



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

UPPER PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 6

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
9.	Pastoral/Religious 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 level, 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 (products) using emerging technologies and trends in education. Subsequently, this will prepare the learner to acquire the knowledge, skills and attitudes to transit to 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 and improvise 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-fulfilment,
4. Apply environmental conservation values of re-use and recycle of materials for creative purposes.
5. Evaluate Creative Arts works to make meaningful connections to Creating/Execution, Performing/Display and Appreciation of Art works,

SUMMARY OF STRANDS AND SUB-STRANDS

Strand	Sub strand
1.0 Creating and Execution	1.1 Indigenous Kenyan String Instruments
	1.2 Volleyball
	1.3 Composing rhythm
	1.4 Gymnastics
	1.5 Composing melody
2.0 Performance and Display	2.1 Athletics
	2.2 Descant Recorder
	2.3 Swimming (OPTIONAL)
	2.4 Kenyan Indigenous Instrumental ensembles
3.0 Appreciation in Creative Arts	3.1 Analysis of Sports

STRAND 1.0 CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Execution	1.1 Indigenous Kenyan String Instruments (20 lessons)	By the end of the sub strand, the learner should be able to: a) identify string instruments from different indigenous communities in Kenya, b) describe the functions of the parts of a string instrument, c) make a fiddle using recyclable materials, d) draw a still-life composition of string instruments using stippling technique,	Learner is guided to: <ul style="list-style-type: none"> ● watch videos/observe pictures or real string instruments from Kenya and are guided in identifying the instrument by name and community of origin, ● visit an institution or a cultural /resource centre in the community to familiarise themselves with Kenyan indigenous string instruments ● research and assemble tools and material from the locality for making a string instrument. <ul style="list-style-type: none"> - <i>membranes- leather/skin, canvas/fabric,</i> - <i>resonators- cylindrical containers, carton materials, hollow wood, string</i> ● make a fiddle observing safety while handling tools. ● draw and name parts of a string instrument and describe the function(s) of each part, ● take turns to tune a fiddle guided by the teacher/resource person ● in groups are guided on how to care for and maintain a string instrument and discuss the 	<ol style="list-style-type: none"> 1. Which locally available materials can be used to make a one or two string instrument? 2. Why is overlapping necessary in still-life drawing?

		<p>e) mount pictures of string instruments for display using window mounting technique,</p> <p>f) appraise our own and others' work.</p>	<p>importance of doing so,</p> <ul style="list-style-type: none"> ● research and identify aspects of overlapping in still life drawing (<i>positioning, number of forms, perspective</i>), ● draw a still-life composition of 2 percussion instruments using stippling technique with emphasis on: <i>overlapping, balance of forms, tone/ texture</i>, ● finish the picture using window mounting technique, ● value others ideas as they talk about their own and others displayed work . 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: learner come up with new ideas of arranging forms to create a composition in still-life drawing. ● Communication and Collaboration: Learner values others' ideas as they talk clearly about displayed work. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: Learners takes personal initiate to observe safety precautions in handling tools while making the musical instruments. ● Patriotism - learner interacts with musical instruments from diverse communities in Kenya thereby appreciating resources existing in the country. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Disaster risk reduction - learner will learn about safety measures when making fiddles using tools and material so as to prevent disaster. ● Environmental conservation: Learner takes care of the environment by recycling some of the materials in making a 				

string instrument.

Link to other subjects:

- Social studies- the learner identifies musical instruments from different communities covered in Social Studies.
- Indigenous **language:** the learner names musical instruments using the words from the indigenous communities of origin.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.2 Volleyball (20 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) execute the under arm service and dig pass in volleyball for skills acquisition,</p> <p>b) chant french rhythm names in a warm up activity,</p> <p>c) label volleyball playing kit using the applique technique,</p> <p>d) create a picture of a players executing volleyball skills using block</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● demonstrate the under arm service and dig pass (<i>observe the stance, grip, execution, and follow through</i>), ● recite French rhythm names (<i>ta-te, taa, taa-aa, taa-aa-aa-aa</i>) in a warm up activity following a given pattern and tempo ● practise the skills of underarm service and dig pass in a mini game, ● use the applique technique to label a volleyball playing kit with emphasis on; <ul style="list-style-type: none"> - <i>choice of material</i> - <i>colour contrast</i> - <i>stitching or pasting method</i> - <i>positioning</i> ● search the environment for recyclable paper/drawing surfaces (<i>newsprint, packaging papers, sugar paper, brown papers, tracing papers</i>), ● source virtual or actual pictures pictures of players executing skills in netball (<i>dig pass and underarm service</i>), ● trace the pictures and cut-out templates, 	<ol style="list-style-type: none"> 1. How is the game of volleyball played? 2. What are the sources of natural dyes?

		shading technique, e) value the skills of underarm pass and dig passes in a mini game of volleyball.	<ul style="list-style-type: none"> ● Use the template to draw an outline of of players executing a skill in volleyball ● block-shade the pictures using appropriate media contrasting with the background (<i>pencils, charcoal, chalk, crayons</i>), ● display the pictures for appraising own and others' work. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Critical thinking and problem solving: Learner will be developed as the learner explores multiple perspectives of creating different art works and sport items. ● Digital literacy: Learner use digital technology to source virtual or actual pictures of players executing skills in volleyball. ● Creativity and imagination: The learner will apply creative skills in selecting media for drawing, and rhythms that are appropriate to the tempo of warm ups. 				
Values: <ul style="list-style-type: none"> ● Responsibility: Learner works on art work and clears up after the activities ● Unity: Learner shares the volleyball equipment as they demonstrate the skills of dig pass and underarm service. ● Love: Learners are considerate when critiquing others' artworks. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Environmental education - enhanced through sustainable use of locally available materials for making art materials. ● Waste management: developed while disposing of the waste after the classroom activity. ● Social cohesion: Learner perform the chant french rhythm name together while performing warm up activities ● environment 				

Link to other subjects:

Home science: Learners use skills of measuring, marking and stitching or pasting to applique playing kits.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.3 Composing rhythm (16 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) interpret rhythmic patterns using french rhythm names <i>taa, taa-aa, ta-te, taa-aa-aa-aa,</i></p> <p>b) compose a simple rhythmic pattern using the French rhythm names <i>taa, taa-aa, ta-te, taa-aa-aa-aa,</i></p> <p>c) improvise rhythms in three and four beat patterns on a percussion instrument,</p> <p>d) create a newspaper collage</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● listen to /sing familiar songs and are guided in identifying words with the French rhythm names <i>taa, ta-te, taa-aa, taa-aa-aa-aa,</i> ● in groups or individually tap/ clap/stamp rhythmic patterns containing <i>taa, ta-te, taa-aa, taa-aa-aa-aa,</i> ● identify the French rhythm name (<i>taa, ta-te, taa-aa, taa-aa-aa-aa</i>) in a rhythmic pattern, ● in groups or individually clap/tap/stamp rhythms of a familiar songs while reciting the French rhythm names, ● listen to/watch/perform familiar songs with <i>taa-aa-aa-aa, taa-aa, taa, ta-te</i> and clap/tap the rhythm, ● apply various techniques (<i>repetition of note values, variation of note values, ending</i>) to create rhythmic patterns using a combination of French rhythm names of semibreve, minim crotchet, and quaver (<i>N.B observe integrity in producing original rhythmic patterns</i>), 	<ol style="list-style-type: none"> 1. How are French rhythm names used to create rhythmic patterns? 2. Why create rhythm in different beat patterns?

		<p>composition based on music performance,</p> <p>e) appreciate rhythmic patterns created by self and others.</p>	<ul style="list-style-type: none"> ● use digital resources to further their skills of creating rhythms, ● share created rhythms with peers for feedback, ● explore actual or virtual samples of collage pictorial composition with emphasis; <ul style="list-style-type: none"> - <i>meaning of collage technique</i> - <i>characteristics of collage</i> ● collect and prepare varied suitable materials to be used in making collage with focus on: <ul style="list-style-type: none"> - <i>texture and colour of the materials,</i> - <i>improvised / artificial adhesives,</i> - <i>support,</i> ● in groups, produce a collage pictorial composition based on musical performance putting into account; <ul style="list-style-type: none"> - <i>sketching on the support,</i> - <i>pasting materials</i> - <i>colour/texture variation</i> - <i>neatening/ finishing</i> ● listen to songs and identify songs in three and four beat patterns, ● in groups and individually, imitate short rhythms of melodies in three and four beat time patterns displayed on flash cards, ● take turns to improvise short rhythms in three and four beat patterns using percussion 	
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			instruments, <ul style="list-style-type: none"> • use different colours(<i>contrasting colours</i>) to mark the strong and weak beats of rhythms in three and four beat patterns, • share the work with peers for critique and feedback for improvement. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: learner combines various techniques to creatively come up with rhythmic patterns and collages. • Self-efficacy - learners will develop the ability to create and improvise rhythmic patterns 				
Values: <ul style="list-style-type: none"> • Respect: is instilled through use of respectful words as they appreciate and appraise each other's collages and performances using polite language. • Integrity - displays honesty by creating own original rhythms and collages without copying from other sources. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Social cohesion - the learner will appreciate working together with others when clapping/tapping rhythms, improvising and sharing rhythmic patterns • Decision making skills - learner will learn to choose correct note values and newspapers for use in creating a rhythmic pattern and collages respectively. 				
Link to other subjects: Mathematics - learners apply the skill of measurement when improvising three and four beat patterns to help them get the correct number of beats in a given measure.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.4 Gymnastics (18 lessons)	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) weave a floor mat using 2/2 twill technique to be used for gymnastics performance,</p> <p>b) demonstrate a gymnastics progression that can form a 3 sequence gymnastics performance on the woven mat,</p> <p>c) perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble,</p> <p>d) appreciate own and peers' woven mats used for gymnastics performance.</p>	<p>Learner is guided to;</p> <ul style="list-style-type: none"> ● watch and analyse, virtual and actual samples of woven items done using 2/2 twill weave, ● collect and prepare recyclable materials from the local environment for weaving a mat, (<i>yarns from old woven items, polythene materials, fibres among others</i>) ● make a wooden frame loom using mitre joints, (<i>NB: observe hygiene and safety measures while picking and preparing found materials, using sharp tools while making the frame</i>) ● individually, weave a small floor mat (1x1ft) for gymnastics performance using (twill weave 2/2) on a frame loom with emphasis on colour variation and finishing techniques, ● In groups, stitch the small pieces together to make a large floor mat for gymnastics with emphasis on; <ul style="list-style-type: none"> - <i>type of finishing stitch,</i> 	<ol style="list-style-type: none"> 1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment?

			<ul style="list-style-type: none"> - <i>colour pattern and,</i> - <i>texture</i>) ● display and positively critique each others woven items for reflective feedback, ● demonstrate the gymnastics skills (<i>cartwheel, balances and rolls</i>) to create a 3-phase sequence performance on a woven mat, ● practise a 3-phase sequence of a roll, a balance and/or cartwheel on a mat while observing safety, ● perform the 3-phase gymnastics sequence accompanied by a percussion instrumental ensemble, ● take a video and comment on each other's gymnastic performance and give constructive feedback. 	
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Core Competencies to be developed:

- Digital literacy: learner adopts digital technology to record videos of own and peers' execution of gymnastics performance on woven mats.
- Critical thinking and problem solving : will be developed as the learner practises and creates different 3-phase sequences of a gymnastics performance accompanied by an instrumental ensemble.
- Creativity and imagination: learner comes up with new ideas on how to make a frame loom using mitre joints and also weaving floor mats for gymnastics performance

Values:

- Responsibility: as learners put into practise the aspects of safety, care of the environment while sourcing for materials for improvising the mats
- Love : Learner respects others as they practise the combination of gymnastics progressions to form a 3 phase sequence
- Respect: is nurtured when the learner appreciates and appraises others' created mats, composed melodies to accompanying the 3-phase sequence performance

Pertinent and Contemporary Issues:

- Gender: The learner works with peers in groups (boys and girls) while they create and improvise the floor mats and perform the 3-phase sequence accompanied by an instrumental ensemble
- safety: Learner observes safety as they perform rolls, balances and cartwheel to form a 3-phase sequence of a gymnastic performance
- Climate change: Learner uses materials that are friendly to the environment when improvising the frame, loom and the floor mat

Link to other subjects:

Mathematics : learner creates a loom frame using a mitre joint while applying mathematical knowledge on angles.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.5 Composing melody (15 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> sing the solfa syllables (d-d') ascending and descending, perform the major scale using Kodaly hand signs, aurally recognise sol-fa sounds (d-d') in familiar melodies, compose short melodies within the range of d-d' , write sol-fa syllables using calligraphy lettering, appreciate melodies created by self and others. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • sing solfa syllable <i>d r m f s l t d'</i> ascending and descending with accuracy in pitch, • sing the solfa syllables (d-d') using <i>la</i> and vowel sounds ascending and descending, • imitate solfa pitches sung or played on a melodic instrument for pitch discrimination, • listen to and sing familiar songs within the d-d' range using solfa syllables, • practice singing and performing the sol-fa ladder using Kodaly hand signs, • perform melodies within d-d' using hand signs, • draw hand signs and write their corresponding solfa syllables, • compose simple melodies based on solfa syllables <i>d r m f s l t d'</i> using <i>narrow leaps (thirds), stepwise motion, repetition, variation and appropriate</i> 	<p>How can one create interesting melodies?</p>

			<p><i>ending</i>),</p> <ul style="list-style-type: none"> ● use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody, ● sing own and others' created melodies, ● record or present the created melodies to peers for appraisal and improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination : the learner will make thoughtful choices in selecting solfa syllables and note values to combine using various techniques to compose melodies ● Critical thinking and Problem solving: developed when the learner listens and recognises sol-fa sounds in melodies as well as in interpretation of hand signs. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: is developed when the learner appreciates and appraises others' compositions. ● Unity: is achieved through working in groups. ● Integrity: is developed when creating own compositions without copying what other peers have already created. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Mentorship and peer education: enhanced through appraising and correcting peers' compositions ● Talent identification - Learner develops musical talent by composing and practising melody. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Mathematics: Number concept and sequencing learnt in Mathematics is applied in combination of solfa syllables in stepwise motion and leaps. ● English: Vowels learnt in English are used to sing the solfa syllables ascending and descending. 				

ASSESSMENT RUBRIC

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator				
Ability to identify string instruments (origin and name) and describe the functions of their parts	Identifies variety of string instruments from various Kenyan communities(origin, name) and describes the functions of their parts	Identifies string instruments from Kenyan communities(origin, name) and describes the functions of their parts	Identifies most of the string instruments from Kenyan communities and describes most the functions of parts	Identifies some of the string instruments from Kenyan communities and describes few of the functions of their parts
Ability to interpret rhythmic patterns using French rhythm names	Interprets a <i>variety of rhythmic patterns</i> involving the <i>semibreve minim, crotchet and pair of quavers</i> using their French rhythm names.	Interprets rhythmic <i>patterns</i> involving the <i>semibreve minim, crotchet and pair of quavers</i> using their French rhythm names.	Interprets rhythmic <i>patterns</i> involving the <i>semibreve minim, crotchet and pair of quavers</i> using their French rhythm names.	Interprets rhythmic <i>patterns</i> involving the <i>semibreve minim, crotchet and pair of quavers</i> using their French rhythm names.
Ability to make: - a fiddle , - floor mat using 2/2 twill technique	Makes a fiddle using locally available materials and a floor mat using 2/2 twill technique creatively.	Makes a fiddle using locally available materials and a floor mat using 2/2 twill technique.	Makes either a fiddle using locally available materials or a floor mat using 2/2 twill technique	Makes either fiddle using locally available materials or a floor mat using 2/2 twill technique with assistance
Ability to create: - Still life drawing of string instruments	Creates all the seven compositions skilfully and creatively following correct procedure and	Creates all the seven compositions following correct procedure and technique.	Creates all the seven compositions mostly following correct procedure and	Creates all the seven compositions rarely following correct procedure and

<ul style="list-style-type: none"> - picture of players executing volleyball skills - simple rhythmic pattern using the French rhythm names - newspaper collage composition based on music performance - rhythms in three and four beat patterns on percussion instruments - sol-fa syllables using calligraphy lettering, - short melodies within the range of d-d' 	<p>technique.</p>		<p>technique.</p>	<p>technique.</p>
<p>Ability to label a volleyball playing kit</p>	<p>Creatively and accurately uses the</p>	<p>Label a volleyball playing kit using</p>	<p>Label a volleyball playing kit using</p>	<p>Label a volleyball playing kit using</p>

<p>using applique technique to with focus on;</p> <ul style="list-style-type: none"> - <i>choice of material</i> - <i>colour contrast</i> - <i>stitching or pasting method</i> - <i>positioning</i> 	<p>applique technique to label a volleyball kit.</p>	<p>applique technique focusing on all the 4 aspects.</p>	<p>applique technique missing out some of the aspects.</p>	<p>applique technique missing out some of the aspects.</p>
<p>Ability to execute and display:</p> <ul style="list-style-type: none"> - Mounted picture of string instruments - under arm service and dig pass in volleyball - gymnastics progression that can form a 3 sequence - gymnastics performance on the woven mat - Perform 3-sequence gymnastics 	<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>

<p>performance accompanied by an instrumental ensemble</p> <ul style="list-style-type: none"> - Warm up activities while chanting French rhythm names 				
<p>Ability to interpret rhythmic patterns using French rhythm names</p>	<p>Consistently and accurately interprets a <i>variety of rhythmic patterns</i> involving semibreve in addition to other notes(<i>minim, crotchet and pair of quavers</i>)using their French rhythm names.</p>	<p>Interprets rhythmic <i>patterns</i> involving semibreve in addition to other notes(<i>minim, crotchet and pair of quavers</i>)using their French rhythm names.</p>	<p>Interprets rhythmic <i>patterns</i> involving semibreve in addition to one of other notes(<i>minim, crotchet and pair of quavers</i>)using their French rhythm names.</p>	<p>Interprets rhythmic <i>patterns</i> involving only one of notes(<i>minim, crotchet and pair of quavers</i>)using their French rhythm names.</p>
<p>Ability to perform:</p> <ul style="list-style-type: none"> - solfa syllables (d-d') ascending and descending - Solfa syllables using Kodaly hand signs 	<p>Performs all the solfa syllables (d-d') ascending and descending with their corresponding hand signs accurately and with flair maintaining a steady tempo.</p>	<p>Performs all the solfa syllables (d-d') ascending and descending with their corresponding hand signs.</p>	<p>Performs 4-7 of solfa syllables (d-d') ascending and descending accurately with a few inaccurate hand signs.</p>	<p>Performs less than three of solfa syllables (d-d') ascending and descending with few inaccurate corresponding hand signs.</p>
<p>Ability to aurally recognise sol-fa sounds</p>	<p>Accurately recognizes</p>	<p>Accurately recognizes</p>	<p>Recognizes most of the</p>	<p>Recognises few solfa</p>

(d-d') in familiar melodies	all sol-fa pitches in a melody in the range of d-d' and beyond.	all the sol-fa pitches in a melody within the range of d-d'.	sol-fa pitches accurately in a melody within the range of d-d'.	pitches accurately in a melody within the range of d-d' with cues.
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STRAND 2.0: PERFORMANCE AND DISPLAY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performance and Display	2.1 Athletics Long jump High jump (12 lessons)	By the end of the sub strand, the learner should be able to: a) perform the sail technique in long jump using an appropriate tempo for skills acquisition, b) demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c) design a multimedia invitation card for an athletics event, d) appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	Learner is guided to: <ul style="list-style-type: none"> ● demonstrate the sail technique in long jump, with emphasis on (<i>approach/run-up, take-off, flight/sail position and landing</i>) -<i>observe safety of self and others,</i> ● demonstrate the scissors technique in high jump, emphasise on (<i>approach, take-off, flight, scissor motion clearance and landing</i>) -<i>observe safety of self and others,</i> ● practise the performance of sail technique in long jump accompanied by a music <i>tempo,</i> ● practise the scissors technique in high jump to a specified tempo observing safety rules, ● take a video of each other and assess their performance, ● search virtual sources for samples of multimedia invitation cards to study the use of elements of card design. (<i>layout, lettering, image and colour</i>), ● explore the environment to collect found 	<ol style="list-style-type: none"> 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?

			objects, fabric, papers for making a multi-media card, <ul style="list-style-type: none"> ● design a card considering: <ul style="list-style-type: none"> - card layout - message in calligraphy style. - embellishment (fabric/ coloured paper/) ● display and talk about own and others' cards. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination - developed as the learner practises the scissors technique accompanied by a music tempo. ● Communication and collaboration - the learner speaks clearly and effectively while discussing the execution of the sail and scissors techniques. ● Digital literacy - Learner interacts with digital technology to responsibly search and watch a video on the performance of the sail technique in long jump and scissors technique in high jump and discuss the execution. 				
Values: <ul style="list-style-type: none"> ● Integrity: the learner displays honesty while appraising each other's performance. ● Responsibility: learner watches videos on the performance of the long and high jumps, practises the latter and takes videos of each other's performance. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Safety: learner observe safety while performing the sail technique in long jump and scissors in high jump. ● Skills building on: learner explore their talents by performing the skills of high and long jumps. 				
Link to other subjects: Mathematics is applied when the learner takes the measures of their performance and appraises accordingly.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.2 Descant Recorder (20 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) play notes C D E F G A B C' D' ascending and descending on the descant recorder,</p> <p>b) play a melody within the range of C-D' on the descant recorder,</p> <p>c) play the main melody of the Kenya National Anthem on the descant recorder during gymnastic session,</p> <p>d) create decor for classroom interior using papercraft techniques,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● observe and interpret the baroque fingering chart of the notes C D E F G A B C' D', ● individually and in groups practise playing the notes C D E F G A B C' D' ascending and descending on the descant recorder with appropriate <i>fingering, tonguing and posture</i>, ● write notes C D E F G A B C' D' using calligraphy, ● practise playing melodies on the descant recorder based on notes C D E F G A B C' D' guided by the teacher or a resource person, <i>(N.B observe hygiene measures in the use of the descant recorder)</i>, ● present melodies before peers for critique and continuous improvement, ● search, watch videos and practise playing melodies based on the notes learnt, ● individually and in groups, practice playing the main melody of the Kenya National Anthem before the performance of gymnastic, ● collect differently coloured papers and in groups, 	<p>How do you produce a good tone on a descant recorder?</p>

		e) show interest in playing the descant recorder.	<p>manipulate the papers using the following paper craft techniques, (<i>folding, cutting, twisting and joining</i>) to form decorative;</p> <ul style="list-style-type: none"> - block letters (<i>music notes</i>) - shapes -<i>instruments, sports equipments</i> - forms, <ul style="list-style-type: none"> ● display the decorations in the classroom using threads, ribbons and glue, ● play melodies during gymnastic activities to provide rhythmic accompaniment to the exercises. 	
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Core Competencies to be developed:

- Learning to learn - learner will take initiative to learn how to play notes and melodies on the descant recorder.
- Citizenship: developed through playing the main melody of the Kenya National Anthem on the descant recorder.

Values:

- Responsibility - will be nurtured as learners observe safety and hygiene measures on their descant recorders.
- Respect: is instilled through use of respectful words as they appreciate and appraise each other's performances using polite language.

Pertinent and Contemporary Issues:

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

Link to other subjects:

Home Science: concept of hygiene learnt in Home Science is applied through observance of hygiene measures when playing the descant recorder.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.3 Swimming Inverted breaststroke (20 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the inverted breaststroke technique in swimming, b) demonstrate the inverted breaststroke technique in swimming for skill acquisition, c) create a pictorial composition on a PCI theme using the montage technique, d) appreciate your own and others' efforts in performing inverted breaststroke and montage creation. 	Learner is guided to: <ul style="list-style-type: none"> ● watch an actual or virtual performance/illustration of inverted breaststroke, ● explain/demonstrate the inverted breaststroke considering the progression ● explain the procedure/practise the execution of a an inverted breaststroke while skill in swimming observe; <ul style="list-style-type: none"> - floatation - body position (supine) - arm action - leg action - breathing - establishing <i>rhythm</i> ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, ● explore actual or virtual samples of montage pictorial compositions with emphasis; <ul style="list-style-type: none"> - <i>meaning of montage technique,</i> 	<ol style="list-style-type: none"> 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work?

			<ul style="list-style-type: none"> - <i>characteristics of montage</i> ● select and cut out pictures from old magazines, newspapers and calendars among others, ● explore and try out new ideas of arranging and pasting cut out images to create a collage composition on “water conservation” with emphasis on; <ul style="list-style-type: none"> - <i>interpretation of subject matter,</i> - <i>overlapping,</i> - <i>dominance,</i> - <i>finishing</i> ● display and talk about own and others’ montages, ● in pairs, record video clips on your own and others’ performance and give constructive feedback. 	
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Core Competencies to be developed:

- Self efficacy: developed when the learner expresses water confidence as they practise the skill of inverted breaststroke and provide feedback to each other about the performance
- Creativity and imagination: learner makes thoughtful choices when producing a montage pictorial composition themed “swimming”.

Values:

- Unity: learner displays team spirit when they display team spirit while recording performance and later giving feedback.
- Responsibility: learner carries out the practices of the inverted breaststroke, produce a montage pictorial composition and take videos of others performance

Pertinent and Contemporary Issues:

- Online safety: Learner observe safety measures as they watch videos of the execution of the inverted breaststroke.
- Critical thinking: Learner gives feedback on peers' performance based on the videos taken.

Link to other subjects:

Integrated Science: Learner uses the knowledge of floatation to perform the inverted breaststroke.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.4 Indigenous Kenyan Instrumental ensembles (15 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the categories of indigenous Kenyan instrumental ensembles, b) describe factors to consider when playing in an instrumental ensemble, c) play a selected instrument in an ensemble using appropriate techniques, d) accompany a gymnastic 3 sequence performance using an indigenous 	Learner is guided to: <ul style="list-style-type: none"> ● watch a video recording/observe pictures of/real performance of Kenyan indigenous instrumental ensemble and classify them(<i>percussion ensemble, wind ensemble, string ensemble</i>), ● brainstorm on the various instruments that form part of the categories of the instrumental ensemble, ● create a mind map on what to consider to successful play an instrument in an Indigenous Kenyan instrumental ensemble: <ul style="list-style-type: none"> -<i>selecting an appropriate instrument,</i> - <i>tuning the instrument</i> - <i>applying appropriate playing technique</i> - <i>playing at an appropriate tempo</i> - <i>playing in sync with other instrumentalists,</i> - <i>playing with accuracy in rhythm or melody</i> - <i>improvisation of rhythms and melodies</i> ● select an instrument to perform in a Kenyan Indigenous Instrumental ensemble with proper coordination with the group, 	How can one play an instrument in an instrumental ensemble?

		<p>instrumental ensemble,</p> <p>e) make a decorated tote bag for storing Creative Arts equipment and tools,</p> <p>f) appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.</p>	<ul style="list-style-type: none"> ● tune the selected instrument, ● take turns to practise playing various instruments in the ensemble instruments using appropriate technique: <ul style="list-style-type: none"> - <i>Hitting-percussion,</i> - <i>Shaking-percussion</i> - <i>Striking -percussion</i> - <i>Plucking-string,</i> - <i>Bowing -string</i> - <i>Blowing-wind</i> <p><i>NB:(Observe safety, care and maintenance practices while handling percussion instruments)</i></p> <ul style="list-style-type: none"> ● take part to play a selected instrument in a Kenyan Indigenous Instrumental ensemble using appropriate techniques and with proper blending, ● perform in an ensemble during the execution of 3 sequence performances in a gymnastic activity, ● collect and prepare materials for making a tote bag, (<i>reusable fabric,thread,thread, artificial or natural dyes,scissors, marking tool among others</i>) ● make a tote bag with a strap focussing on: (<i>measuring, marking, cutting, folding, stitching</i>), 	
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			<ul style="list-style-type: none"> ● create paper stencils inspired by the environment and use them to print designs on the tote bag using spraying technique, ● finish by trimming, embellishing and ironing. (<i>natural/ artificial dye, spray cans/ old toothbrushes</i>) ● display and talk about own and peers' tote bags. ● appreciate the role of percussion instruments in performances. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: developed as the learner interact with and play kenyan indigenous musical instruments in an ensemble ● Communication and collaboration: enhanced through performance as group in an ensemble 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: through interacting with musical instruments from diverse Kenyan communities enhances peaceful coexistence. ● Unity: achieved through playing of musical instruments in groups. ● Responsibility: is nurtured as the learner handles different musical instruments in the ensemble. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Social cohesion: playing musical instruments from diverse cultures in Kenya enhances peaceful co-existence. ● Cultural awareness: the learner learns about aerophones from various Kenyan cultures. ● Ethnic and racial relations: the learner interacts with reference material and handling/playing of musical instruments drawn from different Kenyan communities 				

Link to other subjects:

- Indigenous Languages: learner interacts with different musical instruments from Indigenous Kenyan communities
- Social studies - the concept of Kenyan indigenous communities is applied when handling musical instruments from Kenyan indigenous communities

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform <ul style="list-style-type: none"> - Sail technique - Scissors technique - perform/explain an inverted breaststroke - gymnastic 3 sequence performance using an indigenous instrumental ensemble 	Performs all the five skills for the respective game skillfully and creatively.	Performs all the five skills for the respective games.	Performs 3-4 of the five skills for the respective games.	Performs less than 2 of the five skills for the respective games.
Ability to create artworks following right procedure and is functional; <ul style="list-style-type: none"> - multimedia invitation card for an athletics event, - Decor for classroom interior 	Creates all the four artworks following right procedure and is functional skillfully	Creates all the four artworks following the right procedure and is functional.	Creates 2-3 of the artworks following the right procedure and is functional.	Creates one of the artworks following the right procedure and is functional.

<ul style="list-style-type: none"> - pictorial composition on the theme 'swimming' using the montage technique - decorated tote bag for storing Creative Arts equipment and tools, 				
<p>Ability to play notes CDEFGAB' D' ascending and descending on the descant recorder.</p>	<p>Plays all the 10 notes ascending and descending on the descant recorder expressively with accuracy in pitch and clarity in tone production.</p>	<p>Plays all the 10 notes, ascending and descending on the descant recorder with accuracy in pitch.</p>	<p>Plays the 5-9 of the notes, CDEFGABC' ascending and descending on the descant recorder with accuracy in pitch.</p>	<p>Plays less than 4 of the notes ascending and descending on the descant recorder with accuracy in pitch.</p>

<p>Ability to play a melody within the range of C-D' on the descant recorder.</p>	<p>Plays a variety of melodies within the range of C-D' accurately and expressively with correct <i>fingering, tonguing and posture.</i></p>	<p>plays a melody within the range of C-D' accurately with correct <i>fingering, tonguing and posture.</i></p>	<p>Plays a melody within the range of C-D' with minor inaccuracies in pitch and /or rhythm, <i>fingering, tonguing and posture.</i></p>	<p>Plays some notes of a melody within the range of C-D' with many inaccuracies in pitch and /or rhythm, <i>fingering, tonguing and posture</i> inaccuracies in pitch and rhythm.</p>
<p>Ability to play the main melody of the Kenya National Anthem on the descant recorder.</p>	<p>Plays the Kenya National Anthem accurately and expressively with accurate pitch and rhythm applying the correct <i>fingering, tonguing and posture.</i></p>	<p>Plays the Kenya National Anthem a with accurate pitch and rhythm applying the correct <i>fingering, tonguing and posture.</i></p>	<p>Plays the Kenya National Anthem a with few inaccuracies in pitch or rhythm and errors in <i>fingering, tonguing and posture.</i></p>	<p>Plays the Kenya National Anthem a with a lot of inaccuracies in pitch and rhythm and errors in <i>fingering, tonguing and posture.</i></p>

<p>Ability to identify the categories of indigenous Kenyan instrumental ensembles (<i>percussion, wind and string ensemble</i>) and describe factors to consider when playing an instrumental ensemble.</p>	<p>Identifies all the 3 categories of Kenyan indigenous instrumental ensembles and in detail describes all the factors to consider when playing in an instrumental ensemble.</p>	<p>Identifies all the 3 categories of Kenyan indigenous instrumental ensembles and describes all the factors to consider when playing in an instrumental ensemble.</p>	<p>Identifies 2 of the categories of Kenyan indigenous instrumental ensembles and describes most of the factors to consider when playing in an instrumental ensemble.</p>	<p>Identifies 1 of the categories of Kenyan indigenous instrumental ensembles and describes a few factors to consider when playing in an instrumental ensemble.</p>
<p>Ability to play a selected instrument in an ensemble to accompany gymnastics.</p>	<p>Plays a selected musical instrument in an ensemble creatively and expressively using appropriate techniques with proper blending of tempo and sound.</p>	<p>Plays a selected instrument in an ensemble using appropriate technique with proper blending in tempo and sound.</p>	<p>Plays a selected instrument in an ensemble using appropriate technique with inconsistencies in blending of tempo and sound.</p>	<p>Plays a selected instrument in an ensemble without using appropriate technique and proper blending of tempo and sound.</p>

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works (10 lessons)	By the end of the sub strand, the learners should be able to: a) interpret works of art displayed in community galleries and portfolios for inspiration and mentorship, b) create a catalogue of the exhibited artworks, c) describe the elements of music in different types of songs, d) relate music to personal	Learners are guided to: <ul style="list-style-type: none"> ● visit community galleries to see and analyse artworks, ● Create a catalogue of the exhibited artworks indicating; <ul style="list-style-type: none"> - <i>Artist's Name,</i> - <i>Type of artwork</i> - <i>Medium,</i> - <i>Size,</i> - <i>Price</i> ● interpret works of art displayed in community galleries putting into account; <i>type of art, material, media, meaning, techniques, aesthetic),</i> ● reflect on the analysed work of art for inspiration and mentorship, ● In groups, display artworks on display boards and portfolio in appropriate areas within the school for appreciation, 	Why is it important to showcase Creative Arts works?

		<p>experiences,</p> <p>e) participate in Football, Athletics, Rounders Gymnastics and Swimming event as a class,</p> <p>f) value Creative Arts works drawn from various cultural backgrounds.</p>	<ul style="list-style-type: none"> ● observe artwork in display and talk about own and others work considering ; <i>type of art, materials, media, technique and aesthetic</i>), ● listen to a variety of vocal music addressing Pertinent and contemporary issues such as Climate and discuss how different elements of music: <i>pitch, melody, rhythm, dynamics, tempo, structure (AB,) and texture (monophonic and homophonic texture)</i> are used using appropriate terminology, ● in groups, listen to music and identify the changes in the use of elements of music, ● individually refer to specific music and relate it to experiences or events in life, ● 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. 	
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Core Competencies to be developed:

- Critical thinking and problem solving - learner thinks critically as they analyse the aspects of the songs and describe them using appropriate terminologies and critique artworks.
- Learning to learn: developed as the learner takes initiative to understand how art, music and sports work.
- Digital Literacy: the learner uses digital technology to watch a video of songs and the execution of skills in volleyball, athletics, gymnastics and swimming.
- Citizenship: The learner visits community galleries or cultural centres to see artworks done by other local artists to appreciate their works.

Values:

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

Pertinent and Contemporary Issues:

- Analytical and creative thinking: - developed as the learners analyses music and sports, and critiques art works.
- Self-esteem and self-confidence: is enhanced as the learners discuss and relate the music to personal experiences.

Link to other subjects:

Social studies: as they visit community actual galleries to see artworks related art techniques done.

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create a catalogue of the exhibited artworks focussing on the following aspects: <ul style="list-style-type: none"> - <i>Artist's Name,</i> - <i>Title of artwork</i> - <i>Type of artwork</i> - <i>Medium used</i> - <i>Price of the artwork</i> 	Create a catalogue of the exhibited artworks,	Creates a catalogue of all the exhibited artworks showing details of artist's name, type, medium, and price of artworks.	Creates a catalogue of most of the exhibited artworks showing details of artist's name, type, medium, and price of artworks.	Creates a catalogue of a few of the exhibited artworks showing details of artist's name, type, medium, and price of artworks.
Ability to describe the elements of music in different types of songs, <ul style="list-style-type: none"> - <i>Pitch</i> - <i>Melody</i> - <i>Rhythm</i> - <i>Dynamics</i> - <i>Tempo</i> 	Describes how all the 7 elements of music have been used in different types of songs elaborately.	Describes how all the 7 elements of music have been used in different types of songs.	Describes 6- 4 of the elements of music in different types of songs.	Describes how 3 or less of the elements of music have been used in different types of songs

<ul style="list-style-type: none"> - <i>Structure (AB,)</i> - <i>Texture</i> (<i>monophonic and homophonic texture</i>) 				
<p>Ability to relate music to personal experiences,</p>	<p>Exceptionally and vividly relates music listened to a relevant event/story in life</p>	<p>Relates music listened to a relevant event/story in life</p>	<p>Relates music listened to an event/story in life that is closely related to the music</p>	<p>Relates music listened to an event/story in life that is not related to the music</p>
<p>Ability to participate in Football, Athletics, Rounders Gymnastics and Swimming with a focus on fair play and observance of code of conduct</p>	<p>Participates in all the listed games in an event showing high level of proficiency</p>	<p>Participates in all the listed games in an event</p>	<p>Participates in 3-4 of the listed games in an event</p>	<p>Participates in less than 2 of the listed games in an event</p>

APPENDIX: 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 String Instruments	String instruments, audio recordings of string instruments, locally available materials for making a fiddle, Drawing papers, pencils eraser and cutting tools	Portfolio, exhibition, project, aural/oral tests	Field visits to cultural centres, club activities.
	1.2 Volleyball Underarm Dig pass	<ul style="list-style-type: none"> - newsprint/packaging papers/sugar paper/brown papers/tracing papers - PE kits - Volleyball - Volleyball nets - Cutting tools - stitching/pasting resources - pencils/charcoal/chalk/crayon 	Portfolio observation schedule Checklist Exit tickets Skill progression charts Self assessment worksheet Volleyball performance analysis	Research events/ club, E galleries Participate in Volleyball, Inter school/class championships

	1.3 Composing rhythm	Percussion instruments, recording devices, audio recordings, charts, flash cards, newspapers, adhesives, stiff papers.	Written tests, aural tests, project, portfolio schedule display and critique.	Art club, gallery visit
			portfolio observation schedule Written tests Video analysis Checklist Exit tickets Skill progression charts	Watch Athletics championships on Television and on internet Join school athletics team Participate in community and interschool championships Participate in Athletics competitions
	1.4 Gymnastics	Floor mats, whistle, spotting blocks, Props and balances, balance beams, pods, bars and rings, grips, straps, fitness balls, cones, markers yarns, polythene materials, fibres, wood/timber,nails, hammer, needles, threads	Project, portfolio schedule display and critique,portfolio, observation schedule, checklist, exit tickets, skill progression charts, self assessment worksheet,	Weaving at community level

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

				Music festivals
	2.3 Swimming Inverted breaststroke	Magazine pictures, scissors, glue, supports,Swimming facility (pool), clothing and gear-swimsuits, goggles, Safety equipment-life jackets, rescue tubes, first aid kit, spine board, Swimming Aids-kickboards, pull buoys, fins, swim noodles, floatation devices, other materials-markers and cones	Project, portfolio schedule, display and critique	Art club activities, gallery visit, participate in swimming galas and competitions, join swimming clubs and fun days
	2.4 Kenyan Indigenous Instrumental ensembles	Reusable fabric, threads, artificial or natural dyes, scissors, marking tool, spray cans/ old toothbrushes, beads, buttons, musical instruments, resource person,	Observation checklist, assessment rubrics, project, portfolio schedule, display and critique	Music club, school music bands, music festival,
3.0 Appreciation in Creative Arts	3.1 Analysis of Sports	Artworks, portfolio folders, display boards, community galleries visual excerpts of relevant music Audio-visual equipment Resource	Oral/aural questions, written tests, observation schedules, checklist.	Participating in community festivals and sporting events, Exhibitions, Participating in music

		persons, games events and equipment.		festivals, school games, sports club, music club/choir, Singing the East African Anthems during school assemblies, sports events and school functions.
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CSL at Upper Primary (grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation 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.

