitches of simple melodies and play them while learners with blindness are guided to create different pitches to form simple melodies.</li> <li>• Learners with low vision are guided to sit in appropriate posture and use digital devices with appropriate assistive technology to crop, resize and organize the photographs to compose a poster while learners with blindness are guided sit in appropriate posture and use digital devices with appropriate assistive technology to search for different postures the descant recorder player can apply during performance.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● Learners with low vision and learners with blindness are guided to caption the photographs with letters G-G written on a treble staff accordingly in both print and braille.</li> <li>● Learners with low vision and learners with blindness are guided to display and critique their own and others' posters/descriptions.</li> <li>● Learners with low vision are guided to tune the recorder or solo Western instrument while learners with blindness are provided with verbal descriptions and hands on demonstrations when tuning the recorder or any other solo Western instrument.</li> <li>● Learners with low vision and learners with blindness are guided to practise playing the note F sharp.</li> <li>● Learners with low vision and learners with blindness practise playing the note F#.</li> <li>● Learners with low vision are guided to play repeated technical exercises (scale of G major ascending and descending, tonic arpeggios in C and G major and brief sight reading exercises) for warm-up while learners with blindness are guided to play repeated technical exercises (scale of G major ascending and descending,</li> </ul>	
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			<p>tonic arpeggios in C and G major and brief touch reading exercises) for warm-up.</p> <ul style="list-style-type: none"> <li>● Learners with low vision and learners with blindness are guided to read, interpret performance directions in print/braille for repeat (<i>da capo al fine</i>, <i>dal segno al fine</i>), articulation (<i>accent</i> and <i>fermata</i>), dynamics (moderately loud (<i>mf</i>) and moderately soft (<i>mp</i>) and tempo (<i>andante</i>, <i>allegro</i> and <i>adagio</i>), on solo pieces of music.</li> <li>● Learners with low vision and learners with blindness are guided to perform simple solo pieces in time, and in ABA, strophic or through composed form, on a descant recorder or any other solo instrument with appropriate playing technique.</li> <li>● Learners <sup>with</sup> low vision and learners with blindness are guided to observe or listen to performance directions for repeat (<i>da capo al fine</i>, <i>dal segno al fine</i>), articulation (<i>accent</i> and <i>fermata</i>), dynamics (moderately loud (<i>mf</i>) and moderately soft (<i>mp</i>) and tempo (<i>andante</i>, <i>allegro</i> and <i>adagio</i>), on pieces of music played.</li> <li>● Learners with low vision and learners with blindness are guided to comment</li> </ul>	
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			on each other's posters and performance techniques.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: a learner develops listening and speaking skills as they observe or listen to performance directions for repeat, articulation, dynamics and tempo on pieces of music played.</li> <li>● Digital Literacy: a learner develops the skills of interacting with technology as they use digital devices with appropriate assistive technology to crop, resize and organize the photographs to compose a poster.</li> <li>● Creativity and Imagination: a learner develops flexibility skills as they create a visually appealing poster depicting a musician playing a descant recorder or another Western instrument.</li> <li>● Learning to Learn: a learner demonstrates learning skills as they play technical exercises and applies the technique of <i>legato</i> and <i>staccato</i> and exhibits a capacity to adapt playing styles, and integrate acquired knowledge to tackle future creation and performance challenges in their musical practice.</li> <li>● Self-Efficacy: a learner demonstrates their confidence and competence in executing a musical performance, creating melody and making a technique poster.</li> </ul>				
<p><b>Pertinent and Contemporary Issues PCIs:</b></p> <ul style="list-style-type: none"> <li>● Citizenship Education: a learner develops global citizenship skills as they play Western solo musical instruments and by using Western music notation.</li> <li>● Social Cohesion: Learners appreciate constructive criticism during poster making, melody creation, rehearsals and presentations for harmonious existence.</li> </ul>				
<p><b>Link to other Learning areas</b></p> <ul style="list-style-type: none"> <li>● Mathematics: the act of performing a solo piece involves understanding and applying rhythmic patterns, which are related to mathematical concepts such as timing, beats, and sequences.</li> <li>● Integrated Science: learning to tune and play a musical instrument involves understanding the physics of sound production. Integrated science principles can be applied to comprehend how sound waves are created and transmitted.</li> </ul>				

**Suggested Learning Resources:**

Ballpoint pen, paper/surface, manuscript in appropriate print, braille machines and braille materials, descant recorder or any other Western instrument, sheet music in appropriate print and in music braille notation, digital tuners.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.8 Verse</b> <ul style="list-style-type: none"> <li>• <i>Writing a verse</i></li> <li>• <i>Performing a verse</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe language use in verse,</li> <li>b) compose a verse to address an issue in society,</li> <li>c) perform a verse before an audience,</li> <li>d) acknowledge the use of verse as a means of communication.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to read print sample scripts while learners with blindness are guided to read braille sample script to discuss language use and format of verse: imagery (<i>vivid description, simile, metaphor and personification</i>), sound (<i>alliteration, rhyme and repetition</i>), diction, line, stanza.</li> <li>• Learners are guided to explore a societal issue that can be addressed through verse.</li> <li>• Learners are guided to develop the idea into a verse structure.</li> <li>• Learners are guided to draft and edit the piece into a verse.</li> <li>• Learners with low vision and learners with blindness are guided to read a verse script to brainstorm the meaning and emotions conveyed.</li> <li>• Learners are guided to rehearse the verse to internalise the script.</li> <li>• Learners are guided to recite the verse, as a solo performer or member of a</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you use language in verse?</li> <li>2. How do you compose a verse to address an issue in society?</li> </ol>

			<p>group, before an audience.</p> <ul style="list-style-type: none"> <li>• Learners are guided to reflect on individual performance based on feedback from other learners.</li> <li>• Learners with low vision are guided to record experiences onto a journal. While learners with blindness are guided to record experiences onto a journal.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: a learner develops skills of self-esteem as they explore a societal issue that can be addressed through verse.</li> <li>• Citizenship: a learner develops relations with positive qualities created in the persona as they explore a societal issue that can be addressed through verse.</li> <li>• Creativity and imagination: a learner develops the skills of flexibility as they create a verse script and makes props for use in verse delivery.</li> <li>• Critical thinking and problem solving: a learner develops reflecting skills as they record experiences onto a journal.</li> <li>• Communication and Collaboration: a learner develops listening and speaking skills as they develop the idea into a verse structure.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: a learner demonstrates the skills of fairness as they create their own original verses without plagiarism.</li> <li>• Social Justice: a learner demonstrates the skills of social justice as they take the responsibility of entertaining and educating the public through verse.</li> <li>• Love: a learner develops the skills of compassion as they empathise with others based on the characters and messages from verse.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs)</b></p> <ul style="list-style-type: none"> <li>• Mentorship: gained as the learners reflect on individual performance based on appraisal from other learners.</li> <li>• Life skills education: Learners develop interpersonal relationships through verse performance.</li> </ul>				



**Link to other subjects:**

- English and Kiswahili: language acquisition for self-expression is developed as the learner scripts a verse.
- Social Studies: Learners create verses which address social issues

**Suggested learning resources**

Props, costumes, dye, whistle

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<ul style="list-style-type: none"> <li>● <b>Volleyball (for learners with low vision)</b></li> </ul> <p>Service <i>overarm service</i> Volley skill</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the overarm serve in Volleyball game,</li> <li>b) serve the ball using overarm serve over a net,</li> <li>c) perform the volley for skill acquisition,</li> <li>d) appraise others' efforts when applying serving and volleying skills in Volleyball.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to observe virtual or actual performances of a volleyball game and identify skills of serving the ball.</li> <li>● Learners with low vision are guided to draw human figures of volleyball players in appropriate colour contrast and size with emphasis on actions of (serving or volleying).</li> <li>● Learners with low vision are guided to finish the drawing creatively.</li> <li>● Learners with low vision are guided to exhibit and critique the human figure drawings.</li> <li>● Learners with low vision are guided to demonstrate the skills of serving the ball (overarm and jump serves) in volleyball.</li> <li>● Learners with low vision are guided to use drills to practise overarm and jump serves techniques in Volleyball.</li> <li>● Learners with low vision are guided to demonstrate volleying skill in Volleyball.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does the volley pass make the Volleyball game interesting?</li> <li>2. How do you identify an over arm serve in a volleyball game?</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners with low vision are guided to use drills to practise volleying in Volleyball.</li> <li>• Learners with low vision are guided to play a mini Volleyball game while observing safety.</li> <li>• Learners with low vision are guided to apply skills learnt in a mini volleyball game and appraise each other.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: a learner develops collaboration skills as they cooperate with peers while playing a mini Volleyball game.</li> <li>• Self-efficacy: a learner develops the skills of confidence as they execute the service in Volleyball.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: a learner demonstrates the skills of appreciating as they appraise their own and others' performance in executing the arm serve and volleying skills.</li> <li>• Social justice: a learner demonstrates the skills of fairness as they respect fellow peers as they demonstrate and practise the service and volleying in Volleyball.</li> </ul>				
<p><b>Pertinent and Contemporary Issues PCIs:</b></p> <ul style="list-style-type: none"> <li>• Health promotion issues: Learners participate in the physical activities thus acquiring fitness and health.</li> <li>• Self- awareness: Learners accept their ability in learning new skills in Volleyball.</li> </ul>				
<p><b>Link to other learning areas ·</b></p> <ul style="list-style-type: none"> <li>• Integrated Science: Learners connecting theoretical knowledge to practical application in sports as they move different parts of the body during physical activity.</li> </ul>				

- Mathematics: executing serving skills involves quick calculations of distances and angles. Learners apply mathematical concepts to determine the most efficient paths and angles to serve the ball over the net.

**Suggested Learning Resources:**

Markers, whistle, colours, playing attire in contrasting colour, volleyball, net, volleyball court

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions(s)
<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<p><b>2.9.2 Goalball (for learners with blindness)</b></p> <ul style="list-style-type: none"> <li>• Serving of the ball</li> <li>• (<i>high balls, direction of the ball</i>)</li> <li>• Diving (direction of diving to avoid injuries)</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) describe blocking in goalball for learning,</li> <li>b) perform the blocking skills in goalball for knowledge acquisition,</li> <li>c) execute blocking skills in goalball in real life situation,</li> <li>d) execute blocking in goalball for skill acquisition,</li> <li>e) appreciate each other's effort in blocking goalball for self-actualization.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners with blindness are guided to use digital devices with appropriate assistive technology to listen to a video clip or real match to observe blocking skill in goalball.</li> <li>• Learners with blindness are given verbal descriptions of goalball players in appropriate stances for blocking the goalball.</li> <li>• Learners with blindness are guided to model human figures of goalball players in with emphasis on actions of (serving or blocking).</li> <li>• Learners with blindness are provided with a verbal description and a one-on-</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we benefit from playing goalball?</li> <li>2. How can a goal ball be improvised?</li> </ol>

			<p>one demonstration on how to perform the blocking skill in goalball.</p> <ul style="list-style-type: none"> <li>• Learners with blindness are guided to use the skills acquired in a mini game of goal ball for fun and enjoyment.</li> <li>• Learners with blindness are guided to use the ball in practising the goal ball game.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: a learner develops the skills of engaging in goalball activities as they build self-efficacy through skill acquisition and execution, contributing to confidence and belief in their abilities.</li> <li>• Communication and Collaboration: a learner develops the skills of communication as they articulate various techniques involved in goalball throw, fostering a deeper understanding of the sport.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: a learner demonstrates the skills of exhibiting responsibility by taking ownership of the net creation, linking to values such as responsibility and respect for equipment.</li> <li>• Unity: a learner demonstrates the skills of collaboration as they foster inclusion skills and mutual support among teammates, emphasising the importance of working together towards a common goal.</li> <li>• Respect: a learner demonstrates exploring acceptance skills as they use the skills acquired in a mini game of goal ball for fun and enjoyment.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Develop self-awareness: Learners identify their abilities and build their self-esteem and interpersonal relationships as they play games.</li> <li>• Social economic issues: Learners use safety and security skills as they learn how to play together safely.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>• Integrated Science: Learners understand the physics behind the force applied in shooting skills connects to integrated science, involving concepts related to motion and energy.</li> <li>• English: 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.</li> </ul>				

- 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)
<b>2.0 Creating and Performing</b>	<b>2.10 Kenyan Folk Dance</b> <ul style="list-style-type: none"> <li>• Classification Community, <i>gender and age of participants, occasion, purpose, and themes,</i></li> <li>• Performing a folk dance</li> <li>• Body makeup</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) classify folk dances from Kenyan communities,</li> <li>b) perform a folk dance from a Kenyan community,</li> <li>c) appreciate different cultures through performing folk dances from diverse Kenyan communities and casted masks</li> </ol>	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to watch, listen and explore live or virtual folk dance performances from diverse Kenyan communities to <i>describe</i> and categorise them according to; <i>community, gender and age of participants, occasion, purpose, and themes</i> while learners with blindness are given verbal descriptions as they listen and explore live or virtual folk dance performances from diverse Kenyan communities to <i>describe</i> and categorise them.</li> <li>• In groups or in pairs, learners with low vision and learners with blindness are guided to select an appropriate folk dance from a given Kenyan community for performance.</li> <li>• Learners are guided to select a theme on a societal issue.</li> <li>• Learners with low vision are</li> </ul>	<ol style="list-style-type: none"> <li>1. How do folk dances represent Kenyan culture?</li> <li>2. How do you classify folk dances from Kenyan communities?</li> </ol>

			<p>guided to watch actual or virtual performances of the selected folk dance to explore dance movements, singing, instrumentation, costumes, body make-up, props, mood, and context of performance and performers while learners with blindness are given verbal description of the visual elements in the dance as they listen to actual or virtual performances of the selected folk dance to explore dance movements, singing, instrumentation, costumes, body make-up, props, mood, and context of performance and performers.</p> <ul style="list-style-type: none"> <li>● Learners are guided to devise a dance by selecting and sequencing dance movements, songs, instrumentation, costumes, body make-up, and props for the selected dance.</li> <li>● Learners with low vision are guided to take a role in rehearsing a group folk dance ensuring</li> </ul>	
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			<p>appropriate dance performance technique. While learners with blindness are given one on one support as they are guided to take a role in rehearsing a group folk dance ensuring appropriate dance performance technique.</p> <ul style="list-style-type: none"> <li>• In groups, learners with low vision are guided to explore virtual or actual demonstrations of make-up designs to make body make-up while learners with blindness are given verbal descriptions and hands on demonstration of the visual elements on make-up designs and are supported to make body make-up.</li> <li>• learners with low vision are guided to decorate each other's bodies for the dance performance while learners with blindness are given one on one support as they decorate each other's bodies for the dance performance.</li> <li>• Learners are guided to take a role in performing a group folk dance</li> </ul>	
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			<p>before an audience.</p> <ul style="list-style-type: none"> <li>• Learners are guided to give feedback on their own and others' make-up and dance techniques.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: a learner develops collaborating skills as they take a role in performing a group folk dance before an audience.</li> <li>• Learning to Learn: a learner develops the skills of learning to learn as they acquire new knowledge about painting and Kenyan cultural dance forms.</li> <li>• Critical Thinking and Problem Solving: Learner applies critical thinking and evaluation skills when classifying and selecting folk dances.</li> <li>• Citizenship: a learner develops the skills of participation in performance of Kenyan folk dances as they reflect a sense of cultural citizenship through preservation and celebration of Kenya's rich cultural heritage.</li> <li>• Self-Efficacy: a learner develops the skills of self-esteem as they take a role in performing a group folk dance before an audience.</li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Values:</b></li> <li>• Respect: a learner demonstrates the skills of tolerance as they respect for the diverse cultural expressions within Kenyan communities fostering an appreciation for the richness of cultural heritage and encouraging tolerance.</li> <li>• Peace: a learner demonstrates the skills of collaboration with peers in a harmonious manner when doing body painting, and classification, creation and performance of Kenyan folk dances.</li> <li>• Unity: a learner demonstrates the skills of selflessness take a role in when the group is devising, rehearsing and performing a folk dance thereby reinforcing a sense of togetherness.</li> <li>• Patriotism: a learner demonstrates the skills of cultural appreciation as they explore dance movements, singing, instrumentation, costumes, body make-up, props, mood, and context of performance.</li> </ul>				

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

- Safety and security: a learner develops the skills of personal safety as they observe safety when improvising and using paints and when dancing.
- Self Esteem: a learner develops the skills of self-awareness as they display and talk about their own work during paint making and improvisation for body make-up.
- Education for sustainable development: a learner develops the skills sustaining educational development as they devise and perform a folk dance on a societal issue.

**Link to other Learning areas:**

- Mathematics: Folk dance involves patterns and rhythmic movements. Learners can explore mathematical concepts related to sequences, patterns, and counting, enhancing their mathematical understanding.
- Social Studies: the learner explores traditions, rituals, and social structures embedded in the folk dances from Kenya.
- Agriculture and Nutrition: Costume acquisition aligns with Agriculture and Nutrition with regard to textile and clothing design, showcasing practical skills in artistic expression.
- English: Learners describe and classify Kenyan folk dances using speaking and writing skills, and use body painting and dancing to communicate nonverbally.

**Suggested learning resources:**

folk songs, paint (improvised), containers, brushes water, bristle brushes, gloves, props, costume, makeups.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	2.11 Indigenous Kenyan Craft-Basketry	<p>By the end of the Sub Strand the learner should be able to;</p> <p>a) identify basketry items made using coil techniques,</p> <p>b) prepare materials and tools for basketry,</p> <p>c) weave a mat/tray using the coil method,</p> <p>d) appreciate basketry as an indigenous craft in Kenya</p>	<ul style="list-style-type: none"> <li>● Learners are guided to research, discuss and present in plenary focusing on; definition and practise in Kenya/Africa, materials and tools, coiling techniques.</li> <li>● In groups, learners with low vision and learners with blindness are guided to source natural or recyclable synthetic materials for basketry taking care of the environment.</li> <li>● Learners with low vision are guided to prepare the material appropriately, (cutting/dying/any other). while learners with blindness are provided with one on one and hands on support as they prepare the material appropriately.</li> <li>● Learners with low vision are guided to use digital devices with appropriate assistive technology to observe or listen to audio visual videos on coil techniques in basketry taking into account; process and pattern/colour. While learners</li> </ul>	How do you prepare materials and tools for basketry?

			<p>with blindness are guided to use digital devices with appropriate assistive technology accompanied with verbal description on the visual elements of the videos as they listen and observe to audio visual videos on coil techniques in basketry.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to use coil technique to make simple items such as mat/tray. while learners with blindness are given hands on demonstration and support as they use coil technique to make simple items such as mat/tray.</li> <li>• Learners are guided to display and critique their own and others basketry work.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: a learner develops the skills of reflective thinking as they use coil technique to make simple items such as mat/tray.</li> <li>• Creativity and Imagination: a learner develops the skills of flexibility as they prepare the material appropriately, (cutting/dying/any other).</li> <li>• Learning to Learn: a learner develops the skills of learning to learn as they source natural or recyclable synthetic materials for basketry taking care of the environment.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: a learner demonstrates the skills of uphold integrity as they use coil technique to make simple items such as</li> </ul>				

mat/tray.

- Responsibility: a learner demonstrates the skills of personal safety as they prepare materials and tools, showcasing a sense of accountability in the initial stages of basketry.
- Respect: a learner demonstrates the skills of tolerance as they display and critique their own and others basketry work.
- Unity: a learner demonstrates the skills of collaboration as they source natural or recyclable synthetic materials for basketry taking care of the environment.

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

- Cultural Preservation: a learner develops preserving skills as they pertinent issue of cultural preservation by actively participating in and appreciating basketry as a traditional craft, contributing to the safeguarding of cultural heritage.
- Sustainability: a learner develops the skills to explore sustainable practices in basketry as they considering eco-friendly materials and techniques, aligning with contemporary concerns about environmental impact.

**Link to other Learning areas:**

- English: Learners enhance their English language skills by articulating and discussing coil and twine techniques in basketry, developing the ability to convey technical information in a coherent manner.
- Mathematics: Learners apply mathematical concepts in the preparation of materials, ensuring precision and accuracy in measurements for successful basketry outcomes.
- Social Studies: Learners connect with social studies by delving into the cultural significance of basketry, understanding its role in the daily lives and traditions of communities in Kenya.

**Suggested learning resources**

Clay, plasticine, water ,water containers

## 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)
<b>2.0 Creating and Performing</b>	<b>2.12.1 Swimming</b> <ul style="list-style-type: none"> <li>● (Optional )</li> <li>● Inverted Breaststroke</li> <li>● Water treading</li> </ul>	By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the inverted breaststroke and water treading technique in swimming,</li> <li>b) perform water treading skill in swimming,</li> <li>c) perform the inverted breaststroke technique in swimming for skill acquisition,</li> <li>d) combine the skills of water treading and inverted breaststroke for skill mastery,</li> <li>e) acknowledge own and others' efforts while performing water treading and inverted breaststroke skills in swimming.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to watch or listen to a virtual or actual performance of swimming and identify inverted breaststroke and water treading while learners with blindness are given verbal descriptions on the visual elements of virtual or actual performance of swimming and identify inverted breaststroke and water treading.</li> <li>● In groups, learners with low vision are guided to demonstrate the inverted breaststroke while learners with blindness are provided with one on one support and hands on demonstration as they</li> </ul>	<ol style="list-style-type: none"> <li>1. How is inverted breaststroke used in life saving?</li> <li>2. Why is water treading skill important?</li> </ol>

			<p>demonstrate the inverted breaststroke.</p> <ul style="list-style-type: none"> <li>● In groups, learners with low vision are guided to demonstrate water treading. while learners with blindness are given one on one demonstration and support as they demonstrate water treading.</li> <li>● Learners with low vision are guided to practise water treading while learners with blindness are given one on one demonstration and support as they practise water treading.</li> <li>● Learners with low vision are guided to practise progression from water treading to inverted breaststroke as they observe; (<i>Safety</i>) while learners with blindness are given one on one demonstration and support as they practise progression from water treading to inverted</li> </ul>	
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			<p>breaststroke while observing safety.</p> <ul style="list-style-type: none"> <li>• Learners are guided to observe or listen to clear verbal descriptions of others' performance as they apply the skills of water treading and inverted breaststroke and give feedback.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital Literacy: a learner develops the skills of interacting with technology as they watch/listen to virtual/actual performances to access information related to inverted breaststroke and water treading skills.</li> <li>• Learning to Learn: a learner develops the skills of learning to learn as they observe each other, reflects on their performance and embraces opportunities for improvement in swimming activities.</li> <li>• Communication and Collaboration: a learner develops collaborative skills as they demonstrate water treading.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: a learner upholds principles of integrity by respecting the rules and guidelines of swimming.</li> <li>• Responsibility: a learner demonstrates the skills of personal safety and the safety of others by adhering to safety guidelines during swimming.</li> </ul>				
<p><b>Pertinent and Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>• Health promotion issues: Learners enhance health and wellbeing through physical fitness attained during swimming.</li> <li>• Life skills: Learners acquire survival skills in water safety.</li> <li>• Learner support programmes: Learners are equipped with skills in swimming that can even be used as a recreational activity.</li> <li>• Socio-economic and environmental issues: as a learner is equipped with water safety and security skills.</li> </ul>				
<p><b>Links to other learning areas:</b></p>				

- Agriculture and Nutrition: use of water for swimming and learning survival skills during swimming activities raises awareness of water conservation, connecting the learning outcomes to agricultural concepts related to resource management.
- English and Kiswahili: Learners enhance language skills as they describe body positions in swimming in both English and Kiswahili.

**Suggested learning resources**

Swimming pool, swimming costumes, floaters, swimming goggles

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	2.12.2 Kenyan indigenous games Tagging  Optional	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous tagging games played in Kenya, b) perform different indigenous tagging games for skill acquisition c) perform indigenous tagging games using musical rhythm for coordination d) appreciate the role played by indigenous	<ul style="list-style-type: none"> <li>• Learners with low vision are guided to use digital devices with appropriate assistive technologies to watch or listen to a live or virtual performance of indigenous tagging games and identify the types of games played. While learners with blindness are guided to use digital devices with appropriate assistive technologies accompanied with verbal description on the virtual elements of a live or virtual performance of indigenous tagging games and identify the types of games played.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do indigenous tagging skills enhance physical fitness?</li> <li>2. Why is tagging considered an indigenous game?</li> </ol>

		<p>tagging games for enjoyment.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to demonstrate skills in different indigenous tagging games as they observe safety. While learners with blindness are given one on one demonstration and support as they demonstrate skills in different indigenous tagging games while observe safety</li> <li>● Learners with low vision are guided to practise different indigenous tagging games as they observe safety while learners with blindness are given one on one demonstration and support as they practise different indigenous tagging games while observing safety.</li> <li>● Learners with low vision are guided to practise different indigenous tagging games with background musical rhythm while learners with blindness are given one on one demonstration and support as they practise different indigenous tagging games with background musical rhythm.</li> </ul>	
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**Core competency to be developed:**

- Communication and Collaboration: a learner develops the skills of collaboration as they work with others in indigenous tagging games.
- Learning to learn: a learner develops the skills of learning to learn as they apply the skills learnt to perform indigenous tagging games in their day to day lives.

**Values:**

- Responsibility: a learner demonstrates the skills of personal safety as they practise different indigenous tagging games while observing safety.
- Unity: a learner demonstrates the skills of selflessness as they work with others in indigenous tagging games

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

- Safety: Learners observe safety rules when playing indigenous tagging games.
- Health and Fitness: Learners improve fitness through indigenous tagging games for a healthy lifestyle.

**Link to other learning areas:**

Mathematics: Learners keep counting during indigenous tagging games.

**Suggested learning resources**

digital devices with assistive technologies such as screen, rope, field markers,

### SUGGESTED ASSESSMENT RUBRIC

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to play 4 four-bar rhythmic patterns in time.	Plays 4 four-bar rhythmic patterns in time	Plays 3 four-bar rhythmic patterns in time.	Plays 2 four-bar rhythmic patterns in time	Plays 1 four-bar rhythmic patterns in time or none
Ability to create 4 photomontage of athletes running.	Creates 4 photomontage of athletes running	Creates 3 photomontage of athletes running.	Creates 2 photomontage of athletes running	Creates 1 or none photomontage of athletes running
Ability to perform 4 middle distances for mastery.	Performs 4 middle distances for mastery	Performs 3 middle distances for mastery.	Performs 2 middle distances for mastery	Performs 1 or none middle distance for mastery
Ability to compose 4 four-bar melodies in G-major.	Composes 4 four-bar melodies in G-major	Composes 3 four-bar melodies in G-major.	Composes 2 four-bar melodies in G-major	Composes 1 or none four-bar melodies in G-major
Ability to execute dodging of 4 players and marking in Netball for skill development.	Executes dodging of 4 players and marking in Netball for skill development.	Executes dodging of 3 players and marking in Netball for skill development.	Executes dodging of 2 players and marking in Netball for skill development.	Executes dodging of 1 or none player and marking in Netball for skill development.
Ability to perform 5 serving in showdown	Perform serving 5 in showdown for skill acquisition	Performs serving 4-3 in showdown for skill acquisition.	Perform serving 2 in showdown for skill acquisition	Perform 1 or none serving in showdown for skill acquisition

Ability to explain 4 techniques of playing a descant recorder or any other solo instrument.	Explains 4 techniques of playing a descant recorder or any other solo instrument understanding of the techniques.	Explains 3 techniques of playing a descant recorder or any other solo instrument.	Explains 2 techniques of playing a descant recorder or any other solo instrument	Explains 1 or none technique of playing a descant recorder or any other solo instrument
Ability to serve the ball 4 times using the jump serve over a net. 9 for learners with low vision)	Serves the ball 4 times using the jump serve over a net.	Serves the ball 3 times using the jump serve over a net.	Serves the ball 2 times using the jump serve over a net.	Serves the ball once or none using the jump serve over a net.
Ability to perform the blocking skills 4 times in a game of goalball	Performs the blocking skills 4 times in a game of goalball	Performs the blocking skills 3 times in a game of goalball	Performs the blocking skills 2 times in a game of goalball	Performs the blocking skills once or none in a game of goalball
Ability to draft and edit 4 pieces into a verse.	Drafts and edits 4 pieces into a verse	Drafts and edits 3 pieces into a verse.	Drafts and edits 2 pieces into a verse	Drafts and edits 1 or no piece into a verse
Ability to classify 5 folk dances from the Kenyan community.	Classifies 5 folk dances from the Kenyan community	Classifies folk 4 -3 dances from the Kenyan community.	Classifies 2 folk dances from the Kenyan community	Classifies 1 or no folk dance from the Kenyan community
Ability to perform breaststroke 4 times in swimming	Performs breaststroke 4 times in swimming	Performs breaststroke 3 times in swimming	Performs breaststroke 2 times in swimming	Performs breaststroke once or none in swimming

### STRAND 3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS: ANALYSIS OF CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Appreciation in Creative Arts and Sports</b>	<b>3.1 Analysis of Creative Arts and Sports</b> <ul style="list-style-type: none"> <li>• Criteria of examining each category</li> <li>• Analysis of visual arts work, a verse, a netball game,</li> <li>• a folk dance</li> <li>• <i>origin, occasion, purpose, participants, media, structure, costumes, singing, instrumentation, style (solo, solo-response, group) and messages</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) examine the criteria for evaluating Creative Arts and Sports,</li> <li>b) evaluate a 3D Visual art work,</li> <li>c) analyse a verse performance,</li> <li>d) analyse a netball game in line with the sports values</li> <li>e) analyse a folk dance from a Kenyan community,</li> <li>f) appreciate the role of analysis in adding value to Creative Arts and Sports.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners with low vision to work and learners with blindness are guided to brainstorm a talk about criteria for evaluating different categories of Creative Arts and Sports (basketball, Kenyan folk dance, play and 3-D Arts).</li> <li>• Learners with low vision are guided to use digital devices with appropriate assistive technology to listen to/observe audio-visual videos clips on selected Creative Arts and Sports performances or sit in appropriate positions as they watch actual performance or read print materials while learners with blindness use digital devices with appropriate assistive technology to listen to audio-visual videos clips on</li> </ul>	How do you examine the criteria for evaluating creative arts and sports?

			<p>selected Creative Arts and Sports performances and given verbal description as they listen to actual performance or read Braille materials.</p> <ul style="list-style-type: none"> <li>• Learners with low vision and learners with blindness are guided to analyze a given Kenyan folk dance paying attention to: community of origin, occasion of performance, purpose, participants, media of performance, structure, body movements, singing, role of props, costumes and make- up, instrumentation, mood, messages).</li> <li>• Learners with low vision and learners with blindness are guided to analyze a given match of basketball paying attention to: passes (overhead, bounce and chest pass) and dribbling.</li> <li>• Learners with low vision and learners with blindness are guided to analyze a given play performance to</li> </ul>	
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			<p>evaluate theme, setting, conflict, resolution, use of voice, use of body movement, internalization, audience involvement, props, costume, overall impression.</p> <ul style="list-style-type: none"> <li>● learners with low vision and learners with blindness are guided to observe and manipulate objects in a 3D artwork and analyze a 3D artwork paying attention to: <ul style="list-style-type: none"> <li>○ organization of the work (balance, proportion, dominance),</li> <li>○ subject matter (what is happening - topic),</li> <li>○ theme - what is the artist saying).</li> </ul> </li> <li>● Learners with low vision and learners with blindness are guided to critique their own and others' Artwork.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: a learner develops the skills of self-esteem as they observe and manipulate objects in a 3D artwork and analyze a 3D artwork</li> <li>● Citizenship: a learner develops cultural appreciation skills as they analyze a given Kenyan folk dance.</li> <li>● Learning to Learn: a learner develops the skills of learning to learn as they analyze a given play performance to evaluate theme, setting, conflict, resolution, use of voice, use of body movement, internalization, audience involvement, props,</li> </ul>				

costume, overall impression in other works of art.

**Values**

- Unity: a learner demonstrates the skills of collaboration as they critique their own and others' Artwork.
- Patriotism: a learner demonstrates the skills of valuing one's country as they analyze a given Kenyan folk dance.
- Integrity: a learner demonstrates the skills of integrity as they ensure honest and principled assessments that contribute to the ethical critique of artistic expression.

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

- Decision Making Skill: a learner develops decision making skills as they apply analytical skills when evaluating Creative Arts and Sports performances.
- Learner Support Programmes: learners develop career guidance skills as they analyze a given match of basketball paying attention to:
  - passes (overhead, bounce and chest pass) and dribbling.

**Link to other learning areas:**

- English and Kiswahili: language skills are essential in articulating and expressing thoughts when examining and discussing 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.

**Suggested Learning Resources:**

Painting, sheet Music in appropriate print/braille, music Scores in appropriate print/braille, live match, virtual match.

**Suggested Assessment Rubric**

<b>Indicator \ Level</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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 or no criteria for evaluating Creative Arts and Sports

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

### **Introduction**

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<p><b>Problem Identification</b></p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>

Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> 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	<b>Implementation</b> The learners execute the project and keep evidence of work done.
Milestone 5	Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	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.

**NOTE:** The milestones will be staggered across the 3 terms of the academic calendar.

### **Assessment of CSL integrated Project**

Assessment for the integrated CSL project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

STRAND	SUB STRAND	SUGGESTED ASSESSMENT RESOURCES	SUGGESTED ASSESSMENT METHODS	NON-FORMAL ACTIVITIES
<b>1.0 Foundations of Creative Arts and Sports</b>	<b>1.1. Role of Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>● Manilla paper</li> <li>● Colours</li> <li>● ICT devices</li> <li>● cutting tools</li> <li>● found/recycled materials</li> <li>● Textbooks on the history and significance of creative arts and sports</li> <li>● Videos showcasing the evolution and cultural importance of creative arts and sports in Kenya</li> <li>● Guest speakers, such as local artists and athletes, for interactive sessions</li> <li>● Field trips to museums, art galleries, and sports facilities</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Portfolio Assessment:</b> Compilation of individual and group work.</li> <li>● <b>Individual Reflections and Self-Assessment:</b> Personal understanding and growth.</li> <li>● <b>Group Presentation and Panel Discussion:</b> Comprehensive understanding and ability to articulate concepts.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Field visits</b> - 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.</li> <li>● <b>Apprenticeship</b> - connections with artists, athletes and sportsmen in the community, learning from the example of older people or</li> </ul>

	<p><b>1.2. Components of Creative Arts and Sports</b></p>	<ul style="list-style-type: none"> <li>● Found materials</li> <li>● Sample pictures</li> <li>● Videos</li> <li>● Keyboard</li> <li>● Open field</li> <li>● Charts and diagrams illustrating the various components</li> <li>● Online articles explaining the role of each component in creative arts and sports</li> <li>● Hands-on activities to engage students in experiencing different components</li> <li>● Collaborative projects where students can explore and showcase their talents in creative arts and sports</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Interactive Classroom Display Walkthrough:</b> Application of knowledge in a real-world context.</li> <li>● <b>Individual Written test:</b> Mastery of theoretical concepts.</li> <li>● <b>Peer Review and Feedback:</b> Collaboration, communication, and constructive feedback.</li> <li>● <b>Practical Demonstrations:</b> Application of skills in physical activities.</li> <li>● <b>Observation Checklist:</b> Coordination,</li> </ul>	<p>instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports.</p> <ul style="list-style-type: none"> <li>● <b>Concerts</b> – Participating in and attending music or drama concerts within the school and its environs.</li> <li>● <b>Project work</b> – 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.</li> <li>● <b>Music, Art, Sports and Drama clubs</b> -participating in Music, Art, Sports and Drama club activities within the school</li> <li>● <b>Sports Mini</b></li> </ul>
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			<p>teamwork, and engagement.</p> <ul style="list-style-type: none"> <li>• <b>Creative Expression Assessment:</b> Expression of creativity in arts and performance.</li> <li>• <b>Final Project Evaluation Rubric:</b> Holistic assessment.</li> </ul>	<p><b>Tournaments:</b> 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.</p> <ul style="list-style-type: none"> <li>• <b>Creative Arts Exhibition:</b> Plan a creative arts exhibition where learners showcase their artistic talents. This can include displaying paintings, drawings,</li> </ul>
<p><b>2.0 Creating and Performing in Creative Arts and Sports</b></p>	<p><b>2.1 Picture Making</b></p>	<ul style="list-style-type: none"> <li>• Art supplies: drawing paper, pencils, coloured pencils, paints, etc.</li> <li>• Art tutorials and demonstrations</li> <li>• Examples of famous paintings and artists</li> <li>• Classroom exhibitions of students' artwork</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	



	<b>2.2 Rhythm</b>	<ul style="list-style-type: none"> <li>● Instructional Videos</li> <li>● Interactive Worksheets</li> <li>● Notation Software Tutorials</li> <li>● Interactive Notation Apps</li> <li>● Printable Rhythm Worksheets</li> <li>● Improvisation Guides</li> <li>● Improvisation Exercises</li> <li>● Music Games</li> </ul>		<p>sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays.</p> <ul style="list-style-type: none"> <li>● <b>School assembly activities</b> – performing, watching or listening to</li> </ul>
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	<p><b>2.3 Athletics and Montage</b></p>	<ul style="list-style-type: none"> <li>● Athletic equipment: cones, hurdles, shot puts, etc.</li> <li>● Space for running and field activities</li> <li>● Montage creation materials: scissors, glue, magazines, and newspapers</li> <li>● Videos demonstrating athletic techniques and montage creation</li> <li>● Outdoor activities promoting physical fitness and montage creation</li> </ul>		<p>performances during school assemblies.</p> <ul style="list-style-type: none"> <li>● <b>School events:</b> performing during events such as parents, prize giving, career and sports day among others.</li> <li>● <b>Scout/Girl guide activities</b> - participating in the school band by playing musical instruments.</li> <li>● <b>Performing troupes or ensembles-</b> Learner form small groups for performance.</li> <li>● <b>Festivals/Inter-house/class competitions-</b> performing and learning from art, music, dance, theatre</li> </ul>
	<p><b>2.4 Melody</b></p>	<ul style="list-style-type: none"> <li>● Musical instruments: keyboards, guitars, etc.</li> <li>● Sheet music and musical notation resources</li> <li>● Listening sessions featuring different melodies and genres</li> <li>● Group singing and composition exercises</li> </ul>		

	<p><b>2.5 Netball</b></p>	<ul style="list-style-type: none"> <li>● Netball equipment: balls, goalposts, bibs, etc.</li> <li>● Netball rules and strategies</li> <li>● Videos of netball matches and demonstrations</li> <li>● Practical sessions for netball skills and gameplay</li> </ul>		<p>and sports competitions held in and out of school.</p> <ul style="list-style-type: none"> <li>● <b>Participating during Cultural day/week-</b> learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues.</li> <li>●</li> </ul>
	<p><b>2.6 Multi Media Art</b></p>	<ul style="list-style-type: none"> <li>● Art supplies: stencils, printing ink, rollers, etc.</li> <li>● Tutorials on stencil printing techniques</li> <li>● Examples of motif and repeat pattern designs</li> <li>● Student projects creating stencil-printed artworks with repeat patterns</li> </ul>		

	<p><b>2.7. Descant Recorder</b></p>	<ul style="list-style-type: none"> <li>● Descant recorders for students</li> <li>● Sheet music and recorder tutorials</li> <li>● Videos featuring descant recorder performances</li> <li>● Group sessions for practicing and performing descant recorder music</li> </ul>		
	<p><b>2.8 Verse</b></p>	<ul style="list-style-type: none"> <li>● Poetry books and collections</li> <li>● Examples of various poetic forms and styles</li> <li>● Writing workshops and exercises for creating verse</li> <li>● Poetry readings and performances</li> </ul>		

	<p><b>2.9 Volleyball</b></p>	<ul style="list-style-type: none"> <li>● Volleyball equipment: balls, net, poles, etc.</li> <li>● Volleyball rules and strategies</li> <li>● Videos of volleyball matches and professional players</li> <li>● Practical sessions for volleyball skills and gameplay</li> </ul>		
	<p><b>2.10 Kenyan Folk Dance</b></p>	<ul style="list-style-type: none"> <li>● Collection of Kenyan folk dances</li> <li>● Lyrics and translations for understanding</li> <li>● Guest dancers or performers for live demonstrations</li> <li>● Classroom performances of Kenyan folk dances</li> </ul>		

	<b>2.11 Indigenous Kenyan craft - Basketry</b>	<ul style="list-style-type: none"> <li>• Basketry materials: reeds, twine, needles, etc.</li> <li>• Tutorials on traditional Kenyan basketry techniques</li> <li>• Examples of Kenyan basketry designs</li> <li>• Student projects creating their basketry pieces</li> </ul>		
<b>OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game</b>	<b>2.12.1 Swimming (Optional)</b>	<ul style="list-style-type: none"> <li>• Swimming pool access and safety measures</li> <li>• Swimming instructors or lifeguards</li> <li>• Swim gear: swimsuits, goggles, etc.</li> <li>• Swimming lessons and practice sessions</li> </ul>		
	<b>2.12.2 Kenyan Indigenous</b>	<ul style="list-style-type: none"> <li>• Traditional Kenyan game materials for tagging</li> </ul>		

	<b>Game (Optional)</b>	<ul style="list-style-type: none"> <li>• Rules and instructions for the game</li> <li>• Examples of traditional Kenyan tagging games</li> <li>• Group sessions for playing and learning the game</li> </ul>		
<b>3.0 Appreciation in Creative Arts and Sports</b>	<b>3.1 Analysis of Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>• Critical analysis tools and frameworks</li> <li>• Worksheets for analysing artistic and sports performances</li> <li>• Class discussions and debates on the cultural and social aspects</li> <li>• Research projects exploring the impact of creative arts and sports in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>• 3.0 Appreciation in Creative Arts and Sports</li> <li>• <b>Criteria Interpretation</b></li> <li>• <b>Brainstorming Session:</b> Ability to interpret and discuss criteria for evaluating different categories. Assess their understanding and ability to articulate evaluation criteria.</li> <li>• <b>Performance Analysis:</b></li> </ul>	

			<p>Reflective analysis of selected Creative Arts and Sports performances. (Folksong, Football game, Storytelling performances)</p> <ul style="list-style-type: none"> <li>• <b>Painting Evaluation:</b> Evaluation of visual artworks. Assess their ability to evaluate the organisation of the work (balance, proportion, dominance), subject matter, theme, and overall judgement of the artwork.</li> <li>• <b>Group Analysis and Presentation:</b> Collaborative</li> </ul>	
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			<p>analysis and presentation skills. Assess their collaborative skills and the depth of their understanding.</p> <ul style="list-style-type: none"><li>• <b>Critical Judgement Essays:</b> Critical analysis and judgement in written form providing critical judgement on specific Creative Arts and Sports categories.</li><li>• <b>Peer Review and Feedback:</b></li></ul>	
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