REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS

GRADE 9

FOR LEARNERS WITH VISUAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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

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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade nine 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 nine curriculum designs for learners with visual impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

    a) **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 the wake of rapid modernisation. Education should assist our youth to adapt to this change.

    b) **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.

    c) **Technological and Industrial Needs**

    Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises 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 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 respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION

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

LEVEL LEARNING OUTCOMES

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

ESSENCE STATEMENT

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

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

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

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

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

The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. *Learners with visual impairment shall be given precise verbal descriptions, access to realia for tactile manipulation, orientation of body in space, one on one demonstrations, writing materials in appropriate print or in braille and extra time to perform various tasks.* This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRAND AND SUB STRAND

Strands	Sub Strands	Suggested Number of Lessons
1.0 Foundations of Creative Arts and Sports	1.1. Careers in Creative Arts and Sports	8 lessons
	1.2. Components of Creative Arts and Sports	8 lessons
2.0 Creating and Performing in Creative Arts and Sports	2.1 Picture Making	10 lessons
	2.2. Rhythm	10 lessons
	2.3 Athletics and Mosaic	12 lessons
	2.4. Melody	10 lessons

Strands	Sub Strands	Suggested Number of Lessons
	2.5.1 Rugby	10 lessons
	2.5.2 Blind tag rugby	10 lessons
	2.6 Multimedia	10 lessons
	2.7 Descant Recorder	10 lessons
	2.8 Play	12 lessons
	2.9.1 Basketball and Graphic Design	12 lessons
	2.9.2 Showdown	12 lessons
	2.10 Contemporary Dance	10 lessons
	2.11 Indigenous Kenyan craft	10 lessons
OPTIONAL (Do One) **Either** Swimming **Or** Kenyan Indigenous Game	2.12.1 Swimming (Optional)	10 lessons
	2.12.2 Kenyan Indigenous Games (Optional)	10 lessons
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports	8 lessons
Total Number of Lessons		**150 Lessons**

NOTE: The suggested number of lessons per Sub Strand may be less or more depending on the context. strand 1.0:

1.0 FOUNDATIONS OF CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
1.0 Foundations of Creative Arts and Sports	**1.1. Careers in Creative Arts and Sports**	By the end of the Sub Strand, the learner should be able to: a) identify careers in Creative Arts and Sports, b) create a photo slide showing careers in Creative Arts and Sports, c) outline entrepreneurial opportunities in Creative Arts and Sports, d) appreciate careers in Creative Arts and Sports.	● Learners with low vision are guided to watch and listen to videos on careers in Creative Arts and Sports on digital devices with adapted large screens for familiarisation while learners with blindness are guided to use digital devices with assistive technology to listen to video clips on careers in Creative Arts and sports and be provided with verbal descriptions on elements in the video clips that require use of sight. ● Learners are guided to research from print or braille material about different personnel in Creative Arts and Sports. Learners then discuss the different personnel identified.	1. How does creative arts and sports lead to careers? 2. Why do we study creative arts and sports? 3. What are the entrepreneurial opportunities in Creative Arts and Sports?

			● Learners with low vision are guided to visit actual or virtual Arts spaces (theatre, recording studio, festivals, cultural and sports centres) to note their roles, personnel and entrepreneurial opportunities available while learners with blindness are given clear verbal descriptions of theatre, recording studio, festivals, cultural and sports centres, and one on one demonstration during the actual or virtual visits then they write a description in braille of their roles, personnel and the entrepreneurial opportunities available. ● Learners with low vision are guided to collect virtual pictures of Creative Arts and Sports activities using digital devices with adapted screen while learners with blindness are guided to collect virtual pictures on digital devices with assistive technology and be provided with clear verbal descriptions and one on one support	

			on elements that require use of sight and then write the description in braille.	
			• Learners with low vision use the available digital devices with assistive technology to make a photo slide of Creative Arts and Sports activities with emphasis on harmony and unity, by 　　- pasting, 　　-resizing 　　-captioning while learners with blindness are provided with clear verbal descriptions and one on one support as they make a photo slide. • Learners with low vision animate the photo slide on a digital platform while learners with blindness are provided with clear verbal descriptions and one on one support as they animate the photo slide on a digital platform. • In groups, learners with low vision work with learners with blindness	

			critique their own and others' digital photo slides. • Learners are guided to acknowledge their own and others' areas of career interest and talents in Creative Arts and Sports.	

Core competencies to be developed:
- Communication and collaboration: Learner enhances communication during research and collaborating while discussing careers in Creative Arts and Sports.
- Learning to learn: Learner develops research skills as they search and organise information on careers in Creative Arts and Sports.
- Creativity and Imagination: Learner creates an artistic photo slide showing careers in Creative Arts and Sports
- Digital literacy: Learners develop digital literacy as they create the digital brochure, the e-folder on careers in Creative arts and Sports and presenting on a digital platform.
- Self-efficacy: Learner identifies and utilises own talents in digital literacy while researching and organizing information on careers in Creative Arts and Sports.

Values
- Respect: Learners accommodate others' opinions as they discuss the different personnel in Creative Arts and Sports in groups.
- Unity: Learners work with others in groups as they search for information on careers and personnel in Creative Arts and Sports.
- Responsibility: Learners use digital devices appropriately while observing netiquette.

Pertinent and Contemporary Issues (PCIs)
- Life Skills education: Learners gain decision making skills as they explore different careers in Creative Arts and Sports, with a view of identifying a career of interest.
- Social cohesion: Learners visit various Creative Arts and Sports spaces to interact with different personnel involved in Performing Arts activities.
- Poverty eradication: Learners gain knowledge on use of money earned by engaging in paid performances, tournaments or Art exhibitions.

Link to other Learning areas
Pre-Technical Studies: Learners enhance digital skills as they research careers and develop entrepreneurial skills learnt in business studies and they engage in income earning performances.

Suggested learning Resources:
Digital devices with assistive technology such as screen readers and screen magnifiers, drawing tools and materials, colours/paints, newspapers and magazines, Braille machine and materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
1.0 Foundations of Creative Arts and Sports	**1.2 Components of Creative Arts and Sports** *Rhythm: dotted minim, the dotted crotchet and quaver* and their corresponding rests, ● Note extension: dots and ties ● Pitch: Grand stave ● features of a contemporary dance: -*storytelling, - use of body in space, - improvisation-*	By the end of the Sub Strand the learner should be able to: a) describe the elements of a play, b) perform activities demonstrating the components of fitness, c) name pitches on the grand stave, d) group music notes in 4 4 time incorporating note extension, e) construct the scale of F major on a staff, f) describe features of contemporary dance, g) appreciate the basic	● Learners with low vision are guided to watch actual or virtual play performance on digital devices with appropriate screen adaptation to identify the elements of a play while learners with blindness are guide to listen to an actual or virtual play on digital devices with assistive technology and be provided with verbal description and one on one demonstration of the visual aspect in the performance. ● Learners are guided to discuss basic elements of play;(*theme, characters, plot, conflict, resolution, setting, language*). ● Learners with low vision are guided to use digital devices with assistive technology to	1. How does one create harmony in pictorial composition? 2. Why should athletes avoid performance enhancers to develop physical fitness? 3. Why is note extension important in music notation?

	use of styles from other -genres, -music, -costumes	elements of Creative Arts and sports.	observe virtual activities or listen to actual activities that show *power* and *reaction time* in physical fitness while learners with blindness are guided to listen to actual or virtual activities in physical fitness and be given verbal descriptions and one on one demonstration of power and reaction time. ● Learners with low vision demonstrate fitness exercises that enhance power and reaction time while learners with blindness are allowed extra time and given verbal instructions when demonstrating power and reaction time. ● Learners are guided to practise activities that enhance power and reaction time using music. ● Learners to practise activities that enhance power and reaction time using music.	

			● Learners with low vision are guided on how to draw the grand staff with a brace, ledger line C, writing notes F-F in print music. Learners then draw the Piano keyboard and naming the notes of the grand staff while learners with blindness are guided to: i. identify the notes on the grand staff by combining the bass and treble range and the octave marks or pitch signs that indicate the exact location of the notes (Octave 2, 3, 4, 5), ii. write the bass and treble clef and then write notes F-F using any of the note values in music braille notation incorporating the octave mark where necessary, iii. listen to a verbal description of a piano keyboard and then	

				manipulate the grand staff range of notes on the Piano keyboard by being given a one on one support,	
				iv. identify the exact location of notes as dictated by octave marks in music braille by being given a one on one and hands on support.	
				● Learners with low vision are guided to construct the scale of F major on both treble and bass staff in print music and on manuscript in appropriate print while learners with blindness are guided to construct the scale of F major on both treble and bass staff in music braille notation indicating the exact location of the note using octave marks.	
				● Learners with low vision are guided to explore rhythm in music by writing signs for tied and dotted notes (dotted	

			minim, dotted crotchet, dotted quaver) on a staff in print music while learners with blindness are guided on how to write the signs in music braille notation. ● Learners are guided to repeatedly play or sing scales F major ascending and descending and their tonic arpeggios, ● Learners with low vision are guided to sight read simple melodies in F major for aural recognition of basic elements of pitch written in appropriate print music while learners with blindness are provided with touch reading simple melodies written in music braille notation. The learners with blindness are given extra time to familiarise with melodies before playing. ● Learners with low vision use with digital devices with	

<table>
<tr><td></td><td></td><td></td><td>appropriate screen adaptations to watch virtual performance of a dance or are seated at an appropriate position while watching an actual performance to describe its features(story, use of body in space, technique, music, costumes, choreography) while learners with blindness listen to a performance of a dance and are then provided precise verbal descriptions, one on one and hands on demonstration of body in space, technique, costumes and choreography in order to describe them.
● Learners to share findings on the features of contemporary dance.</td><td></td></tr>
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Core competencies to be developed:
- Communication and Collaboration: Learner articulates and shares their understanding of various creative arts genres with peers and educators.
- Learning to Learn: Learner engages in independent research to understand the unique aspects of Creative Arts and Sports

genres.
- Critical Thinking and Problem Solving: Learner engages in analysis of components and their roles in Creative Arts and Sports.

Values
- Unity: Learners strengthen teamwork as they collaboratively research and do presentations on the components of Creative Arts and Sports.
- Citizenship: Learners share knowledge on contemporary music from different parts of the world.

Pertinent and Contemporary Issues (PCIs):
- Mental Health: Learners participate in Creative Arts and Sports performances for fun and enjoyment to promote mental health and wellbeing.
- Identifying and nurturing of gifts and talents: Learners identify different components of Creative Arts and Sports.

Link to other learning areas:
Mathematics: Learners interact with mathematical patterns to create rhythm in music.

Suggested learning Resources:
Digital devices with assistive technology such as screen readers and screen magnifiers, Pencils and notebooks, Braille machines and materials, Music written in appropriate print. and in music braille notation

Suggested Assessment Rubric for Foundations of Creative Arts and Sports

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify 4 careers in Creative Arts and Sports	Identifies 4 careers in Creative Arts and Sports	Identifies 3 careers in Creative Arts and Sports	Identifies 2 careers in Creative Arts	Identifies 1 career in Creative Arts and Sports or none
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 component of Creative Arts and Sports or none

STRAND 2.0: CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.1 Picture Making** ● Drawing ● Painting focusing on; *colour harmony, colour mood(cool/warm), texture of forms(dabbing)*	By the end of the Sub Strand, the learner should be able to: a) discuss texture, colour and unity as elements and principle of Visual Art, b) classify analogous colours on a colour wheel for painting, c) draw a scenery composition for expression of elements and principles of Visual Arts d) paint the scenery composition for expression of elements and	● Learners are guided to explore actual and virtual sample pictures using assistive digital devices such as screen magnifiers to analyse elements and principle of Visual Art focusing on; texture, colour and unity/ harmony. ● Learners are guided to research on properties of colour focusing on hue, colour value and intensity. ● Learners with low vision paint a colour wheel to classify analogous colours while learners with blindness describe a colour wheel classifying analogous colours. ● Learners with low vision paint line strips using a pair of analogous colours to study colour harmony while learners with blindness arrange line strips of analogous colours.	1. Why is colour classification important in painting? 2. How does the colour affect the mood?

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		principles of Visual Arts e) appreciate the use of elements and principles of Visual Arts in Picture Making,	● Learners are guided to research to sketch a composition inspired by the surrounding; *a sea scape or landscape.* ● Learners with low vision create compositions focusing on harmony while learners with blindness use coloured beads to create compositions focusing on harmony. ● Learners are guided to paint a thin wash using brush stroke technique to create background. Learners with blindness are provided with one on one support on activities that require use of sight such as painting. ● Learners with low vision paint the composition using analogous colours. Learners with blindness to use coloured beads to make composition. ● Learners are guided to display in a portfolio for critique.	

Core Competencies to be developed:
● Communication and Collaboration: Learner engages in effective communication by describing and discussing the elements and

principles of Visual Art present in sample pictures, fostering collaboration in the interpretation and understanding of artistic concepts.
- Critical Thinking and Problem Solving: Learner applies critical thinking to analyze and describe the elements and principles of Visual Art in sample pictures, as well as solve problems related to the use of colour properties in painting.
- Creativity and Imagination: Learner exercises creativity and imagination in drawing and painting a scenery composition, expressing the elements and principles of Visual Arts in a unique and personal manner.
- Learning to Learn: Learner actively seeks and absorbs knowledge about the elements and principles of Visual Art and colour properties, demonstrating a commitment to continuous learning and skill development in picture making.

Values:
- Integrity: Learners uphold integrity by honestly representing and describing the elements and principles of Visual Art in sample pictures and their own creations.
- Responsibility: Learners take responsibility for their artistic choices and expressions, demonstrating accountability in the process of drawing, painting, and understanding colour properties.
- Respect: Learners respect the significance of Visual Arts by valuing the elements and principles as essential components of artistic expression and recognizing the diverse interpretations of art.
- Unity: Learners contribute to a sense of unity by appreciating the universal language of Visual Arts, connecting with others through shared understanding and appreciation of artistic concepts.

Pertinent and Contemporary Issues PCIs:
- Cultural Diversity: Learners engage with the pertinent issue of cultural diversity by appreciating how Visual Arts can express and celebrate the richness of different cultural traditions in the drawn and painted compositions.
- Representation and Inclusion: Learners may explore how Visual Arts can address contemporary issues related to representation and inclusion, using their creations to convey diverse perspectives.

Link to other Learning areas:

- English: Learners enhance their English language skills by articulating and describing elements and principles of Visual Arts, developing the ability to convey artistic concepts effectively.
- Social Studies: Learners connect with social studies by exploring the cultural and historical significance of Visual Arts in different societies, understanding the role of art in shaping human experiences.
- Integrated Science**:** Learners may explore the scientific principles behind colour properties, linking Visual Arts to integrated science and understanding the physics of colour.
- Pre-Technical Studies: Learners gain practical skills in pre-technical studies by preparing materials and tools for drawing and painting, laying the foundation for hands-on technical proficiency in Visual Arts.

Suggested learning resources
Paint, colours, water, water containers, coloured beads, string, needle,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.2 Rhythm** *Note values: dotted minim, the dotted crotchet and quaver* and their corresponding rests,	By the end of the Sub Strand, the learner should be able to: a) describe the effect of note extension on rhythmic patterns, b) compose a four-bar rhythmic patterns in $\frac{4}{4}$ time, c) notate four-bar rhythms in $\frac{4}{4}$ time, d) create rhythmic patterns in $\frac{4}{4}$ time for synchronised movements in basketball routines, e) appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.	● Learners are guided to listen to, sing or play tunes involving dotted notes (*dotted minim, the dotted crotchet and quaver, the dotted quaver and semiquaver*) and their corresponding rests, to outline effects of note extension in rhythmic patterns. ● Learners are guided to beat time to familiar tunes in $\frac{4}{4}$ time considering (the *crochet as principle beat, accented and weak beats*). ● Learners with low vision are guided to group notes of given two-bar rhythmic patterns involving dotted notes in $\frac{4}{4}$ time in print music while learners with blindness are guided to identify the groupings involving dotted	1. How are various note combinations used to form rhythms in simple time? 2. How does one improvise accompaniment patterns for Sports?

			notes and write the notes in music braille notation.	
			• Learners are guided to orally compose 4-bar rhythmic patterns involving (dotted *minim, the dotted crotchet and quaver* and their corresponding rests) in $\frac{4}{4}$ time.	
			• Learners write rhythmic patterns from dictation,	
			• Learners with low vision sight read while learners with blindness touch read two-bar rhythms involving dotted notes in $\frac{4}{4}$ time using French rhythm names.	
			• In groups or in pairs, learners with low vision work with learners with blindness play two-part and imitative rhythmic patterns in $\frac{4}{4}$ time, using body percussion (clapping, tapping, stamping) and percussion instruments.	

			- Learners with low vision are guided to improvise rhythmic patterns to give tunes with rhythms involving dotted notes in $\frac{4}{4}$ time. - In groups, learners with low vision perform rhythmic patterns in $\frac{4}{4}$ time synchronised movements in basketball routines while learners with blindness are provided with one on one support when performing synchronised movements. - Learners are guided to make a portfolio of all rhythmic patterns explored. - In groups, learners with low vision talk about rhythmic patterns as a means of creating interest in Creative Arts and Sports.	

Core Competencies to be developed:
- Communication and Collaboration: Learner through effective communication, articulates and discusses the effect of note extension in rhythmic patterns, with peers.

- Learning to Learn: Learner actively seeks to understand and apply notation conventions to represent rhythm in music.
- Critical Thinking and Problem Solving: Learner creatively solves problems related to achieving the desired solutions on rhythmic structure in creating rhythmic patterns,
- Creativity and Imagination: Learner embraces creativity by exploring innovative factors such as unconventional instruments, unique combinations of beats, or experimental rhythmic elements as they create rhythmic patterns.

Values:
- Peace: Learners while engaging in the creative process of composing a rhythm foster a peaceful state of mind, allowing free and peaceful expression through music.
- Unity: Learners collaborating with others on rhythm composition projects create a harmonious atmosphere.
- Responsibility: Learners take responsibility for their part in the ensemble while playing in unison or in two-part music, ensuring a coordinated and responsible musical performance.
- Social Justice: Learners in creating, improvising and notating rhythms with diverse influences - notation and interaction with games- contributes to social justice by acknowledging and celebrating cultural diversity in music.

Pertinent and Contemporary Issues PCIs:
- Ethnic and racial relations: Learners are acquainted with world music by learning notation and music interpretation.
- Health education: Learners get insight into personal hygiene by cleaning and maintaining the instruments for use in playing rhythmic patterns.

Link to other Learning areas
- Mathematics: Is involved in understanding the mathematical aspects of rhythm, such as beats per minute, time signatures, and mathematical relationships between dotted rhythmic elements.
- Integrated Science: Understanding the science of sound helps learners accurately notate rhythms, considering the physical properties of sound.

Suggested Learning Resources:
Descant recorder or any other Western instrument, sheet music in appropriate print and in music braille notation, Digital devices with assistive technology such as screen readers, screen magnifiers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.3 Athletics and Mosaic** ● *Triple Jump* ● *Long distance running* ● *Mosaic*	By the end of the Sub Strand, the learner should be able to; a) describe the phases in Triple jump**,** b) perform Triple jump for skill acquisition, c) perform skills for long distance running, d) explore characteristics of mosaic, e) create a mosaic pictorial composition inspired by an athletic event, f) acknowledge own and others' efforts in performing Triple jump, skills in long distance races and pictorial composition.	● Learners are guided to observe or listen to a live or virtual performance of Triple jump using digital devices with assistive technology to identify the phases. ● Learners are guided practise the hop, step and jump phases in Triple jump. Learners with blindness are given one on one demonstration on hop, step and jump phases in triple jump. ● Learners with blindness are guided to practise triple jump skills in athletics while observing safety. ● Learners are guided to practise techniques used in long distance running while observing safety. ● Learners are guided to observe or listen to clear verbal descriptions of each other's performance in	1. How has long distance running benefitted Kenya? 2. Why is it important to follow the phases of jumping in triple jump? 3. How can mosaic pictorial composition be used to improve the environment?

			Triple jump and long distance running skills and give feedback.	
			● Learners are guided to source for actual and virtual samples of mosaic work using digital devices with assistive technology to analyse characteristics with focus on; mono media, spacing of materials.	
			● Learners are guided to collect and prepare materials and tools for creating a mosaic focusing on material, support, and adhesive. Learners with blindness are provided with one on one support when collecting materials.	
			● Learners with low vision draw a sketch based on the theme "athletics" on the support.	
			● Learners with blindness are given one on one support to sketch drawings themed on athletics.	
			● Learners are guided to collaboratively make the mosaic composition with emphasis on; spacing of materials, colour	

			contrast (material vs support). Learners with blindness are provided with coloured tactile materials for making mosaic compositions. ● Learners to display and talk about their own and others mosaic composition and athletic skills.	

Core Competencies to be developed:
- Learning to Learn: Learner gains knowledge performing triple jump and long distance running skills and gives feedback to enhance confidence.
- Self-efficacy: Learner shows confidence in taking up new challenges and belief in performing new skills in athletics.
- Critical thinking and problem solving: Learner makes decisions and decides on the skill to apply at a particular phase while running long distance.
- Creativity and imagination: Learner creates an artistic themed mosaic composition for describing the long distance races.
- Citizenship: Learner searches and makes a mosaic of Kenyan long distance athletes.

Values:
- Love: Learners show love for the country as they identify and appreciate a Kenyan athlete and make a mosaic composition.
- Responsibility: Learners care for self and others, as they participate in skills for long distance running and triple jump while observing safety.

Pertinent and Contemporary Issues (PCIs):
- Social Cohesion- Learners engage in various creative arts and sports activities, appreciating the diverse cultures and values from different communities to enhance social cohesion.

- Citizenship: Learners appreciate Kenyan athletes as they create mosaic compositions of their favourite Kenyan athletes.

Link to other learning areas
- English: language skills are applied when learners discuss different techniques in long-distance races, enhancing their ability to express ideas clearly.
- Mathematics: Analysing the pacing, speed, and strategies involved in long-distance races incorporates mathematical concepts into the learning process.
- Pre-Technical Studies: Learners interact with digital devices when searching Kenyan athletes.

Suggested learning resources
Water, water containers, colours, coloured beads, field, whistle

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.4 Melody** ● *Variations: - rhythmic, melodic,*	By the end of the Sub Strand, the learner should be able to: a) describe the use of variation in composing melody,	● Learners are guided to sing familiar tunes and discuss how variation has been achieved in the different phrases of the melody.	How can a melody be made interesting?

	and dynamic variations ● *Note value involving the dotted minim, the dotted crotchet and quaver, the dotted quaver and semiquaver*	b) compose four-bar melodies in F Major and 4 4 time, c) notate four-bar, melodies in 4 4 time, d) perform melodies in F major and 4 4 time, e) value the use of melody in Creative Arts and Sports.	● Learners are guided to perform the scale of F major and its tonic arpeggio. ● Learners with low vision are guided to write a 4-bar answering phrase in F major which is a variation of the given opening phrase in $\frac{4}{4}$ time while learners with blindness write the answering phrase in music braille notation. ● Learners are guided to improvise 2-bar opening phrases with variation in pitches to given answering phrases in $\frac{4}{4}$ time and F major. ● Learners are guided to create a four-bar melody in F major and in $\frac{4}{4}$ time with varied phrases. ● Learners with low vision are guided on how to add phrase marks to the four-bar composed melodies indicating dynamics as loud for one phrase and soft for the other while learners with blindness are guided on	

<table>
<tr><td></td><td></td><td></td><td>how to add phrase marks and indicate dynamics in music braille.
● Learners with low vision are guided to sight read melodies written in print music and in appropriate print while learners with blindness are guided to touch read melodies written in music braille notation composed by self and others.</td><td></td></tr>
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Core Competencies to be developed
- Creativity and Imagination: Learner explores innovative techniques to create variation in melodies.
- Learning to Learn: Learner applies knowledge gained from earlier grades on the process of melody composition.
- Communication and Collaboration: Learner communicates with peers as they discuss how variation has been achieved in the different phrases of the melody,

Values:
- Unity: Learners collaborate with others in discussions about variation techniques in melody writing.
- Responsibility: Learners ensure accuracy and clarity in representing melodies, taking responsibility for conveying musical ideas effectively.
- Integrity: Learners strive to be true to their artistic vision, avoiding plagiarism and embracing originality in the creation of melodies.

Pertinent and Contemporary Issues (PCIs):
Moral Education: Learners sing familiar songs with messages on values as they discuss how variation has been achieved in the different phrases of the melody,

Link to other learning areas:
- Mathematics: Learners are involved in understanding the mathematical aspects of rhythm, such as beats per bar, time signatures, and mathematical relationships between different melodic elements.
- Integrated Science: Learners accurately notate melodies, considering the physical properties of sound.

Suggested learning resources
Staff, musical notes, composed melodies,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.5.1 Rugby (for learners with low vision)** ● *Passes* ● *Kicks*	By the end of the Sub Strand, the learners should be able to: a) distinguish passes in Rugby, b) perform passing skills in Rugby for skill acquisition, c) perform kick techniques in Rugby for skill acquisition, d) value own and others efforts in applying passing and kicking skills for enjoyment	● Learners with low vision are guided to use digital devices with assistive technology to watch live or virtual demonstration of rugby games to note: passes (spin, pop and basic passes) in Rugby kicks (place and drop) in Rugby. ● Learners are guided to demonstrate the skills of pop, spin and basic passes in rugby. ● Learners are guided to use drills to practise the pop, spin and basic passes in Rugby. ● Learners are guided to demonstrate drop and place kicks in Rugby. ● Learners are guided to use drills to practise the drop and place kick techniques in rugby.	1.How can a player advance a ball in a game of Rugby? 2.Why are the rugby rules important?

| | | | | ● Learners are guided to use the skills of passing and kicking to play a modified game in Rugby while observing safety.
● Learners are guided display and critique their own and others' passing and kicking skills in rugby. | |

Core Competencies to be developed:
● Communication and Collaboration**:** The learner communicates effectively by understanding and articulating the various types of passes in Rugby.
● Digital Literacy: Learner interacts with digital devices to observe virtual performances in Rugby, to enhance digital citizenship and appropriate use of technology.
● Creativity and Imagination: Learner devises creative ways of advancing the ball with passes to outsmart the opponents during play and creatively model a dummy clay trophy.

Values:
● Integrity: Learners uphold a high standard of integrity by respecting the rules of the game and engaging in skill acquisition with honesty and transparency.
● Unity: Learners actively collaborate with teammates, emphasising unity in executing passing drills to achieve collective skill acquisition.
● Responsibility: Learners adhere to safety guidelines and actively seek opportunities to improve kicking skills.

Pertinent and Contemporary Issues (PCIs):
● Health promotion issues: Learners enhance health and wellbeing while engaging in Rugby games to reduce the chances of lifestyle diseases.
● Life skill**s** : Learners develop the skill of coping with emotion when they play a modified Rugby game safely.

Link to other learning areas:
- Integrated Science: Exploring the science behind different kicking techniques incorporates principles of force, motion, and anatomy.
- English: language skills are utilised when learners communicate and distinguish types of passes in Rugby, enhancing their ability to express ideas clearly.

Suggested learning resources:
Rugby balls, whistle, markers, stopwatch, clay, containers, cutting tools, sieve and padded goal posts, digital devices with screen magnifiers.

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing in Creative Arts and Sports	**2.5.2 blind Tag Rugby (for learners with blindness)**	By the end of the Sub Strand, the learners should be able to; a) distinguish passes in blind Tag Rugby for knowledge development, b) describe kicks in blind Tag Rugby for learning,	• Learners to use digital devices with assistive technology to listen to a live, or virtual demonstration of tag rugby game to note: passes (spin, pop and basic passes), kicks (place and drop) tagging in blind tag Rugby. Learners are then provided with verbal description and one on one demonstration on how to perform the spin, pop and basic	1) How can one advance a ball in a game of Rugby? 2) Why is it important to have a sound tag in blind tag rugby?

		c) perform passing skills in blind tag Rugby for skill acquisition, d) perform kicks in blind tag rugby for skill acquisition, e) perform tagging skills in blind tag rugby for skill acquisition f) model a clay trophy for appreciating a blind tag rugby match for skill mastery, g) value own and others efforts while applying passing and kicking skills for fun and enjoyment.	passes and place and drop kicks and tagging sound tags in blind rugby. ● Learners demonstrate the skills of pop, spin and basic passes and tagging in blind tag rugby. Learners are provided with one on one support in these activities. ● Learners are guided to use drills to practise the pop, spin and basic passes in Rugby. ● Learners are guided to demonstrate drop and place kicks in blind tag Rugby. ● Learners are given verbal descriptions of the tagging technique and a one on one demonstration on tagging in blind tag rugby. ● Learners are guided to use drills to practise tagging skills in blind tag rugby. ● Learners are guided demonstrate tagging in tag rugby. ● Learners are guided use drills to practise the drop, place kick and tagging techniques in rugby.	

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			● Learners are guided to use the skills of passing, tagging and kicking to play a modified game in Rugby while observing safety. ● Learners are given one on one support when collecting materials such as plasticine or clay, water and basin. ● Learners are provided with verbal description and one on one demonstration on how to mould a trophy. ● Learners model a trophy using the coil and pinch techniques. Steps to be followed; -sourcing of materials and tools -consideration of safety measures -sketching the form -clay preparation -creation of an armature -application of clay on the armature including details based on elements of sculpture. 　　-drying in a cool place away 　　from wind or direct sunlight,	

			-finishing of the trophy using painting or vanishing or both. ● Learners are guided to display and critique their own and others' modelled trophies.	

Core Competencies to be developed:
Communication and Collaboration: Learner communicates effectively by understanding and articulating the various types of passes in blind tag Rugby, fostering collaboration with teammates in executing strategies.
Digital Literacy: Learner manipulates and utilises digital resources such as videos and online tutorials to enhance understanding and visualisation of different passes in blind tag Rugby.
Creativity and Imagination: Learner chooses and executes passes, while imagining innovative ways to outsmart opponents and enhance gameplay.

Values:
Integrity: Learners uphold a high standard of integrity by respecting the rules of the blind tag rugby game and engaging in skill acquisition with honesty and transparency.
Unity: Learners actively collaborate with teammates, emphasising unity in executing passing drills to achieve collective skill acquisition.
Responsibility: Learners adhere to safety guidelines and actively seek opportunities to improve kicking skills in a responsible manner.

PCIS:
Citizenship: Learners share their playing equipment and ideas with peers for review and further improvement.
Life skills: Learners use decision making skills in creating appropriate melodies for cheering team members in blind tag rugby.
Safety and Security: Learners observe safety measures by avoiding dangerous tackles while playing blind tag rugby game.

Link to other learning areas:
Integrated Science**:** Learners explore the science behind different kicking techniques and incorporate principles of force, motion, and anatomy.
Agriculture and Nutrition: Learners conceptualise elements of nutrition and physical well-being, relevant to home science and engage in physically demanding passes and appropriate diet.
English: Learners communicate and articulate the different types of passes, enhancing their ability to express ideas clearly.

Suggested Learning Resources:
Tag Rugby sound balls, sound tags (with beanbags), Whistle, Markers, stopwatch, Clay, containers, cutting tools and sieves.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.6 Multi Media Art** ● *Photography*	By the end of the Sub Strand, the learners should be able to: a) identify different viewpoint in photography, b) take photographs of scenery in normal eye and bird's eye view, c) edit the photographs for presentation d) present photographs in slide show for appreciation,	● Learners are guided to observe or listen to actual and or virtual samples of photographs using digital devices with assistive technology to analyse the bird's, normal and worm's viewpoints. ● Learners are guided to explore and identify scenic points in the surrounding. ● Learners are guided to take photographs inspired by the environment focusing on; *varied scenes and viewpoints.* Learners with blindness are provided with one on one support in activities such as taking photos that require use of sight. ● Learners are guided to select and store the photographs in an e folder. ● Learners are guided to edit the photographs focusing on;	Which are the ethical issues to be considered in photography?

			cropping, contrast/tone, captions. Learners with blindness are provided with one on one support in activities such as editing photos that require use of sight. ● Learners are guided to prepare a 3 -4 minutes' slide show focusing on; *arrangement of photographs, caption, transition, and sound.* Learners with blindness are provided with one on one support in activities such as preparing slide shows that require use of sight. ● Learners are guided to talk about their own and others in a just manner.	

Core Competencies to be developed:
● Communication and Collaboration: Learner effectively conveying ideas and narratives through visual storytelling in the form of a slide show presentation,
● Critical Thinking: Learner evaluating and selecting the most compelling images, considering different viewpoints and perspectives, and making informed decisions during the editing process.

Values:
Respect: Learners respecting the skills and perspectives of others in the field of photography.

Pertinent and Contemporary Issues (PCIs):
● Ethical Considerations: Addressing contemporary issues related to ethical photography practices, including issues of consent, privacy, and cultural sensitivity, especially when capturing different viewpoints.
● Environmental Awareness: Considering and reflecting on the impact of photography on the environment, especially when photographing landscapes and natural scenes.

Link to other learning areas:
Social Studies: Understanding the geographical and environmental aspects of different viewpoints in landscape photography.

Suggested learning resources
Digital cameras, edited photos, printers,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.7 Descant Recorder** ● *Technique of pinching* ● Dynamics *crescendo and diminuendo,*	By the end of the Sub Strand, the learner should be able to: a) identify the fingering of notes in the scale of F major, b) play the scale of F major from staff notation on a descant recorder, c) perform a solo piece in F major on a descant recorder, applying correct playing techniques, d) value playing music on the descant recorder. .	● Learners with low vision are guided to read, and interpret fingering charts that is in appropriate print to play the notes of F major scale while learners with blindness are guided to read a description of fingering the notes in F major and be provided with one on one demonstration on how to play the notes. ● Learners are guided to play the scale of F Major ascending and descending on staff notation. ● Learners with low vision are guided on how to play simple melodies in the scale of F major on staff notation written in print music and in appropriate print while learners with blindness are provided with touch reading melodies written in music braille notation. The learners with blindness to be given extra time to	Why is it important to apply techniques when playing instrumental music?

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			familiarise with the melodies before playing a descant recorder.	
			● Learners with low vision are guided to watch or listen to actual tutorials while seated at an appropriate position or a virtual instrumental tutorials on digital devices with appropriate screen resolution to demonstrate and explain techniques (fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance) of playing a descant recorder while the learners with blindness listen to actual or virtual instrumental tutorials of techniques of playing a descant recorder accompanied with one on one demonstration and verbal description of the visual element and then demonstrate and explain the techniques.	
			● Learners are guided to explore actual or virtual demonstrations of playing techniques of descant recorder on	

| | | | digital devices with assistive technology to explain performance directions for dynamics *(crescendo and diminuendo)* and tempo *(accelerando, rallentando/ ritardando and a tempo).*
● Learners with low vision are guided to play simple melodies written in print music or in music braille notation in $^4 {}_4$ time and in F major observing performance directions for repeat, dynamics, expression and tempo. The learner with blindness to be given extra time to familiarise with the melodies before playing.

● Learners are guided to play simple melodies written in print music or in music braille notation in 4 ₄ time, and in F major observing performance directions for dynamics. The learner with blindness to be given extra time to familiarise with the melodies before playing. | |

			● Learner are guided to use digital devices with assistive technology such as digital cameras to record performances for future reference.	

Core Competencies to be developed:
● Self-Efficacy: Learner confidently reads and interprets fingering charts as they play the notes of F major scale.
● Creativity and Imagination: Learner plays simple melodies in 4 4 time, and in F major observing performance directions for dynamics,

Values:
● Responsibility: Learners acquire self-discipline as they use digital devices to record performances for future reference
● Social justice: Learners and peers share roles fairly in executing musical duties towards playing the descant recorder.

Pertinent and Contemporary Issues (PCIs):
● Safety and security: Learners observe safety as they clean and play instruments,
● Poverty eradication: Learners learn different ways in which creative arts and sports can help with income generation.
● Self-awareness: Learners are able to identify skills they are good at and connect them with their talents in instrumental playing.

Link to other Learning areas:
● Integrated Science: Understanding the science of sound production enhances the learner's comprehension of playing techniques, especially regarding the impact on the quality of sound.
● Pre-technical and Business Studies: Learners acquire concepts and procedures for understanding technical aspects in assembling, playing, caring for and maintaining the Descant Recorder they play.

Suggested learning resources
Digital camera, descant recorder, musical notes, musical staff

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.8 Play** ● *Writing a play* ● *Performing a play*	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance, d) recognise play performance as a channel of addressing societal issues.	● Learners are guided to print or braille and read a sample play in print or in braille to identify the format of a script *(title, playwright, characters, acts, scenes, setting, stage directions and dialogue).* ● Learners are guided to brainstorm, in groups, an idea for a short play. ● Learners are guided to create a short play script in print and in braille using the play elements (theme, characters, plot, setting, conflict, language). ● Learners with low vision select relevant prop(s), costumes and	1. How can a play performance be made believable to an audience? 2. Why is it important to decorate props to be used for performance?

			music for the play performance while learners with blindness are given precise verbal descriptions and are paired with a sighted peer when selecting props and costumes. ● Learners with low vision collect found materials for collage technique to create a prop for the play with emphasis on the theme while learners with blindness are supported when collecting materials with varying texture for collage technique. ● Learners with low vision create the prop with focus on *pasting, different materials, combined with painting, and superimposition while l*earners with blindness are paired with a sighted peer when creating a prop. ● Learners with low vision finish, present and use the decorated prop in a play performance while learners with blindness are paired	

			with a sighted peer during this activity. ● Learners are guided to perform breathing, vocal and physical warm up activities in preparation for play performance. ● Learners with low vision enact a role in play performances while learners with blindness are given one on one support when enacting a role. ● Learners with low vision rehearse the play (paying attention to use of voice, body, movement, space, use of props, music, and costume) while learners with blindness are given proper orientation of the body in space and accorded one on one support when using props and costume. ● Learners are guided to perform the play before an audience. Learners with blindness are accorded one on one support when performing a play.	

			● Learners are guided to record experiences onto a journal in print and in braille. Learners with blindness are accorded one on one support when performing a play.	

Core Competencies to be developed:
- Communication: Learner speaks clearly during class discussions and when acting in a play.
- Collaboration: Learner participates in group activities when creating and performing in a play and when decorating fabric using collage technique.
- Creativity and Imagination: Learner sharpens observation skills of the environment to note challenges in society and to experiment with new ideas for addressing these challenges using play performance. The learner applies inventive and artistic skills when decorating fabric using collage technique.
- Critical thinking and problem solving: Learner develops problem identification skills and conflict resolution mechanisms when creating and performing a play.
- Self-efficacy: Learner develops task management and execution skills in the course of rehearsing and performing a play and when decorating fabric using collage technique.
- Citizenship: Learner develops a sense of civic mindedness and social awareness in creating and performing plays which address societal concerns.
- Digital literacy: Learner interacts with digital devices when selecting and using music for the play performance.

Values:

- Responsibility: Learners develop skills of self-drive, accountability and determination while decorating fabric, creating and performing a play.
- Social Justice**:** Learners foster fairness and justice while working in groups and through creation of fictional works.
- Peace: the learner works in harmony with others during fabric decoration, rehearsal and performance sessions.
- Integrity: Learners are equipped with the value of honesty through the creation of their own original works devoid of plagiarism.
- Unity: Learners develop works in pairs and groups when decorating fabric and producing a play.

Pertinent and Contemporary Issues (PCIs):
- Learner support programmes: Learners identify and nurture talent in acting or any other role in play performance.
- Life skills education: Learners gain self-esteem and assertiveness while decorating fabric and while performing on stage.
- Citizenship Education: Learners use the play performance space to create awareness about societal issues.

Link to other Learning areas:
- English and Kiswahili: Learners take part in class discussions using these languages as media for communication.
- Pre-technical Studies: Learners use computer literacy skills to manipulate digital gadgets in play creation and performance.
- Religious Studies: Learners perform plays which advocate for social and moral values in society.

Suggested learning resources
Short play in braille/ print, digital cameras, props, costumes,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.9.1 Basketball and Graphic Design (for learners with low vision)** ● *Logo and poster design* ● *Passing* ● *Dribbling*	By the end of the Sub Strand, the learner should be able to: a) perform passes in basketball for skill acquisition, b) execute dribbling in basketball for skill acquisition, c) design logo for a basketball team, d) make a poster for a basketball event, e) appreciate each other's skills in Basketball game, logos and posters design.	● Learners with low vision use digital devices with assistive technology to watch or listen to performance of a live or virtual Basketball game using digital devices with assistive technology such as screen magnifiers and observe the *passing* and *dribbling* skills in Basketball. ● Learners with low vision are guided to demonstrate the overhead, bounce and chest passes in Basketball. ● Learners with low vision are guided demonstrate high and low dribbling in Basketball. ● Learners with low vision are guided to use drills to practise passing and dribbling skills while observing safety. ● Learners are guided to use bounce, overhead and chest passes in	1. How can a poster be made an effective means of communicating? 2. Why is it important to combine passing and dribbling in Basketball?

			basketball in a mini basketball game. ● Learners with low vision are guided to play a mini Basketball game while using the decorated placard during the game as they cheer each other on. ● Learners are guided to examine using digital devices with assistive technology, actual or virtual samples of sports logos for inspiration and sketch a logo for a basketball team. ● Learners are guided to use the sketched logo to design a poster announcing a basketball event. ● Learners are guided to decorate the placard using found objects. ● Learners are guided to clean working areas and have all tools and materials used safely kept away. ● Learners display the logo and posters around the basketball pitch for appreciation,	

Core Competencies
- Critical Thinking and Problem Solving: Learner assesses defensive strategies, anticipates opponents' moves, and adapts their dribbling techniques accordingly, showcasing critical thinking skills.
- Creativity and Imagination: Learner creates a team identification logo and design a poster announcing a basketball event
- Communication: Learner communicates when practising different basketball passes.
- Collaboration: Learners share ideas on the different basketball passes, as they cheer their teams.

Values
- Unity: Learners value the contributions of each team member, recognizing that unity enhances overall team performance.
- Integrity: Learners exhibit integrity by following the rules and ethical guidelines of the game. They prioritise fair play and honesty during skill acquisition, ensuring that their progress aligns with principles of integrity.
- Responsibility: Learners ensure all tools and equipment used are stored well, and organises the class, room or field after making the dummy trophy..

Pertinent and Contemporary Issues PCIS:
- Health promotion issue**s**: Learners gain physical fitness through games for prevention of lifestyle diseases
- Safety and Security: Learners observe safety measures during mini games and how to handle sharp tools while trimming and fixing the placards.

Link to other learning areas
- Agriculture and nutrition: Exploring colour combinations, natural dyes and their sources and understanding the properties of different fabrics during tie-dye connects to Home Science and Agriculture principles.
- Mathematics: Dribbling involves quick calculations of distances and angles. Learners apply mathematical concepts to determine the most efficient paths and angles during dribbling, reinforcing practical mathematical application.

Suggested learning resources
Ball, basketball net, field, whistle, costumes,

Strands	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing in Creative Arts and Sports	**2.9.2 Showdown (for learners with blindness)**	By the end of the Sub Strand, the learner should be able to: a) describe different types of serving techniques in showdown for learning. b) create a team identification logo on braille card for a showdown team, c) perform serving trajectories in showdown for skill acquisition, d) execute the straight and diagonal trajectory in showdown for skill acquisition,	● Learners use digital devices with assistive technology to listen to video clips on serving techniques to note: -serving (trajectories) skills in showdown. ● Learners are provided with a bat, a showdown table and a showdown sound ball to manipulate for familiarisation. ● Learners are given verbal descriptions and one on one demonstration on how to perform the serving trajectories (diagonal and straight).	1. Why is it necessary to observe safety while serving and defending in a showdown game?

| | | e) value own and others' efforts while playing the game for harmony and self-efficacy. | ● Learners with blindness are guided to demonstrate the diagonal serving technique in showdown while observing safety.
● Learners are provided with verbal descriptions and one on one demonstrations on how to serve using the straight trajectory in showdown.
● Learners are guided perform drills of the straight and diagonal serving technique for skill acquisition.
● Learners are guided to practise, serving skills in showdown while observing safety.
● Learners are guided to use the skills of serving in a mini game of showdown while observing safety. | |

Core Competencies to be developed:
Self-efficacy: Learner performs the serving technique with confidence, exhibits a high level of self-efficacy, fostering personal growth and a strong sense of accomplishment in their showdown game.

Citizenship: Learner contributes positively to the group unity of both learners with blindness and learners with low vision when demonstrating team sensitivity and awareness, thus embodying good citizenship through involving them in collecting stray balls while playing showdown.

Learning to learn: Learners use the showdown bat in skilful positions as they derive enjoyment from the game. A learner adopts a unique serving method for creativity and showcasing talent.

Values

Responsibility: Learners take care of the showdown equipment by handling it carefully and keeping them in a safe place after play

Unity: Learners work together in teams during practice and play.

Integrity: Learners observe the rules of games during play

Love: Learners are concerned about each other's safety during play.

Peace**:** Learners engage in tournaments organised by different regions to foster peace where there has been war or disagreement.

PCI:

Safety and security: Learners observe safety by wearing protective gear while playing showdown,

Poverty eradication: Learners learn different ways in which creative arts and sports can help with income generation.

Fair pla**y**: Learners observe game rules during play to ensure fairness and equal opportunities during play.

Self-awareness: Learners are able to identify skills they are good at and connect them with their talents in the creative arts and sports.

Suggested Learning Resources-

Showdown sound ball, whistle, bat, markers, gloves, showdown table and blindfolds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.10 Contemporary Dance** ● *Performance technique: - controlled leg work,* *-floor work, -improvisation,* *-fall and recovery* *-movement and release,*	By the end of the Sub Strand, the learner should be able to: a) describe performing techniques used in contemporary dance, b) create a 3-5-minute contemporary dance routine, c) perform a 3-5-minute contemporary dance routine to an audience, d) appreciate the use of contemporary dance as a means for self-expression.	● Learners are guided to use digital devices with assistive technology such as screen magnifiers to watch or listen to virtual performances and or real or virtual performances to discuss techniques used in contemporary dance (*leg work, versatility, fall and recovery,* and *release*). Learners with blindness are given verbal descriptions and one on one demonstration of elements of the performances that require use of sight. ● Learners are guided to brainstorm an idea on a Pertinent and Contemporary issue in the local community for a dance story. ● Learners are guided to create milestones for the contemporary dance story. ● Learners with low vision are guided to execute warm up	How can contemporary dance be made interesting?

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			exercises for body balance, stability and flexibility. Learners with blindness to be provided with one on one support when executing warm up exercises.	
			• Learners are guided to select suitable contemporary dance techniques and styles (even from other genres such as African styles, jazz, modern, ballet) for the routine. The learners with blindness are. provided with one on one demonstration and verbal description of the contemporary dance techniques and styles.	
			• Learners with low vision are guided to block dance movements and patterns for effective use of time, space, action and energy. Learners with blindness are given verbal instructions and accorded support when taking blocking dance movements.	
			• Learners are guided to select and use appropriate music *(recorded*	

			music, songs, beatboxing, body percussion) for the dance routine.	
			• Learners are guided to select and use appropriate costumes, props and make-up for the routine. Learners with blindness are given verbal descriptions and are accorded one on one support when selecting costumes, props and make-up.	
			• Learners are guided to use the decorated costume in a performance, where applicable. The learner with blindness is provided with one on one demonstration when decorating the costume.	
			• Learners are guided to rehearse the dance routine. The learner with blindness is provided with one on one demonstration and verbal description on body in space, dance movements, formations and patterns.	
			• Learners are guided to perform a contemporary dance, in a troupe, to tell a story to an audience. Learners	

			with blindness are paired with sighted peers when performing. • Learners are guided to use digital devices with assistive technology such as digital cameras to record the dance routine for future references.	

Core Competencies to be developed:
- Self-efficacy: Learner boosts self-esteem, self-expression and mastery of concepts in dance creation.
- Digital literacy: Learner gains skills on the use of technological devices to create different visual and audio materials using appropriate ICT tools for dance creation.
- Communication: Learner fluently communicates research findings and listens to narratives on pertinent issues in the society that can be addressed using contemporary dance.
- Collaboration: Learner presents research findings, rehearses and performs the dance routine as a troupe.
- Creativity and imagination: Learner applies artistic and innovative abilities to decorate a costume using batik technique.

Values:
- Respect: Learners gain respect for others' opinions while creating and sharing on dance creation.
- Responsibility: Learners acquire self-discipline as when creating contemporary dance within the timeline given.
- Social justice: Learners gain appreciation for modern and contemporary dance styles from diverse cultures and historical periods.

Pertinent and Contemporary Issues (PCIs):
- Social Cohesion: Learners appreciate diversity by creating dances on national themes.

- Ethnic and racial relations: Learners are acquainted with diverse dance techniques in various ethnic and racial cultures that enables them nurture respect for varied cultures of the world.
- Health education: Learners get insight into various thematic health concerns like, HIV/AIDS, alcohol and substance abuse, lifestyle diseases, personal hygiene, among others as they sketch storylines for contemporary dance performance.

Link to other Learning areas
- Social Studies: Learners gain interest and develop interest in issues in the society like good governance, child rights, human rights and responsibilities that relate to the subject.
- Pre-technical Studies: Learners use ICT devices to research from the internet and watch contemporary dance performances.
- English or Kiswahili: Learners apply writing skills in scripting the dance story.

Suggested Learning Resources
audio-visual recorders, musical instruments, digital devices with assistive technology such as screen readers and screen magnifiers, dancing space, costume

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
2.0 Creating and Performing	**2.11 Indigenous Kenyan Crafts** ● *pottery* ● *weaving*	By the end of the Sub Strand, the learner should be able to: a) describe coil techniques in pottery, b) model a vessel using coil method, c) make a frame loom for weaving, d) make a fabric using 2/1 twill weaving technique, e) display and critique own and others' woven articles.	● Learners are guided to study or listen to clear verbal descriptions of pottery items from actual and virtual sources using digital devices with assistive technology and analyse coil technique. ● Learners are guided to source clay and prepare clay by removing impurities, drying, kneading and wedging. ● Are guided to make coils of uniform thickness. ● Learners are guided to join clay coils to form a vessel. ● Learners are guided to smooth the inside and outside of the vessel. ● Learners are guided to decorate the slightly dry vessel by incising and dry under shade. ● Learners are guided to fire the completely dry vessel using an open pit kiln.	1. Why is clay the preferred material for pottery? 2. How is a fabric woven?

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			● Learners are guided to explore actual and virtual resources to study making a frame loom and 2/1 twill weaves. ● Learner to make a wooden mitre joint frame loom, (equal spacing of nails). ● Learner are guided to secure the warps on the loom and interlace the wefts using 2/1 twill techniques to weave a fabric. ● Learners are guided to display and talk about their own and peers' articles.	

Core Competencies to be developed:
- Creativity and Imagination: Learner makes a fabric using 2/1 twill weaving technique,
- communication and collaboration: Learner collaboratively fires the bone dry vessel using an open pit kiln.
- Self-efficacy: Learner displays and talks about own and peers' articles.

Values:
- Respect: Learners gain respect for others' opinions while creating and sharing on their own and peers' articles.
- Responsibility: Learners acquire self-discipline as when making a wooden mitre joint frame loom.
- patriotism : Learners gain appreciation for Indigenous Kenyan Crafts through pottery items from actual and virtual sources and coil technique periods.

Pertinent and Contemporary Issues (PCIs):
- Hygiene and safety: Learners fire the bone dry vessel using an open pit kiln.
- Environmental conservation**:** Learners source clay and prepare clay.

Link to other Learning areas
Agriculture and nutrition : Learners source clay thus understanding types of soils .

Suggested learning resources
Pots, clay, plasticine, kiln,

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):
2.0 Creating and Performing	**2.12.1 Swimming** (10 lessons) **(Optional)** ● *Standing dive* ● *Butterfly stroke*	By the end of the Sub Strand, the learner should be able to: a) describe the body position in standing dive and butterfly stroke in swimming, b) perform a standing dive in swimming c) perform butterfly stroke in swimming for skill acquisition, d) appreciate swimming as a life skill.	● Learners are guided to watch or listen to a live or virtual demonstration to identify: standing dive and butterfly stroke. ● Learners are guided to demonstrate the phases of standing dive. Learners with blindness are provided with one on one support in the activity of diving. ● Learners are guided to practise standing dive while observing safety. ● Learners with low vision are guided to demonstrate the phases of butterfly stroke. Learners with	1. How can swimming skills be performed safely? 2. Why is synchrony important in butterfly stroke?

			blindness are provided with one on one support when doing butterfly strokes. ● Learners with low vision are guided to practise the butterfly stroke while observing safety and coordination. ● Learners are guided to practise a combination of standing dive and butterfly stroke.	

Core Competencies to be developed:
- Self-efficacy: Learner develops confidence through mastery and performing skills in swimming.
- Learn to learn: Exposing learners to research and inquiry in swimming skills.
- **Communication and collaboration**: Learners work in groups to practise different skills swimming.

Values:
- Unity**:** Learners work in teams as they play during swimming.
- Responsibility: Learners handle the swimming equipment with care, keeping them well after use.
- Respect: Learners take turns to demonstrate skills in swimming.

Pertinent and Contemporary Issues (PCIs):
- Lifestyle diseases: physical fitness is attained during swimming
- Safety and security: wearing suitable swimming clothing and ensuring that the pool area is safe.
- Self-awareness: Learners are able to identify suitable skills and apply them in swimming.

Link to other learning areas:
- 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,

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** **Board games (Optional)** (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous board games played in Kenya. b) perform different indigenous board games for skill acquisition c) perform indigenous board games to background music for enjoyment d) appreciate the role played by indigenous board games for mental health	● Learners with low vision watch or listen to a live or virtual demonstration of indigenous board games using digital devices with assistive technology such as screen magnifiers and identify the skills observed in the games. ● Learners with blindness use digital devices with assistive technology to identify types of indigenous board games played in Kenya. ● Learners are guided to demonstrate indigenous board game skills while observing safety. Learners with blindness are provided with one on one support on the demonstration.	1. How do indigenous board games enhance mental relaxation? 2. Why are board games considered an indigenous game?

				● Learners are guided to practise skills in different indigenous board games while observing safety.	
			● Learners are guided to play games using different indigenous board games with background musical rhythm.	

Core competency to be developed:
- Communication and Collaboration: Learner works with others in indigenous board games.
- Learning to learn: Learner acquires and masters skills in indigenous board games.

Values:
- Responsibility**:** Learners take on different roles during indigenous board games.
- Unity: Learners work with others in indigenous board games

Pertinent and Contemporary Issues (PCIs):
- Safety: Learners observe safety rules when playing indigenous board games.
- Health and Fitness: Learners improve fitness through indigenous board games for a healthy lifestyle.

Link to other learning areas:
- Mathematics: Learners keep counting during indigenous board games.

Suggested learning resources
Rope, field markers, whistle, group markers, sport attire,

Assessment Rubric for Creating and Performing in Creative Arts and Sport

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe 4 creating and performing features in Creative Arts and Sports. contemporary dance	Describes 4 creating and performing features in Creative Arts and Sports. contemporary dance	Describes 3 creating and performing features in Creative Arts and Sports. contemporary dance	Describes 2 creating and performing features in Creative Arts and Sports. contemporary dance	Describes 1 creating and performing feature in Creative Arts and Sports. contemporary dance or none
Ability to perform 4 skills in Creative Arts and Sports. contemporary dance	Performs 4 skills in Creative Arts and Sports. contemporary dance	Performs 3 skills in Creative Arts and Sports. contemporary dance	Performs 2 skills in Creative Arts and Sports. contemporary dance	Performs 1 skill in Creative Arts and Sports. contemporary dance or none
Ability to create 4 items in Creative Arts and Sports	Creates 4 items in Creative Arts and Sports	Creates 3 items in Creative Arts and Sports.	Creates 2 items in Creative Arts and Sports.	Creates 1 or none item in Creative Arts and Sports or none.
Ability to classify 5 analogous colours on a colour wheel for painting	Classifies 5 analogous colours on a colour wheel for painting	Classifies 4 analogous colours on a colour wheel for painting	Classifies 3 analogous colours on a colour wheel for painting	Classifies 1 analogous colours on a colour wheel for painting or none

Ability to notate 4 four-bar rhythms in 4/4 time	Notates 4 four-bar rhythms in 4/4 time	Notates 3 four-bar rhythms in 4/4 time	Notates 2 four-bar rhythms in 4/4 time	Notates 1 four-bar rhythm in 4/4 time or none
Ability to explore 4 characteristics of mosaic pictorial composition	Explores 4 characteristics of mosaic pictorial composition	Explores 3 characteristics of mosaic pictorial composition	Explores 2 characteristics of mosaic pictorial composition	Explores 1 characteristic of mosaic pictorial composition or none
Ability to perform 4 melodies in F major and 4/4 time	Performs 4 melodies in F major and 4/4 time	Performs 3 melodies in F major and 4/4 time	Performs 2 melodies in F major and 4/4 time	Performs 1 melody in F major and 4/4 time
Ability to perform 4 kick techniques in rugby	Performs 4 kick techniques in rugby	Performs 3 kick techniques in rugby	Performs 2 kick techniques in rugby	Performs 1 kick techniques in rugby or none
Ability to take 5 photographs of scenery in normal eye and bird's eye view	Takes 5 photographs of scenery in normal eye and bird's eye view	Takes 4 photographs of scenery in normal eye and bird's eye view	Takes 3-2 photographs of scenery in normal eye and bird's eye view	Takes 1 photograph of scenery in normal eye and bird's eye view or none
Ability to create one play addressing 5 societal issues	Creates one play addressing 5 societal issues	Creates one play addressing 4 societal issues	Creates one play addressing 3-2 societal issues	Creates one play addressing 1 societal issue or none

STRAND 3.0: APPRECIATION IN CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
3.0 Appreciation in Creative Arts and Sports	**3.1 Analysis of Creative Arts and Sports** ● *Analyse Key: C major/ G major/ F major* ● *Media* ● *Time signature, 2,* 　*4 3, 4 4 4* ● *Performance directions- repeat and dynamics*	By the end of the Sub Strand, the learner should be able to: a) examine the criteria for analysing Creative Arts and Sports, b) analyse a play performance, c) analyse skills in rugby, d) analyse a solo vocal piece of music, e) analyse a contemporary dance performance, f) evaluate an exhibition with both 2D and 3D artworks, g) appreciate the role of analysis in adding	● Learners are guided to brainstorm to interpret criteria for evaluating categories of Creative Arts and Sports (rugby, contemporary dance and 2D and 3D art exhibition). ● Learners with low vision watch video clips on digital devices with appropriate screen adaptations selected Creative Arts and Sports performances for analysis. Learners with blindness listen to video clips on digital devices with assistive technology selected Creative Arts and Sports performances for analysis and are given verbal descriptions of elements of video that require use of sight. ● Learners are guided to play performance to evaluate theme,	1. Why is analysis an important skill in Creative Arts and Sports? 2. How can analysis of creative arts and sports enhance creativity?

		value to Creative Arts and Sports, h) embrace ethical issues in Creative Arts and Sports	setting, conflict, resolution, use of voice, use of body movement, internalisation, audience involvement, props, costume, overall impression. Learners with blindness are provided with clear verbal descriptions of place setting, costume, props and any other element of the play performance that may require use of sight for them to analyse a given play. ● Learners are guided to analyse a given descant recorder with either of the following: *media of performance (solo pieces or duets), melodic structure in AB or ABA form, key of C, G or F major, in simple time (2-4, 3-4 or 4-4), performance directions for tempo (fast, slow, accelerando and diminuendo), expression (staccato and legato) and dynamics (m, p, mp or mf)* ● Learners are guided to analyse a	

			given game of rugby paying attention to: passes (pop, spin and basic) and kicking (drop and place kick). Learners with blindness are given verbal descriptions of passes and kicks in a rugby game for them to analyse. ● Low vision learners are guided to analyse a given contemporary dance routine to evaluate the following: story, technique, movement, music, costume and props. ● Learners with blindness are given clear verbal descriptions of technique, movement, costume and props for them to evaluate. ● In purposive groups or in pairs, learners with low vision work with learners with blindness to analyse an exhibition with both 2D and 3D artworks for self-	

| | | | reflection while paying attention to:
- organisation of the work *balance, proportion, dominance)*,
- -subject matter (what is happening - *topic)*,
- theme - what is the artist saying),
- Judgement: Evaluating the exhibited artworks.
● In groups, learners with low vision work with learners with blindness. Learners with blindness are first given clear verbal descriptions of the artworks exhibition. Learners then tactually explore the artworks and analyse them based on the criteria stated. | |

Core competencies to be developed:
● Self-Efficacy: Learner gains confidence in their ability to evaluate and appreciate diverse forms of artistic expression as they apply their knowledge and skills to assess the artistic merits of visual representations in these arts.
● Citizenship: Learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song.

- Learning to Learn: demonstrated as the learner adapts to new information, seeks further knowledge, and refines their evaluation skills throughout the process of evaluating Creative Arts and Sports.

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

Pertinent and Contemporary Issues (PCIs):
- Life Skills: Learners develop analytical and creative thinking as they discuss and critique the Creative Arts and Sports areas.
- Learner Support Programmes: Learners exercise fair play as they critique and give honest opinions respectfully of their own and other's displayed disciplines.

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 Scores in print music and music braille notation, live or virtual match, pen notebook, Braille machines and materials.

Assessment Rubric for Appreciation in Creative Arts and Sports

Indicator ／ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Examines criteria for evaluating 4 areas in Creative Arts and Sports.	Examines criteria for evaluating the 4 areas in Creative Arts and Sports .	Examines criteria for evaluating the 3 areas in Creative Arts and Sports.	Examines criteria for evaluating 2 areas in Creative Arts and Sports.	Examines criteria for evaluating 1 area in Creative Arts and Sports or none
Analyses 4 performances or pieces in Creative Arts and Sports critically.	Analyses 4 performances or pieces in Creative Arts and Sports critically.	Analyses 3 performances or pieces in Creative Arts and Sports.	Analyses 2 performances or pieces in Creative Arts and Sports.	Analyses 1 performance piece in Creative Arts and Sports or none

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

Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: • Environmental degradation • Lifestyle diseases, Communicable and non-communicable diseases • Poverty • Violence and conflicts in the community • Food security issues
Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.

Milestone 3	**Planning for the Project**
	Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation**
	The learners execute the project and keep evidence of work done.
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 group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

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

STRAND	SUB STRAND	SUGGESTED ASSESSMENT RESOURCES	SUGGESTED ASSESSMENT METHODS	NON-FORMAL ACTIVITIES
1.0 Foundations of Creative Arts and Sports	**1.1. Careers In Creative Arts And Sports**	- Manilla paper - Colours - ICT devices - cutting tools - found/recycled materials - Textbooks on the history and significance of creative arts and sports in appropriate print and in braille - Videos showcasing the evolution and cultural importance of creative arts and sports in Kenya - Guest speakers, such as local artists and athletes, for interactive sessions - Field trips to museums, art galleries, and sports facilities	**Portfolio Assessment:** Compilation of individual and group work. **Individual Reflections and Self-Assessment:** Personal understanding and growth. **Group Presentation and Panel Discussion:** Comprehensive understanding and ability to articulate concepts. **Interactive Classroom Display Walkthrough:** Application of knowledge in a real-world context.	**Field visits** - visiting Cultural, Art, Music centres and performing theatres, to learn folk songs, folk dances, musical instruments, verses, skits and narrative, Art work. Attend live performances for basic analysis. **Apprenticeship**

| | 1.2. Components Of Creative Arts And Sports | ● Found materials
● Sample pictures and picture description
● Videos
● Keyboard
● Open field
● Charts in appropriate print and diagrams illustrating the various components in appr
● Online articles explaining the role of each component in creative arts and sports
● Hands-on activities to engage students in experiencing different components
● Collaborative projects where students can explore and showcase their talents in creative arts and sports | ● **Individual Written test:** Mastery of theoretical concepts.
● **Peer Review and Feedback:** Collaboration, communication, and constructive feedback.
● **Practical Demonstrations:** Application of skills in physical activities.
● **Observation Checklist:** Coordination, teamwork, and engagement.
● **Creative Expression Assessment:** Expression of creativity in arts and performance.
● **Final Project Evaluation Rubric:** Holistic assessment. | - connections with artists, athletes and sportsmen in the community, learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports.
● **Concerts** – Participating in and attending music or drama concerts within the school and its environs.
● **Project work –** The learners |

2.0 Creating and Performing in Creative Arts and Sports	2.1 Picture Making	● Art supplies: drawing paper, pencils, coloured pencils, paints, etc. ● Art tutorials and demonstrations ● Examples of famous paintings and artists ● Classroom exhibitions of students' artwork		will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality.
	2.2. Rhythm	● Instructional Videos ● Interactive Worksheets in appropriate print and in braille ● Notation Software Tutorials ● Interactive Notation Apps ● Printable Rhythm Worksheets in appropriate print and in braille ● Improvisation Guides ● Improvisation Exercises ● Music Games ● Digital devices with assistive technology		● **Music, Art, Sports and Drama clubs -** participating in Music, Art, Sports and Drama club activities within the school ● **Sports Mini Tournaments:** Hosting a mini

	2.3 Athletics And Mosaic	- Athletic equipment: cones, hurdles, shot puts, etc. - Space for running and field activities - Mosaic creation materials: tiles, glue, backing material - Videos demonstrating athletic techniques and mosaic creation - Outdoor activities promoting physical fitness and mosaic creation		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.
	2.4. Melody	- Musical instruments: keyboards, guitars, etc. - Sheet music and musical notation resources in appropriate print and in braille - Listening sessions featuring different melodies and genres - Group singing and composition exercises in appropriate print and in braille		**Creative Arts Exhibition:** Plan a creative arts exhibition where learners showcase their artistic talents. This can include

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	2.5 Rugby	● Rugby equipment: balls, goalposts, cones, etc. ● Rugby rules and strategies ● Videos of rugby matches and professional players ● Practical sessions for rugby skills and gameplay		displaying paintings, drawings, sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays.
	2.6 Multimedia	● Cameras or smartphones with photography capabilities ● Photography tutorials and techniques ● Examples of impactful photographic works ● Student projects capturing various aspects of creative arts and sports		● **School assembly activities** – performing, watching or listening to

	2.7 **Descant Recorder**	● Descant recorders for students ● Sheet music and recorder tutorials in appropriate print and in braille ● Videos featuring descant recorder performances ● Group sessions for practicing and performing descant recorder music		performances during school assemblies. ● **School events:** performing during events such as parents, prize giving, career and sports day among others.
	2.8 Play	● Play books and collections in appropriate print and in braille ● Play-related resources and games ● Role-playing scenarios and activities ● Discussions on the importance of play in creative arts and sports ● Creative playwriting and performance exercises in appropriate print and in braille		● **Scout/Girl guide activities** - participating in the school band by playing musical instruments. ● **Performing troupes or ensembles**- Learner form small groups for

	2.9. Basketball And Graphic Design	- Basketball equipment: balls, hoops, bibs, etc. - Basketball rules and strategies - Graphic design software and tutorials - Student projects combining basketball themes with graphic design elements		performance. ● **Festivals/Inter-house/class competitions**-performing and learning from art, music, dance, theatre and sports competitions held in and out of school.
	2.10 Contemporary Dance	- Dance studio or open space for dance activities - Dance tutorials and choreography sessions - Videos showcasing contemporary dance performances - Student-led dance performances and projects		● **Participating during Cultural day/week-**learners acquire

	2.11 Indigenous Kenyan Craft	● Pottery materials: clay, wheel, glazes, etc. ● Tutorials on traditional Kenyan pottery techniques ● Examples of Kenyan pottery designs ● Student projects creating their pottery pieces		skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues.
OPTIONAL (Do One) Either Swimming **Or** Kenyan Indigenous Game	**2.12.1 Swimming (Optional)**	● Swimming pool access and safety measures ● Swimming instructors or lifeguards ● Swim gear: swimsuits, goggles, etc. ● Swimming lessons and practice sessions		
	2.12.2 Kenyan Indigenous Games (Optional)	● Traditional Kenyan game materials for tagging ● Rules and instructions for the game ● Examples of traditional Kenyan tagging games		

3.0 Appreciation in Creative Arts and Sports	3.1 Analysis Of Creative Arts And Sports	• Group sessions for playing and learning the game • Critical analysis tools and frameworks • Worksheets for analysing artistic and sports performances • Class discussions and debates on the cultural and social aspects • Research projects exploring the impact of creative arts and sports in Kenya	3.0 Appreciation in Creative Arts and Sports • **Criteria Interpretation** • **Brainstorming Session:** Ability to interpret and discuss criteria for evaluating different categories. Assess their understanding and ability to articulate evaluation criteria. • **Performance Analysis:** Reflective analysis of selected Creative Arts and Sports performances. (Folksong, Football game, Storytelling performances) • **Painting Evaluation:** 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. ● **Group Analysis and Presentation:** Collaborative analysis and presentation skills. Assess their collaborative skills and the depth of their understanding. ● **Critical Judgement Essays:** Critical analysis and judgement in written form providing critical judgement on specific Creative Arts and Sports categories. **Peer Review and Feedback:**	