



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and ethical society

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 4

First Published 2017

Revised 2024

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

ISBN:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	iv
LESSON ALLOCATION AT UPPER PRIMARY.....	vi
LEVEL LEARNING OUTCOMES	vii
ESSENCE STATEMENT	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	viii
SUMMARY OF STRANDS AND SUB-STRANDS	1
STRAND 1.0 CREATING AND EXECUTION.....	2
STRAND 2.0 PERFORMANCE AND DISPLAY	16
STRAND 3.0 APPRECIATION IN CREATIVE ARTS	30
APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY	36
APPENDIX II: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES.....	39

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 instill 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 and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral Instruction Programme	1
Total		35

LEVEL LEARNING OUTCOMES

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment
- h) Appreciate the country's rich, 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 Execution, Performing and Display and Appreciation in Creative Arts. The learning experiences are structured to develop learners' creativity, nurture functional and aesthetic sensitivity that leads to the acquisition of transferable skills useful in other learning areas and contexts. This is supported by Howard Gardner's theory of multiple intelligence that each person has different ways of learning and different intelligences they use in their daily lives and also Dewey's social constructivism theory, which emphasises an experiential and participatory approach.

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

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the upper primary school, the learner should be able to:

1. Perform and display alone and with others different Creative Arts works to promote diverse cultural knowledge and expression.
2. Create artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment.
3. Perform Physical and health activities for enjoyment, survival and self-fulfillment,
4. Apply environmental conservation values of re-use and recycle of materials for creative and improvisation purposes.
5. Evaluate Creative Arts works to make meaningful connections to Creating, Execution, Performing, Display and Appreciation of Art works.

6. Use emerging technologies as a learning tool to explore creative ideas in the process of making, performing, displaying and appreciation of Creative Arts' works.
7. Acquire a variety of developmentally appropriate Creative Arts experiences within the social, cultural, national and international context.
8. Address pertinent and contemporary issues in society through Creative Arts effectively.

DRAFT

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub Strand
1.0 Creating and Execution	1.1 Picture Making (Percussion Instruments)
	1.2 Netball
	1.3 Rhythm and Pattern Making
	1.4 Composing melody
2.0 Performance and Display	2.1 Athletics
	2.2 Gymnastics
	2.3 Descant Recorder
	2.4 Swimming (OPTIONAL)
	2.5 Songs
3.0 Appreciation in Creative Arts	3.1 Critique of an Art work

STRAND 1.0 CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Creating and Execution</p>	<p>1.1 Picture Making (Percussion Instruments) (20 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) classify indigenous Kenyan percussion instruments as melodic and non-melodic,</p> <p>b) make a percussion instrument using locally available materials,</p> <p>c) improvise charcoal sticks</p>	<p>Learner is guided to;</p> <ul style="list-style-type: none"> ● watch virtual or actual samples of percussion instruments to; <ul style="list-style-type: none"> - identify (<i>name of instrument, community, method of playing</i>) and - classify (<i>melodic or non-melodic</i>), ● research and discuss the parts of a percussion instrument and their roles, ● assemble tools and material from the locality for making one percussion instrument (<i>rattles, shakers, drums, gourds or marimba</i>), observing environmental conservation, ● in groups, make and tune the percussion instruments using appropriate technique observing safety, ● ingroup, research and discuss value/ tone as an element of art created in sample pictures 	<p>How is a percussion instrument made?</p> <p>What is the effect of value/tone in a drawing?</p>

		<p>using locally available resources for drawing,</p> <p>d) draw a percussion instrument using the smudging technique,</p> <p>e) appreciate percussion instruments from different Kenyan communities.</p>	<p>(virtual and actual)</p> <ul style="list-style-type: none"> ● collaboratively, collect materials and tools for making charcoal sticks (<i>sticks, cutting tools, tin-kiln, fire</i>), ● in groups, make charcoal sticks observing safety following correct procedure: <ul style="list-style-type: none"> - <i>cutting green sticks,</i> - <i>peeling off bark,</i> - <i>cutting to size,</i> - <i>packing in a tin with a hole on the lid,</i> - <i>putting it on the fire to burn,</i> - <i>cooling.</i> ● individually, experiment by drawing simple shapes and shade them using charcoal with focus on; <ul style="list-style-type: none"> - <i>lines of varied thickness,</i> - <i>different tones through application of pressure on the media,</i> ● draw still-life picture of one of the following percussion instruments (<i>drum, marimba, gourds</i>) from observation and create tonal variation by smudging using charcoal sticks, ● explore drawing still pictures of single objects using smudge technique in the environment, ● present the drawings in a working portfolio 	
--	--	---	--	--

			folder decorated by pasting coloured paper/fabric <ul style="list-style-type: none"> ● in plenary, display and critique own and peers' percussion instruments and drawings in a just and fair manner. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: Learner speaks clearly and listens keenly while critiquing peers' works and work together to collect materials and tools used to make charcoal sticks, drawings and percussion instruments. ● Digital literacy: Learner interacts with digital devices to source information on percussion instruments. 				
Values: <ul style="list-style-type: none"> ● Social justice: Learner critiques own and others' pictures justly. ● Responsibility: Learner cares for own and peers' items and observes safety precautions when making charcoal sticks. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Social Cohesion: Learner acquires skill of working with others while making charcoal sticks in groups. ● Safety and security: Learner observes fire safety when burning charcoal sticks. ● Environmental conservation: Learner conserve the environment by carefully picking sticks for making charcoal sticks. 				
Link to Other Subjects: Social studies : Learner exploits natural resources responsibly to make charcoal sticks.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Execution	1.2 Netball (25 lessons)	By the end of the sub strand, the learner should be able to; a) describe the skills of passing, catching and shooting, in Netball through demonstration, b) improvise a ball for use in performing shooting, passing and catching in Netball, c) Perform the skills of passing, catching and shooting, in Netball, d) classify colours into primary and secondary, e) paint a picture of a	The learner is guided to: <ul style="list-style-type: none"> ● observe/participate in a demonstration of the netball skills; passing (<i>chest, overhead and underarm</i>), catching (<i>double-handed</i>) and shooting(<i>standing</i>) ● explain/practise while observing the stance, grip, release and follow through, ● collect reusable material <i>with the guidance of parents</i> and improvise a ball using <i>macramé</i> technique (<i>overhand knot</i>) ● play a mini game of Netball applying the skills <i>of passing, catching and shooting</i>) skills in groups while observing safety, ● mix primary colours to create secondary colours, ● mix white with a secondary colour to create light tones on a scale strip, ● mix black with a secondary colour to create dark tones on a scale strip and clean the working area, ● paint a picture of a ball from observation using 	<ol style="list-style-type: none"> 1. Why are the skills of shooting, passing and catching important in the game of Netball? 2. Why is colour classification important in painting?

		ball to bring out colour value, f) value netball as a game and the skill of painting.	secondary colours with emphasis on colour value, <ul style="list-style-type: none"> ● store the balls in an improvised storage such as; <i>recyclable gunny bags, boxes, crates, carton boxes and woven baskets.</i> ● display and critique own and others' portfolios 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination: Learner explores with varied materials to use when improvising balls. ● Communication and Collaboration: The learner listens and speaks clearly to each other when demonstrating the skills of shooting, passing and catching as they play the game of Netball and while sharing material as they improvise and paints balls. 				
Values: <ul style="list-style-type: none"> ● Social justice: Learner demonstrates fairness as they take turns in practising the netball skills of shooting, catching and passing ● Responsibility: Learner takes initiative to clean the working area and store the balls in an improvised storage. ● Unity: Learner works together with peers when painting, improvising a ball and performing the Netball skills of shooting, catching and passing. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Resource mobilisation and utilisation: Learner seeks parental assistance when collecting locally available materials to improvise a Netball, add to a portfolio. ● Self-esteem: learner displays confidence in demonstrating new skills through practice and playing a Netball mini game. 				
Link to Other Subjects: Mathematics: Learner takes part in passing the Netball to a teammate while applying ball trajectory visualisation.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Execution	1.3 Rhythm and Pattern Making (17 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) interpret rhythmic patterns involving the crotchet and a pair of quavers using French rhythm names, b) write the French rhythm names <i>taa, ta-te</i> using free hand lettering, c) describe the qualities of a good rhythmic pattern, d) create a simple rhythmic pattern using the French rhythm names 	The learner is guided to: <ul style="list-style-type: none"> ● clap/tap rhythms of words involving <i>taa</i> and <i>ta-te</i> maintaining a steady beat, ● clap/tap the pulse of the clock and heartbeat and associate it to the crotchet French rhythm name, ● listen to/sing familiar topical songs and is guided in identifying the notes (<i>crotchet, a pair of quavers</i>) using their French rhythm names (<i>taa, ta-te</i>), ● sing familiar songs then clap the rhythm of the song while reciting using French rhythm names, ● practice writing letters of the alphabet in lowercase using free hand (<i>ascenders and descenders</i>), ● use free hand lettering to write French rhythm name <i>taa</i> and <i>ta-te</i>, ● listen to rhythmic patterns in familiar tunes and discuss the techniques used in composing rhythmic patterns (<i>variation of note values, repetition of patterns, ending on taa</i>), 	<ol style="list-style-type: none"> 1. How can a rhythm be created? 2. How are rhythms applied in daily life?

		<p><i>taa, ta-te,</i></p> <p>e) create an alternate repeat pattern using a block for rhythm acquisition</p> <p>f) value creating rhythmic patterns using French rhythm names.</p>	<ul style="list-style-type: none"> ● apply the composition techniques to compose own original rhythmic patterns using the French rhythm names <i>taa</i> and <i>ta-te</i> observing integrity, ● collect to improvise a block from varied textured materials (<i>banana stalk, wood/ rubber block</i>) ● individually, print an all over repeat pattern using one water colours on the paper, ● critique rhythms created by self and peers respecting each other's views fairly. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner works with others in groups and speaks clearly during critique of their own and others' rhythms. ● Creativity and Imagination: Learner applies the techniques of printing and comes up with unique all over repeat pattern patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learner accommodates others' views during critique of their own and others' original rhythmic compositions. ● Integrity: Inculcated as the learner creates their own original rhythmic patterns. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Social Cohesion: Learner acquires the skill of working with others during group composition of rhythmic patterns. ● Social Justice: Learner fairly critiques melodies created by others and self. 				
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● English: Learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of 				

the alphabet in lowercase using free hand.

- Mathematics: Learner will use the concept of numbers when relating the value of the quaver in relation to the quaver and while creating rhythms using note values.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Execution	1.4 Melody (18 lessons)	By the end of the sub strand, the learner should be able to: a) identify solfa syllables <i>d</i> , <i>r</i> , and <i>m</i> in a simple melody, b) interpret hand signs for the solfa syllables <i>d</i> , <i>r</i> , and <i>m</i> for pitch discrimination, c) describe the qualities of a good melody, d) create short melodies using solfa syllables <i>d</i> , <i>r</i> and <i>m</i> ,	Learner is guided to: <ul style="list-style-type: none"> ● individually and in groups sing familiar songs based on solfa syllables <i>d r m</i>, and identify the solfa syllables, ● watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables <i>d</i>, <i>r m</i> and practice performing the hand signs, ● perform the hand signs for solfa syllables (<i>d r m</i>) in familiar songs, ● write solfa syllables (<i>d r m</i>) using free hand lettering (<i>ascenders and descenders</i>) ● recognize solfa syllables (<i>d r m</i>) in familiar songs by ear individually and in groups, ● listen and identify solfa pitches (<i>d r m</i>) as sounded on a melodic instrument/voice, ● recognize solfa syllables (<i>d r m</i>) in familiar songs by ear, ● brainstorm on and discuss the qualities of a good melody, (<i>use of stepwise motion, variation of the</i> 	How can one create interesting melodies?

		<p>e) model clay slabs with solfa syllables, f) enjoy creating short melodies using solfa syllables.</p>	<p><i>solfa syllables and sound duration, starting and ending on d),</i></p> <ul style="list-style-type: none"> ● in groups apply various techniques to create short melodies using the solfa syllables <i>d, r, m</i> and the French rhythm names <i>taa</i> and <i>ta-te</i>, ● roll clay into slab and cut out three rectangular pieces of three different sizes, ● Attach clay models (<i>coiling technique</i>) of solfa syllables (<i>d, r, m</i>) to the rectangular slabs, allow to dry and paint using primary colours, ● perform vocal warm ups in preparation to perform melodies created by self and others, ● sing melodies (using solfa syllables) created by self and peers and talk in turns respecting each other's opinions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Developed as the learner uses unique and new ideas to compose melodies and while using free hand lettering to write the solfa syllables. ● Self -efficacy - Learner develops self-efficacy through free hand lettering, modelling and composing melodies. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learner works with peers when writing using free hand, modelling, creating and performing various melodies. ● Love: Will be realised as the learner respects others while critiquing each other's performance. 				

Pertinent and Contemporary Issues:

- Life skills: Learner acquires interpersonal skills through interacting with peers in groups as they model and create melodies.
- Mentorship and peer education: Learner shares their compositions with peers who give feedback for improvement.

Link to other subjects: Mathematics- Learner applies the skill of sequencing of solfa syllables when creating simple melodies using stepwise motion.

ASSESSMENT RUBRIC

Level \ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and classify percussion instruments as melodic and non-melodic	Identifies a variety of percussion instruments by origin and name and accurately classifies them as melodic and non-melodic.	Identifies percussion instruments by origin and name, and classifies them as melodic and non-melodic.	Identifies most of the percussion instruments by origin and name, and classifies most of them as melodic and non-melodic.	Identifies few of the percussion instruments by origin and name, and has difficulties classifying them as melodic and non-melodic.
Ability to interpret rhythms using french rhythm names and write them using free hand lettering	Interprets a variety of rhythmic patterns using the French rhythm names ' <i>taa</i> ' and ' <i>ta-te</i> ' accurately and writes the rhythms neatly using free hand lettering.	Interprets rhythmic patterns using the French rhythm names ' <i>taa</i> ' and ' <i>ta-te</i> ' and writes them using free hand lettering.	Interprets rhythmic patterns using the French rhythms names <i>taa</i> or <i>ta-te</i> , and writes them using free hand lettering with minor flaws.	Interprets rhythmic patterns using the French rhythms names <i>taa</i> or <i>ta-te</i> , and writes them using free hand lettering with major flaws.
Ability to identify and interpret solfa syllables (<i>d</i> , <i>r</i> , <i>m</i>) and hand signs	Identifies and interprets all the solfa syllables <i>d</i> , <i>r</i> , <i>m</i> with utmost precision and accurately relates them to their corresponding	Identifies and interprets all the solfa syllables <i>d</i> , <i>r</i> , <i>m</i> . and their corresponding hand signs.	Identifies and interprets 2 of the solfa syllables and their corresponding hand signs.	Identifies and interprets 1 of the solfa syllables and its corresponding hand signs.

	hand signs.			
Ability to make a Percussion instrument, charcoal sticks and a ball using the macrame technique	Makes a functional Percussion instrument, charcoal sticks and a ball , demonstrating utmost skill.	Makes a functional Percussion instrument, charcoal sticks and a ball	Makes two functional items(<i>Percussion instrument, charcoal sticks and a ball</i>)	Makes one functional item (<i>Percussion instrument, charcoal sticks and a ball</i>)
Ability to create a still-life drawing, rhythm and melody using appropriate technique; <ul style="list-style-type: none"> - <i>smudging</i> - <i>stepwise motion</i> - <i>variation songs</i> - <i>repetition</i> - <i>starting and ending on d</i> 	Creates a still-life drawing, rhythm and melody applying all the required techniques artistically.	Creates a still-life drawing, rhythm and melody applying the required technique.	Creates a still-life drawing, rhythm and melody applying most of the required techniques.	Creates a still-life drawing, rhythm and melody applying few of the required techniques.
Ability to execute the three Netball skills of passing, catching and shooting with the correct progression and technique <ul style="list-style-type: none"> ● <i>passing (chestpass,</i> 	Executes the Netball skills of passing, catching and shooting with high precision and skillful progression and technique.	Executes the three Netball skills of passing, catching and shooting with the correct progression and technique	Executes two of the Netball skills of passing, catching and shooting with the minor faults in the progression and execution of the	Executes one or none of the Netball skills of passing, catching and shooting with no definite progression nor techniques.

<p><i>overhead and underarm)</i></p> <ul style="list-style-type: none"> ● catching (<i>double-handed</i>) ● shooting (<i>standing</i>) <p><i>while observing the progression; stance, grip, release and follow through</i></p>			<p>techniques.</p>	
<p>Ability to classify colours and bring out the colour value in painting a picture of a Netball</p>	<p>Classifies colours into primary and secondary colours creatively and appropriately uses them to clearly bring out the colour value in painting a picture of a Netball.</p>	<p>Classifies colours into primary and secondary colours and appropriately uses them to bring out the colour value in painting a picture of a Netball.</p>	<p>Classifies colour confusing some primary with secondary colours and has minor challenges in bringing out the colour value in painting a picture of a Netball.</p>	<p>Classifies colour confusing most of the primary with secondary colours and has major challenges in bringing out the colour value in painting a picture of a Netball.</p>

STRAND 2.0 PERFORMANCE AND DISPLAY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performance and Display	2.1 Athletics (22 lessons)	By the end of the sub strand, the learners should be able to: a) explain the performance of the skills of sprint starts and sprinting techniques, b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development, c) sing the Kenya National Anthem applying performance techniques,	Learner is guided to: <ul style="list-style-type: none"> ● explain/demonstrate a medium and elongated sprint start technique, (<i>onto your marks, set position, stance and body alignment, reaction and take off</i>), ● explain/demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish, ● read through the words of the Kenya National Anthem and discuss the meaning/message, ● sing the Kenya National Anthem in groups applying performance techniques (<i>with accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette</i>), ● search for images of the Kenyan flag from virtual sources to study colours and their arrangement, ● sketch and paint the Kenyan Flag on paper using the six colours, 	<ol style="list-style-type: none"> 1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?

		<p>d) paint the Kenyan flag for athletic event,</p> <p>e) perform a sprint in an athletics event,</p> <p>f) recognise the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.</p>	<ul style="list-style-type: none"> ● attach the flag to a suitable handle to be used during an athletics performance, ● in pairs practice: <ul style="list-style-type: none"> - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, ● practise a sprint in an athletics competition in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (<i>starting and sprinting</i>) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: the learner understands collective responsibility while singing the Kenya National Anthem and as they paint and fly the Kenyan flag. ● Digital literacy: Learner uses digital technology to search for information on the Kenyan flag from online sources. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: learner adheres to the rules of starting a sprint and sprinting to avoid disqualification during a race ● Patriotism: Learner draws, paints the Kenyan flag and sings the Kenya National Anthem . ● Love: learner will show love when working together with peers to demonstrate the techniques of starting sprints and sprinting. 				

Pertinent and Contemporary Issues:

- Safety and security: Learner performs sprints while observing safety of self and others.
- Social cohesion: Learner works with peers as they practise the medium sprint start and participate in the singing of the Kenya National Anthem during an athletics event.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 Performance and Display</p>	<p>2.2 Gymnastics (20 lessons)</p>	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the balances and rolls in gymnastics</p> <p>b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,</p> <p>c) perform the crab balance and side roll accompanied by a percussion instrument performance,</p> <p>d) perform a side roll and crab balance to a rhythmic pattern,</p> <p>e) appreciate performing warm and gymnastics skills accompanied with</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the head balance, crab balance (<i>start, weight distribution, balancing, leg extension, descent</i>) and backward and side roll (<i>stance, initiation, rolling phase, compilation, spotting</i>) skill progression in gymnastics ● in groups, sing relevant patriotic songs during general warm up with proper <i>diction</i>, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities, ● in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures 	<ol style="list-style-type: none"> 1. How does performance of rolls and balances enhance gymnastics? 2. How does music support the performance of gymnastics?

		rhythmic patterns and percussion instruments for enjoyment.	<ul style="list-style-type: none"> in gymnastics, take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving <i>taa (stance)</i>, and <i>ta-te (progression)</i>, use digital device to take several photographs of a person performing crab balance and side roll on centre of interest, 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Citizenship: Learner gets to engage with others as they sing Kenyan patriotic songs. Creativity and imagination: learner creates unique rhythmic movements while performing the side roll and crab balance Critical thinking and problem solving: the learner follows simple instructions and seeks help when need be to select suitable songs and folk songs to accompany a gymnastic performance. 				
<ul style="list-style-type: none"> Values: Love: Expressed when the learner takes turn to support a peer during performance of the crab balance. Responsibility: as learners put into practise the aspects of safety of self and others when performing the rolls and balances. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Safety: Learner observes safety of self and others as they perform the rolls and balances. Social cohesion: Learner works in pairs to perform the side roll, crab balance and sing patriotic songs. 				
<p>Link to other subjects: mathematics- using the number and sequence concept in performing gymnastics.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 Performance and Display</p>	<p>2.3 Descant Recorder (18 lessons)</p>	<p>By the end of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) identify the parts of a descant recorder in readiness for playing, b) care for and maintain a descant recorder, c) play notes G A B on the descant recorder using correct techniques, d) make a decorated case for a descant recorder, e) play simple 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • explore the descant recorder and identify the parts (<i>head joint, middle joint and foot joint, finger holes</i>) • practice holding and blowing the descant recorder, • assemble and disassemble the descant recorder, • in groups, brainstorm on ways of caring for and maintaining a descant recorder and its importance; <ul style="list-style-type: none"> - <i>observing hygiene</i> - <i>proper storage</i> - <i>proper handling</i> • practice <i>holding</i> and <i>blowing</i> the descant recorder with appropriate <i>fingering</i>, • collect recyclable materials such as yarns, pieces of cloth, leather, • make a descant recorder case by stitching the fabric/ leather or crocheting the yarns considering colour variation, • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder, 	<p>How can a good tone be produced on the descant recorder?</p>

		<p>melodies based on notes G A B on the descant recorder,</p> <p>f) enjoy playing melodies on the descant recorder.</p>	<ul style="list-style-type: none"> • individually and in groups, practice playing notes <i>G A</i> and <i>B</i> using appropriate techniques (<i>posture, fingering and blowing</i>), • individually and in groups, play simple melodies based on <i>G A B</i> on the descant recorder with accuracy in pitch and rhythm, • watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: - Learner uses digital devices to search and watch how to play notes on the descant recorder using appropriate fingering. • Learning to learn: Learner searches for and acquires skills of how to play new notes on the descant recorder. • Critical thinking and problem solving: developed as learner searches for appropriate materials to use for making a descant recorder case. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is instilled during group discussions as the learner listens to and accommodates peers' views. • Responsibility: is developed through taking care of the descant recorder and using digital devices. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Communicable diseases: Prevented by observation of hygiene measures in the use of the descant recorder. • Social cohesion: enhanced through playing the descant recorder in groups. 				
<p>Link to Other Subjects: Agriculture and Nutrition: Concepts and knowledge learnt in agriculture and Nutrition on prevention of communicable diseases is applied in the use of the descant recorder.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performance and Display	2.4 Swimming (22 lessons)	By the end of the sub strand, the learners should be able to; a) explain the skills of crouch and standing surface dives in swimming, b) demonstrate the skills of crouch and standing surface dives in swimming, c) take a photograph of the crouch and standing surface dives with focus on centre of interest, d) appreciate your own and others' efforts in performing the crouch surface dive and standing surface dive.	Learner is guided to: <ul style="list-style-type: none"> ● watch an actual or virtual performance/illustration of crouch surface dive and standing surface dive, ● explain/demonstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>), ● explain the procedure/practise the execution of a crouch surface dive and standing surface dive for water entry while observing water safety rules <ul style="list-style-type: none"> - <i>warm up</i> - <i>safe entry</i> - <i>safe skill execution</i> - <i>safety of others</i> <p><i>NB. establish the depth of the pool before diving.</i></p> <ul style="list-style-type: none"> ● use digital device to take several photographs of a person performing a crouch and standing surface dives 	<ol style="list-style-type: none"> 1. Why is Swimming an essential life skill? 2. Why is the centre of interest important in photography?

			focusing on centre of interest, <ul style="list-style-type: none"> • select appropriate photographs and store them in an e- folder/ portfolio, • show and talk about your own and others photographs in the e portfolio 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Self efficacy: Happily execute a sitting dive and front crawl stroke in swimming while paying attention to safety. • Creativity and Imagination: Learner makes thoughtful choices that support creativity when they select appropriate positions when taking photos of each other with a focus on the centre of interest. 				
Values: <ul style="list-style-type: none"> • Respect: Learner respect others work and opinions as they show and talk about own and others photographs presented in the portfolio • Responsibility: Learner observes own and others safety while performing and practising the crouch and standing surface dive 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Safety and security: Learner takes water safety precautions while practising the crouch and standing surface dives. • Environmental awareness: learner is made more aware of pool environment and safe use of water and pool hygiene 				
Link to Other Subjects: Integrated science: Learner develops a practical understanding of correct body posture when diving.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performance and Display	2.3 Songs (20 lessons)	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) sing different types of songs expressively to convey the mood of the piece,</p> <p>b) identify types of folk songs performed by indigenous Kenyan communities,</p> <p>c) decorate a costume for a folk song using an appropriate technique,</p> <p>d) perform an</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • listen to different types of songs (<i>sacred, patriotic and topical songs</i>) and sing with accuracy in <i>tempo, pitch, rhythm</i> and <i>dynamics</i>, • discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing, • sing different types of songs with appropriate <i>gestures, facial expressions</i> and <i>diction</i> to convey the message, • watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (<i>name, community</i>) and classify them as <i>work, funeral, naming, initiation, marriage and worship songs</i>, • explore indigenous methods of decorating costumes within Kenyan community (<i>tie-dye or beadwork</i>) • identify the fabric decoration techniques used by the local community, (<i>tie -dye or</i> 	<ol style="list-style-type: none"> 1. What contributes towards a good performance ? 2. How do Kenyan communities decorate costumes for performing folk songs?

		<p>indigenous Kenyan folk song in a group, value performing Indigenous folk songs from different Kenyan communities.</p> <p>e)</p>	<p>beadwork)</p> <ul style="list-style-type: none"> • decorate a costume for performing a folk song using appropriate technique, <ul style="list-style-type: none"> - tie and dye (circles) using artificial/natural dye in one primary colour, - beadwork using recyclable materials focusing on type of beads, colour, and function, • in groups, take a role to perform different folk songs with <i>correct diction, appropriate facial expressions and gestures</i> accompanied by a percussion instrument (where applicable), • practice playing percussion instruments to accompany a folksong using appropriate technique (<i>hitting, shaking, plucking</i>), <i>NB:(Observe safety, care and maintenance practices while handling percussion instruments)</i> • appreciate the role of percussion instruments in performances. 	
--	--	--	---	--

Core Competencies to be developed:

- Citizenship: Learner performs folk songs drawn from different Kenyan communities developing and appreciating cultural diversity within the Kenyan context.
- Critical thinking and problem solving: Learner listens to and discusses different aspects of folk songs enhancing critical thinking and problem-solving skills.
- Communication and Collaboration: Learner sings different types of songs expressively using appropriate gestures, facial expressions and diction to convey the message in the songs.

Values:

- Responsibility: is instilled when the learner takes different roles in folk songs.
- Patriotism: acquired through performing folk songs from diverse Kenyan communities.

Pertinent and Contemporary Issues to be developed:

- Social Cohesion: Learner performs different types of songs and folk songs drawn from diverse Kenyan communities with peers.
- Environmental education- climate change: the learner uses recyclable resources that can be harmful to the environment to decorate costumes for use in performance of a Kenyan folk song.

Link to Other Subjects:

Indigenous Languages: Learner uses indigenous language when singing songs drawn from different communities in Kenya.

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to demonstrate the skills; - explain/sprint (<i>elongated and medium sprint start techniques and sprint</i>) - explain/perform the head and crab balance, side and backward roll - singing (Kenya National Anthem <i>patriotic, sacred and topical, Kenyan folk song</i>)	Performs/explains all the seven skills of Creative Arts consistently, with precision, coordination and balance	Performs/explains all the seven skills of Creative Arts, with precision, coordination and balance	Performs/explain 4 to 6 of the skills of creative art with minor lapses in precision, coordination and balance	Performs/explain 1 to 3 of the seven skills of Creative Art with major lapses in precision, coordination and balance
Ability to make and decorate; - Kenyan flag - Descant recorder	Makes and decorates a Kenyan flag, descant recorder case and a costume applying a fine craftsmanship.	Makes and decorates a Kenyan flag, descant recorder case and a costume.	Makes and decorates a Kenyan flag, descant recorder case, and	Makes and decorates a Kenyan flag, descant recorder case,

case - A costume			costume with minor flaws in craftsmanship.	costume with major flaws in craftsmanship.
Ability to demonstrate care and maintenance of the descant recorder.	Applies all care and maintenance practices on the descant recorder consistently (<i>safety, hygiene measures, and storage</i>).	Apply all care and maintenance practices on the descant recorder (<i>safety, hygiene measures and storage</i>).	Applies two of the three care and maintenance practices on the descant recorder (<i>safety, storage and hygiene measures</i>).	Applies only one of three of the care and maintenance practices on the descant recorder (<i>safety, storage and hygiene measures</i>).
Ability to take a photograph of the crouch and standing surface dives with focus on centre of interest	Take a photograph of the crouch surface dive and standing surface dive accurately positioning the centre of interest.	Take a photograph of the crouch surface dive and standing surface dive showing the centre of interest.	Takes a photograph of the crouch surface dive and standing surface dive with competing centres of interest	Take a photograph of the crouch surface dive and standing surface dive with an unclear centre of interest.
Ability to play simple melodies based on GAB on the descant recorder	Plays wide variety of simple melodies based on notes G A B on the descant recorder with correct holding, blowing, fingering, posture	Plays simple melodies based notes G A B on the descant recorder with correct holding, blowing, fingering, posture	Plays simple melodies based notes G A B on the descant recorder with minimal errors in holding, blowing, fingering, posture	Plays simple melodies based notes G A B on the descant recorder with many errors in holding, blowing, fingering, posture

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works (20 lessons)	By the end of the sub strand, the learners should be able to: a) describe the concept of appreciation in Creative Arts, b) showcase own and peers' artworks in a gallery, c) critique displayed artworks for appreciation, d) describe a Kenyan folk song performance using appropriate terminologies,	Learners are guided to: <ul style="list-style-type: none"> ● in groups, research and brainstorm concept of appreciation in creative arts with focus on; <ul style="list-style-type: none"> - <i>behaviour</i> - <i>aesthetic,</i> - <i>skills,</i> - <i>message</i> - <i>behaviour</i> - <i>feedback</i> - <i>care</i> ● in groups, select and prepare previously created artworks for display, (<i>drawings, painting, photographs, musical instruments, balls, clay slabs, recorder cases among others</i>) ● prepare display areas, boards and props, ● display works of Creative Arts in 	What is the importance of analysis in Creative Arts?

		<p>e) participate in games and sports event as a class,</p> <p>f) value appreciation of Creative Arts works drawn from various cultural backgrounds.</p>	<p>appropriate areas within the school,</p> <ul style="list-style-type: none"> ● take a gallery walk to observe artworks, ● talk about own and peers' work for appreciation focussing on; <ul style="list-style-type: none"> - <i>type of artwork,</i> - <i>materials used,</i> - <i>media used and</i> - <i>craftsmanship.</i> ● in groups, brainstorm on how to undertake critical analysis of Kenyan folk songs focusing on; <ul style="list-style-type: none"> - <i>community of origin</i> - <i>type/occasion,</i> - <i>instrumentation,</i> - <i>participants (soloist, instrumentalist, singers)</i> ● Participate in folk song performances drawn from communities in Kenya in an event/festival in school ● Talk about own and peers' folk song performances for analysis ● participate in netball, athletics and gymnastics events for fun and for inter class/inter school championships 	
--	--	--	---	--

			<ul style="list-style-type: none"> ● appreciate the performances with focus on; <ul style="list-style-type: none"> - <i>teamwork</i> - <i>safety for self and others</i> 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner exhibits their music and art works and sports work responsibly for appreciation. ● Citizenship: Learner get to appreciate Kenyan music as they listen to and analyse Kenyan folk songs. ● Learning to learn: Developed as the learner takes initiative to understand how art, music and sports work and to understand how art, music and sports work ● Digital Literacy: The learner appreciates different works of art displayed through multimedia 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Instilled when learner collaborates with others when analysing in groups the execution of sports skills ● Peace: Learner respects others while analysing the execution of sports skills in groups ● Integrity: Learner observes sportsmanship during mini games 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Analytical and creative thinking - learners analyse the execution of sports skills critically ● Social cohesion: learner analyse in groups the execution of sports skills ● Analytical and creative thinking - learners analyse music and sports events, critique art works ● Cultural awareness - learners analyse folk songs and indigenous art from different parts of the world 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> ● Social studies: Learner integrates with others while undertaking various tasks in groups ● English: Use of English in discussing the music listened to enhance the language skills. 				

ASSESSMENT RUBRIC

Level \ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe the concept of appreciation in creative arts with focus on; <ul style="list-style-type: none"> - <i>behaviour</i> - <i>aesthetic,</i> - <i>skills,</i> - <i>message</i> - <i>feedback</i> - <i>care</i> 	Describes the concept of appreciation based on all the seven areas of focus with clear explanations and elaborate examples.	Describes the concept of appreciation based on all the areas of focus with clear explanation and elaborate examples.	Describes the concept of appreciation based on most of the areas of focus.	Describes the concept of appreciation based on few of the areas of focus.
Ability to showcase own and peers' artworks in a gallery, <ul style="list-style-type: none"> - Drawings - Painting, - Photographs, - Decorated costumes - Clay slabs - Recorder case 	Showcases 6 own artworks in a gallery neatly and creatively.	Showcases 5 own artworks in a gallery neatly	Showcases 4 own artworks in a gallery with minor flaws on neatness.	Showcases 3 and below own artworks in a gallery without focus on neatness

<p>Ability to critique displayed artworks;</p> <ul style="list-style-type: none"> - <i>type of artwork,</i> - <i>materials used,</i> - <i>media used</i> - <i>craftsmanship</i> 	<p>Critiques displayed artworks based on all the four components elaborately</p>	<p>Critiques displayed artworks based on all the four components.</p>	<p>Critiques displayed artworks based on 2-3 of the four.</p>	<p>Critiques displayed artworks based on less than 2 of the four components(<i>type of artwork, materials used, media used, and craftsmanship.</i></p>
<p>Ability to describe a Kenyan folk song performance using appropriate terminologies</p>	<p>Elaborately and comprehensively describes all the components of a Kenyan folk song performance (<i>community of origin, type/occasion, instrumentation, participants (soloist, instrumentalist, singers)</i>)correctly citing other examples of folk songs with similar aspects correctly using appropriate terminologies</p>	<p>Describes all the components a Kenyan folk song performance(<i>community of origin, type/occasion, instrumentation, participants (soloist, instrumentalist, singers)</i>) correctly using appropriate terminologies</p>	<p>Describes 2-3 of the components of a Kenyan folk song performance (<i>community of origin, type/occasion, instrumentation, participants (soloist, instrumentalist, singers)</i>)correctly with few inaccurate terminologies</p>	<p>Describes only one or none of the components of a Kenyan folk song performance (<i>community of origin, type/occasion, instrumentation, participants (soloist, instrumentalist, singers)</i>) using wrong terminologies</p>

<p>Ability to participate in</p> <ul style="list-style-type: none"> - Netball, - Athletics, - Gymnastics <p>Games and sports events and show an understanding of the exhibited skills</p>	<p>Ability to actively participate in</p> <ul style="list-style-type: none"> - Netball, - Athletics, - Gymnastics <p>Events and consistently analyse and display an understanding of a variety of skills in sports</p>	<p>Ability to participate in</p> <ul style="list-style-type: none"> - Netball, - Athletics, - Gymnastics <p>Games and sports events and show an understanding of the exhibited skills</p>	<p>Ability to participate in two or more of the</p> <ul style="list-style-type: none"> - Netball, - Athletics, - Gymnastics <p>and shows some understanding of some of the skills</p>	<p>Ability to participate in one of the games and sports events</p> <ul style="list-style-type: none"> - Netball, - Athletics, - Gymnastics
--	---	--	--	--

APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY

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

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) Implementation CSL Activity

- Assigning roles to learners
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills

3) Reflection on the CSL Activity

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

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

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the

planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

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

Assessment of the CSL Activity

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

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

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
1.0 Creating and Execution	1.1 Indigenous Kenyan Percussion Instruments	Melodic and non-melodic Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manila papers, paints, brushes, hides/membranes, cutting tools..	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique.	Performance in the school choir/ festivals, Creative Arts club activities.
	1.2 Netball Chestpass, Overhead pass Underarm pass Double handed catching Standing shot (21 lessons)	Digital devices, yarns/threads, sponge/fabric/recyclable material, Netball balls, open places or marked fields, goal posts, markers, whistle, storage, paints, brushes, papers, palettes, rags,	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Research, watch Netball matches, participate in ball games championships in and out of school

	1.3 Composing rhythm	Coloured pens, papers	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
	1.4 Composing melody	Clay, rolling pins, water-based paint, brushes, clay cutting tools.	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
2.0 Performance and Display	2.1 Athletics	Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper,	Portfolio, observation schedule, checklist, project, exit tickets, skill progression charts	Watch various Athletics championships on digital media, join school athletics team, participate in community and interschool championships and other levels, participate in Athletics events and activities

	2.2 Gymnastics	Repertoire of patriotic songs,	Observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Inter school gymnastic championship, gymnastic club
	2.3 Descant Recorder	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, pieces of cloth, leather, crochet, needles, threads,	Aural tests, observation schedule, checklist, portfolio, project, written tests, checklist, self-assessment worksheet	Music club, Art club activities
	2.4 Swimming	Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids- such as kickboards, pull buoys, fins, swim noodles, floatation devices; other materials such as markers and lanes, ropes, buoys, digital devices	Portfolio, observation schedule, exit tickets, skill progression charts, swimming performance analysis	Participate in swimming galas and competitions, join swimming clubs and fun days
	2.5 Songs	Recording of <i>sacred, patriotic and topical</i> and Kenyan folk songs,	Observation schedule, aural and oral tests.	Music festivals, School events, Music club,

		resource person, pitching instrument		
3.0 Appreciation in Creative Arts	3.1 Critique of an Art work	Audio visual equipment, display boards, display props, mounting papers, masking tapes/glue	Portfolio, observation schedule, exit tickets, analysis, display and critique	Participating in community festivals and sporting events, Exhibitions, Participating in music festivals, school games, sports club, Art club, visiting community galleries, music club/choir, Singing the East African Anthems during school assemblies, sports events and school functions.