KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS
GRADE 8

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.
The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 in Junior School. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

   i) **Social Needs**

   Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

   ii) **Economic Needs**

   Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

   iii) **Technological and Industrial Needs**

   Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfillment**

   Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values**
   Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility**
   Education **respect** should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote for and development of Kenya's rich and varied cultures**
   Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

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

LESSON ALLOCATION

S/No	Learning Area	Number of Lessons Per Week (40 Minutes Per Lesson)
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Pastoral/Religious Instruction Programme	1*
Total		**40 +1***

LEVEL LEARNING OUTCOMES

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

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

ESSENCE STATEMENT

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

The curriculum is organised into three Strands: Foundations of Creative Arts and Sports, Creating and Performing in Creative Arts and Sports, and Appreciation in Creative Arts and Sports. The curriculum emphasises the development of practical, fine, and gross motor abilities. This concept stimulates critical thinking, lateral thinking, advanced analysis, and problem-solving skills—all of which are beneficial to the learner's overall growth
.
A pivotal aspect of this curriculum is the integration of Information and Communication Technology (ICT) into the learning process. Proficiency in digital skills has been aligned with contemporary educational needs. Moreover, elements of

entreprenurship have been embedded in the curriculum to acquaint the learner with potential careers in the creative and sports industry.

The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports.
The curriculum further lays a foundation for the acquisition of essential skills, preparing learners for a seamless transition to the Arts and Sports Science pathway at the Senior School level.

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

SUMMARY OF STRAND AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Foundations of Creative Arts and Sports	1.1. Roles of Creative Arts and Sports	8
	1.2. Components of Creative Arts and Sports	8
2.0 Creating and Performing in Creative Arts and Sports	2.1 Drawing and Painting	10
	2.2 Rhythm	10
	2.3 Athletics and Montage	12
	2.4 Melody	10
	2.5 Netball	12
	2.6 Fabric Decoration	10
	2.7. Descant Recorder	10
	2.8 Verse	10
	2.9 Volleyball	12
	2.10 Kenyan Folk Dance	10

	2.11 Indigenous Kenyan craft - Basketry	10
OPTIONAL (Do One) **Either** Swimming **Or** Kenyan Indigenous Games	**2.12.1** Swimming (Optional)	10
	2.12.2 Kenyan Indigenous Game (Optional)	10
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports	8
Total Number of Lessons		**150**

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

STRAND 1.0: FOUNDATIONS OF CREATIVE ARTS: INTRODUCTION TO CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foundations of Creative Arts and Sports	**1.1. Roles of Creative Arts and Sports** (8 lessons) • *Roles of Creative Arts and Sports* • *Creating a Storyboard* • *Painting background ((splattering, wash),*	By the end of the Sub Strand, the learner should be able to: a) describe the roles of Creative Arts and Sports in society, b) make a storyboard highlighting the roles of Creative Arts and Sports in society, c) appreciate the role played by Creative Arts and Sports in society.	The learner is guided to: • research and brainstorm on social and economic roles of Creative Arts and Sports in society, • collect and cut the pictures of Creative Arts and Sports activities creatively, • prepare the background surface by painting • use the pictures collected to make a photographic storyboard by pasting them on the painted surface, • display the storyboard in the classroom, make observations and give each other feedback.	What is the importance of Creative Arts and Sports in society?

Core Competencies to be developed:
- Communication and Collaboration: the learner, through exploration in their groups will articulate the roles of Creative Arts and Sports, using communication skills.
- Critical Thinking and Problem Solving: the learner evaluates social and economic perspectives to identify societal roles of Creative Arts and Sports.
- Citizenship: the learner fosters a sense of civic responsibility and appreciates the role of Creative Arts and Sports in contributing positively to society.
- Creativity and Imagination: the learner skillfully pastes pictures and decorates the storyboard created on roles of Creative Arts and Sports.

Values:
- Unity: The learner, in explaining the role of Creative Arts and Sports, fosters a sense of togetherness, peace and collaboration in a diverse society.
- Responsibility: the learner acquires a sense of duty in the collaborative process of making a photographic storyboard and cleaning the working surfaces after the tasks.

Pertinent and Contemporary Issues (PCIs):
- Poverty Eradication: the learner acquires skills for creating art works for sale and productions as they explore economic role of Creative Arts and Sports
- Decision Making Skills: in exploring the roles of Creative Arts and Society, the learner develops problem solving and resolution skills to societal challenges.

Link to other Learning areas:
- Agriculture : the roles of Creative Arts and Sports in society include issues such as personal well-being, health, and lifestyle choices.
- English: the learner enhances English language proficiency by articulating the roles of Creative Arts and Sports in society.

- Social Studies: the learner gets insights into the cultural, historical, and societal roles of Creative Arts and Sports, fostering a deeper understanding of human behaviour in the society.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Foundations of Creative Arts and Sports	**1.2. Components of Creative Arts and Sports** (8 lessons) • *Elements of a Verse*: character, theme, setting, • *Endurance and agility components of physical fitness* • *Pitch: Bass staff, ledger lines, G major, piano keyboard, accidentals, middle C* • *Rhythm: semibreve, minim, crotchet, a pair of quavers*	By the end of the Sub Strand, the learner should be able to: a) describe elements of Verse, b) perform activities that enhance endurance and agility in physical fitness, c) write note values on the bass staff, d) name pitches on the bass staff, e) group music notes in $\frac{3}{4}$ time f) construct the scale of G major on a staff, g) appreciate the basic elements of Creative Arts and Sports.	The learner is guided to: • read sample verses to discuss elements of verse, • watch an actual or virtual fitness session to perform activities showing endurance and agility, • demonstrate fitness activities that enhance endurance and agility, • practise activities that enhance endurance and agility using music, • draw the bass staff and name lines and spaces including ledger lines, • draw the piano keyboard and relate to the bass staff, • construct and name the pitches on the bass staff, • group music notes in $\frac{3}{4}$ time, • construct the scale of G major on a staff,	What are the components of Creative Arts and Sports?

			• write the scale of G major on both treble and bass staff	

Core Competencies to be developed:
- Self-Efficacy: the learner gains new knowledge on elements of Creative Arts and Sports, confidence building the learner's confidence in their abilities.
- Digital Literacy: the learner uses digital tools for graphic design or virtual art platforms, they hone their digital skills by incorporating technology into the creation and presentation of visual art.
- Communication and Collaboration: The learner hones their teamwork skills, during group fitness activities, fostering a supportive workout environment.
- Learning to Learn: the learner hones the research and adaptation skills while seeking information on various fitness components and exploring diverse exercise routines facilitating continuous improvement.
- Digital Literacy: the learner enhances proficiency in utilising digital resources for musical exploration while using digital tools for sheet music, tuning apps, or virtual rehearsals.
- Communication and Collaboration: as the learner participates in group art projects, they hone their ability to effectively communicate artistic ideas and collaborate with peers.

Values:
- Love: the learner expresses genuine enjoyment and affection for fitness activities, demonstrating a love for maintaining a healthy lifestyle.
- Unity: the learner Collaborates with peers during group fitness sessions, fostering a sense of unity and mutual support among participants.
- Respect: the learner respects the diverse musical influences within a group, acknowledging and valuing the individual contributions of each musician.

Pertinent and Contemporary Issues (PCIs):
- Identifying and nurturing gifts and talents: the learner identifies different categories of Creative Arts and Sports to explore own talents.
- Financial Literacy: as the learner outlines economic roles of Creative Arts and Sports in the society.

Link to other learning areas:
Mathematics: the learner applies mathematical concepts when using calculations for measuring heart rate.

Assessment Rubric for Foundations of Creative Arts and Sports

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the roles of Creative Arts and Sports; Social: (cohesion, identity, culture preservation, health, citizenship, patriotism, entertainment), Economic: poverty eradication and creating employment	Explains the 9 roles of Creative Arts and Sports in detail.	Explains the 9 roles of Creative Arts and Sports.	Explains 4-8 roles of Creative Arts and Sports.	Explains less than 4 roles of Creative Arts and Sports.
Ability to execute components of Creative Arts and Sports: (Elements and principles of Visual Arts (dominance, proportion), components of fitness *(endurance and agility)* elements of Music *(naming pitches on the bass staff, grouping music notes in $\frac{3}{4}$ time, constructing the scale of G major on a staff)*	Executes the 12 components of Creative Arts and Sports skilfully and with ease.	Executes the 12 components of Creative Arts and Sports accurately and/or correctly.	Executes 5-11 components of Creative Arts and Sports with minor flaws and/or inconsistencies	Executes less than 5 components of Creative Arts and Sports with flaws and/or inconsistencies

STRAND 2.0: CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.1 Drawing and Painting** (10 lessons) • *Drawing -forms/ shapes (at least 3)* • *Dominance (size variation)* • *Painting*	By the end of the Sub Strand, the learner should be able to: a) discuss dominance in a picture, b) classify complementary colours on a colour wheel, c) illustrate a colour gradation strip for colour contrast, d) paint a still life composition to express dominance, e) appreciate own and others pictures,	The learner is guided to: • observe pictures to review on shape and colour; and discuss dominance, • paint a colour wheel to represent the three sets of complementary colours, • illustrate line strip using a pair of complimentary colours to study colour contrast, • draw a setup of forms/shapes to create dominance, • paint the sketched picture using a thin wash, • paint the forms using complimentary colours to contrast and enhance dominance, • display and talk about own and others'	1. What are complimentary colours? 2. How is dominance created using in a picture?

Core competencies to be developed:
- Communication and Collaboration: The learner communicates effectively analysing artworks and sharing insights with peers.
- Critical Thinking and Problem Solving: The learner employs critical thinking skills as the create still life compositions, solving visual problems related to colour contrast, dominance, and symbolism.
- Creativity and Imagination: The learner demonstrates creativity and imagination in the selection and application of colours, shapes, and compositions when engaging in drawing and painting activities

Values:
- Responsibility: As the learner makes choices and considerations on the impact of colours, shapes, and compositions on the overall message conveyed in their artwork.
- Patriotism: The learner celebrates and preserves their cultural heritage through visual expression.
- Respect: The learner appreciates the richness of different visual languages and cultural influences

Pertinent and Contemporary Issues (PCIs):
Hygiene issues: The learner is aware of hygiene as they clean painting tools after use.

Link to other learning areas:
- English and Kiswahili: The learner communicates artistic ideas in language, fostering proficiency in both English and Kiswahili languages when discussing visual concepts.
- Integrated Science: The learner connects the classification of complementary colors to scientific principles related to light and optics, bridging the gap between art and science.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.2. Rhythm** (10 lessons) ● *Composing four-bar rhythms*	By the end of the Sub Strand, the learner should be able to: a) describe $\frac{3}{4}$ time in music,	The learner is guided to: ● listen to, sing or play familiar tunes in $\frac{3}{4}$ time to describe the rhythmic patterns, ● listen to rhythmic patterns in $\frac{3}{4}$ time and identify the main beat,	1. How does one acquire the skill of composing rhythm in music? 2. What is the role of rhythm in day to day life?

	• *Rhythmic patterns in $\frac{3}{4}$ time*	b) compose a four-bar rhythmic pattern in $\frac{3}{4}$ time, c) perform four-bar rhythmic patterns in $\frac{3}{4}$ time, d) appreciate creating rhythms in $\frac{3}{4}$ time .	• explore rhythmic games to recognize rhythms in $\frac{3}{4}$ time, • group notes in $\frac{3}{4}$ time, • write rhythmic patterns on monotone from dictation, • compose and write rhythmic patterns in $\frac{3}{4}$ time on monotone inserting bar lines, • tap or clap four-bar rhythmic patterns in $\frac{3}{4}$ time as they recite the corresponding French rhythm names, • improvise rhythmic patterns in $\frac{3}{4}$ time to accompany body movements,	

Core competencies
- Creativity and imagination: achieved when the learner creates rhythmic patterns in $\frac{3}{4}$ time to accompany body movements.
- Critical thinking and problem solving: developed as the learner creates, represents and interprets rhythm using notation signs.
- Communication and collaboration: the learner works collaboratively, listening to each other and speaking articulately as they come up with ideas on how to create rhythmic patterns.

Values:
- Responsibility: the learner develops skills of self-drive and accountability while creating and performing rhythms in $\frac{3}{4}$ time.

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- Social Justice: the learner acquires fairness while playing rhythm games with others.
- Unity: the learner works in harmony with others while creating and performing rhythms on monotone.
- Integrity: the learner is equipped with the value of honesty as they interact with already created rhythmic patterns and create their own original ones, devoid of plagiarism.

Pertinent and Contemporary Issues (PCIs):
Safety and security: learners handle instruments such as scissors carefully to avoid hurting themselves when creating materials for playing rhythm games.

Link to other Learning areas:
Mathematics: Identifying mathematical elements in rhythm, such as beats and timing, connects to mathematical concepts. The learner may analyse and quantify aspects of rhythmic creation.
- Integrated Science: Experimenting with the properties of sound during improvisation connects to integrated science. The learner may explore the scientific aspects of creating different rhythmic sounds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.3 Middle Distance Races and Montage** (12 lessons) ● *Middle distance races* ● *Montage - (subject, posture, center of interest, finishing,*	By the end of the Sub Strand, the learner should be able to: a) describe middle distance races in athletics, b) perform middle distance races for skill acquisition, c) discuss characteristics of a montage composition, d) create a montage composition inspired by athletes running, e) acknowledge own and others' effort in middle distance running and montage for enjoyment.	The learner is guided to: ● observe actual or virtual images of athletes participating in middle distance running, ● demonstrate start and running skills in middle distance races (800m, 1500m), ● practise the start and running skills in middle distance races while observing safety, ● play games by running the middle distance races in a mini- athletic event, ● explore actual or virtual samples of montage to take note of the characteristics; use of varied pictures and overlapping of pictures, ● collect and cut out an assortment of photos ● create a montage based on runners /athletes,	1. How do running techniques affect performance in middle distance races? 2. What is the difference between montage and photomontage?

			• display and critique own and peers' montages.	

Core Competencies to be developed:
- Critical Thinking: the learner fosters critical thinking skills while critiquing others' photomontages.
- Learning to Learn: the learner embraces the challenge of creating montage, and demonstrates running skills.
- Creativity and Imagination: the learner creates and presents an artistic photomontage composition of athletes running.
- Digital Literacy: the learner employs digital tools to observe photomontage and athletes running.

Values:
- Responsibility: the learner takes responsibility for ensuring a clean environment around the working areas as they create the photomontage.
- Respect: the learner acknowledges the diverse backgrounds and abilities of each other, demonstrating respect for individual differences in performing skills in middle distance running.
- Patriotism: the learner shows patriotism by sharing experiences of running middle distance races and representing the school and appreciates athletes of national level in the process of making the photomontage.

Pertinent and Contemporary Issues PCIs:
- Self-awareness: the learner boosts their self-esteem as they participate in athletic activities.
- Safety and security: the learner observes safety while participating in running practice.
- Gender issues: learners appreciate peers from different cultural backgrounds, and gender as they choose different gender on the photomontage composition.
- Environmental Sustainability: as the learners recycle found materials to use in creating the photomontage composition.
- Global Citizenship: the learner appreciates local and international athletes in the process of making photomontage.

Link to other learning areas:
- English: The learner enhances English language skills by articulating comprehensive descriptions of photomontage. This includes the use of appropriate terminologies.
- Mathematics: Describing middle distance races involves understanding and quantifying elements such as speed, time, and distance, fostering connections with mathematical concepts and measurements.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.4. Melody** (10 lessons) ● *Question and answer phrases in a melody* ● *4-bar melodies in G Major and $\frac{3}{4}$ time.* ● *Extending a melody using exact repetition, and varied repetition.*	By the end of the Sub Strand, the learner should be able to: a) describe methods of creating a melody, b) compose a 2-bar answering phrase to a given 2-bar opening phrase, c) compose a 4-bar melody in G Major, d) perform simple pieces of music in G Major, e) value the use of melody in Creative Arts and Sports.	The learner is guided to: ● sing familiar tunes using tonic sol-fa and describe the methods used in extending a melody, ● listen to or sing familiar tunes in $\frac{3}{4}$ time and tap the main beat, ● improvise a 2-bar answering phrases to given opening phrases in $\frac{3}{4}$ time, using either exact repetition or varied repetition, ● create a four-bar melody in G major, in $\frac{3}{4}$ time, with intervals not exceeding a major perfect 4th, observing integrity, ● add phrase marks to four-bar melodies, ● sight read the melodies composed using voice/descant recorder/any other western instrument,	How can a melody be extended to make it interesting?

| | | | ● use a digital device to notate and play back composed melodies,
● perform and record composed melodies and share with peers for feedback, | |

Core Competencies to be developed:
- Self-Efficacy: the learner gains confidence by composing and notating four-bar melodies in $\frac{3}{4}$ time.

- Learning to Learn: the learner, through composing four-bar melodies in $\frac{3}{4}$ time, demonstrates a capacity to learn and adapt to songwriting and instrumental music composition in different musical styles.
- Communication and Collaboration: the learner engages in effective communication to express their musical ideas while explaining how variation is achieved in melody writing.

Values:
- Integrity: the learner upholds integrity by creating original melodies, respecting others' intellectual property, and acknowledging influences on their compositions.
- Respect: the learner gives feedback using respectful language, valuing diverse perspectives and contributions made to their own melodies.

Pertinent and Contemporary Issues PCIs:
- Citizenship Education: demonstrated as the learner refers to songs and pieces of music from local and international spaces in exploring methods of extending a melody.
- Safety and Security: achieved when the learner observes cyber security and safety as they explore online spaces and other spaces for guidance on melody writing.

Link to other learning areas:
- Mathematics: Musical composition involves mathematical concepts such as rhythm, timing, structure/symmetry, that a learner applies to intervals, time signature and note values in creating melodies.
- English and Kiswahili: the learner enhances language skills by articulating the principles of melodic variation in both English and Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.5 Netball** (12 lessons) • *Passes-* Overhead pass, Chest pass. • *Footwork - landing, pivoting* • *Dodging and marking.*	By the end of the Sub Strand, the learner should be able to: a) describe the execution of different passes in Netball, b) perform passes in Netball for skill acquisition, c) execute dodging and marking in Netball for skill development, d) perform footwork skills in a Netball game situation, e) appreciate teamwork in application of netball skills for fun and enjoyment.	The learner is guided to: • observe a virtual or actual Netball game for analysis of skills, • demonstrate execution of the overhead and chest passes observed, • practice the overhead and chest pass skills, • demonstrate dodging and marking with peers, • practise dodging and marking skills in Netball with peers, • demonstrate landing and pivoting footwork skills in Netball, • practice footwork skills while observing safety, • collaboratively play a mini Netball game applying; overhead and chest passes, dodging and marking and footwork skills.	1. What is the importance of dodging and marking skill in a game of Netball? 2. What footwork options does a player have after landing with a ball in a Netball game?

Core Competencies to be developed:
- Learning to Learn: the learner analyses and demonstrates the skills of Netball passes, footwork, dodging and marking as observed.
- Communication and Collaboration: the learner communicates when practising different passes and shares ideas on the different Netball skills with peers.
- Digital Literacy: the learner strengthens digital literacy through accessing information virtually for execution of netball skills.

Values:
- Unity: the learner values each other's effort while playing a Netball mini game collaboratively.
- Integrity: the learner prioritise fair play during skill acquisition in Netball game.

Pertinent and Contemporary Issues PCIs:
Health promotion issues: the learner gains physical fitness through performance and practise in Netball for prevention of lifestyle diseases.

Link to other learning areas:
Mathematics*:* passing the ball involves quick calculations of distances and angles. The learner applies these mathematical concepts to determine the most efficient paths and angles, reinforcing practical mathematical application.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Creating and Performing	**2.6 Fabric Decoration** (10 lessons) • *Tie and dye (marbling, pleating)* • *stencil printing,* • *alternate pattern (motif layout/ colour alternate)*	By the end of the Sub Strand, the learner should be able to: a) identify fabrics decorated for familiarity, b) tie and dye a fabric using marbling, c) decorate a fabric using pleating technique, d) print fabric using a stencil, e) acknowledge tie and dye, and stencil printing as fabric decorating techniques.	The learner is guided to: ● watch videos and analyse tie and dye; marbling and pleating, and stencil printing, ● responsibly, source and prepare a recyclable cotton fabric by washing and ironing, ● collaboratively, prepare natural dye from the environment/source artificial dye with emphasis on; pigment, fixatives, ● decorate the fabric using marbling and pleating techniques, ● design a simple motif inspired by the environment such as flower/leaves, ● prepare a stencil on stiff paper using the motif, ● use ink/paste and a stencil to print an alternate pattern on a fabric creatively, ● finish the decorated fabrics by ironing and trimming to make a simple tote bag, ● display and give peer feedback on	1. Why do we finish a decorated fabric?

			decorated bags.,	

Core Competencies to be developed:
- Learning to Learn: the learner analyses analyses tie and dye, and stencil printing as fabric decoration techniques,
- Communication and Collaboration: the learner works collaboratively to prepare natural dye from the environment/source artificial dye.

Values:
- Love: learner portrays a caring attitude while working together in decorating a fabric using tie and dye techniques.
- Responsibility**:** learner source and prepare a recyclable cotton fabric by washing and ironing,

Pertinent and Contemporary Issues (PCIs):
- Social cohesion: the learner talks about own and others' work in a just manner
- Environmental conservation: the learner sources materials such as recyclable fabrics responsibly to conserve the environment.

Link to other learning areas
Integrated science: the learner employs concepts of fabric and waxing learnt in the processes of dying.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.7 Descant Recorder** (10 lessons) ● *Techniques of playing a descant recorder: fingering, pinching, slurring, embouchure, tonguing, blowing,* ● *Melodies in G Major* ● *Performance directions: repeat (da capo al fine, dalsegno al fine),* ● *Technique poster*	By the end of the Sub Strand, the learner should be able to: a) explain techniques of playing a descant recorder, b) interpret performance directions on given pieces of music, c) perform simple melodies in G Major on a descant recorder, d) value playing music on the descant recorder or any other Western solo instrument.	The learner is guided to: ● read, and interpret *fingering charts* to play the notes G, A, B, C, D, E. F#, and G^l on a descant recorder or to master the fingering technique, ● watch actual or virtual instrumental tutorials to demonstrate and explain techniques of playing a descant recorder, ● sight play simple melodies on a descant recorder observing performance directions, ● perform simple solo pieces in $\frac{3}{4}$ time, and on a descant recorder applying appropriate playing technique,	1. What is the importance of applying technique when playing a descant recorder?

Core Competencies to be developed:
- Communication and Collaboration: the learner listens and speaks effectively and works with peers and instructors, sharing insights into the techniques of playing a descant recorder.
- Digital Literacy: the learner employs digital tools to design and create a digital playing technique poster.
- Self-Efficacy: the learner demonstrates their confidence and competence in perform simple solo pieces in $\frac{3}{4}$ time, and on a

  descant recorder applying appropriate playing technique.

Pertinent and Contemporary Issues (PCIs):
- Citizenship Education: the learner develops global citizenship by playing descant recorder and by using Western music notation.
- Social Cohesion: the learner appreciates constructive criticism rehearsals and presentations for harmonious existence.

Link to other Learning areas
- Mathematics: the act of performing a solo piece involves understanding and applying rhythmic patterns, which are related to mathematical concepts such as timing, beats, and sequences.
- Integrated Science: learning to tune and play a descant recorder involves understanding the physics of sound production. Integrated science principles can be applied to comprehend how sound waves are created and transmitted.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.8 Verse** (10 lessons) ● *Writing a verse* ● *Performing a verse*	By the end of the Sub Strand, the learner should be able to: a) describe language use in verse, b) compose a verse to address an issue in society, c) perform a verse before an audience, d) acknowledge the use of verse as a means of communication.	The learner is guided to: ● read sample scripts to discuss language use and format of verse: **imagery** *(vivid description, simile, metaphor and personification)*, **sound** *(alliteration, rhyme and repetition)*, **diction, line and stanza**, ● explore a societal issue that can be addressed through verse, ● develop the idea into a verse structure, ● draft and edit the piece into a verse ● read a verse script and brainstorm on the meaning and emotions conveyed, ● rehearse the verse to internalise the script, ● use voice, body, space, and props to enhance message delivery, ● recite the verse, as a solo performer or member of a group, before an audience,	1. How can verse performance be made interesting and memorable? 2. Why is it important to decorate props to be used for performance?

			- reflect on individual performance based on feedback from other learners, - record experiences in a journal.	

Core competencies to be developed:
- Self-Efficacy: the learner builds self-confidence and esteem through creation and performance of verse.
- Creativity and Imagination: the learner composes a verse script and makes props for use in verse delivery.
- Critical Thinking and Problem Solving: the learner finds solutions to conflicts in verse and relates them to real life situations.
- Communication and Collaboration: the learner develops writing and speaking skills through creation and performance of verse and works with others in rehearsals and performance.

Values:
- Integrity: the learner creates own original verses without plagiarism.
- Social Justice: the learner takes the responsibility of entertaining and educating the public through verse.
- Love: the learner acquires the value of love from empathizing with others based on the characters and messages from verse.

Pertinent and Contemporary Issues (PCIs)
- Mentorship: gained as the learner reflects on individual performance based on appraisal from other learners.
- Life Skills Education: the learner develops interpersonal relationships through verse performance.

Link to other subjects:
- English and Kiswahili: language acquisition for self-expression is developed as the learner scripts a verse.
- Social Studies: the learner creates verses which address social issues.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.9 Volleyball** (12 lessons) ● *Service overarm service* ● *Volleying skill*	By the end of the Sub Strand, the learner should be able to: a) identify the overarm serve in Volleyball game, b) serve the ball using overarm serve over a net, c) perform the volleying skill in Volleyball, d) appraise others' efforts when applying serving and volleying skills in Volleyball.	The learner is guided to: ● observe virtual or actual performances of a volleyball game and identify the overarm skills of serving the ball, ● demonstrate the skills of overarm in volleyball, ● practise overarm serve techniques in Volleyball game, ● demonstrate volleying skill in Volleyball, ● practise volleying in Volleyball, ● collaboratively, play a mini Volleyball game while observing safety, ● apply skills learnt in a mini Volleyball game while giving each other feedback.	How does the volley pass make the Volleyball game interesting?

Core Competencies to be developed:
● Communication and Collaboration: the learner collaborates with peers while playing a mini Volleyball game.
● Self-Efficacy: the learner develops confidence as they execute the service in Volleyball.

Values:
- Respect: the learner appreciates own and others' performance in executing the arm serve and volleying skills.
- Social Justice: the learner respects fellow peers as they demonstrate and practise the service and volleying in Volleyball.

Pertinent and Contemporary Issues PCIs:
- Health Promotion Issues: the learner participates in the physical activities thus acquiring fitness and health.
- Self- Awareness: the learner accept their ability in learning new skills in Volleyball.

Link to other learning areas:
- Integrated Science: the learner connects theoretical knowledge to practical application in sports as they move different parts of the body during physical activity.
- Mathematics: executing serving skills involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles to serve the ball over the net.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.10 Kenyan Folk Dance** (10 lessons) ● *Classification of folk dances: Community, gender and age of participants, occasion,* ● *Performing a folk dance*	By the end of the Sub Strand, the learner should be able to: a) classify folk dances from Kenyan communities, b) perform a folk dance from a Kenyan community, c) appreciate different cultures through performing folk dances from diverse Kenyan communities.	The learner is guided to: ● explore live or virtual folk dance performances from diverse Kenyan communities to describe and categorise them, ● select an appropriate folk dance from a given Kenyan community for performance, ● watch actual or virtual performances of the selected folk dance to explore dance movements, singing, instrumentation, costumes, body make-up, props, mood, and context of performance and performers, ● create a written or oral synopsis highlighting the title, theme, community, gender and occasion of performance, and function of a dance,	1. How do folk dances represent Kenyan culture? 2. What makes a good folk dance performance?

			● collaboratively, take a role in performing a group folk dance before an audience, ● give feedback on own and others' performances of Kenyan folk dances.	

Core Competencies to be developed:
● Communication and Collaboration: The learner enhances listening and speaking skills when classifying Kenyan folk dances in group activities.
● Critical Thinking and Problem Solving: The learner applies critical thinking and evaluation skills when classifying and selecting folk dances.
● Citizenship: The learner's participation in performance of Kenyan folk dances reflects a sense of cultural citizenship through preservation and celebration of Kenya's rich cultural heritage.
● Self-Efficacy: the learner builds a belief in own creative ability while engaging in body painting work and folk dance performance.

Values:
● Respect: The learner demonstrates respect for the diverse cultural expressions within Kenyan communities fostering an appreciation for the richness of cultural heritage and encourages tolerance.
● Peace: The learner collaborates with peers in a harmonious manner when doing body painting, and classifying, and performing Kenyan folk dances.
● Unity: The learner takes a role when the group is devising, rehearsing and performing a folk dance thereby reinforcing a sense of togetherness.
● Patriotism: The learner participates in the performance of a Kenyan folk dance to exemplify patriotism by presenting and contributing to the visibility of Kenyan cultural traditions.

Pertinent and Contemporary Issues (PCIs):
- Safety and security: the learner observes safety when improvising and using paints and when dancing..
- Education for Sustainable Development: the learner devises and performs a folk dance on a societal issue.

Link to other Learning areas:
- Mathematics: Folk dance involves patterns and rhythmic movements. The learner can explore mathematical concepts related to sequences, patterns, and counting, enhancing their mathematical understanding.
- Social Studies: the learner explores traditions, rituals, and social structures embedded in the folk dances from Kenya.
- Agriculture : Costume acquisition aligns with Agriculture with regard to textile and clothing design, showcasing practical skills in artistic expression.
- English: the learner describes and classifies Kenyan folk dances using speaking and writing skills, and uses body painting and dancing to communicate nonverbally.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.11 Indigenous Kenyan Craft (Basketry)** (10 lessons) ● *Materials-sisal, banana fibre, raffia, recyclable synthetic fabric among others.*	By the end of the Sub Strand the learner should be able to; a) identify basketry items made using coil techniques, b) make a basketry item using the coil method, c) appreciate basketry as an indigenous craft in Kenya	The learner is guided to: ● collaboratively, research, discuss and present in plenary focusing on; definition and practise in Kenya/Africa, materials and tools, coiling techniques, ● source natural or recyclable synthetic materials for basketry taking care of the environment, ● prepare the material appropriately (cutting/dying/any other), ● observe videos on coil techniques in basketry taking into account; process and pattern/colour, ● use coil technique to make simple items such a mat and a tray, ● display and critique own and others basketry work.	How does basket making contribute to the economic well-being of communities?

Core Competencies to be developed:
● Critical Thinking and Problem Solving: The learner applies critical thinking to analyse and understand the intricacies of coil technique in basketry, developing problem-solving skills when faced with challenges during the preparation and weaving processes.

- Creativity and Imagination: The learner exercises creativity and imagination in the preparation and execution of coil technique producing unique and visually appealing basketry items.
- Learning to Learn: The learner actively seeks and absorbs knowledge about basketry materials, tools, and techniques, demonstrating a commitment to continuous learning and skill development in this traditional craft.

Values:
- Integrity: The learner upholds integrity in the practice of basketry, ensuring honesty and authenticity in the use of materials and adherence to traditional techniques.
- Responsibility: The learner takes responsibility for the preparation of materials and tools, showcasing a sense of accountability in the initial stages of basketry.
- Respect: The learner respects the cultural significance of basketry as an indigenous craft in Kenya, valuing the traditional knowledge and techniques associated with this skill.
- Unity: The learner contributes to a sense of unity by appreciating basketry as a shared cultural practice, connecting with others through the exploration and discussion of the coil technique.

Pertinent and Contemporary Issues (PCIs):
- Cultural Preservation: The learner engages with the pertinent issue of cultural preservation by actively participating in and appreciating basketry as a traditional craft, contributing to the safeguarding of cultural heritage.
- Sustainability: The learner may explore sustainable practices in basketry, considering eco-friendly materials and techniques, aligning with contemporary concerns about environmental impact.

Link to other Learning areas:
- English: The learner enhances their English language skills by articulating and discussing the coil technique in basketry, developing the ability to convey technical information in a coherent manner.
- Mathematics: The learner applies mathematical concepts in the preparation of materials, ensuring precision and accuracy in measurements for successful basketry outcomes.

- Social Studies: The learner connects with social studies by delving into the cultural significance of basketry, understanding its role in the daily lives and traditions of communities in Kenya.

OPTIONAL SUB STRANDS

The learner **MUST** cover at least **ONE** of these areas:

1. **Swimming**
2. **Kenyan Indigenous Games**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.12.1 Swimming** **(Optional)** (10 lessons) ● *Inverted Breaststroke* ● *Water treading*	By the end of the Sub strand the learner should be able to: a) explain the inverted breaststroke and water treading technique in swimming, b) perform water treading skill in swimming, c) perform the inverted breaststroke technique in swimming for skill acquisition, d) combine the skills of water treading and inverted breaststroke for skill mastery,	The learner is guided to: ● watch a virtual or actual performance of swimming and identify inverted breaststroke and water treading, ● demonstrate the inverted breaststroke, ● practise inverted breaststroke skill and establish rhythm, ● demonstrate water treading, ● practise water treading, ● practise progression from water treading to inverted breaststroke while observing	1. How is inverted breaststroke used in life saving? 2. Why is water treading skill important?

		e) acknowledge own and others' efforts while performing water treading and inverted breaststroke skills in swimming.	*safety,* respecting the rules and guidelines of swimming, ● observe others as they apply the skills of water treading and inverted breaststroke and give feedback.	

Core Competencies to be developed:
- Digital Literacy: The learner uses digital devices to access information related to inverted breaststroke and water treading skills.
- Learning to Learn: The learner seeks and receives feedback for improvement as they observe each other, reflect on their performance, and embrace opportunities for improvement in swimming.
- Communication and Collaboration: While practising swimming skills, the learner engages in effective communication with peers and instructors and receives feedback.

Values:
- Integrity: the learner upholds principles of integrity by respecting the rules and guidelines of swimming.
- Responsibility: The learner takes responsibility for their safety and the safety of others by adhering to safety guidelines during swimming.

Pertinent and Contemporary Issues
- Health promotion issues: the learner enhances health and wellbeing through physical fitness attained during swimming.
- Life skills: the learner acquires survival skills in water safety.
- Learner support programmes: as learners are equipped with skills in swimming that can even be used as a recreational activity.
- Socio-economic and environmental issues**:** as a learner is equipped with water safety and security skills.

Links to other learning areas:
- Agriculture : use of water for swimming and learning survival skills during swimming activities raises awareness of water conservation, connecting the learning outcomes to agricultural concepts related to resource management.
- English and Kiswahili: the learner enhances language skills as they describe body positions in swimming in both English and Kiswahili.

OPTION TWO

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Creating and Performing	**2.12.2 Kenyan Indigenous Games** **(Optional)** (10 lesson) **Tagging**	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous tagging games played in Kenya, b) perform different indigenous tagging games for skill acquisition, c) perform indigenous tagging games using musical rhythm for coordination, d) appreciate the role played by indigenous tagging games for enjoyment.	The learner is guided to: • watch virtual or live performance of indigenous tagging games and identify the types of games observed, • demonstrate skills in different indigenous tagging games while observing safety, • practise different indigenous tagging games while observing safety • practise different indigenous tagging games with background musical rhythm.	1. How do indigenous tagging skills enhance physical fitness? 2. Why is tagging considered an indigenous game?

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

Values:
- Responsibility: the learner takes on different roles during indigenous tagging games.
- Unity: the learner works with others in indigenous tagging games

Pertinent and Contemporary Issues (PCIs):
- Safety: the learner observes safety rules when playing indigenous tagging games.
- Health and Fitness: the learner improves fitness through indigenous tagging games for a healthy lifestyle.

Link to other learning areas:
Mathematics: the learner keeps counting during indigenous tagging games.

Suggested Assessment Rubric for Creating and Performing Strand

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe creating and performing skills in Creative Arts and Sports. $\frac{3}{4}$ *(simple triple) time, characteristics of photomontage, variation techniques in melody, netball passess, techniques of playing descant recorder, differentiating volleyball serves, format of a play script, body, classification of dances from Kenyan communities.*	Describes 8 aspects of creating and performing in Creative Arts and Sports accurately with examples.	Describes 8 aspects of creating and performing in Creative Arts and Sports accurately.	Describes 4-7 aspects of creating and performing in Creative Arts and Sports leaving out minor details.	Describes 4 or less aspects of creating and performing in Creative Arts and Sports leaving out major details.
Ability to create items in Creative Arts and Sports: *Compose rhythms, montage, compose melody, logo,, create a verse, devising a folk dance, body makeup. Paint a still life composition, draw a still life*	Creates the 9 items in Creative Arts and Sports creatively and/or imaginatively.	Creates the 9 items in Creative Arts and Sports correctly and/or accurately.	Creates 5-8 items in Creative Arts and Sports with minor flaws and/ or inconsistencies.	Creates 4 or less items in Creative Arts and Sports with flaws and/ or inconsistencies.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
composition, make a graduation strip, decorate a fabric ,weave a mat/tray.				
Ability to perform specific forms of Creative Arts and Sports: *rhythmic pattern in 3-4 pattern, middle distance running skills, simple pieces of music in G major, chest passes and overhead pass in Netball, dodging and marking, footwork, solo piece in G major, overarm and jump serve in Volleyball, volley perform a verse, folkdance, tagging/swimming*	Performs the 13 items in Creative Arts and Sports with ease and/ or with precision.	Performs the 13 items in Creative Arts and Sports accurately and correctly.	Performs 6-12 items in Creative Arts and Sports with minor flaws and/ or inconsistencies.	Performs 6 or less items in Creative Arts and Sports with flaws and/ or inconsistencies.

STRAND 3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS: ANALYSIS OF CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation in Creative Arts and Sports	**3.1 Analysis of Creative Arts and Sports** (8 lessons) ● Artwork; *drawing, painting and montage pictures, decorated fabric, basketry items)*	By the end of the Sub Strand, the learner should be able to: a) showcase artwork for appreciation, b) analyse a verse performance, c) examine the spirit of sportsmanship in sporting activities, d) analyse a folk dance from a Kenyan community, e) appreciate the role of analysis in adding value to Creative Arts and Sports.	The learner is guided to: ● prepare display area within school spaces, ● collectively, display own artwork, ● research on the criteria to analyse a verse ● analyse a verse considering the persona, theme, language and performance, ● research to identify good conduct and behavior in sports, ● watch a recorded or live performance of a given Kenyan folk dance and analyse it.	Why is analysis an important skill in Creative Arts and Sports?

Core competencies to be developed:
- Self-Efficacy: the learner gains confidence in their ability to evaluate and appreciate diverse forms of artistic expression as they apply their knowledge and skills to assess the artistic merits of visual representations.
- Citizenship: the learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song.
- Learning to Learn: demonstrated as the learner adapts to new information, seeks further knowledge, and refines their evaluation skills throughout the process of evaluating Creative Arts and Sports.

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

Pertinent and Contemporary Issues (PCIs):
- Decision Making Skill: the learner applies analytical skills when evaluating Creative Arts and Sports performances.
- Learner Support Programmes: the learner by analysing Creative Arts and Sport performances, engages in activities that can lead to a career in Arts in criticism and sports commentary.

Link to other learning areas:
- English and Kiswahili: language skills are essential in articulating and expressing thoughts when examining and discussing criteria for creative arts and sports evaluation.
- Social Studies: perspectives can be applied to understand the historical, cultural, and societal context of the folk song and its significance within the community.

Suggested Assessment Rubric for Appreciation in Creative Arts and Sports

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the criteria for evaluating Creative Arts and Sports.	Examines the criteria for evaluating Creative Arts and Sports in depth.	Examines the criteria for evaluating Creative Arts and Sports correctly.	Examines the criteria for evaluating Creative Arts and Sports with minor omissions.	Examines the criteria for evaluating Creative Arts and Sports with many omissions.
Ability to examine the criteria for evaluating Creative Arts and Sports,	Examines the criteria for evaluating Creative Arts and Sports, community in depth.	Examines the criteria for evaluating Creative Arts and Sports, community.	Examines the criteria for evaluating Creative Arts and Sports, community while missing out on minor details.	Examines the criteria for evaluating Creative Arts and Sports, community while missing out on major details.
Ability to analyse creative arts and sports items: -*Netball game* - *a folk dance* - *a 3D visual artwork* - *a verse performance*	Analyses the 4 items in Creative Arts and Sports critically.	Analyses the 4 items in Creative Arts and Sports.	Analyses 2-3 items in Creative Arts and Sports.	Analyses less than 2 items in Creative Arts and Sports.

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction
In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake **one common** integrated class CSL project following a 6-step milestone approach as follows:

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

Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

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

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

| | **1.2. Components of Creative Arts and Sports** | ● Found materials
● Sample pictures
● Videos
● Keyboard
● Open field
● Charts and diagrams illustrating the various components
● Online articles explaining the role of each component in Creative Arts and Sports
● Hands-on activities to engage students in experiencing different components
● Collaborative projects where students can explore and showcase their talents in creative arts and sports | Application of knowledge in a real-world context.
● **Individual Written test:** Mastery of theoretical concepts.
● **Peer Review and Feedback:** Collaboration, communication, and constructive feedback.
● **Practical Demonstrations:** Application of skills in physical activities.
● **Observation Checklist:** Coordination, teamwork, and engagement.
● **Creative Expression Assessment:** Expression of creativity in arts and performance. | learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports.
● **Concerts** – Participating in and attending music or drama concerts within the school and its environs.
● **Project work –** The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality.
● **Music, Art, Sports** |

			● **Final Project Evaluation Rubric:** Holistic assessment.	**and Drama clubs -** participating in Music, Art, Sports and Drama club activities within the school
2.0 Creating and Performing in Creative Arts and Sports	**2.1 Drawing and Painting**	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork		● **Sports Mini Tournaments:** Hosting a mini tournament where learners form teams and compete in friendly matches. learners can learn and practise the basics, engage in skill-building drills, developing sportsmanship, teamwork, and fair play.
	2.2 Rhythm	● Instructional Videos ● Interactive Worksheets ● Notation Software Tutorials ● Interactive Notation Apps ● Printable Rhythm Worksheets ● Improvisation Guides ● Improvisation Exercises ● Music Games		

	2.3 Athletics and Montage	• Athletic equipment: cones, hurdles, shot puts, etc. • Space for running and field activities • Montage creation materials: scissors, glue, magazines, and newspapers • Videos demonstrating athletic techniques and montage creation Outdoor activities promoting physical fitness and montage creation		• **Creative Arts Exhibition:** Plan a creative arts exhibition where learners showcase their artistic talents. This can include displaying paintings, drawings, sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays. • **School assembly activities** – performing, watching or
	2.4 Melody	• Musical instruments: keyboards, guitars, etc. • Sheet music and musical notation resources • Listening sessions featuring different melodies and genres • Group singing and composition exercises		

| | | 2.5 Netball | Netball equipment: balls, goalposts, bibs, etc. Netball rules and strategies Videos of netball matches and demonstrations Practical sessions for netball skills and gameplay | | listening to performances during school assemblies. **School events:** performing during events such as parents, prize giving, career and sports day among others. **Scout/Girl guide activities** - participating in the school band by playing musical instruments. **Performing troupes or** |
| | | **2.6 Fabric Decoration** | Art supplies: stencils, printing ink, rollers, etc. Tutorials on stencil printing techniques Examples of motif and repeat pattern designs Student projects creating stencil-printed artworks with repeat patterns | | |

	2.7. Descant Recorder	• Descant recorders for students • Sheet music and recorder tutorials • Videos featuring descant recorder performances • Group sessions for practicing and performing descant recorder music		**ensembles**-Learner form small groups for performance. ● **Festivals/Inter - house/class competitions**-performing and learning from art, music, dance, theatre and sports competitions held in and out of school.
	2.8 Verse	• Poetry books and collections • Examples of various poetic forms and styles • Writing workshops and exercises for creating verse • Poetry readings and performances		● **Participating during Cultural day/week-** learners acquire skills, knowledge and

| | | 2.9 Volleyball | Volleyball equipment: balls, net, poles, etc. Volleyball rules and strategies Videos of volleyball matches and professional players Practical sessions for volleyball skills and gameplay | | attitude that enhances awareness on how Creative Arts and Sports address social issues.
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| | | 2.10 Kenyan Folk Dance | Collection of Kenyan folk dances Lyrics and translations for understanding Guest dancers or performers for live demonstrations Classroom performances of Kenyan folk dances | | |

	2.11 Indigenous Kenyan craft - Basketry	• Basketry materials: reeds, twine, needles, etc. • Tutorials on traditional Kenyan basketry techniques • Examples of Kenyan basketry designs • Student projects creating their basketry pieces		
OPTIONAL (Do One) Either Swimming **Or** Kenyan Indigenous Game	**2.12.1 Swimming (Optional)**	• Swimming pool access and safety measures • Swimming instructors or lifeguards • Swim gear: swimsuits, goggles, etc. • Swimming lessons and practice sessions		
	2.12.2 Kenyan Indigenous Game	• Traditional Kenyan game materials for tagging		

	(Optional)	• Rules and instructions for the game • Examples of traditional Kenyan tagging games • Group sessions for playing and learning the game		
3.0 Appreciation in Creative Arts and Sports	**3.1 Analysis of Creative Arts and Sports**	• Critical analysis tools and frameworks • Worksheets for analyzing artistic and sports performances • Class discussions and debates on the cultural and social aspects • Research projects exploring the impact of creative arts and sports in Kenya	3.0 Appreciation in Creative Arts and Sports • **Criteria Interpretation** • **Brainstorming Session:** Ability to interpret and discuss criteria for evaluating different categories. Assess their understanding and ability to articulate evaluation criteria. • **Performance Analysis:** Reflective analysis of selected Creative Arts and	

			Sports performances. (Folksong, Football game, Storytelling performances) ● **Group Analysis and Presentation:** Collaborative analysis and presentation skills. Assess their collaborative skills and the depth of their understanding. ● **Critical Judgement Essays:** Critical analysis and judgement in written form providing critical judgement on specific Creative Arts and Sports categories. **Peer Review and Feedback:**	