



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 5

First Published 2017

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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 |

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.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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.

SUMMARY OF STRANDS AND SUB- STRANDS

| Strand | Sub Strand |
|------------------------------------|--|
| 1.0 Creating and Execution | 1.1 Picture Making (Wind Instruments) |
| | 1.2 Football |
| | 1.3 Composing rhythm |
| | 1.4 Composing melody |
| | 1.5 Rounders |
| 2.0 Performance and Display | 2.1 Athletics -Visual baton exchange |
| | 2.2 Puppetry |
| | 2.3 Swimming (OPTIONAL) |

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| | 2.4 Performing a Kenyan Folk Dance |
| | 2.5 Playing the Descant recorder |
| 3.0 Appreciation in Creative Arts | 3.1 Critique of an Art work |

DRAFT

STRAND: 1.0 CREATING AND EXECUTION

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s)(s) |
|--|--|--|---|---|
| <p>1.0 Creating and Execution</p> | <p>1.1 Picture Making (wind instrument) (18 lessons)</p> | <p>By the end of the sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) identify wind instruments used by various indigenous communities in Kenya, b) explain the role of the parts of a wind instrument in sound production, c) make a wind instrument using locally available materials, d) care for indigenous Kenyan wind instrument, e) make crayons for drawing using recyclable materials, | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● view real/pictures/videos of Kenyan indigenous wind instruments and identify them (<i>name, community</i>), ● name the parts of a wind instrument and discuss how they contribute towards sound production, ● collect and prepare materials for making a wind instrument observing precautions while collecting the materials, ● individually or in groups, learners make a wind instrument using locally available materials while observing safety and clean up the working area, ● tune the wind instrument made for functionality, ● in groups discuss on; <ul style="list-style-type: none"> - <i>care and maintenance of a wind instrument-handling, hygiene and storage,</i> - <i>importance of care and maintenance of the instrument,</i> | <ul style="list-style-type: none"> 1. How can one care for and maintain a wind instrument? 2. How is crayon improvised? |

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| | | <p>f) draw a still-life pictures using crayon etching technique for expression,</p> <p>g) mount pictures of wind instruments for display using the mat technique,</p> <p>h) appreciate own and others' artworks.</p> | <ul style="list-style-type: none"> ● practice care and maintenance of a wind instrument (<i>handling, hygiene and storage</i>), ● explore the environment to collect materials for making crayons, (<i>used candle wax, beeswax, pigments, moulds-bottle tops, straw, pen tubes among others</i>) ● make improvised crayons from locally from the locally available materials, <ul style="list-style-type: none"> - <i>melting the wax</i> - <i>add pigment</i> - <i>pour in the moulds</i> - <i>cool and cut to size</i> ● ingroup, research and discuss texture as an element of art created in sample pictures, ● draw a composition of two wind instrument using crayon etching technique with emphasis on texture (cross hatching) <ul style="list-style-type: none"> - <i>apply coloured crayons over a paper,</i> - <i>cover with black pigment/ Indian ink</i> - <i>scratch /etch the black ink to reveal wax beneath and define forms,</i> ● explore drawing other objects(two) from the environment using crayon etching for expression, ● mount the pictures using the mat technique | |
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| | | | observing: <ul style="list-style-type: none"> - <i>correct dimensions</i> - <i>layout/balance</i> - <i>pasting</i> <ul style="list-style-type: none"> ● make a working portfolio from locally available resources for storage of mounted work considering: <i>labelling, decoration</i> ● display and talk about one's own and others' created work using appropriate language while respecting other's views. | |
| Core competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination: Learner explores techniques of making crayons, etching, and mounting pictures. ● Communication and collaboration: Learner speaks clearly and effectively while describing the process of making crayons for drawing. | | | | |
| Values: <ul style="list-style-type: none"> ● Respect - instilled as the learner talks about peers' work using appropriate words. ● Responsibility - inculcated through use of locally available materials sustainably to make crayons. | | | | |
| Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Environmental conservation - Learner sustainably uses environmental resources to make crayons. ● Social cohesion - Learner works with peers as they make crayons, draw and mount pictures. | | | | |
| Link to other subjects: Integrated science: Learner applies the concept of change of matter while melting wax for making crayons. | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
|---------------------------------------|--|--|---|---|
| 1.0 Creating and Execution | 1.2 Football (25 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) execute the skills of kicking, stopping and goalkeeping used in football, b) cast marking cones using papier mache, c) decorate t-shirts using tie and dye technique, d) paint a still-life composition based on a PCI theme using wash technique, e) enjoy playing a mini game of football in a field marked using coloured cones. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe and participate in a demonstration of the Football skills; kicking (<i>in-step kick</i>), stopping (<i>inside of the foot</i>), goalkeeping (<i>stance, shot stopping, hand positioning</i>) while maintaining the correct progression: stance, execution and follow through, ● prepare papier mache, ● Use a mould to cast papier mache cones for marking a football field, ● decorate the marking cones using water based paints, ● Explore virtual and actual sources to study process, materials and tools for tie-dye technique of fabric decoration (<i>dyes, tying materials, cotton fabric, dye fasteners</i>), ● decorate t-shirts in two different colours using tie and dye technique (<i>pleating</i>), ● mark the playing area using cones and practice kicking, stopping and goalkeeping in small groups, ● in two teams play a mini football games using | <ol style="list-style-type: none"> 1. Why is the game of football popular? 2. What are the advantages of casting with papier mache? |

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| | | | distinct colour t-shirts (primary and secondary colours) <ul style="list-style-type: none"> ● paint the colour wheel with primary and secondary colours, ● demonstrate wash technique of painting (<i>flat and graded wash</i>), ● paint a still-life composition based on a PCI theme (Food Security-fruits), with emphasis on colour value. (<i>washout technique</i>), ● enjoy playing a mini game of football in a field marked using coloured cones using the skills learnt. | |
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Core Competencies to be developed:

- Communication and Collaboration: Learner contributes ideas on executing the skill of kicking, shooting, stopping, goalkeeping in football, and when using distinct colours to colour their playing t-shirts and marking cones during group work.
- Digital literacy: Learner adopts digital technology to study process, materials and tools for tie-dye technique of fabric decoration
- Creativity and imagination: Learner comes up with new ideas on how to improvise cones using papier mache

Values:

- Respect: developed as the learner appreciates others' effort as they execute the skills of kicking, shooting and goalkeeping
- Responsibility: the learner observes safety precaution while executing skills and playing the mini game
- Unity: learners will cooperate to create cones and as they display team spirit as they play together

Pertinent and Contemporary Issues:

- Social cohesion- as learner plays in two teams in a mini game of football
- Resource mobilisation and utilisation- the learner seeks parental assistance when collecting materials for improvisation of cones and colours using recyclable resources
- Safety and security- learner becomes more aware of cyber security practices as they watch videos on football skill execution

Link to other subjects:

Mathematics : Learner is exposed to ball trajectory as they practise kicking and goal keeping.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
|---------------------------------------|-----------------------------------|---|---|---|
| 1.0 Creating and Execution | 1.3 Rhythm (20 lessons) | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> interpret rhythmic patterns using French rhythm names <i>taa-aa, taa and ta-te</i> create rhythmic patterns using the French rhythm names <i>taa-aa, taa and ta-te</i>, make a calligraphy pen for writing French rhythm names, write rhythmic patterns in calligraphy using French rhythm names, perform the cartwheel skill to a rhythmic pattern involving the French rhythm names <i>taa-aa, taa and ta-te</i>, | <p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to/sing simple songs and identify the notes (<i>minim, crotchet and quaver</i>) using their French rhythm names (<i>taa-aa, taa and ta-te</i>), orally translate rhythmic patterns played/clapped/tapped to French rhythm names (<i>ta-te, taa, taa-aa</i>), Write down dictated rhythmic patterns using French rhythm names compose rhythmic patterns using French rhythm names <i>taa-aa, taa and ta-te</i>, improvise a calligraphy pen using locally available materials (<i>bamboo/papyrus stick, fountain pen and any other</i>) taking care of the environment, practice writing alphabets in calligraphy putting into account; <ul style="list-style-type: none"> - <i>angle of slant,</i> - <i>ascenders/ descenders</i> | <ol style="list-style-type: none"> How are rhythmic patterns created? How can rhythm be used in daily life? |

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| | | <p>f) aurally identify songs in two-beat patterns,</p> <p>g) compose simple rhythms in two-beat patterns,</p> <p>h) enjoy creating rhythms using French rhythm names.</p> | <ul style="list-style-type: none"> ● watch a video recording of a cartwheel skill presentation, ● demonstrate the cartwheel skill in gymnastics, ● in pairs, take turns to practise executing a cartwheel to a rhythmic pattern built on the French rhythm names taa, taa-aa, ta-te, ● apply composition techniques to create simple rhythms using the French rhythm names; <i>taa, taa-aa and ta-te</i>, ● sing/listen to different songs and are guided to identify songs in two-beat patterns, ● clap/tap/stamp the beat/ pulse and identify the strong and weak beats of music in two-beat patterns, ● clap/tap/use percussion instruments to imitate rhythms of songs in two-beat patterns, ● compose two-beat rhythmic patterns, ● write two- beat rhythmic patterns in calligraphy style, using contrasting colours to show strong and weak beats, ● ● present composed rhythmic patterns to | |
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| | | | peers for review and feedback. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: developed as a learner works with a peer to execute a cartwheel and when they speak clearly to provide feedback on peers' composed rhythmic patterns. • Creativity and imagination: developed as the learner utilises the composition techniques to compose original rhythmic patterns in two-beat patterns. • Learning to learn: developed as the learner takes initiative to understand how rhythmic patterns are created . | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Integrity: will be inculcated in the learner as they present their originally created rhythmic patterns. • Unity: the value of unity will be promoted as the learner works collaboratively when executing the cartwheel skill. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Analytical skills and decision making: enhanced while deciding on how to combine different techniques to make a rhythmic pattern. • Social cohesion: while working in groups and appreciating each other's work. | | | | |
| <p>Link to other subjects: English: Learner practice writing alphabets in calligraphy.</p> | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
|---|--|--|--|---|
| 1.0 Creating and Execution | 1.4 Composing melody (20 lessons) | By the end of the sub strand, the learner should be able to: a) sing the sol-fa syllables <i>d r m f s</i> for pitch discrimination, b) interpret the hand signs of the sol-fa syllables <i>d r m f s</i> c) write the solfa syllables <i>d r m f s</i> using calligraphy style of lettering, d) create short melodies using the sol-fa syllables <i>d r m f s</i> e) make a decorated card based on the composed melodies, f) appreciate melodies created by self and others. | The learner is guided to: <ul style="list-style-type: none"> ● sing familiar songs based on <i>d r m f s</i> in ascending and descending order ● search for videos or watch live performance of hand signs for <i>d r m f s</i> and in in pairs, practice performing the hand signs for <i>d r m f s</i> ● orally and aurally identify different pitches (<i>d r m f s</i>) displayed on cards or played on a melodic instrument. ● in groups, play melody games for pitch discrimination, ● listen to songs and identify composition techniques (<i>stepwise motion, narrow leaps, ending, repetition of pitches, variation of pitches</i>), ● create short melodies using the sol-fa syllables <i>d r m f s</i> and the rhythms learnt, ● prepare appropriate materials for making card (hard paper, glue, cutting tools, watercolours/ poster colours, brushes), ● measure, cut and fold paper to create card | <ol style="list-style-type: none"> 1. How are melodies created? 2. Why is calligraphy lettering used in writing melodies? |

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| | | | layout, <ul style="list-style-type: none"> ● decorate card using suitable techniques (<i>paper craft, painting, pasting, embellishment</i>), ● write own created melody in the decorated card, ● translate the solfa syllables in the created melodies into letters (G A B C' D'), ● play the melodies created using the descant recorder, ● present their melodies in class for review and feedback from others. ● record their own and others' or present the melodies for sharing and peer review. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: learner develop self-efficacy when creating their own melodies and recording using digital devices. ● Digital literacy: developed as the learner connects to digital devices to search and watch videos of hand signs and practice performing them, recording and presenting their own created melodies. ● Creativity and imagination: Learners explore the solfa syllables and French rhythm names to create their own original melodies and cards. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect: is instilled through listening to other's works and opinions in reviewing created cards and melodies. ● Unity: achieved through working in groups to create cards and melodies. ● Integrity : the learner will be required to display honesty by coming up with own original melodies and cards without lifting or copying from other sources. | | | | |

Pertinent and Contemporary Issues:

- Mentorship and peer education: Learners share their composed melodies with peers for review and gets feedback for improvement.
- Safety - learner observes safety as they use various tools and materials to make the calligraphy pens.
- Conservation of the environment - Learner uses materials from the environment responsibly to make a calligraphy pen.

Link to other subjects:

English: learner uses articulation of vowels and syllables as they sing the solfa scale reinforcing language skills.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
|-----------------------------------|-------------------------------------|--|---|---|
| 1.0 Creating and Execution | 1.5 Rounders (19 lessons) | By the end of the sub strand, the learner should be able to: a) identify the features of a rounders bat through practice, b) carve a bat for playing the game of rounders, c) improvise a ball for playing rounders, d) perform songs for warm-up activities, e) execute batting and fielding skills in the game of rounders for skills acquisition, f) value the safety | The learner is guided to: <ul style="list-style-type: none"> ● observe illustrations/actual samples of bats to identify the (<i>knob, handle, grip, head, length and thickness</i>) ● carve a bat for playing the game of rounders from wood, ● use locally available materials to mark and improvise rounders' posts ● make a ball using recyclable materials (<i>papers/ papier mache, rubberbands, plastic among others</i>), ● decorate the ball using suitable techniques (<i>spray painting</i>) ● warm-up while singing appropriate songs observing <i>expressive elements-dynamics, gestures, facial expressions</i>, ● execute batting (<i>stance, grip, swing, hit, follow-through and post running</i>) using the improvised bat -<i>observing safety rules</i> ● execute fielding, (<i>bowling, catching the ball and tagging</i>) - <i>observing safety rules</i> ● distribute rounders bats equitably among the | Why is it important to follow-through after hitting the ball? |

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| | | of other players when playing the game of rounders. | learners <ul style="list-style-type: none"> ● demonstrate batting and fielding in the game of rounders ● practise the skills of batting and fielding in the game of rounders for skill acquisition, ● demarcate the field of play, ● play a rounders game ● maintain the safety of others when batting in the game of rounders. | |
| Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: Learner shares resources and ideas on executing the skill of batting, fielding when playing rounders together and chanting while warming up. ● Creativity and imagination: The learner will apply skills of creativity as they work in groups and exchange new ideas to inspire creativity when carving the bat and perform melodies during warm up. ● Digital literacy: The learner uses digital technology to research on the skills of batting and fielding in rounders. | | | | |
| Values: <ul style="list-style-type: none"> ● Respect: Developed as the learner appreciates diverse opinions as they compose chants for warm up ● Social justice: Learner shares rounders bats and balls equally and takes turns to bat and play. ● Love: The learner portrays a caring attitude while executing and playing the game of rounders | | | | |
| Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Safety and security- Learner become more aware of safety procedures as they participate in rounders. ● Social cohesion: Learner collaborates in discussing the skills of rounders and carving a rounders bat. | | | | |
| Link to other subjects: Mathematics : Learner is exposed to ball trajectory as they practise fielding and batting. | | | | |

ASSESSMENT RUBRIC

| <p style="text-align: center;">Level</p> <p>Indicator</p> | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|--|---|
| <p>Ability to identify wind instruments (origin and name) and explain the role of their parts and materials for plaiting a rope and making a relay baton and rounders' bat.</p> | <p>Identifies materials for plaiting a rope, making a relay baton, rounders' bat and all wind instruments (origin and name) and elaborately explains the functions of all the parts of the wind instrument.</p> | <p>Identifies materials for plaiting a rope, making a relay baton, rounders' bat and all wind instruments (origin and name) and explains the functions of the parts of the wind instruments</p> | <p>Identifies most materials for plaiting a rope, making a relay baton, rounders' bat and wind instruments by either origin or name, and explains the functions of most the parts of the wind instruments.</p> | <p>Identifies few materials for plaiting a rope, making a relay baton and wind instruments by either origin or name explains the functions of few of the parts of the wind instruments.</p> |

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| <p>Ability to make;</p> <ul style="list-style-type: none"> - A wind instruments - Crayons - Bat - Card based on a melody - Calligraphy pen - Marking cones - decorated t-shirts using tie and dye technique, | <p>Makes all items considering functionality and creatively follows the correct procedure.</p> | <p>Makes all items considering functionality and follows the correct procedure.</p> | <p>Makes most items with limited functionality and minor inconsistency in follows the procedure.</p> | <p>Makes a few of the items with minimal functionality and major inconsistency in follows the procedure.</p> |
| <p>Ability to care for an indigenous Kenyan wind instrument</p> <ul style="list-style-type: none"> - <i>handling</i> - <i>hygiene</i> - <i>storage,</i> | <p>Demonstrates proper care and maintenance of a wind instrument all the time by exhibiting a high level of keenness in handling, applying hygiene measures and proper storage.</p> | <p>Demonstrates proper care and maintenance of a wind instrument all the time in handling, applying hygiene measures and proper storage.</p> | <p>Demonstrates care and maintenance of a wind instrument with minor flaws in handling, applying hygiene measures and proper storage.</p> | <p>Demonstrates care and maintenance of a wind instrument with major flaws in handling, applying hygiene measures and proper storage.</p> |

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| <p>Ability to create:</p> <ul style="list-style-type: none"> - A still life drawing of a wind instrument - rhythmic patterns using the French rhythm names - short melodies using the sol-fa syllables - still-life composition based on a PCI theme using wash technique - rhythmic patterns in calligraphy - write solfa syllables using calligraphy | <p>Creates all the six compositions skilfully and creatively following correct procedure and technique.</p> | <p>Creates all the six compositions following correct procedure and technique.</p> | <p>Creates all the six compositions mostly following correct procedure and technique.</p> | <p>Creates all the six compositions rarely following correct procedure and technique.</p> |
| <p>Ability to executes and displays the created artworks, skills and activities:</p> <ul style="list-style-type: none"> - Pictures of wind instruments by mounting - skills of kicking, stopping and goalkeeping - the cartwheel skill to a rhythmic pattern - warm-up activities in rounders using songs | <p>Executes and displays all the created art works, skills and activities creatively and consistently.</p> | <p>Executes and displays all the created art works, skills and activities.</p> | <p>Executes and displays 3-4 of the created art works, skills and activities with some inconsistencies.</p> | <p>Executes and displays less than 2 of the created art works, skills and activities with inconsistencies.</p> |

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| - batting and fielding skills in the game of rounders | | | | |
| Ability to aurally identify songs in two-beat patterns. | Aurally identifies a variety of songs in two-beat patterns clearly demonstrating the position of strong and weak beats. | Aurally identifies all the songs in two -beat patterns clearly demonstrating the position of strong and weak beat. | Aurally identifies most songs in two -beat patterns. | Aurally identifies a few songs in two -beat patterns. |

STRAND 2.0 PERFORMANCE AND DISPLAY

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
|---|---|--|--|---|
| <p>2.0 Performance and Display</p> | <p>2.1 Athletics Visual baton exchange Nonvisual baton exchange (15 lessons)</p> | <p>By the end of the sub strand the learners should be able to:</p> <p>a) identify appropriate materials for plaiting a skipping rope and for making a relay baton,</p> <p>b) plait skipping ropes for warm up activity in a relay race,</p> <p>c) make a baton for use in a relay,</p> <p>d) demonstrate the skill of visual and nonvisual baton exchange in a relay race,</p> <p>e) perform the East African Community Anthem before a relay race,</p> <p>f) appraise peers’</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● collect appropriate locally available materials for plaiting a rope (<i>sisal, leather, recycled bag, old fabric</i>), ● explore actual and virtual samples of plaited basketry items, ● prepare and decorate the material for plaiting by dyeing / painting, ● plait a 3 strand rope for skipping, ● use the skipping rope for warm-up before before skill demonstration ● improvise a baton stick from locally available resources (<i>cutting, peeling the bark, drying, decorate by painting, smoking, incising</i>) ● explain/demonstrate the skill of baton exchange, ● practise the skill of baton exchange in a relay race while safely maintaining own lane, ● participate in a relay race. ● sing the three verses of the East | <ol style="list-style-type: none"> 1. How is a relay performed? 2. How are plaiting materials prepared? |

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| | | performance in a relay. | <p>African Community Anthem observing etiquette</p> <ul style="list-style-type: none"> discuss the East African Community Anthem focussing on <i>message, value</i> and <i>occasions</i> when it is performed. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: learner manipulates digital devices to watch a visual baton exchange. Creativity and imagination: learner comes up with new ideas on how to improvise a baton exchange. Communication and Collaboration: learner contributes to group decision making by recognizing the value of others' ideas when executing the skill of visual baton exchange in a relay and as the learner sings songs to cheer their teams during the relay. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> Responsibility: learner engages in improvising of batons for use during the game. Unity: learner displays team spirit as they exchange batons during a relay race. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Climate change: Learner responsibly sources for materials in the locality for creating the relay baton. Safety: Learner smoothens the baton stick and maintains its own lane during baton exchange to avoid collision. | | | | |
| <p>Link to other subjects: Social studies: learner uses locally available material to create a relay baton hence preventing climate change by reducing carbon footprint.</p> | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
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| | 2.2 Puppetry (6 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify materials used in making puppets, make a glove puppet using recyclable materials, perform a puppet show while singing topical songs with proper voice blending, appreciate own and other's hand puppets. | The learner is guided to: <ul style="list-style-type: none"> explore the environment to gather recyclable materials for making glove puppets, (<i>found objects</i>), make a glove puppet using recyclable materials with emphasis on functionality and exaggeration, decorate the puppet to bring out features and for aesthetic effects, perform a cheering puppetry show to participants in a relay race, talk about your own and peers' puppets fairly. | What is the role of puppetry in society? |
| Core Competencies to be developed: Creativity and imagination: Learner will explore new materials and ideas when making puppets from found objects. | | | | |
| Values: <ul style="list-style-type: none"> Integrity: Learner applies laid down procedure to make own puppets. Social justice: Learner applies social justice by giving fair comments on other learners' puppetry work. | | | | |
| Pertinent and Contemporary Issues: Environmental education and climate change: learners demonstrate proper waste disposal by placing waste in dustbins or compost pits during the process of making puppets. | | | | |

Link to other subjects:

- Home science: learner uses skills of stitching while making puppets.
- Integrated Science: learner processed found objects by recycling and upcycling when making puppets.

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| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
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| | <p>2.3 Swimming (20 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the front crawl technique in swimming, b) demonstrate the front crawl technique in swimming for skill acquisition, c) create rhythm and tempo in a front crawl performance, d) create a mosaic composition themed ‘swimming’, e) appreciates own and others' efforts in performing the front crawl technique and creation of a mosaic composition. | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● watch an actual or real performance of a front crawl execution and explain /demonstrate the execution, ● explain/demonstrate the front crawl skill in swimming, observing; <ul style="list-style-type: none"> - <i>floatation</i> - <i>body position</i> - <i>arm action</i> - <i>leg action</i> - <i>breathing</i> - <i>establishing rhythm</i> ● in pairs practise/illustrate the skill of front crawl while ensuring smooth progression (<i>leg, arm action, rhythm and tempo</i>) ● explain/observe pool hygiene and water safety and 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> ● collect and prepare materials for making | <p>Why is the front crawl technique the fastest stroke?</p> |

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| | | | <p>mosaic by cleaning, sorting and cutting: (<i>coloured paper or banana fibres, suitable adhesives, supports</i>),</p> <ul style="list-style-type: none"> ● draw a sketch of any one swimming facility and equipment (<i>pool, floatation board, swim suit,</i>) on the support, ● create the composition of a swimming pool with emphasis on: <ul style="list-style-type: none"> - <i>mono media</i> - <i>colour contrast</i> - <i>spacing of the materia</i> ● record video clips on own and others' performance and give constructive feedback. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy: learner uses digital devices to take photographs and video clips on own and others performance ● Communication and collaboration: developed as learners work together in making mosaic, developing leg-action in front-crawl development. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Love: learner portrays caring attitude while working together to develop breathing and leg -action in front crawl skill development. ● Responsibility: learner engages in recording video clips of own and others' performance and gives feedback. | | | | |
| <p>Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> ● Safety: learner observes pool safety when participating/practising front crawl and playing mini games. ● Skills building on: learner develops the talent of swimming by participating/practising front crawl stroke. | | | | |

Link to other subjects:

Integrated science: learner is exposed to concepts of floatation and buoyancy

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
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| | <p>2.4 Performing a Kenyan Folk Dance</p> <p>(25 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe components of a Kenyan folk dance,</p> <p>b) discuss the roles of costumes, ornaments and body adornment in a folk dance,</p> <p>c) make ornaments using recyclable materials to enhance performance of a Kenyan folk dance,</p> <p>d) perform a Kenyan folk dance wearing ornaments, costumes and body adornments,</p> <p>e) appreciate the role of</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● watch a Kenyan folk dance performance and discuss the components: participants (<i>soloist, chorus/response, instrumentalist, dancers</i>), body movement, costumes, body decorations, ornaments, formations, occasion, songs, props and instruments, ● use recyclable materials to make ornaments (<i>necklace, bangles, earrings</i>) for performing a Kenyan folk dance using appropriate techniques; (<i>beadwork/ metalwork/ woodwork, upcycling</i>), ● take part in warm up activities (<i>stretching</i>) before a folk dance performance, ● Identify, take up different roles and practise a Kenyan folk dance for class presentation, ● practise the use of songs, body movements, formations and patterns, instruments, costumes, body adornment, ornaments and props in a folk dance. | <ol style="list-style-type: none"> 1. Why is it important to perform a folk song? 2. What is the role of costumes, body adornment and ornaments in a dance? 3. How do the aspects of a folk dance contribute to its performance? |

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| | | folk dance in the society. | <ul style="list-style-type: none"> perform a Kenyan folk dance before an audience for critique. | |
| Core competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: developed in use of dance in group performances as an avenue to communicate ideas, feelings and emotions. Creativity and Imagination: developed through the creation of various dance formations and patterns in a folk dance. Citizenship: enhanced during performance of folk dances from Kenya diverse communities. | | | | |
| Values: <ul style="list-style-type: none"> Unity: is developed while performing folk dances from other communities and relating/ interacting with each other. Responsibility: is inculcated through taking different roles in a dance as well as maintaining discipline in group relationships. Patriotism: is instilled through performance of dances from different Kenyan communities. | | | | |
| Pertinent and Contemporary Issues: <ul style="list-style-type: none"> Safety: observed while handling different tools and materials in making the costume and ornament for use in a folk dance performance. Environmental issues: observed while sourcing/ improvising for costumes and props used recycled resources from the local environment. dance. Gender roles: performing gender appropriate roles in a dance enhances respect for different genders. | | | | |
| Link to other subjects Indigenous languages- enhanced through performance of dance songs in indigenous languages. | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
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| | <p>2.5 Playing the Descant recorder (20 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <p>a) play notes G A B C' D' on the descant recorder,</p> <p>b) play a melody built on the notes G A B C' D' on the descant recorder applying appropriate techniques,</p> <p>c) create a random repeat pattern based on the notes G A B C' D',</p> <p>d) appreciate playing melodies using the descant recorder.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● practice playing the notes G A and B observing the correct <i>fingering, breath control and tone quality,</i> ● learners observe the baroque fingering chart for note C' and D' and practice fingering the notes, ● responsibly search and watch a video/demonstration on how to play notes C' and D', ● play notes G A B C' D' on the descant recorder with appropriate <i>fingering, breath control, and tone quality,</i> ● practise proper <i>fingering, breathe control and tone quality</i> while playing melodies based on the notes G A B C' D' on the descant recorder, ● in groups to create stencils of the notes G A B C' D', ● print random repeat patterns on paper with the stencils using contrasting colours (<i>dabbing/ spraying method</i>), ● mount the patterns for display, | <p>How is a good tone produced on the descant recorder?</p> |

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| | | | <ul style="list-style-type: none"> • play notes G A B C' D' <i>ascending</i> and <i>descending</i> during a cool down after a gymnastic session. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the learner connects to digital resources to search for information on how notes are played on the descant recorder. • Communication and collaboration: developed as learners perform and execute skills in groups. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Patriotism: the learner performs and appreciates the different Kenyan folk dances. • Unity: joining together with others as they exhibit and performs the different songs and skills. • Love - learner will show love as he/she works together with others in the different presentations and skill performances. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Social cohesion: the learner collaborates with others while mounting, playing instruments and batting in rounders. • Safety and security: learner become more aware of cyber security practices as they responsibly search and watch a video on how to play notes C' and D'. • Gender mainstreaming as the learner works in groups (boys and girls) while exchanging batons in relay, singing and taking still photos. | | | | |
| <p>Link to other subjects: English: Learner uses English as language of communication while brainstorming on hygiene measures in the use of the descant recorder.</p> | | | | |

ASSESSMENT RUBRIC

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
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| Ability to make: <ul style="list-style-type: none"> - <i>Skipping ropes by plaiting</i> - <i>Relay baton</i> - <i>Glove puppet</i> - <i>Ornament</i> | Makes all the four Creative Arts resources with creativity and applies a good surface finish | Makes all the four Creative Arts resources with full functionality. | Makes 2-3 of the four Creative Arts resources most of which are functional. | Makes less than two of the Creative Arts resources which lack functionality. |
| Ability to describe the front crawl technique in swimming | Describes the front crawl technique in swimming elaborately with clear demonstrations of the skills involved | Describes the front crawl technique in swimming with clear demonstrations of the skills involved | Describes the front crawl technique with but has some difficulties demonstrating the skills involved | Describes the front crawl technique with but has a lot of difficulties demonstrating the skills involved |
| Ability to create rhythm and tempo in a front crawl performance | Creates rhythm and tempo in a front crawl performance with consistent synchrony. | Creates rhythm and tempo in a front crawl performance. | Creates rhythm and tempo in a front crawl performance with minor inconsistencies in maintaining | Creates rhythm and tempo in a front crawl performance with major inconsistencies in maintaining |

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| | | | synchrony. | synchrony. |
| <p>Ability to create a mosaic composition based on a swimming theme focusing on;</p> <ul style="list-style-type: none"> - <i>mono media</i> - <i>colour contrast</i> - <i>spacing of the material</i> | <p>Creates a mosaic composition creatively utilising colour, tone and <i>tesserae</i> to bring out the theme ‘swimming’</p> | <p>Creates a mosaic composition based on the theme of swimming observing the 3 qualities</p> | <p>Creates a mosaic composition based on the theme of swimming observing 2 qualities.</p> | <p>Creates a mosaic composition based on the theme of swimming observing 1 quality.</p> |
| <p>Ability to describe the components and discuss the roles of costumes, ornaments and body adornments in a folk dance</p> <p>Components:</p> <ul style="list-style-type: none"> - <i>Songs</i> - <i>Message</i> - <i>body movements,</i> - <i>Formations,</i> - <i>Instruments,</i> - <i>Costumes,</i> - <i>Body</i> | <p>Describes all the components of a folk dance elaborately and clearly discusses the roles of costumes, adornments and body adornments in a Kenyan folk dance.</p> | <p>Describes all the components of a folk dance and clearly discusses the roles of costumes, adornments and body adornments in a Kenyan folk dance.</p> | <p>Describes 3-5 of the components of a folk dance and discusses most of the roles of costumes, adornments and body adornments in a Kenyan folk dance.</p> | <p>Describes less than 3 of the components of a folk dance and discusses a few of the roles of costumes, adornments and body adornments in a Kenyan folk dance.</p> |

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| <ul style="list-style-type: none"> <i>adornment,</i> - <i>Ornaments</i> - <i>Props</i> | | | | |
| <p>Ability to perform:</p> <ul style="list-style-type: none"> - <i>East African Community Anthem</i> - <i>Skill of visual baton exchange</i> - <i>Puppet show while singing a topical song</i> - <i>Front crawl technique in swimming</i> - <i>Kenyan folk dance</i> | Performs all the five skills expressively and creatively paying attention to relevant techniques. | Performs all the five skills paying attention to all the relevant techniques. | Performs 3-4 of the skills paying attention to most of the relevant techniques. | Performs less than 2 of the skills omitting most of the techniques. |
| Ability to play notes G A B C' D' | Performs all the required notes (G A B C'D') on the descant recorder with the correct fingering, breath control and tone quality | Performs all the required notes (G A B C'D') on the descant recorder with the correct fingering, breath control and tone quality | Performs 3-4 of required notes (G A B C'D') on the descant recorder with minimal errors in fingering, breath control and tone quality | Performs less than two of the required notes (G A B C'D') on the descant recorder with many errors in fingering, breath control and |

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| | | | | tone quality |
| Ability to play melody built on notes G A B C' D' | Performs a melody on the descant recorder expressively with accuracy in pitch and rhythm applying the correct fingering, breath control and tone quality | Performs a melody on the descant recorder with accuracy in pitch and rhythm applying the correct fingering, breath control and tone quality | Performs a melody on the descant recorder with few inaccuracies in pitch and rhythm and minor challenges in applying the correct fingering, breath control and tone quality | Performs a melody on the descant recorder with many inaccuracies in pitch and rhythm and major challenges in applying the correct fingering, breath control and tone quality |

STRAND 3.0: APPRECIATION IN CREATIVE ARTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
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| <p>3.0 Appreciation in Creative Arts</p> | <p>3.1 Analysis of Creative Arts works (10 lessons)</p> | <p>By the end of the sub strand, the learners should be able to:</p> <ol style="list-style-type: none"> a) analyse works of art displayed in the e-galleries for inspiration and mentorship, b) showcase artworks for critique, c) describe a Kenyan folk dance using appropriate terminologies, d) analyse the East African Community Anthem to foster patriotism, e) participate in Football, Athletics, Rounders Gymnastics and Swimming event as a | <p>Learners are guided to:</p> <ul style="list-style-type: none"> ● explore e- galleries to see and analyse artworks, ● interpreting works of art displayed in the e-galleries putting into account; <i>type of art, material, media, meaning, aesthetic</i>), ● reflect on the analysed work of art for inspiration and mentorship, ● In group, display artwork in the portfolio in appropriate areas within the school, (<i>still life drawings, painting, card, a puppet, mosaic and ornaments</i>) ● observe artwork in display and talk about own and others work considering; <i>type of art, materials, media and aesthetic</i>), ● listen to selected folk dances from Kenyan communities and critically analyse them based on the following aspects; <ul style="list-style-type: none"> - <i>Origin-community, occasion,</i> - <i>participants,</i> - <i>songs,</i> - <i>body movements,</i> | <p>Why is it important to showcase Creative Arts works?</p> |

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| | | <p>class, f) value appreciation of Creative Arts works drawn from various cultural backgrounds.</p> | <ul style="list-style-type: none"> - <i>formations</i> - <i>instruments</i> - <i>costumes, body adornment, ornaments and props (where applicable),</i> ● listen/watch a performance of the East African Community Anthem and talk about the <i>message, values, occasion and etiquette in performance,</i> ● participate in Football, Athletics, 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. | |
| <p>Core competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: the learner contributes to group discussions in critiquing artworks. ● Digital literacy: the learner uses the digital technology to watch artworks in e- galleries for analysis. ● Citizenship: learners get to appreciate artworks from various Kenyan cultures ● Learning to learn: developed as the learner takes initiative to understand how different components of folk dance contribute to its overall performance | | | | |
| <p>Values</p> <ul style="list-style-type: none"> ● Unity: Learner cooperates with others to organise class exhibition and critique. ● Peace : learner will interact with folk dances from different communities thus promoting peaceful coexistence. | | | | |

Pertinent and Contemporary Issues:

- Disaster risk reduction: Learner arranges artworks with appropriate spacing during display and observes safety in participating in games.
- Analytical and creative thinking - learner develops analysis and critical thinking skills as they analyse artworks, a folk dance and the East African Community Anthem
- Cultural awareness - learner becomes aware of other cultures as they interact with folk dances from different Kenyan communities and explore artworks from varied different parts of the world.

Link to other subjects:

- Integrated science : learner manipulates digital devices when exploring e-galleries.
- Indigenous languages- enhanced through performance of songs for a folk dance in indigenous languages.

ASSESSMENT RUBRIC

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
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| Ability to showcase artworks; - <i>still life drawings,</i> - <i>painting,</i> - <i>a card,</i> - <i>a puppet,</i> - <i>mosaic</i> | Showcases all the 6 artworks neatly. | Showcases all the 6 artworks. | Showcases 4-5 artworks. | Showcases 1-3 artworks. |

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| - ornaments. | | | | |
| Ability to describe a Kenyan folk dance using appropriate terminologies (<i>community, occasion, participants, songs, body movements, formations, instruments, costumes, body adornment, ornaments and props where applicable</i>) | Elaborately describes all the components: in a folk dance. | Describes all the components in a folk dance. | Describes most of the components in a folk dance. | Describes few of the components in a folk dance. |
| Ability to analyse the East African Community Anthem outlining; the <i>message, values, occasion and etiquette.</i> | Critically analyses the East African Community Anthem elaborately outlining all the aspects. | Analyses the East African Community Anthem outlining all the aspects. | Analyses the East African Community Anthem outlining 3-4 of the aspects. | Analyses the East African Community Anthem outlining 2 or 1 of the aspects. |
| Ability to participate in <i>Football, Athletics, Rounders Gymnastics and Swimming</i> event | Participates in all the listed games in an event showing a high level of proficiency. | Participates in all the listed games in an event. | Participates in 3-4 of the listed games in an event. | Participates in less than 2 of the listed games in an event. |

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

| Strand | Sub Strand | Suggested Resources | Suggested Assessment | Suggested Non-formal activities to support learning |
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| 1.0 Creating and Execution | 1.1 Kenyan Indigenous Wind Instruments | Wind instruments, resource person, pictures/videos of wind instruments, appropriate reusable resources for making a wind instrument, Pencils, candle wax, pigment, source of heat, moulds charcoal, brushes, erasers, drawing papers (sugar paper, manilla), etching tools, indian/black ink, cutting tools, adhesive. | Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique. | Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres. |
| | 1.2 Football | Digital devices, footballs, open places or marked fields, goal posts, papier mache, moulds, dyes, tying-in objects, T-shirts, water based paints, cones and markers, whistle, storage | Portfolio, rating scale, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet. | Football club, football school team, watch Football matches, participate in football championships in and out of school. |

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| | 1.3 Composing rhythm | Bamboo stick/fountain pen ink/ stick, cutting tools, ink, colours, percussion instruments. | Portfolio, observation schedule, checklist, aural/oral tests, written tests. | Participation in Music club activities, games events. |
| | 1.4 Composing melody | Pitching instrument/melodic instrument, improvised calligraphy pens, hard papers, glue, coloured papers, ink, watercolours/poster colours. | Project, observation schedule, portfolio, aural tests. | Presentations in Music Club activities, school functions. |
| | 1.5 Rounders | Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle. | Observation schedule, checklist, project, exit tickets, rating scale, skill progression charts, portfolio. | Play Rounders at games time, interschool championships and other levels, participate in Rounders events and activities. |
| 2.0 Performance and Display | 2.1 Athletics - Visual baton exchange | Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable. | Portfolio, observation schedule, written tests, checklist, skill progression charts. | Participation in class/school events and activities, clubs activities, plaiting at community level, watch various |

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| | | | | Athletics championships on digital media, join school athletics team. |
| | 2.2 Puppetry | Found objects, dyes/paints, threads, needles, glue, topical songs. | Self-assessment worksheet, performance analysis, observation schedule, checklist. | Music festivals/events, cultural festivals, school clubs activities. |
| | 2.3 Swimming - Front crawl | Coloured paper/banana fibres, suitable Adhesives, supports, 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. | Project, observation schedule, display and critique. | Swimming club, inter-class swimming activities, Art club activities, creating murals at community level. |
| | 2.4 Performing a Kenyan Folk | Bamboo sticks, clay, wires, plastic, scrap metal, wood, | Project, observation schedule, display and | Exhibition, club activities, Club activities, |

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| | Dance | threads, cutting tools, bending tools, smoothing tools, paints, wood polish, costumes, adornments, ornaments and props musical instruments, resource persons, audio/visual recordings of folk dances. | critique, exit card, checklist, rating scale. | virtual/ actual gallery visits, Presenting folk dances during school functions such as parents' day. Taking part in music and cultural festivals. |
| | 2.5 Playing the Descant recorder | Descant recorder, recorder books, Baroque fingering chart, audio/visual recordings. | Observation schedule, aural/oral tests, portfolio. written test(dictation) | Participating in Music club, music festivals, school band. school functions. |
| 3.0 Appreciation in Creative Arts | 3.1 Critique of an Art work | Audio-visual excerpts of relevant music Audio-visual equipment Resource persons, games events and equipment. | Oral/aural questions, written tests, observation schedules, checklist. | Participating in community festivals and sporting events, Exhibitions, Participating in music festivals, school games, sports club, music club/choir, Singing the East African Anthems during school assemblies, sports events and school functions. |

CSL 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.

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