



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**JUNIOR SCHOOL CURRICULUM DESIGN**

**CREATIVE ARTS AND SPORTS**

**GRADE 9**

First published 2024

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## **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, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 9 curriculum designs build on competencies attained by learners at the end of Grade 8. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior 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.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 9 is the final grade in Junior School in the reformed education structure.

The reviewed Grade 9 curriculum furthers implementation of the CBC from Grade 8 in Junior School. Grade 9 curriculum furthers implementation of the CBC from Grade 7. 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 9 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 9 and prepare them for smooth transition to Senior School. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT FOR BASIC EDUCATION**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 9 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary-State Department of Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 9 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 9 and preparation of learners for transition to Senior School.

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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.

#### **a) 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 the wake of rapid modernisation. Education should assist our youth to adapt to this change.

#### **b) 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.

#### **c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises 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-fulfilment**

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

Education should instil 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 Week)
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*
<b>Total</b>		<b>40+ 1*</b>

## **LEVEL LEARNING OUTCOMES**

By the 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 coexistence.
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), which 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

entrepreneurship 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 STRAND

<b>Strands</b>	<b>Sub Strands</b>	<b>Suggested Number of Lessons</b>
1.0 Foundations of Creative Arts and Sports	1.1. Careers in Creative Arts and Sports	10
	1.2. Components of Creative Arts and Sports	10
2.0 Creating and Performing in Creative Arts and Sports	2.1 Drawing and Painting	12
	2.2. Rhythm	12
	2.3 Athletics and Mosaic	14
	2.4. Melody	12
	2.5 Rugby	12
	2.6 Photography	10
	2.7 Descant Recorder	10
	2.8 Play	12

<b>Strands</b>	<b>Sub Strands</b>	<b>Suggested Number of Lessons</b>
	2.9. Basketball and Logo Design	14
	2.10 Indigenous Kenyan craft	10
OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game	2.11.1 Swimming (Optional)	10
	2.12.2 Kenyan Indigenous Games (Optional)	10
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports	12
<b>Total Number of Lessons</b>		<b>150</b>

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

## STRAND 1.0: FOUNDATIONS OF CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<p><b>1.0 Foundations of Creative Arts and Sports</b></p>	<p><b>1.1. Careers in Creative Arts and Sports</b></p> <p>(4 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Careers in Creative Arts</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify careers in Creative Arts and Sports,</li> <li>b) illustrate entrepreneurial opportunities in Creative Arts and Sports,</li> <li>c) appreciate careers in Creative Arts and Sports.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• research, using digital devices or print material, to identify and discuss careers in Creative Arts and Sports,</li> <li>• interact with actual or virtual Creative Arts spaces (theatre, recording studio, festivals, galleries, fine arts studios, workshops, exhibitions, cultural and sports centres) to observe roles performed by the personnel,</li> <li>• watch videos/recording of entrepreneurial opportunities in Creative Arts and Sports,</li> <li>• discuss to identify different entrepreneurial opportunities in Creative Arts and Sports,</li> <li>• acknowledge own and others' talents and areas of career interest in Creative Arts and Sports.</li> </ul>	<p>What are the career opportunities related to Creative Arts and Sports?</p>

**Core competencies to be developed:**

- Communication and collaboration: the learner enhances communication skills during research and collaborates with peers while discussing careers in Creative Arts and Sports.
- Learning to learn: the learner develops research skills as they search and organise information on careers in Creative Arts and Sports.

**Values:**

- Respect: the learner accommodates others opinions as they discuss the different personnel in Creative Arts and Sports in groups.
- Unity: the learner works with others in groups as they search for information on careers and personnel in Creative Arts and Sports.
- Responsibility: the learner uses digital devices appropriately while observing netiquette.

**Pertinent and Contemporary Issues (PCIs):**

- Life Skills education: the learner gains decision making skills as they explore different careers in Creative Arts and Sports, with a view of identifying a career of interest.
- Social cohesion: the learner visits various Creative Arts and Sports spaces to interact with different personnel involved in Performing Arts activities.

**Link to other Learning areas:**

Pre-Technical Studies: the learner enhances digital skills as they research careers and develop entrepreneurial skills learnt in business studies and they engage in income-earning performances.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<b>1.0 Foundations of Creative Arts and Sports</b>	<b>1.2 Components of Creative Arts and Sports</b>  (8 lessons) <ul style="list-style-type: none"> <li>• Components of physical fitness - <i>power and reaction time</i></li> <li>• elements of a play: <i>theme, characters, plot, conflict, resolution, setting, language</i>),</li> <li>• <i>Rhythm: dotted minim, the dotted crotchet and quaver and their rests,</i></li> <li>• <i>Note extension: dots and ties</i></li> </ul>	By the end of the Sub Strand the learner should be able to: a) describe the elements of a play, b) perform activities demonstrating the components of fitness, c) name pitches on the grand stave, d) group music notes in $\frac{4}{4}$ time incorporating note extension, e) construct the scale of F major on a staff, f) appreciate the basic elements of Creative Arts and sports.	The learner is guided to: <ul style="list-style-type: none"> <li>• watch actual or virtual play performance to identify the elements of a play,</li> <li>• discuss the basic elements of a play</li> <li>• observe actual or virtual activities of fitness that show <i>power and reaction time</i> in physical fitness,</li> <li>• demonstrate fitness exercises that enhance power and reaction time,</li> <li>• practise activities that enhance power and reaction time using music,</li> <li>• draw the grand stave and name lines and spaces,</li> <li>• draw the piano keyboard and relate to the grand stave,</li> <li>• construct the scale of F major on both treble and bass staff,</li> </ul>	<ol style="list-style-type: none"> <li>1. How does one create harmony pictorial composition?</li> <li>2. Why should athletes avoid performance enhancers to develop physical fitness?</li> <li>3. Why is note extension important in music notation?</li> </ol>



	<ul style="list-style-type: none"> <li>• <i>Construct F major on treble and bass staff ascending and descending( with and without Key signatures</i></li> <li>• <i>Pitch: Grand stave</i></li> </ul>		<ul style="list-style-type: none"> <li>• write signs for tied and dotted notes on a staff,</li> <li>• play or sing scales F major ascending and descending and their tonic arpeggios,</li> <li>• sight read simple melodies in C, G and F major for aural recognition of basic element of pitch.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner articulates and shares their understanding of various creative arts genres with peers and educators.</li> <li>• Learning to Learn: the learner engages in independent research to understand the unique aspects of Creative Arts and Sports genres.</li> <li>• Critical Thinking and Problem Solving: the learner engages in analysis of components and their roles in Creative Arts and Sports.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: the learner strengthens teamwork as they collaboratively research and do presentations on the components of Creative Arts and Sports.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Mental Health: the learner participates in Creative Arts and Sports performances for fun and enjoyment to promote mental health and wellbeing.</li> <li>• Identifying and Nurturing of Gifts and Talents: the learner identifies different components of Creative Arts and Sports.</li> </ul>				
<p><b>Link to other learning areas:</b></p>				

Mathematics: as the learner interacts with mathematical patterns to create rhythm in music.

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### Assessment Rubric for Foundations of Creative Arts and Sports

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify careers in Creative Arts and Sports (Visual Arts, Physical Education and Sports, Music and Theatre)	Identifies careers in Creative Arts and Sports with details in all the 5 areas	Identifies careers in Creative Arts and Sports in all of the 5 areas.	Identifies careers in Creative Arts and Sports in 2-3 areas.	Identifies very few careers in Creative Arts and Sports in less than 2 areas.
Ability to describe components of Creative Arts and Sports; basic elements of play;( <i>theme, characters, plot, conflict, resolution, setting, language</i> ).	Describes 9 components of Creative Arts and Sports clearly and with examples .	Describes 9 components of Creative Arts and Sports clearly.	Describes 5-8 components of Creative Arts and Sports.	Describes 4 or less components of Creative Arts and Sports.
Ability to execute components of Creative Arts and Sports; <i>Components of fitness (power and reaction time), elements of music (pitch, rhythm, dynamics, form and texture)</i>	Ability to execute 10 components of Creative Arts and Sports in detail.	Ability to execute 10 components of Creative Arts and Sports.	Ability to execute 5-9 components of Creative Arts and Sports.	Ability to execute less than 5 components of Creative Arts and Sports.

## 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):
<b>2.0 Creating and Performing</b>	<b>2.1 Drawing and Painting</b>  (8 lesson)  <ul style="list-style-type: none"> <li>• <i>Drawing</i></li> <li>• <i>Painting; colour harmony, colour mood(cool/warm), texture of forms (dabbing)</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss harmony/unity in a picture,</li> <li>b) classify analogous colours on a colour wheel for painting,</li> <li>c) illustrate a colour gradation strip for colour harmony,</li> <li>d) paint a scenery composition to express harmony/unity,</li> <li>e) appreciate own and others pictures,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures to review texture and colour; and discuss unity/harmony,</li> <li>• paint a colour wheel to classify analogous colours,</li> <li>• paint line strip using a pair of analogous colours to study colour harmony,</li> <li>• research to sketch a composition inspired by the surrounding; <i>a sea scape or landscape</i>,</li> <li>• paint a thin wash using the brush stroke technique to create a background,</li> <li>• paint the scenery composition to express texture and colour harmony/unity,</li> <li>• collaboratively, display scenery composition in a</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is colour classification important in painting?</li> <li>2. How does the colour affect the mood?</li> </ol>

			working portfolio for peer feedback.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: The learner engages in effective communication by describing and discussing and discuss unity/harmony.</li> <li>● Learning to Learn: The learner actively research/ review on texture and colour; and discuss unity/harmony</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: The learner respects the significance of Visual Arts by valuing the elements and principles as essential components of artistic expression and recognizing the diverse interpretations of art.</li> <li>● Unity: The learner collaboratively display their scenery composition in a working portfolio for critique.</li> </ul>				
<p><b>Pertinent and Contemporary Issues PCIs:</b></p> <ul style="list-style-type: none"> <li>● Life skills: The learner display scenery composition in a working portfolio for peer feedback.</li> </ul>				
<p><b>Link to other Learning areas:</b></p> <ul style="list-style-type: none"> <li>● Social Studies: The learner paint the scenery composition inspired by the environment to express texture and colour harmony/unity</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<p><b>2.0 Creating and Performing</b></p>	<p><b>2.2 Rhythm</b> (10 lessons)</p> <p><i>Note values: dotted minim, dotted crotchet quaver and their rests</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe the effect of note extension on rhythmic patterns,</p> <p>b) compose a four-bar rhythmic pattern in <math>\frac{4}{4}</math> time,</p> <p>c) notate four-bar rhythms in <math>\frac{4}{4}</math> time from dictation,</p> <p>d) appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to, sing or play tunes involving dotted notes to outline effects of note extension in rhythmic patterns,</li> <li>• beat time to familiar tunes in <math>\frac{4}{4}</math> time considering the crotchet as principle beat, accented and weak beats,</li> <li>• group notes of given two-bar rhythmic patterns involving dotted notes in <math>\frac{4}{4}</math> time,</li> <li>• orally compose 4-bar rhythmic patterns involving dotted notes and their corresponding rests, in <math>\frac{4}{4}</math> time and write on monotone, <math>\frac{4}{4}</math></li> <li>• write rhythmic patterns from dictation,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can various note combinations be used to form rhythms in simple time?</li> <li>2. How can one improvise accompaniment patterns for Sports?</li> </ol>

			<ul style="list-style-type: none"> <li>• sight read two-bar rhythms involving dotted notes in <math>\frac{4}{4}</math> time using French rhythm names,</li> <li>• play two-part and imitative rhythmic patterns in <math>\frac{4}{4}</math> time, using body percussion and percussion instruments,</li> <li>• improvise rhythmic patterns to given tunes with rhythms involving dotted notes in <math>\frac{4}{4}</math> time,</li> <li>• make a portfolio of all rhythmic patterns explored.</li> </ul>	
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**Core Competencies to be developed:**

- **Communication and Collaboration:** The learner, through effective communication, articulates and discusses the effect of note extension in rhythmic patterns, with peers.
- **Learning to Learn:** The learner actively seeks to understand and apply notation conventions to represent rhythm in music.
- **Critical Thinking and Problem Solving:** The learner creatively solves problems related to achieving the desired solutions on rhythmic structure in creating rhythmic patterns,
- **Creativity and Imagination:** The learner embraces creativity by exploring innovative factors such as unique combinations of beats, or experimental rhythmic elements as they create rhythmic patterns.

**Values:**

- Unity: the learner in collaborating with others on rhythm composition projects creates a harmonious atmosphere.
- Responsibility: the learner takes responsibility for their part in the ensemble while playing in unison or in two-part music, ensuring a coordinated and responsible musical performance.

**Pertinent and Contemporary Issues PCIs:**

- Ethnic and racial relations: the learner is acquainted with world music by learning notation and music interpretation.
- Health education: the learner gets insight into personal hygiene by cleaning and maintaining the instruments for use in playing rhythmic patterns.

**Link to other Learning areas:**

- Mathematics: is involved in understanding the mathematical aspects of rhythm, such as beats per minute, time signatures, and mathematical relationships between dotted rhythmic elements.
- Integrated Science: Understanding the science of sound helps learners accurately notate rhythms, considering the physical properties of sound.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<b>2.0 Creating and Performing</b>	<b>2.3 Athletics and Mosaic</b> (12 lessons) <ul style="list-style-type: none"> <li>• <i>Triple Jump</i></li> <li>• <i>Long distance running</i></li> <li>• <i>Mosaic</i></li> </ul>	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) describe the phases in Triple jump,</li> <li>b) perform Triple jump for skill acquisition,</li> <li>c) identify long distance races in athletics,</li> <li>d) perform techniques for long distance running,</li> <li>e) explore characteristics of mosaic in sample pictures,</li> <li>f) create a mosaic pictorial composition inspired by an athletic event,</li> <li>g) acknowledge own and others' efforts in performing Triple jump, skills in long</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe a live or virtual performance of Triple jump to identify the phases,</li> <li>• demonstrate the approach, take off, flight and landing phases in Triple jump,</li> <li>• practise triple jump skills in athletics,</li> <li>• practise technique used in long distance running while observing safety,</li> <li>• observe others' performance in Triple jump and long distance running skills and give feedback.</li> <li>• collaboratively, play games or engage in athletic events where the skills and techniques in Triple jump and long distance running,</li> <li>• source for actual and virtual samples of mosaic work to</li> </ul>	<ol style="list-style-type: none"> <li>1. How has long distance running benefitted Kenya?</li> <li>2. Why is it important to follow the phases of jumping in triple jump?</li> <li>3. How can mosaic pictorial composition be used to improve the environment?</li> </ol>

		<p>distance races and pictorial composition.</p>	<p>analyse characteristics with focus on; mono media and spacing of materials,</p> <ul style="list-style-type: none"> <li>• collect and prepare materials and tools for creating a mosaic focusing on material, support, and adhesive,</li> <li>• sketched based on the theme “athletics” on the support,</li> <li>• collaboratively, make the mosaic composition with emphasis on; spacing of materials and colour contrast (material vs support),</li> <li>• display and talk about own and others' mosaic composition and athletic skills.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to Learn: the learner gains knowledge performing Triple jump and long distance running skills and gives feedback to enhance confidence.</li> <li>• Self-efficacy: the learner shows confidence in taking up new challenges and believes in performing new skills in athletics.</li> <li>• Critical Thinking and Problem Solving: learners make decisions and decide on the skill to apply at a particular phase while running long distance.</li> <li>• Creativity and Imagination: the learner creates an artistic themed mosaic composition for describing the long distance races.</li> <li>• Citizenship: the learner searches and makes a mosaic of Kenyan long distance athletes.</li> </ul>				

**Values:**

- Love: the learner shows love for the country as they identify and appreciate a Kenyan athlete and make a mosaic composition.
- Responsibility: the learner cares for self and others, as they participate in skills for long distance running and triple jump while observing safety.

**Pertinent and Contemporary Issues (PCIs):**

- Social Cohesion- the learner engages in various creative arts and sports activities, appreciating the diverse cultures and values from different communities to enhance social cohesion.
- Citizenship: learner appreciates Kenyan athletes as they create mosaic compositions of their favourite Kenyan athletes.

**Link to other learning areas:**

- English: language skills are applied when the learner discusses different techniques in long-distance races, enhancing their ability to express ideas clearly.
- Mathematics: Analysing the pacing, speed, and strategies involved in long-distance races incorporates mathematical concepts into the learning process.
- Pre-Technical Studies: the learner interacts with digital devices when searching Kenyan athletes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<b>2.0 Creating and Performing</b>	<b>2.4 Melody</b>  (10 lessons)  <ul style="list-style-type: none"> <li>• <i>Variations: - rhythmic, melodic, and dynamic variations</i></li> <li>• <i>Note value involving the dotted minim, dotted crotchet and a quaver,</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the use of variation in composing a melody, b) compose a four-bar melody in F Major and $\frac{4}{4}$ time, c) notate four-bar, melodies in $\frac{4}{4}$ time, d) perform melodies in F major and $\frac{4}{4}$ time, e) value the use of melody in Creative Arts and Sports.	The learner is guided to: <ul style="list-style-type: none"> <li>• sing familiar tunes and discuss how variation has been achieved in the different phrases of the melody,</li> <li>• perform the scale of F major and its tonic arpeggio,</li> <li>• write a 2-bar answering phrase in F major which is a variation of the given opening phrase in <math>\frac{4}{4}</math> time,</li> <li>• improvise 2-bar opening phrases with variation in pitches to given answering phrases in <math>\frac{4}{4}</math> time and F major,</li> <li>• create a four-bar melody in F major and in <math>\frac{4}{4}</math> time with varied phrases observing integrity,</li> <li>• add phrase marks to the four-bar composed melodies indicating dynamics as loud for one phrase and soft for the other,</li> </ul>	How can a melody be made interesting?

			<ul style="list-style-type: none"> <li>• sight read the melodies composed by self and others,</li> <li>• listen to melodies written by self and others and give feedback.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: The learner explores innovative techniques to create variation in melodies.</li> <li>• Learning to Learn: The learner applies knowledge gained from earlier grades on the process of melody composition.</li> <li>• Communication and Collaboration: The learner communicates with peers as they discuss how variation has been achieved in the different phrases of the melody,</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learner collaborates with others in discussions about variation techniques in melody writing.</li> <li>• Responsibility: The learner ensures accuracy and clarity in representing melodies, taking responsibility for conveying musical ideas effectively.</li> <li>• Integrity: The learner strives to be true to their artistic vision, avoiding plagiarism and embracing originality in the creation of melodies.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Moral Education: The learner sings familiar songs with messages on values as they discuss how variation has been achieved in the different phrases of the melody,</p>				

**Link to other learning areas:**

- Mathematics: The learner is involved in understanding the mathematical aspects of rhythm, such as beats per bar, time signatures, and mathematical relationships between different melodic elements.
- Integrated Science: The learner accurately notates melodies, considering the physical properties of sound.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<b>2.0 Creating and Performing</b>	<b>2.5 Rugby</b>  (10 lessons) <ul style="list-style-type: none"> <li>• <i>Passes: spin, pop and basic</i></li> <li>• <i>Kicks; place and drop</i></li> </ul>	By the end of the Sub Strand, the learners should be able to: <ol style="list-style-type: none"> <li>a) distinguish passes in Rugby,</li> <li>b) perform passing skills in Rugby,</li> <li>c) perform kick techniques in Rugby,</li> <li>d) value own and others' efforts in applying passing and kicking skills for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a live, or virtual Rugby game to identify passes and kicks</li> <li>• demonstrate passing skills in Rugby,</li> <li>• practise the spin, pop and basic passes in Rugby,</li> <li>• demonstrate kicking skills in Rugby,</li> <li>• practise the drop and place kick techniques in Rugby,</li> <li>• use the skills of passing and kicking to play a modified game in Rugby while observing the rules of the game and safety.</li> </ul>	What are the best ways to advance a ball in a game of Rugby?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and Collaboration:</b> The learner communicates effectively by understanding and articulating the various types of passes in Rugby.</li> <li>• <b>Digital Literacy:</b> the learner interacts with digital devices to observe virtual performances in Rugby, to enhance appropriate use of technology.</li> </ul>				

- Creativity and Imagination: the learner devises creative ways of advancing the ball with passes to outsmart the opponents during play

**Values:**

- Integrity: The learner upholds a high standard of integrity by respecting the rules of the game and engaging in skill acquisition with honesty and transparency.
- Unity: The learner actively collaborates with teammates, emphasising unity in executing passing drills to achieve collective skill acquisition.

**Pertinent and Contemporary Issues (PCIs):**

- Health promotion issues- the learner enhances health and wellbeing while engaging in Rugby games to reduce the chances of lifestyle diseases.
- Life skills - the learner develops the skill of coping with emotions when they play a modified Rugby game safely.

**Link to other learning areas:**

- Integrated Science: Exploring the science behind different kicking techniques incorporates principles of force, motion, and anatomy.
- English: language skills are utilised when learners communicate and distinguish types of passes in Rugby, enhancing their ability to express ideas clearly.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question:
<p><b>2.0 Creating and Performing</b></p>	<p><b>2.6 Photography</b> (8 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Photography</i></li> <li>• <i>scenic points (geographical features, building among others)</i></li> <li>• <i>view point (normal, birds and worm)</i></li> <li>• <i>presentation; arrangement of photographs, caption,</i></li> </ul>	<p>By the end of the Sub Strand, the learners should be able to:</p> <ol style="list-style-type: none"> <li>a) identify different viewpoints in photography,</li> <li>b) take photographs of a scenery in viewpoint for showcase,</li> <li>c) present the photographs for appreciation.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• observe virtual and actual samples of photographs to analyse the bird's, normal and worm's viewpoints,</li> <li>• research/take a field walk to explore and identify scenic point in the surroundings,</li> <li>• take photographs inspired by the environment to showcase beautiful scenes in our country (Kenya) focusing on; <i>varied scene and viewpoints,</i></li> <li>• select and store the photographs in an e folder to make a still/slide presentation,</li> <li>• make a presentation for own reflection and peer feedback in a just manner.</li> </ul>	<p>Which are the ethical issues to consider in photography?</p>

**Core Competencies to be developed:**

- Citizenship : learner visit their surroundings to take photographs to showcase beautiful scenes in our country (Kenya).
- Imagination and Creativity: learner evaluates and selects photograph, considering different viewpoints and perspectives, and makes informed decisions during the editing process.

**Values:**

Respect: learner present their photographs and give feedback in a just manner..

**Pertinent and Contemporary Issues (PCIs):**

Environmental Awareness: learner appreciate beautiful environment as they take a field walk to explore and identify scenic point in the surroundings

**Link to other learning areas:**

Social Studies: Understanding the geographical and environmental aspects of different viewpoints in landscape photography.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
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<p><b>2.0 Creating and Performing</b></p>	<p><b>2.7 Descant Recorder</b></p> <p>(10 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Technique of pinching</i></li> <li>• Dynamics: <i>crescendo and diminuendo.</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the fingering of notes in the scale of F major,</li> <li>b) play the scale of F major from staff notation on a descant recorder,</li> <li>c) perform a solo piece in F major on a descant recorder, applying correct playing techniques,</li> <li>d) value playing music on the descant recorder.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read, and interpret fingering charts to play the notes of F major scale,</li> <li>• play the scale of F Major ascending and descending on staff notation,</li> <li>• play simple melodies in the scale of F major on staff notation,</li> <li>• watch actual or virtual instrumental tutorials to demonstrate and explain techniques of pinching on a descant recorder,</li> <li>• explore actual or virtual demonstrations of playing techniques of descant recorder to explain performance directions for dynamics crescendo and diminuendo,</li> <li>• play simple melodies in <math>\frac{4}{4}</math> time, and in F major observing performance directions for dynamics,</li> <li>• use digital devices responsibly to record performances for future reference.</li> </ul>	<p>What is the importance of applying technique when playing instrumental music?</p>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: The learner confidently reads and interprets fingering charts as they play the notes of F major scale.</li> </ul>				

- Creativity and Imagination: The learner plays simple melodies in  $\frac{4}{4}$  time, and in F major observing performance directions for dynamics.

**Values:**

- Responsibility: The learner acquires self-discipline as they use digital devices to record performances for future reference.
- Social justice: The learner and peers share roles fairly in executing musical duties towards playing the descant recorder.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and security; The learner observes safety as they clean and play instruments.
- Self-awareness: The learner identifies skills they are good at and connect them with their talents in instrumental playing.

**Link to other Learning areas:**

- Integrated Science: The learner understands the science of sound production to enhance comprehension of playing techniques, especially regarding the impact on the quality of sound.
- Pre-technical and Business Studies: The learner acquires concepts and procedures for understanding technical aspects in assembling, playing, caring for and maintaining the Descant Recorder they play.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
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<p><b>2.0 Creating and Performing</b></p>	<p><b>2.8 Play</b> (12 lessons)</p> <ul style="list-style-type: none"> <li>● format of a script- <i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i></li> <li>● <i>play elements- theme, characters, plot, setting, conflict, language</i></li> <li>● <i>Performing a play</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the format of a play script,</li> <li>b) create a one act play addressing a societal issue,</li> <li>c) act a role in a play performance,</li> <li>d) recognise play performance as a channel of addressing societal issues.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script,</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements</li> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● perform vocal and physical warm up activities in preparation for play performance,</li> <li>● rehearse a role in the play (paying attention to use of voice, body, movement, space, use of props, music, and costume)</li> <li>● perform a role in a play performance before an audience,</li> <li>● record experiences in a journal.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can a play performance be made believable to an audience?</li> <li>2. Why is it important to decorate props to be used for performance?</li> </ol>
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**Core Competencies to be developed:**

- Communication: the learner speaks clearly during class discussions and when acting in a play.
- Collaboration: the learner participates in group activities when creating and performing in a play
- Creativity and Imagination: the learner sharpens observation skills of the environment to note challenges in society and to experiment with new ideas for addressing these challenges using play performance. Critical thinking and problem solving: the learner develops problem identification skills and conflict resolution mechanisms when creating and performing a play.
- Citizenship: the learner develops a sense of civic mindedness and social awareness in creating and performing plays which address societal concerns.
- Digital literacy: the learner interacts with digital devices when selecting and using music for the play performance.

**Values:**

- Responsibility: the learner develops skills of self-drive, accountability and determination while creating and performing a play.
- Social Justice: the learner fosters fairness and justice while working in groups and through creation of fictional works.
- Peace: the learner works in harmony with others during rehearsal and performance sessions.
- Integrity: the learner is equipped with the value of honesty through the creation of own original works devoid of plagiarism.

**Pertinent and Contemporary Issues (PCIs):**

- Learner support programmes: the learner identifies and nurtures talent in acting or any other role in play performance.
- Life skills education: the learner gains self-esteem and assertiveness while performing on stage.
- Citizenship Education: the learner uses the play performance space to create awareness about societal issues.

**Link to other Learning areas:**

- English and Kiswahili: the learner takes part in class discussions using these languages as media for communication.
- Pre-technical Studies: the learner uses computer literacy skills to manipulate digital gadgets in play creation and performance.

- Religious Studies: the learner performs plays which advocate for social and moral values in society.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<b>2.0 Creating and Performing</b>	<b>2.9 Basketball and Logo Design</b>  (12 lessons) <ul style="list-style-type: none"> <li>• <i>Passing-overhead, bounce and chest</i></li> <li>• <i>Dribbling-high and low</i></li> <li>• <i>Logo design</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) perform passes in Basketball for skill acquisition,</li> <li>b) execute dribbling in Basketball for skill acquisition,</li> <li>c) design logo for a Basketball team,</li> <li>d) appreciate each other's skills in Basketball game</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a live or virtual Basketball game and identify the <i>passing</i> and <i>dribbling</i> skills in Basketball,</li> <li>• demonstrate the overhead, bounce and chest passes in Basketball,</li> <li>• demonstrate high and low dribbling in Basketball,</li> <li>• practise passing and dribbling skills while observing safety,</li> <li>• research to examine actual or virtual samples of a logo,</li> <li>• design a logo for a basketball team, name/letter combination,</li> <li>• apply the skills learnt in Basketball in a mini-Basketball game in teams displaying the team logos,</li> <li>• display the logo around the basketball pitch for appreciation.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can a poster be made an effective means of communicating?</li> <li>2. Why is it important to combine passing and dribbling in Basketball?</li> </ol>



**Core Competencies:**

- Critical Thinking and Problem Solving: the learner assesses defensive strategies, anticipates opponents' moves, and adapts their dribbling techniques accordingly, showcasing critical thinking skills.
- Creativity and Imagination: the learner creates an identification logo for the basketball teams.
- Communication and Collaboration: the learner communicates and shares ideas on the different basketball passes when practising different basketball passes.

**Values:**

- Unity: the learner values the contributions of each team member, recognizing that unity enhances overall team performance.
- Integrity: the learner exhibits integrity by following the rules and ethical guidelines of the game. They prioritise fair play and honesty during skill acquisition, ensuring that their progress aligns with principles of integrity.

**Pertinent and Contemporary Issues PCIS:**

- Health promotion issues: as the learner gains physical fitness through games for prevention of lifestyle diseases
- Safety and Security: as learners observe safety measures during mini games and handling sharp tools while trimming and fixing the posters.

**Link to other learning areas:**

- Mathematics: Dribbling involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles during dribbling, reinforcing practical mathematical application.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s):
<b>2.0 Creating and Performing</b>	<b>2.10 Indigenous Kenyan Crafts</b>  (10 lessons)  <ul style="list-style-type: none"> <li>• <i>pottery</i></li> <li>• <i>weaving</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe coil techniques in pottery, b) model a vessel using coil method, c) make a frame loom for weaving, d) make a fabric using 2/1 twill weaving technique, e) display and critique own and others' woven articles.	The learner is guided to: <ul style="list-style-type: none"> <li>• study pottery items from actual and virtual sources and analyse coil technique,</li> <li>• source clay and prepare clay by removing impurities, drying, kneading and wedging,</li> <li>• make coils of uniform thickness,</li> <li>• join clay coils to form a vessel,</li> <li>• smoothen the inside and outside of the vessel,</li> <li>• decorate the slightly dry vessel by incising and dry under shade.</li> <li>• collaboratively fire the completely dry vessel using an open pit kiln,</li> <li>• explore actual and virtual resources to study making a frame loom and 2/1 twill weaves,</li> <li>• collaboratively, make a wooden mitre joint frame loom, (equal spacing of nails).</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is clay the preferred material for pottery?</li> <li>2. How is a fabric woven?</li> </ol>

			<ul style="list-style-type: none"> <li>● secure the warps on the loom and interlace the wefts using 2/1 twill techniques to weave a fabric,</li> <li>● display and talk about own and peers' articles.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: the learner makes a fabric using 2/1 twill weaving technique,</li> <li>● communication and collaboration: the learner collaboratively fires the bone dry vessel using an open pit kiln.</li> <li>● Self-efficacy: the learner displays and talk about own and peers' articles.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: the learner gains respect for others' opinions while creating and sharing own and peers' articles.</li> <li>● Responsibility: the learner acquires self-discipline when making a wooden mitre joint frame loom.</li> <li>● Patriotism : the learner gains appreciation for Indigenous Kenyan Crafts through interaction with pottery items from actual and virtual sources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Hygiene and safety: the learner fires the bone dry vessel using an open pit kiln observing safety.</li> <li>● Environmental conservation: the learner sources clay and prepares clay responsibly.</li> </ul>				
<p><b>Link to other Learning areas:</b>  Agriculture :the learner sources clay thus understanding types of soils .</p>				

## 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):
<b>2.0 Creating and Performing</b>	<b>2.11.1 Swimming</b> (10 lessons)  <b>(Optional)</b> <ul style="list-style-type: none"> <li>• <i>Standing dive</i></li> <li>• <i>Butterfly stroke</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the body position in standing dive and butterfly stroke in swimming,</li> <li>b) perform a standing dive in swimming</li> <li>c) perform the butterfly stroke in swimming,</li> <li>d) appreciate swimming as a life skill.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a live or virtual demonstration to identify the standing dive and butterfly stroke,</li> <li>• demonstrate the phases of standing dive,</li> <li>• practise standing dive while observing safety,</li> <li>• demonstrate the phases of butterfly stroke,</li> <li>• practise the butterfly stroke while observing safety and coordination,</li> </ul>	<ol style="list-style-type: none"> <li>1. How can swimming skills be performed safely?</li> <li>2. Why is synchrony important in butterfly stroke?</li> </ol>

			<ul style="list-style-type: none"> <li>● practise combination of standing dive and butterfly stroke.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: the learner develops confidence through mastery and performing skills in swimming.</li> <li>● Learning to Learn: the learner is exposed to research and inquiry in swimming skills.</li> <li>● Communication and Collaboration; the learner works in a group to practise different swimming skills.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: the learner works in a team as they play during swimming.</li> <li>● Responsibility: the learner Handles the swimming equipment with care and keeps them well after use.</li> <li>● Respect: the learner takes turns to demonstrate the skills in swimming.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Lifestyle diseases: physical fitness is attained during swimming</li> <li>● Safety and security: enhanced as the learner wears suitable swimming clothing and ensures that the pool area is safe.</li> <li>● Self-awareness: the learner is able to identify suitable skills and applies them in swimming.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● English and Kiswahili: the learner enhances language skills as they describe body positions in swimming in both English and Kiswahili.</li> </ul>				

## OPTION TWO

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Creating and Performing</b>	<b>2.11.2 Kenyan Indigenous Games</b>  <b>(Optional)</b>  <b>Board games</b>  (10 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify types of indigenous board games played in Kenya,</li> <li>perform different indigenous board games,</li> <li>perform indigenous board games to background music for enjoyment</li> <li>appreciate the role played by indigenous board games for mental health.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>watch a virtual or live demonstration of indigenous board games and identify the skills observed in the games,</li> <li>demonstrate indigenous board game skills while observing safety,</li> <li>practice skills in different indigenous board games while observing safety</li> <li>play games using different indigenous board games with background musical rhythm.</li> </ul>	<ol style="list-style-type: none"> <li>How do indigenous board games enhance mental relaxation?</li> <li>Why are board games considered an indigenous game?</li> </ol>
<p><b>Core competency to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration: the learner works with others in indigenous board games.</li> <li>Learning to Learn: the learner acquires and masters skills in indigenous board games.</li> </ul>				

**Values:**

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

**Pertinent and Contemporary Issues (PCIs):**

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

**Link to other learning areas:**

- Mathematics: the learner keeps counting during indigenous board games.

### Assessment Rubric for Creating and Performing in Creative Arts and Sport

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe creating and performing features in Creative Arts and Sports; contemporary dance techniques ( <i>leg work, versatility, fall, recovery, and release</i> ), <i>elements of a play character, plot, theme, conflict, resolution, language</i>	Describes all 10 aspects of creating and performing in Creative Arts and Sports accurately citing relevant illustrations.	Describes all 10 aspects of creating and performing in Creative Arts and Sports accurately.	Describes 5-9 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: ( <i>rhythm, melody, mosaic, modelling a dummy trophy, , logo, play, traditional, photography for sceneries, composition, model a vessel, make a frame loom, make a fabric using twill weaving technique.</i>	Creates the 12 items in Creative Arts and Sports artistically.	Creates the 12 items in Creative Arts and Sports.	Creates 7-11 items in Creative Arts and Sports.	Creates 6 or less items in Creative Arts and Sports.



<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to perform skills in Creative Arts and Sports: <i>rhythm creation and notation, triple jump (hop, step and jump), long distance running (start, arm action, pacing, stride and breathing), melody writing, passes in rugby (spin, pop and basic), kicks in rugby (place and drop), descant recorder playing, passes in basketball (overhead, bounce and chest), dribbling in basketball, (high and low), performing a play, take photographs of scenery, swimming/board games</i>	Performs the 24 skills in Creative Arts and Sports skilfully and/or creatively.	Performs the 24 items in Creative Arts and Sports Correctly and/ or accurately	Performs 12-24 items in Creative Arts and Sports with minor flaws and/or inconsistencies.	Performs 11 or less items in Creative Arts and Sports with flaws and/or inconsistencies.

**STRAND 3.0: APPRECIATION IN CREATIVE ARTS AND SPORTS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s):</b>

<p><b>3.0 Appreciation in Creative Arts and Sports</b></p>	<p><b>3.1 Analysis of Creative Arts and Sports</b></p> <p>(8 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Analyse Key: C major, G major, F major</i></li> <li>• <i>Anti-doping in sports</i></li> <li>• <i>Time signature, 2, 3, 4 4 4</i></li> <li>• <i>Performance directions-repeat and dynamics</i></li> <li>• <i>Art catalogue; (name of gallery, artist's name, type of artwork, medium,</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) analyse a play performance,</li> <li>b) examine ethical practices in sports,</li> <li>c) analyse a solo vocal piece of music,</li> <li>d) critique exhibited artworks for inspiration,</li> <li>e) appreciate the role of analysis in adding value to Creative Arts and Sports.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• research on the criteria for evaluating a play,</li> <li>• analyse a given play performance to evaluate theme, setting, conflict, resolution, use of voice, use of body movement, internalisation, audience involvement, props, costume, overall impression,</li> <li>• discuss ethical issues in Sports (Anti-doping)</li> <li>• research on how to analyse a solo vocal piece of music,</li> <li>• listen to and analyse a solo vocal piece of music,</li> <li>• visit community/online galleries/to see and analyse artworks</li> <li>• create a catalogue of the exhibited artworks,</li> <li>• discuss to reflect on the work of art for inspiration and mentorship,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is analysis an important skill in Creative Arts and Sports?</li> <li>2. How can analysis of creative arts and sports enhance creativity?</li> </ol>
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	<i>subject matter/theme, function)</i>		<ul style="list-style-type: none"> <li>• discuss ethical issues in Creative Arts.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• 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 in these arts.</li> <li>• Citizenship: the learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: Through collaborative efforts in understanding diverse perspectives, the learner contributes to a sense of unity within the learning community.</li> <li>• Integrity: The learner approaches the evaluation task with integrity, ensuring honest and principled assessments that contribute to the ethical critique of artistic expression.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Life Skills: the learner develops analytical and creative thinking as they discuss and critique the Creative Arts and Sports areas.</li> <li>• Learner Support Programmes: the learner exercises fair play as they critique and give honest opinions respectfully of their own and other's displayed disciplines.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>• English and Kiswahili: language skills are essential in articulating and expressing thoughts when examining and discussing criteria for Creative Arts and Sports evaluation.</li> <li>• Social Studies: perspectives can be applied to understand the historical, cultural, and societal context of the solo vocal song</li> </ul>				

and its significance within the community

### Assessment Rubric for Appreciation in Creative Arts and Sports

<b>Indicator \ Level</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to examine the criteria for evaluating Creative Arts and Sports. <i>(Rugby, mosaic, solo vocal music)</i>	Examines the criteria for evaluating the 5 areas in Creative Arts and Sports in areas depth.	Examines the criteria for evaluating the 5 areas in Creative Arts and Sports correctly.	Examines the criteria for evaluating 3-4 areas in Creative Arts and Sports.	Examines the criteria for evaluating 2 or less areas in Creative Arts and Sports
Ability to analyse performances or pieces in Creative Arts and Sports, <i>(solo vocal music, game of rugby, mosaic artwork (organisation of the work, subject matter, theme), modelling of dummy trophy (organisation of the work, subject matter, theme), contemporary dance)</i>	Analyses all the 6 performances or pieces in Creative Arts and Sports in detail.	Analyses all the 6 performances or pieces in Creative Arts and Sports.	Analyses 3 to 5 performances or pieces in Creative Arts and Sports.	Analyses less than 2 or less performances or pieces in Creative Arts and Sports.

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

### Introduction

In Grade 9, 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 project. 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 a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, Communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>
Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.

Milestone 3	<b>Planning for the Project</b> 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	<b>Implementation</b> The learners execute the project and keep evidence of work done.
Milestone 5	<b>Showcasing /Exhibition and Report Writing</b> 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	<b>Reflection</b> 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 group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

**APPENDIX 2: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

STRAND	SUB STRAND	SUGGESTED RESOURCES	ASSESSMENT	SUGGESTED ASSESSMENT METHODS	NON-FORMAL ACTIVITIES
<p><b>1.0 Foundations of Creative Arts and Sports</b></p>	<p><b>1.1. Careers In Creative Arts And Sports</b></p>	<ul style="list-style-type: none"> <li>● Manilla paper</li> <li>● Colours</li> <li>● ICT devices</li> <li>● cutting tools</li> <li>● found/recycled materials</li> <li>● Textbooks on the history and significance of creative arts and sports</li> <li>● Videos showcasing the evolution and cultural importance of creative arts and sports in Kenya</li> <li>● Guest speakers, such as local artists and athletes, for interactive sessions</li> <li>● Field trips to museums, art galleries, and sports facilities</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Portfolio Assessment:</b> Compilation of individual and group work.</li> <li>● <b>Individual Reflections and Self-Assessment:</b> Personal understanding and growth.</li> <li>● <b>Group Presentation and Panel Discussion:</b> Comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Field visits -</b> 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</li> </ul>

	<p><b>1.2. Components Of Creative Arts And Sports</b></p>	<ul style="list-style-type: none"> <li>● Found materials</li> <li>● Sample pictures</li> <li>● Videos</li> <li>● Keyboard</li> <li>● Open field</li> <li>● Charts and diagrams illustrating the various components</li> <li>● Online articles explaining the role of each component in creative arts and sports</li> <li>● Hands-on activities to engage students in experiencing different components</li> <li>● Collaborative projects where students can explore and showcase their talents in creative arts and sports</li> </ul>	<p>understanding and ability to articulate concepts.</p> <ul style="list-style-type: none"> <li>● <b>Interactive Classroom Display Walkthrough:</b> Application of knowledge in a real-world context.</li> <li>● <b>Individual Written test:</b> Mastery of theoretical concepts.</li> <li>● <b>Peer Review and Feedback:</b> Collaboration, communication, and constructive feedback.</li> <li>● <b>Practical Demonstrations:</b> Application of skills in physical activities.</li> <li>● <b>Observation Checklist:</b> Coordination,</li> </ul>	<p>for basic analysis.</p> <ul style="list-style-type: none"> <li>● <b>Apprenticeship</b> - connections with artists, athletes and sportsmen in the community, learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports.</li> <li>● <b>Concerts</b> – Participating in and attending music or drama concerts within the school and its environs.</li> <li>● <b>Project work</b> – The learners will be guided</li> </ul>
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			<p>teamwork, and engagement.</p> <ul style="list-style-type: none"> <li>● <b>Creative Expression Assessment:</b> Expression of creativity in arts and performance.</li> <li>● <b>Final Project Evaluation Rubric:</b> Holistic assessment.</li> </ul>	<p>to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality.</p> <ul style="list-style-type: none"> <li>● <b>Music, Art, Sports and Drama clubs -</b> participating in Music, Art, Sports and Drama club activities within the school</li> <li>● <b>Sports Mini Tournaments:</b></li> </ul>
<p><b>2.0 Creating and Performing in Creative Arts and Sports</b></p>	<p><b>2.1 Drawing and Painting</b></p>	<ul style="list-style-type: none"> <li>● Art supplies: drawing paper, pencils, colored pencils, paints, etc.</li> <li>● Art tutorials and demonstrations</li> <li>● Examples of famous paintings and artists</li> <li>● Classroom exhibitions of students' artwork</li> </ul>		

	<b>2.2. Rhythm</b>	<ul style="list-style-type: none"> <li>● Instructional Videos</li> <li>● Interactive Worksheets</li> <li>● Notation Software Tutorials</li> <li>● Interactive Notation Apps</li> <li>● Printable Rhythm Worksheets</li> <li>● Improvisation Guides</li> <li>● Improvisation Exercises Music Games</li> </ul>		<p>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.</p> <ul style="list-style-type: none"> <li>● <b>Creative Arts Exhibition:</b></li> </ul>
	<b>2.3 Athletics And Mosaic</b>	<ul style="list-style-type: none"> <li>● Athletic equipment: cones, hurdles, shot puts, etc.</li> <li>● Space for running and field activities</li> <li>● Mosaic creation materials: tiles, glue, backing material</li> <li>● Videos demonstrating athletic techniques and mosaic creation</li> <li>● Outdoor activities promoting physical fitness and mosaic creation</li> </ul>		

	<b>2.4. Melody</b>	<ul style="list-style-type: none"> <li>• Musical instruments: keyboards, guitars, etc.</li> <li>• Sheet music and musical notation resources. Listening sessions featuring different melodies and genres. Group singing and composition exercises</li> </ul>		<p>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</p>
	<b>2.5 Rugby</b>	<ul style="list-style-type: none"> <li>• Rugby equipment: balls, goalposts, cones, etc.</li> <li>• Rugby rules and strategies</li> <li>• Videos of rugby matches and professional players</li> <li>• Practical sessions for rugby skills and gameplay</li> </ul>		

	<b>2.6 Descant Recorder</b>	<ul style="list-style-type: none"> <li>• Descant recorders for students</li> <li>• Sheet music and recorder tutorials</li> <li>• Videos featuring descant recorder performances</li> <li>• Group sessions for practicing and performing descant recorder music</li> </ul>		<p>displays.</p> <ul style="list-style-type: none"> <li>• <b>School assembly activities</b> – performing, watching or listening to performances during school assemblies.</li> <li>• <b>School events:</b> performing during events such as parents, prize giving, career and sports day among others.</li> </ul>
	<b>2.7 Play</b>	<ul style="list-style-type: none"> <li>• Play books and collections</li> <li>• Play-related resources and games</li> <li>• Role-playing scenarios and activities</li> <li>• Discussions on the importance of play in creative arts and sports</li> <li>• Creative playwriting and performance exercises</li> </ul>		

	<p><b>2.8. Basketball And Logo Design</b></p>	<ul style="list-style-type: none"> <li>● Basketball equipment: balls, hoops, bibs, etc.</li> <li>● Basketball rules and strategies</li> <li>● Graphic design software and tutorials</li> <li>● Student projects combining basketball themes with graphic design elements</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Scout/Girl guide activities</b> - participating in the school band by playing musical instruments.</li> <li>● <b>Performing troupes or ensembles</b>- Learner form small groups for performance.</li> <li>● <b>Festivals/Inter-house/class competitions</b>-performing and learning from art, music, dance, theatre and sports competitions held in and out of school.</li> <li>● <b>Participating during</b></li> </ul>
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				<p><b>Cultural day/week-</b> learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>2.9 Indigenous Kenyan Craft</b></p>	<ul style="list-style-type: none"> <li>• Pottery materials: clay, wheel, glazes, etc.</li> <li>• Tutorials on traditional Kenyan pottery techniques</li> <li>• Examples of Kenyan pottery designs</li> <li>• Student projects creating their pottery pieces</li> </ul>		

<b>OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game</b>	<b>2.10.1 Swimming (Optional)</b>	<ul style="list-style-type: none"> <li>Swimming pool access and safety measures</li> <li>Swimming instructors or lifeguards</li> <li>Swim gear: swimsuits, goggles, etc.</li> <li>Swimming lessons and practice sessions</li> </ul>		
	<b>2.10.2 Kenyan Indigenous Games (Optional)</b>	<ul style="list-style-type: none"> <li>Traditional Kenyan game materials for tagging</li> <li>Rules and instructions for the game</li> <li>Examples of traditional Kenyan tagging games</li> <li>Group sessions for playing and learning the game</li> </ul>		
<b>3.0 Appreciation in Creative Arts and Sports</b>	<b>3.1 Analysis Of Creative Arts And Sports</b>	<ul style="list-style-type: none"> <li>Critical analysis tools and frameworks</li> <li>Worksheets for analyzing artistic and sports performances</li> <li>Class discussions and debates on the cultural and social aspects</li> </ul>	3.0 Appreciation in Creative Arts and Sports <ul style="list-style-type: none"> <li><b>Criteria Interpretation</b></li> <li><b>Brainstorming Session:</b> Ability to interpret and discuss criteria for evaluating</li> </ul>	

		<ul style="list-style-type: none"> <li>• Research projects exploring the impact of creative arts and sports in Kenya</li> </ul>	<p>different categories. Assess their understanding and ability to articulate evaluation criteria.</p> <ul style="list-style-type: none"> <li>• <b>Performance Analysis:</b> Reflective analysis of selected Creative Arts and Sports performances. (Folksong, Football game, Storytelling performances)</li> <li>• <b>Group Analysis and Presentation:</b> Collaborative analysis and presentation skills. Assess their collaborative skills and the depth of their understanding.</li> <li>• <b>Critical Judgement Essays:</b> Critical analysis and judgement in written form providing critical</li> </ul>	
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			judgement on specific Creative Arts and Sports categories. <b>Peer Review and Feedback:</b>	
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