



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 6

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) 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 2018, 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 Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework (BECF)* was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.


Consistent periodical review of the curriculum is also 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 producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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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 is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

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

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

5. **Promote social equity and responsibility**

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

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

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

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

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

8. **Good health and environmental protection**

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

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

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

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

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub strand	Suggested Number of Lessons
1.0 Creating and Executing	1.1 String Musical Instruments and Drawing	15
	1.2 Painting and Collage	15
	1.3 Volleyball	15
	1.4 Rhythm and Pattern Making	18
	1.5 Weaving	10
	1.6 Gymnastics	12
	1.7 Melody	12
2.0 Performing and Displaying	2.1 Athletics	15
	2.2 Descant Recorder	14
	2.3 Indigenous Kenyan Instrumental ensembles	12
	2.4 Indigenous Kenyan Craft- Pottery	12
	Optional Sub Strand <i>Either</i> 2.5 Swimming	15

	<i>Or</i> 2.5 Indigenous Kenyan Games	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
Total Number of Lessons		180

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

STRAND 1.0 CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.1 String Musical Instruments and Drawing (15 lessons) <ul style="list-style-type: none"> - <i>Name, community, method of playing</i> - <i>Parts and functions</i> - <i>Care-handling, cleaning, storage</i> - <i>Drawing (overlapping) texture and tone (stippling technique)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify string instruments from different indigenous communities in Kenya, b) describe the functions of the parts of a string instrument, c) make a fiddle using recyclable materials, d) identify pictures drawn using stippling technique, e) draw a picture of a musical instrument using stippling technique, 	The learner is guided to: <ul style="list-style-type: none"> • observe videos/pictures or real indigenous Kenyan string instruments and name the instrument, identify the community of origin and method of playing, • name parts of a string instrument from different indigenous communities in Kenya and explain their function(s), • visit an institution or a cultural resource centre in the community/virtual site to familiarise themselves with Kenyan indigenous string instruments, • assemble tools and material from the locality and make a fiddle while observing safety, • brainstorm on ways of care for and maintenance of a string instrument and discuss the importance of doing so, 	<ol style="list-style-type: none"> 1. Why are indigenous string musical instruments necessary in music? 2. How is overlapping achieved in still-life drawing?

		f) value indigenous string instruments drawn from indigenous communities in Kenya.	<ul style="list-style-type: none"> ● research and identify a drawing done using stippling technique, ● draw a still-life composition of any two string musical instruments using stippling technique with emphasis on: overlapping, balance of forms, tone/ texture, ● value others' ideas as they talk about their own and others' displayed work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: The learner comes up with new ideas of arranging forms to create a composition in still-life drawing and make a fiddle. ● Communication and Collaboration: The learner values others' ideas as they talk clearly about displayed work. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner takes personal initiative to observe safety precautions while making a fiddle. ● Patriotism: The learner interacts with musical instruments from diverse communities in Kenya thereby appreciating the cultural resources existing in the country. 				

Pertinent and Contemporary Issues (PCIs):

- Disaster risk reduction: The learner observes safety measures when making a fiddle using tools and materials to prevent disaster.
- Environmental conservation: The learner takes care of the environment by recycling some of the materials in making a fiddle.

Link to other learning areas:

- Social Studies: The learner identifies string instruments from different Kenyan communities.
- Indigenous Languages: The learner names string instruments using indigenous names as used in their communities of origin.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.2 Painting and Collage (15 lessons) <ul style="list-style-type: none"> • <i>Colour classification</i> • <i>Painting-brushstroke</i> • <i>Collage</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) classify colour categories on the colour wheel for familiarity, b) paint a still life composition using brush stroke technique, c) mount the painting using mat technique for display, d) create a collage composition to apply the characteristics, e) appreciate painting and collage techniques. 	The learner is guided to: <ul style="list-style-type: none"> • mix and paint a colour wheel to represent primary, secondary and tertiary colours, • mix and paint a surface to create tonal gradation by; thinning same tone/adding dark tone, • illustrate painting to create varied texture focusing on; brush position/angle, brush load and brush strokes, • paint any two objects overlapping inspired by football game, (tone and texture, • source for mounting materials and tools (papers, glue, cutting tools), • prepare the picture and mat surface by; measuring and cutting, • attach the picture on the mat surface (centred position), 	1. Why is mounting of pictures important?

			<ul style="list-style-type: none"> • explore actual/virtual samples of collage pictures to discuss characteristics; multi/mixed media and texture, • collect and prepare materials for making collage with focus on: texture and type of the materials, adhesives, and support, • collaboratively, make a collage with a theme ‘football’ to apply the characteristics, • talk about own and others work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner explores multiple perspectives of painting using varied tools and materials for creativity. • Creativity and imagination: The learner applies creative skills in selecting media for painting, and painting the still life composition. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner works on art work and cleans up after the activities. • Unity: The learner collaboratively, make a collage with a theme ‘football’ to apply the characteristics. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Waste management: The learner disposes of the waste after the classroom activity. • Social cohesion: The learner works in a group to watch actual or virtual paintings and discuss. 				
<p>Link to other learning areas: Mathematics: Learner prepares the picture and mat surface by measuring and cutting.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Volleyball (15 lessons) <ul style="list-style-type: none"> • <i>Underarm service</i> • <i>Dig pass</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) identify the serving and the digging skills in Volleyball, b) perform under-arm service for skill acquisition, c) execute single hand dig pass in volleyball for skill acquisition, d) appreciate playing Volleyball game for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • watch a real or virtual Volleyball game responsibly to identify serving and digging skills, • demonstrate the under-arm service, • practise the under-arm in volleyball game, • demonstrate the single hand dig pass in volleyball, • practise the single hand dig pass in a game situation, • play a Volleyball game while applying the skills learnt and observing safety, • share own and others performance in Volleyball game while giving each other feedback. 	How can service skills in Volleyball be used to win a game?

Core Competencies to be developed:

- Learnin to learn: The learner acquires new skills of serving and the single hand dig pass in Volleyball game.
- Digital literacy: The learner uses digital technology to source virtual Volleyball game to identify under arm serving and single hand dig skills.

Values:

- Responsibility: The learner searches and watches a virtual Volleyball game to identify serving and digging skills.
- Unity: The learner shares the volleyball equipment as they demonstrate the skills of single hand dig pass and underarm service.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: The learner plays a Volleyball game while applying the skills learnt and observing safety.

Link to other learning areas:

Integrated Science: The learners applies force while serving the Volleyball.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.4 Rhythm and Pattern Making (18 lessons) <ul style="list-style-type: none"> • <i>Note values: crotchet, quaver, minim, dotted minim, semibreve and rests.</i> • <i>French rhythm names: taa, ta-te, taa-aa, taa-aa-aa-aa,</i> • <i>Note symbols and their rests on monotone</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) interpret rhythmic patterns in music, b) compose a rhythm using a combination of musical notes and their rests, c) improvise a rhythm in three- beat pattern on a percussion instrument, d) prepare a block with a geometrical motif for printing a pattern, e) print a full repeat pattern using a block for rhythm acquisition, 	The learner is guided to: <ul style="list-style-type: none"> • listen to /sing familiar songs and identify words with the French rhythm names <i>taa, ta-te, taa-aa, taa-aa-aa, taa-aa-aa-aa,</i> • tap/ clap/stamp and recite rhythmic patterns using French rhythm names, • relate the French rhythm names to the <i>music</i> note symbols for the crotchet, pair of quavers, minim, dotted minim, semibreve and their rests, • apply composition techniques to compose original rhythmic patterns using French rhythm names or note symbols, and their rests, • use digital resources to further their skills of creating rhythms, • listen to songs and identify songs in three -beat patterns, 	Why create rhythm in different beat patterns?

		f) value rhythmic patterns created by self and others.	<ul style="list-style-type: none"> ● sing and conduct/beat time of songs in three -beat patterns, ● improvise short rhythms in three-beat patterns using percussion instruments, ● prepare a printing block from available resources (rubber/old slippers, wood, any other) using geometric shape motif, ● improvise natural dye paste or artificial printing paste <i>N/B observe safety in improvising the paste,</i> ● block print a full repeat pattern on a small fabric using contrasting colours, ● neaten by trimming/stitching and ironing to make a small decorated table mat, ● share the work with peers for critique and feedback for improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: The learner combines various techniques to creatively come up with rhythmic patterns and repeat patterns using block printing. ● Self-efficacy: The learner applies composition techniques to create and improvise original rhythmic patterns. 				

Values:

- Respect: The learner uses respectful words, appreciates and gives feedback on peers' performances.
- Integrity: The learner displays honesty by creating own original rhythms and repeat patterns using block printing

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: The learner appreciates working together with others when clapping/tapping rhythms, improvising and sharing rhythmic patterns.
- Decision making skills: The learner chooses correct note values and uses them to create a rhythmic pattern.

Link to other learning areas:

- Mathematics: The learner applies number concept when improvising three-beat patterns.
- Agriculture: The learner applies the skills of finishing by trimming/stitching and ironing in making a table mat.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.5 Weaving (10 lessons) <ul style="list-style-type: none"> • <i>Plain weave (1/1 or 2/2)</i> • <i>Serrated card loom (small spaces)</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) identify a plain weave for familiarity, b) prepare materials and tools for weaving, c) weave a mat using plain weave on a serrated card loom, d) appreciate our own and peers' woven items used for gymnastics performance. 	The learner is guided to: <ul style="list-style-type: none"> • research in virtual and actual sources to identify a plain weave, • collect and prepare recyclable materials for weaving such as yarns, fibres among others) • make a serrated card loom on a stiff material and a shuttle, • weave a mat/scarf using a serrated card loom with emphasis on colour variation, • finish the mat/scarf by cutting and tying the tassels, • display and positively critique each other's woven items for reflective feedback, 	Why is recycling beneficial to the environment?

Core Competencies to be developed:

- Critical thinking and problem solving: The learner weaves a mat/scarf using a plain weave on a serrated card loom.
- Learning to learn: The learner acquires new skill to make a mat or scarf using plain weaving technique.

Values:

- Responsibility: The learner puts into practise the aspects of safety, care of the environment while sourcing for materials for weaving.
- Respect: The learner appreciates and appraises others' woven items using appropriate language.

Pertinent and Contemporary Issues (PCIs):

- Safety: The learner observes safety as they prepare a serrated card loom for weaving.
- Climate change: The learner uses materials that are friendly to the environment when improvising the yarns and loom for weaving.

Link to other learning areas:

Mathematics: The learner measures and cuts to make a serrated card loom.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.6 Gymnastics (12 lessons) <ul style="list-style-type: none"> • <i>Cartwheel</i> • <i>3- action sequence</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) describe the cartwheel skill in gymnastics, b) perform the cartwheel skill in gymnastics, c) perform 3-action sequence in cartwheel, forward roll and swan balance in gymnastics, d) appreciate the action sequence of gymnastic for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • watch a video or live performance of a cartwheel in gymnastics and talk about how it is done, • demonstrate the cartwheel skill in gymnastics • practise the cartwheel skill, • demonstrate sequencing of cartwheel, forward roll, and swan balance, • practise a 3-action sequence of cartwheel, forward roll, a swan balance while observing safety, • observe peers’ gymnastic performance and give feedback. 	Why are sequences performed in Gymnastics?

Core Competencies to be developed:

- Learning to learn: The learner acquires the skills of combining cartwheel, forward roll and swan balance to perform a 3-action sequence in gymnastics.
- Critical thinking and problem solving: The learner practises and creates 3-action sequence of a gymnastics performance.
- Self - Efficacy: The learner's self-esteem is enhanced by being able to perform a 3-action sequence in gymnastics.

Values:

- Responsibility: The learners put into practice the aspects of safety, while performing 3-action sequence in gymnastics.
- Love: The learner respects others as they practise the combination of gymnastics progressions to form a 3- action sequence in gymnastics.

Pertinent and Contemporary Issues (PCIs):

- Gender: The learner works with peers to perform the 3- action sequence in gymnastics.
- Safety: The learner observes safety as they perform cartwheel, forward rolls and swan balances to form a 3- action sequence in gymnastics.

Link to other Learning Areas:

Science and Technology: The learner applies the concept of how the body works during performance of gymnastic activity.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Melody (12 lessons) <ul style="list-style-type: none"> • <i>Sol-fa syllables; doh to doh¹</i> • <i>Composition techniques: narrow leaps (thirds), stepwise motion, repetition, variation and appropriate ending,</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sing the sol-fa syllables doh to doh¹ ascending and descending, b) perform the sol-fa ladder using Kodaly hand signs, c) aurally recognise sol-fa sounds doh to doh¹ in familiar melodies, d) compose short melodies within the range of doh to doh¹ e) write the sol-fa syllables using calligraphy lettering, f) appreciate melodies created by self and others. 	The learner is guided to: <ul style="list-style-type: none"> • sing sol-fa syllable doh to doh¹ ascending and descending with accuracy in pitch, • imitate sol-fa pitches sung or played on a melodic instrument for pitch discrimination, • listen to and sing familiar songs within the d-d¹ range using sol-fa syllables, • practise singing and performing the sol-fa ladder using Kodaly hand signs, • apply composition techniques to compose original melodies based on sol-fa syllables <i>d r m f s l t d¹</i> • use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody, • record or present the created melodies to peers for review and improvement. 	How can melodies be made interesting during composition?

Core Competencies to be developed:

- Creativity and Imagination: The learner will make thoughtful choices in selecting sol-fa syllables and note values to combine to create melodies.
- Critical thinking and Problem solving: The learner listens and identifies sol-fa sounds in melodies and interpret hand signs.

Values:

- Respect: This is instilled as the learner appreciates and appraises others' compositions.
- Unity: This is achieved through the learner working with peers to produce a melody.
- Integrity: The learner creates own compositions without copying what peers have already created.

Pertinent and Contemporary Issues (PCIs):

- Mentorship and peer education: The learner reviews and provides feedback for peers' compositions.
- Talent identification: The learner develops musical talent by composing and singing melodies.

Link to other learning areas:

- Mathematics: The learner applies number and sequencing concepts learnt in combining sol-fa syllables in stepwise and leaps motion.
- English: The learner uses vowels to sing the sol fa syllables in ascending and descending order.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to create and/or execute:</p> <ul style="list-style-type: none"> – a fiddle, – a drawing using stippling technique – a mounted painting, – collage, – under arm service in Volleyball, – single hand dig in Volleyball, – a rhythm using a combination of musical notes, – a rhythm in a three-beat pattern using a percussion instrument, – a plain-woven mat/scarf, – a 3-action sequence gymnastic, – melody within doh to doh¹. 	<p>Creates and/or executes the 11 items of Creative Arts correctly and/or skilfully</p>	<p>Creates and/or executes the 11 items of Creative Arts correctly.</p>	<p>Creates and/or executes the 5-10 items of Creative Arts correctly.</p>	<p>Creates and/or executes the 1-4 items of Creative Arts correctly.</p>

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.1 Athletics (15 lessons) <ul style="list-style-type: none"> • <i>Long jump-sail technique</i> • <i>High jump-scissor style</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe Long jump and High jump techniques in athletics, b) perform the sail technique in Long jump for skills acquisition, c) perform the scissors technique in High jump for skills acquisition, d) appreciate Long jump and High jump techniques in athletics for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or live performance of a Long jump and High jump, and keenly observe sail technique in long jump and scissors technique in high jump, • demonstrate the sail technique in Long jump while observing safety, • practise the sail technique in Long jump while observing safety, • demonstrate the scissors technique in High jump, while observing safety • practise the scissors technique in High jump while observing safety, • observe each other's performance in Long jump and High jump and give feedback, 	<ol style="list-style-type: none"> 1. How is the jumping skill useful in athletics? 2. Why is it important to maintain a pace in athletics?

			<ul style="list-style-type: none"> display own and others' performance in Long jump and High jump and share feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: The learner operates digital devices while watching performances in sail technique in Long jump and scissors technique in High jump. Creativity and Imagination: The learner applies tactics while practising the sail technique in Long jump and scissors technique in High jump. 				
<p>Values:</p> <ul style="list-style-type: none"> Integrity: The learner displays honesty while sharing feedback on each other's performance. Responsibility: The learner searches and watches videos on the performance of the Long and High jumps. 				
<p>Pertinent and Contemporary Issues (PCIs): Safety: The learner observes safety while performing the sail technique in Long jump and scissors in High jump.</p>				
<p>Link to other learning areas: Mathematics: The learner measures and appraises their performance accordingly.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.2 Descant Recorder (14 lessons) <ul style="list-style-type: none"> • <i>Notes; C D E F G A B C¹ and D¹</i> • <i>Playing techniques; fingering, tonguing and posture</i> • <i>Melody of the Kenya National Anthem</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) play notes C to D¹ on the descant recorder with appropriate playing techniques, b) play a melody within the range of C to D¹ on the descant recorder, c) play the main melody of the Kenya National Anthem on the descant recorder, d) show interest in playing the descant recorder. 	The learner is guided to: <ul style="list-style-type: none"> • observe and interpret the Baroque fingering chart of the notes C D E F G A B C¹ and D¹ • individually and in groups practise playing the notes C D E F G A B C¹ D¹ ascending and descending on the descant recorder with appropriate playing techniques, • practise playing melodies based on notes C D E F G A B C¹ and D¹ on the descant recorder applying playing techniques and hygiene measures, • present melodies before peers for critique and improvement, • search, watch videos and practise playing melodies on the descant recorder, • listen to and play the main melody of the Kenya National Anthem, 	How can a good tone be produced on a descant recorder?

Core Competencies to be developed:

- Learning to learn: The learner takes the initiative to learn how to play notes and melodies on the descant recorder.
- Citizenship: The learner plays the main melody of the Kenya National Anthem on the descant recorder.

Values:

- Responsibility: The learner observes safety and hygiene measures in the use of the descant recorders.
- Respect: The learner uses polite language in appreciating and appraising peers' performances.

Pertinent and Contemporary Issues (PCIs):

- Peer education and mentorship: The learner contributes to others' work through appraising it and providing feedback for improvement.
- Health issues in Education: The learner prevents communicable diseases through observance of hygiene measures in the use of the descant recorder.

Link to other learning areas:

Agriculture: The learner applies hygiene measures learnt during use and after playing the descant recorder.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Performing and Displaying</p>	<p>2.3 Indigenous Kenyan Instrumental Ensembles (12 lessons)</p> <ul style="list-style-type: none"> • <i>Instrumental Ensembles: percussion, wind, string ensemble</i> • <i>Factors to consider to play in an instrumental ensemble; -choosing an appropriate instrument, - tuning - playing technique - tempo - synchrony with other instrumentalists - accuracy in rhythm/ melody - improvisation of rhythms and melodies</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify the categories of indigenous Kenyan instrumental ensembles, b) describe factors to consider when playing in an instrumental ensemble, c) play a selected instrument in an ensemble using appropriate techniques, d) appreciate the role of Kenyan indigenous musical instruments in performance. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe actual/ virtual samples of performance of Kenyan indigenous instrumental ensembles and classify them, • collaboratively identify the instruments that form part of the categories of the instrumental ensembles, • brainstorm on factors to consider for successful playing in an indigenous Kenyan instrumental ensemble, • select an instrument to perform in a Kenyan Indigenous Instrumental ensemble, • tune the selected instrument using appropriate technique, • handle with care while practising and playing a selected instrument in a Kenyan indigenous Instrumental ensemble. 	<p>How can one play an instrument as part of an instrumental ensemble?</p>

Core Competencies to be developed:

- Citizenship: The learner interacts with and plays indigenous Kenyan musical instruments in an ensemble.
- Communication and collaboration: The learner teams up with peers to perform as an ensemble.

Values:

- Peace: The learner interacts with musical instruments from diverse Kenyan communities enhancing appreciation of different cultures hence peaceful coexistence.
- Unity: The learner plays a musical instrument with peers in an ensemble.
- Responsibility: The learner handles different musical instruments in the ensemble with care.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: The learner plays a musical instrument in an ensemble with peers enhancing peaceful co-existence.
- Cultural awareness: The learner learns about musical instruments from various Kenyan cultures.
- Ethnic and racial relations: The learner interacts with musical instruments drawn from different Kenyan communities.

Link to other learning areas:

- Indigenous Languages: The learner interacts with different musical instruments from indigenous Kenyan communities
- Social Studies: The learner interacts with musical instruments from different Kenyan Indigenous communities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.4 Indigenous Kenyan Craft- Pottery (12 lessons) <ul style="list-style-type: none"> ● <i>Slab technique</i> ● <i>Burnishing/stamping</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify pottery items made using slab technique, b) model a vase using slab technique for expression, c) decorate a modelled item for aesthetic enhancement, d) appreciate pottery as an indigenous Kenyan craft. 	The learner is guided to: <ul style="list-style-type: none"> ● observe actual/ virtual samples of indigenous Kenyan pottery items and identify items made using slab technique, ● responsibly source clay from the environment (anthills, riverbanks among others), ● collaboratively, prepare the clay by kneading and wedging, ● roll clay into slabs of equal uniform thickness, ● cut slabs of clay (rectangular and circular) and join to form a vase, ● finish the vase by burnishing and stamping, ● leave to dry under shade, ● display and talk about own and others modelled item. 	Why are clay items dried under the shade?

Core Competencies to be developed:

Communication and collaboration: The learner works in a group to prepare the clay by kneading and wedging.

Values:

Respect: The learner talks about own and others modelled vase in a just manner

Pertinent and Contemporary Issues (PCIs):

- Cultural awareness: The learner acquires skills about indigenous crafts in Kenya.
- Ethnic and racial relations: The learner interacts with reference material and researches on indigenous craft drawn from different Kenyan communities

Link to other learning areas:

Social Studies: The learner exploits natural resources to source clay from the environment such as anthills riverbanks.

OPTIONAL GAMES

The learner **MUST** cover **ONE** of these Sub Strands:

1. Swimming
2. Kenyan indigenous games

Optional Sub Strands

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Swimming (Optional) (15 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe the body position in breaststroke, b) perform breaststroke in swimming for skill acquisition, c) acknowledge performing breast stroke skill in swimming.	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or actual performance to observe breaststroke in swimming, • demonstrate breaststroke skill, • practise breaststroke skills while observing safety, • apply the skill of breaststroke in swimming game, • observe each other swim using breaststroke and give feedback. 	Why are swimming skills considered as survival skills?

Core Competencies to be developed:

- Self-efficacy: The learner expresses water confidence as they practise the skill of breaststroke and provide feedback to each other about the performance.
- Learning to learn: The learner acquires new skill of breaststroke while practising in the swimming pool.

Values:

- Unity: The learner displays team spirit while applying the skills of breaststroke.
- Responsibility: The learner observes own and others' safety while practising breaststroke.

Pertinent and Contemporary Issues (PCIs):

- Safety: The learner observes safety measures as they practise breaststroke during swimming.
- Life skills: The learner acquires swimming skills as survival skills in case of emergencies such as floods.

Link to other learning areas:

Integrated Science: The learner uses the knowledge of floatation to perform breaststroke in swimming..

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Indigenous Kenyan games (optional) (15 lessons) <i>Indigenous Floor games</i>	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous floor games played in Kenya, b) perform different indigenous floor games for skill acquisition, c) execute indigenous floor games to a musical rhythm for enjoyment, d) appreciate the role played by indigenous floor games for fitness and health.	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or live demonstration of indigenous floor game and identify the skills observed, • demonstrate indigenous floor games while observing safety, • practise indigenous floor games while observing safety, • practise different types of indigenous floor games while combining it to a musical rhythm. • talk about the role of indigenous floor games in enhancing fitness with peers. 	<ol style="list-style-type: none"> 1. How do floor games enhance physical fitness? 2. Why are floor games considered as indigenous?
<p>Core competency to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner works with others in performing indigenous floor games. • Learning to learn: The learner acquires and masters skills in floor games. 				

Values:

- Responsibility: The learner takes on different roles in indigenous floor games.
- Unity: The learner works with others in indigenous floor games.

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

Mathematics: The learner keeps counting during practise of indigenous floor games.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display: <ul style="list-style-type: none"> – long jump – high jump – C to D¹ notes on a descant recorder – a melody using the descant recorder – own part in an instrumental ensemble – modelled a vase – breaststroke /a floor game 	Performs and/or displays the 7 items of Creative Arts skilfully	Performs and/or displays the 7 items in Creative Arts correctly.	Performs and/or displays the 4-6 items of Creative Arts.	Performs and/or displays the 1-3 items of Creative Arts.

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works (15 lessons) <ul style="list-style-type: none"> • <i>Elements of music: pitch, melody, rhythm, dynamics, tempo, texture (monophonic and homophonic texture) and structure (AB, ABA)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) create a catalogue of the exhibited artworks, b) discuss the use of elements of music in a song, c) discuss messages in songs, d) participate in sporting events for enjoyment, e) value analysing Creative Arts works drawn from various cultural backgrounds. 	The learners are guided to: <ul style="list-style-type: none"> • visit virtual or actual art establishments for inspiration, • create a catalogue of the exhibited artworks indicating artist’s name, type of artwork, media/material, • interpret works of art displayed by taking into account; type of art, material, media, meaning, techniques, aesthetic), • reflect on the analysed work of art for inspiration and mentorship, • listen to a variety of songs addressing Pertinent and Contemporary Issues such as climate, road safety and identify the type of song, discuss how different elements of music are used using appropriate 	How are Creative Arts analysed?

			<p>terminology,</p> <ul style="list-style-type: none"> ● listen to and identify the message/values in the songs, ● discuss the texture and structure of the songs, ● listen to/refer to specific music and relate it to experiences or events in life, ● participate in Football, Athletics, Volleyball, Rounders, Gymnastics and Swimming events for fun and inter- class/inter school championships, ● appreciate the sports performances with focus on; fair play and observance of code of conduct to enhance sportsmanship. 	
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Core Competencies to be developed:

- Critical thinking and problem solving: The learner listens to and describes how the different the elements of music are used in songs using appropriate terminologies and critiques artworks.
- Digital Literacy: The learner interacts with digital technology to watch a video of songs and the execution of skills in volleyball, athletics, gymnastics and swimming.
- Citizenship: The learner visits community galleries or cultural centres to see artworks done by other local artists to appreciate their works.

Values:

- Respect: The learner appreciates diverse opinions while observing and talking about artworks and sports.
- Love: The learner respect others' opinions as they critique works of art displayed in the galleries
- Social justice: The learner fairly critiques the works of art displayed in the galleries.
- Integrity: The learner observes sportsmanship during a mini game.

Pertinent and Contemporary Issues (PCIs):

- Analytical and creative thinking: The learner analyses music and sports, and critiques art works.
- Self-esteem and self-confidence: The learner listens to, discusses and relates the music to personal experiences.

Link to other learning areas:

Social Studies: The learner visits community and virtual galleries to see artworks related to art techniques.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to interpret/ participate in / discuss – arts works – songs – games	Interprets/participates in / discuss the 3 items of Creative Arts skilfully and in detail.	Interprets/participates in / discusses the 3 items of Creative Arts correctly.	Interprets/participates in / discusses 2 items of Creative Arts.	Interprets/participates in / discusses 1 item of Creative Arts.

APPENDIX I: CSL AT UPPER PRIMARY (GRADE 4-6)

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

Steps in carrying out the integrated CSL activity	
1) Preparation	<ul style="list-style-type: none">● Map out the targeted core competencies, values and specific learning area skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools
2) Implementation of CSL Activity	<ul style="list-style-type: none">● Assigning roles to learners.● Ensure every learner actively participates in the activity● Observe learners as they carry out the CSL activity and record feedback● Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)

- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

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

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

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

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

Assessment of the CSL Activity

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

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

Strand	Sub strand	Suggested Learning Resources	Suggested Assessment Tools	Suggested Non-formal Activities to support learning
1.0 Creating and Executing	1.1 String Instruments and Drawing	String instruments, audio recordings of string instruments, locally available materials for making a fiddle, drawing papers, pencils eraser and cutting tools	Portfolio, exhibition, project, aural/oral tests, checklist, rating scale	Field visits to cultural centres, club activities.
	Painting and Collage	Water-based colours, drawing papers, black sugar papers, found materials for collage, support (carton box/cardboard/ any other), adhesive, football.	Portfolio, exhibition, project, checklist, skill progression charts.	Club activities, gallery visits, inter school/class championships.

	1.3 Volleyball Underarm Dig pass	<ul style="list-style-type: none"> – newsprint/packaging papers/sugar paper/brown papers/tracing papers – PE kits – Volleyball – Volleyball nets – Cutting tools – stitching/pasting resources – pencils/charcoal/chalk/crayon 	Portfolio observation schedule Checklist Exit tickets Skill progression charts Self-assessment Worksheet, Volleyball performance analysis	Research events/ club, E galleries Participate in Volleyball, Inter school/class championships
	1.4 Rhythm and pattern making	Percussion instruments, recording devices audio recordings, charts, flash cards, newspapers, adhesives, stiff papers.	Written tests, aural tests, project, portfolio, display and critique.	Art club, gallery visit.
	1.5 Weaving	Recyclable yarns, fibres, cardboard	Portfolio, observation schedule, Checklist, project,	Art club, gallery visit, community activities,

	1.6 Gymnastics	Floor mats, whistle, spotting blocks, Props and balances, balance beams, pods, bars and rings, grips, straps, fitness balls, cones, markers yarns, polythene materials, fibres, wood/timber, nails, hammer, needles, threads	Project, portfolio schedule, display and critique, portfolio, observation schedule, checklist, exit tickets, skill progression charts, self-assessment worksheet,	
	1.7 Melody	Melodic instruments, sheet music recording devices, audio/visual devices, pictures of Kodaly hand signs, improvised calligraphy pens, ink,	oral/aural tests, written tests, checklist, and observation schedule.	Performing created melodies during school functions, Presenting the created melodies in the Music club

2.0 Performance and Display	2.1 Athletics Long jump High jump	Found objects, fabric, coloured papers, adhesives, scissors, watercolours/ poster colours, brushes, calligraphy pens, ink, high jump landing gear, tape measure open places or marked fields, digital devices, whistle, long jump runway and landing area, tape measure.	Project, portfolio, checklist, observation schedule, written tests, checklist, exit tickets skill progression charts.	Practise the skills of gymnastics at games time Join gymnastics clubs Participate in gymnastics competitions at inter-class, interschool level
	2.2 Descant Recorder	Descant recorder, baroque fingering Charts/ pictures/photos of fingering, Pictures/photos of fingering chart and posture, Resource persons Found objects, coloured papers, adhesives, scissors, watercolours/ poster colours, brushes, calligraphy pens, ink.	Observation checklist, assessment rubrics, project, portfolio schedule, display and critique.	Playing the Kenya National Anthem, during school assemblies, playing melodies in the school band and music club, participating in Music festivals

	2.3 Indigenous Kenyan Instrumental ensembles	Indigenous Percussion, wind and string instruments.	Observation checklist/schedule, project	Playing the ensemble, during school assemblies, playing in the school band and music club, participating in Music festivals
	2.4 Indigenous Kenyan Craft- Pottery	Clay, water, digital devices, rolling pin, smoothening tools, bucket,	Project, portfolio, display and critique	Art club activities, gallery visit

	2.5 Swimming Breaststroke (Optional)	Swimming facility (pool), clothing and gear-swimsuits, goggles, Safety equipment-life jackets, rescue tubes, first aid kit, spine board, swimming aids-kickboards, pull buoys, fins, swim noodle, floatation devices, other materials-markers and cones		, participate in swimming galas and competitions, join swimming clubs and fun days
	2.5 Kenyan Indigenous Games-Floor games (Optional)	Video clips on floor games, small stones or marble, bean bags, percussion musical instruments, mats, puppets, carton boxes papers	Checklist, assessment rubrics, project, portfolio, observation schedule, display and critique	Participate in indigenous games sports and competitions.

<p>3.0 Appreciation in Creative Arts</p>	<p>3.1 Analysis of Sports</p>	<p>Artworks, portfolio folders, display boards, community galleries visual excerpts of relevant music Audio-visual equipment Resource persons, games events and equipment.</p>	<p>Oral/aural questions, written tests, observation schedules, checklist.</p>	<p>Participating in community festivals and sporting events, exhibitions, participating in music festivals, school games, sports club, music club/choir.</p>
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