



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 1

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1*
Total		31

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
- b) apply acquired knowledge, skills, values and attitudes in everyday life,
- c) demonstrate social skills, moral and religious values for positive contribution to society,
- d) exploit one's talents for individual development and self-fulfilment,
- e) explore, manipulate, manage and conserve the environment for learning and sustainable development,
- f) use digital literacy skills for learning and enjoyment,
- g) value Kenya's rich and diverse cultural heritage for harmonious living,
- h) appreciate the need for, and importance of interdependence of people and nations.

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore and experiment with different learning materials. The learner is allowed to explore, create, perform and appreciate different forms of Creative Arts. This learning area is anchored in John Dewey's Social constructivism theory which posits that learning should be experiential, participatory and should arise from learners' interests. The learning area provides means through which the learner explores their own and others' cultures, to discover and interpret the world around them. In line with the emerging trends in learning, current and emerging technologies will be integrated in the learning process through inclusion of activities such as recording, creating, communicating, enhancing concepts and re-interpreting ideas. Overall, the learner will be equipped with requisite foundational knowledge, skills, attitudes and values to progress to the upper primary. The learner will also sharpen their potential to participate in social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Grade One, the learner should be able to:

- a) appreciate own and others Artworks, Music and Movement Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Artworks, Music and Movement Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities of self and others,
- d) create Artworks, perform Music and Movement Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Artworks, Music and Movement Activities for communication and collaboration,
- f) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
Creating and Executing	1.1 Jumping	14
	1.2 Rhythm	14
	1.3 Drawing	14
	1.4 Stretching	14
	1.5 Painting and Colouring	14
	1.6 Melody	14
	1.7 Pattern Making	10
Performing and Displaying	2.1 Singing Games- Kenyan style	13
	2.2 Throwing and Catching	14
	2.3 Paper Craft	10
	2.4 Log Roll and T Balances	14
	2.5 Songs-Action songs	13
	2.5 Modelling	14
	2.6 Percussion Musical Instruments	10
3.0 Appreciation	3.1 Musical Sounds	14

	3.2 Water Safety Awareness	14
Total Number of Lessons		210

STRAND 1.0: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Executing	1.1 Jumping (14 lessons) <ul style="list-style-type: none"> ● <i>Jump for height and distance (forward, backward, right and left),</i> 	By the end of the Sub Strand the learner should be able to: a) identify different ways of jumping for body agility, b) improvise objects to be used for jumping, c) jump in different ways for coordination, d) sing songs while jumping for fun, e) appreciate jumping for enjoyment while observing safety.	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clip or a demonstration on jumping activities, ● practise different ways of jumping with peers, ● identify and collect locally available materials for improvising objects to be used in jumping while observing safety, ● jump high for height and far in different directions, ● collaboratively sing songs while jumping high and far in different ways, ● talk about their own and others' performance in jumping activities. 	<ol style="list-style-type: none"> 1. Why is jumping activities important as a physical activity? 2. Which objects can be improvised for use in jumping activities?
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and Imagination: The learner improvises and makes uprights using locally available materials in a creative way. ● Communication and Collaboration: The learner talks about different ways of jumping with peers, 				
Values:				

- **Responsibility:** The learner observes safety precautions when collecting appropriate materials for making uprights.
- **Unity:** The learner cooperates with others while singing appropriate action songs as they jump high and far.

Pertinent and Contemporary Issues (PCIs):

- **Safety:** The learner observes safety while collecting appropriate materials for making uprights to be used in jumping.
- **Self-awareness:** The learner becomes aware of their ability in jumping high and far in different directions.

Link to other learning areas:

Mathematics Activities: The learner counts while jumping high and far.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
1.0 Creating and Executing	1.2 Rhythm (14 lessons) <ul style="list-style-type: none"> ● <i>Beat</i> ● <i>Body percussion: clapping, tapping, snapping,</i> ● <i>Body percussion accompaniment</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify items that maintain a steady pulse for beat articulation, b) play a steady beat on a percussion instrument while singing, c) create a rhythmic accompaniment to a song using body percussion, d) appreciate the use of percussions in creating rhythm. 	The learner is guided to: <ul style="list-style-type: none"> ● identify and imitate objects that maintain a constant beat such as a ticking clock, ● collaboratively create a consistent beat using body percussion; clapping/tapping/marching/stamping the foot while singing, ● watch live or recorded performances to identify body percussion accompaniments to songs, ● explore their body and use body percussions to accompany familiar topical songs, ● improvise body percussion accompaniments to songs, ● record performances using a digital device or present to peers for feedback. 	<ol style="list-style-type: none"> 1. Why is it important to maintain a steady in music? 2. How can body percussions be used to create a rhythm?

Core Competencies to be developed:

Efficiency: The learner confidently throws and catches the ball while playing with peers.

Engagement: The learner keenly follows the steps of knotting when making a ball.

Values:

- Unity: The learner cooperates with others when throwing and catching a ball.
- Love: The learner shares materials while making a ball.

Pertinent and Contemporary Issues (PCIs):

Environment conservation: The learner uses reusable locally available materials to improvise a ball.

Link to other learning areas:

- Environmental Activities: The learner observes hygiene while using reusable locally available materials to improvise a ball.
- English Language activities: The learner communicates with peers while throwing and catching.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Executing	1.3 Drawing (14 lessons) <i>Lines: -straight, wavy, zigzag and curved lines</i>	By the end of the Sub Strand the learner should be able to: a) identify lines in their immediate environment, b) draw lines in different positions, c) draw patterns using line, d) appreciate drawing pictures for expression	The learner is guided to: <ul style="list-style-type: none"> • observe actual and virtual pictures and identify lines, • collaboratively explore the school environment to identify straight, wavy and zigzag lines, • observe to recognise straight, wavy and zigzag lines within the environment, • select appropriate materials for drawing such as coloured pencils, crayons, charcoal among others, • draw various lines in the environment, • draw lines in different positions; vertical, diagonal and horizontal using varied dry media, • draw regular and irregular shapes within the environment, • draw simple pictures using line, shape for enjoyment, • show and talk about own and others' drawing for feedback. 	What tools are used in drawing?

Core Competencies to be developed:

- Creativity and Imagination: The learner draws different lines and create texture on the drawn shapes,
- Communication: The learner speaks clearly, mentioning lines found in the environment.

Values:

- Unity: The learner cooperatively works with others in making pattern formations.
- Responsibility: The learner cares for resources as they source appropriate materials for drawing such as coloured pencils, crayons, charcoal

Pertinent and Contemporary Issues (PCIs):

Health promotion: The learner observes hygiene by properly washing hands after rubbing to simulate texture on found objects in the environment.

Link to other learning areas:

- Mathematical Activities: The learner applies the line drawing skills acquired in Mathematics to draw various lines in the environment.
- Environmental Activities: The learner names various lines in their environment.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question
1.0 Creating and Executing	1.4 Stretching (14 lessons) <ul style="list-style-type: none"> • <i>Stretching directions (sideways, forward, backwards, upwards),</i> • <i>Stretching positions (standing, sitting, kneeling and lying).</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> identify body parts involved in stretching, perform stretching in different directions for flexibility, enjoy stretching in different directions for body fitness. 	The learner is guided to: <ul style="list-style-type: none"> • talk about body parts involved in stretching, • demonstrate stretching in different directions with peers, • practise stretching in different directions, • practise stretching in different positions, • collaboratively, play appropriate games involving stretching while observing safety, • sing action songs on body parts involved in stretching, • team up to use digital devices to record performances on stretching for future reference. 	Why is stretching important as a physical activity?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: The learner actively talks about parts of the body that are used in stretching. • Creativity and Imagination: The learner creatively stretches in directions and in positions. 				

- **Digital literacy:** The learner uses digital devices to record performances on stretching.

Values:

- **Responsibility:** The learner observes safety of self and others during stretching activities.
- **Love:** The learner appreciates the ability of others stretching in different positions.

Pertinent and Contemporary Issues (PCIs):

Safety and security: The learner stretches to a reasonable limit to avoid injuries while in different positions.

Link to other learning areas:

Environmental Activities: The learner stretches to different directions of the compass point.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
1.0 Creating and Executing	1.5 Painting and Colouring (14 lessons) <ul style="list-style-type: none"> • <i>Materials for painting: (paper, fabrics, sponge, and paints)</i> • <i>Water</i> • <i>Tools (crayons, palette, and brushes).</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials and tools that can be used in painting, b) colour a picture to represent colours in the environment, c) paint shapes using a brush, d) paint using fingers on a surface, e) paint simple forms using a sponge, f) value painting as a form of expression. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual and virtual environment to; identify materials for painting and tools, • colour within the pictures using crayons to represent colour in the environment, • mix paint and paint using a brush within the shapes of the picture on paper, • paint using fingers on the paper or fabric, • use sponge to paint within drawn forms on a paper or fabric for expression, • display the pictures and talk about them with your peers. 	Which tools can be used in painting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: The learner identifies materials and tools for painting and experiments with different techniques like using fingers and sponges. • Creativity and Imagination: The learner colours pictures and experiments with various painting methods to represent colours and shapes in the environment. 				

- **Self Efficacy:** The learner gains confidence as they in painting activities, including mixing paints and using different tools, contributes to the learner's sense of self-efficacy and confidence in artistic endeavours.

Values:

- **Unity:** The learner promotes a sense of unity as they engage in painting activities with peers, collaboratively shares ideas, and appreciate each other's artwork.
- **Responsibility:** The learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final artwork.
- **Patriotism:** The learner explores themes related to Kenya and its culture through painting to foster a sense of patriotism and pride in national identity.

Pertinent and Contemporary Issues (PCIs):

- **Peace Education:** The learner sings familiar songs that convey peace messages.

Environmental Awareness: The learner represents elements of the environment through colour, to raise awareness of environmental issues and the importance of conservation.

Link to other learning areas:

Mathematics Activities: The learner applies the skill of counting to mix paint and paint using a brush within the shapes of the picture on paper.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
1.0 Creating and Executing	1.6 Melody (14 lessons) <ul style="list-style-type: none"> ● <i>Melodic sounds</i> ● <i>Echoing melodic patterns</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sounds as melodic or non melodic for aural discrimination, b) aurally recognise like and unlike passages in short melodies, c) echo simple melodic patterns by singing or humming for aural skill development, d) enjoy replicating melodic passages for aural discrimination. 	The learner is guided to: <ul style="list-style-type: none"> ● collaboratively listen to a variety of sounds and identify them as melodic or non-melodic, ● listen to songs and aurally identify the passages as like or unlike, ● listen to age appropriate live or recorded melodic patterns and imitate through singing or humming with accuracy in pitch. 	Why is it important to create melodies?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: The learner confidently imitates a melody by singing or humming. ● Communication and collaboration: The learner keenly listens to a melody and clearly echoes it. 				
Values: <ul style="list-style-type: none"> ● Unity: The learner cooperates with others to listen and distinguish sounds as melodic and non-melodic. ● Social justice: The learner shares own opinion and gives peers a chance to express their opinion on sounds. 				
Pertinent and Contemporary Issues (PCIs): Self-esteem: The learner gains confidence while echoing melodies played.				

Link to other learning areas:

- Language activities: The learner listens keenly and speaks clearly about the sounds they listen to.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Pattern Making (10 lessons) <ul style="list-style-type: none"> • <i>Numeral patterns</i> • <i>Letter patterns</i> 	By the end of the Sub Strand the learner should be able to; <ol style="list-style-type: none"> a) recognise patterns made using numeral and letters, b) create patterns using letters, c) make a pattern using numerals, d) enjoy making patterns for expression. 	The learner is guided to: <ul style="list-style-type: none"> • explore virtual and actual source to identify letter and numeral patterns, • create pattern using letters on a line, • make a pattern using numerals on a line, • display and talk about patterns created by self and others. 	How is a pattern made?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner explores various elements of patterns and transforming basic shapes into visually engaging and unique designs. • Learning to Learn: The learner acquires pattern-making skills and techniques, demonstrating an ability to adapt and continually improve their artistic abilities through exploration and practice. • Digital Literacy: The learner explores virtual sources to identify patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner fosters a positive attitude toward artistic exploration and expression from making patterns reflecting a love for the creative process. 				

- **Responsibility:** The learner takes responsibility for understanding and creating patterns, recognizing the impact of their choices on the overall visual appeal and coherence of the designs.
- **Patriotism:** The learner fosters a sense of patriotism and pride in cultural identity as they interact with patterns inspired by local culture or themes

Pertinent and Contemporary Issues (PCIs):

Cultural Heritage: The learner creates patterns inspired by cultural elements to address contemporary issues related to cultural preservation and appreciation, emphasizing the importance of valuing diverse traditions.

Link to other learning areas:

- **Mathematical Activities:** The learner applies mathematical concepts in pattern-making involves such as sequencing and repetition, providing a cross-disciplinary connection to mathematical activities.
- **Language Activities:** The learner uses language-based artistic activity in creating patterns to visually represent and express linguistic concepts creatively.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create or execute: – a steady beat on a percussion instrument – rhythmic accompaniment to a song using body percussions – objects to be used for jumping, – jump in different ways, – songs while jumping for fun, – draw different lines – stretch in different directions – colour a picture – paint shapes	Creates and executes the 13 skills of Creative Activities skilfully.	Creates and executes all the 13 skills of Creative Activities accurately.	Creates and executes 12- 8 skills of Creative Activities.	Creates and executes 7 or less skills of Creative Activities.

<ul style="list-style-type: none">- like and unlike passages in a melody- echo a simple melody- patterns using letters- patterns using numerals.				
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STRAND 2.0: PERFORMING AND DISPLAY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
2.0 Performing and Display	2.1 Singing Games-Kenyan Style (13 lessons) <ul style="list-style-type: none"> • <i>Props</i> • <i>Improvising props</i> • <i>Performance aspects; songs, game activities, pattern formations, use of props, observance of safety and appropriate etiquette (behaviour).</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify props used in the performance of a singing game from a Kenyan community, b) improvise simple props for use in performing a singing game, c) perform singing games drawn from local cultures in Kenyan for enjoyment, d) enjoy performing singing games from Kenyan local cultures. 	The learner is guided to: <ul style="list-style-type: none"> • watch a live or recorded performances of singing games drawn from Kenyan local cultures and talk about them, • identify props used in a singing game performance by name, • collect relevant locally available props for use in singing games, performance observing safety, • perform age-appropriate singing games focussing on performance aspects; singing, game activities, pattern formations, use of props, observance of safety and appropriate etiquette (behaviour). 	<ol style="list-style-type: none"> 1. Why are singing games performed? 2. Why are props used in a singing game?

Core Competencies to be developed:

- Self-efficacy: The learner confidently makes a variety of body movements which are appropriate while performing the singing game.
- Learning to learn: The learner performs singing games from various Kenyan cultures while making different pattern formations learnt in earlier grades,
- Citizenship: The learner takes pride in performing singing games from diverse Kenyan communities.

Values:

- Responsibility: The learner takes up a role in the performance of a singing game from a Kenyan community.
- Unity: The learner works with others to perform a singing game from a Kenyan culture.

Pertinent and Contemporary Issues (PCIs):

- Personal hygiene: The learner collects appropriate locally available materials for making simple paper costumes.
- Self-awareness and self-esteem: The learner makes a variety of movements which are appropriate while performing the singing game which boosts their morale.

Link to other learning areas:

Indigenous Language Activities: The learners sing varied songs in indigenous languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
2.0 Performing and Display	2.2 Throwing and Catching (14 lessons) <ul style="list-style-type: none"> ● <i>Materilas for improvising a ball,</i> ● <i>Improvising a ball</i> ● <i>Throwing</i> ● <i>Catching</i> 	By the end of the Sub Strand, the learner should be able to: e) identify materials used to improvise a ball, f) improvise a ball from locally available materials, g) perform throwing and catching activities for skill acquisition of the game, h) appreciate each other’s effort in throwing and catching a ball.	The learner is guided to: <ul style="list-style-type: none"> ● collect locally available reusable materials to be used for making a ball while observing hygiene, ● make an appropriate ball using collected materials, ● practise throwing and catching activities with peers while observing safety, ● play simple games on throwing and catching a ball. 	Which direction is easier to throw and catch the ball from during play?
Core Competencies to be developed:				
Efficiency: The learner confidently throws and catches the ball while playing with peers.				
Engagement: The learner keenly follows the steps of knotting when making a ball.				
Values:				
<ul style="list-style-type: none"> ● Unity: The learner cooperates with others when throwing and catching a ball. ● Love: The learner shares materials while making a ball. 				
Pertinent and Contemporary Issues (PCIs):				
Environment conservation: The learner uses reusable locally available materials to improvise a ball.				

Link to other learning areas:

- Environmental activities: The learner observes hygiene while using reusable locally available materials to improvise a ball.
- Language activities: The learner communicate with peers while throwing and catching.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.3 Paper Craft (10 lessons) <i>Paper: coloured or textured</i>	By the end of the Sub Strand the learner should be able to: a) identify items made using paper craft, b) make a paper items using pleating technique, c) make paper items using folding technique, d) play using the paper items for enjoyment,	Learner is guided to; <ul style="list-style-type: none"> ● observe virtual or actual pictures of items made out of paper, ● collect varied papers for craft, ● create paper toys using pleating technique such as animals, fan among others, ● use folding technique to make toy items to imitate thing in the environment, ● narrate about or play with the paper item. 	Which items can you make using paper?

Core Competencies to be developed:

- Communication and Collaboration: The learner engages in showcasing, discussing, and playing with their own and others' paper craft creations, fostering communication skills and collaborative enjoyment of artistic expressions.
- Creativity and Imagination: The learner makes paper items allows them to explore through transforming simple materials into playful and visually engaging creations.
- Learning to Learn: The learner acquires paper crafting skills and techniques, demonstrating an ability to adapt and continually improve their artistic abilities through exploration and practice.

Values:

- Love: The learner derives joy from making and playing with paper items reflects a love for the creative process, fostering a positive attitude toward artistic exploration and expression.
- Unity: as learners collaborate, appreciate diversity in design, and celebrate each other's unique artistic expressions.
- Responsibility: The learner takes responsibility for understanding and implementing pleating and folding techniques, recognizing the impact of their choices on the overall design and functionality of the paper craft items.

Pertinent and Contemporary Issues (PCIs):

- Life skills: The learner develops self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.

Link to other learning areas:

- Mathematical Activities: The learner applies mathematical concepts in pleating and folding such as symmetry and measurement, providing a cross-disciplinary connection to mathematical activities.
- Environmental Activities: The learner uses varied papers for craft to support environmental awareness, connecting paper crafting to broader ecological considerations.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Display	2.4 Log Roll and T-Balance (14 lessons) <ul style="list-style-type: none"> ● <i>Make markers</i> 	By the end of the Sub Strand the learner should be able to: a) identify log roll and T-balance through practice, b) make markers for use during log rolls and T-balance performance c) perform log roll for coordination, d) perform T-balance for flexibility, e) appreciate performing log roll and T-balance for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> ● watch a video clip or a demonstration of a log roll, ● watch a video clip or demonstration of a T- balance ● collect and share reusable materials for making markers to be used during the log roll and T- balance performance with peers, ● work collaboratively to mark the open space using the improvised markers, ● perform log roll in different directions while observing safety, ● perform T-balance in different with peers while observing safety, ● sing action songs while performing log roll and T balance, ● talk about own and others performance in log roll and T – balance 	Why should there be good spacing while performing log rolls and T balance?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination: The learner identifies simple reusable materials, and makes markers. ● Communication and Collaboration: The learner talks about others performance in log rolls and T-balance, 				

Values:

- Love: The learner shares simple reusable materials with peers.
- Respect: The learner portrays positive regard for self and others as they work in groups.

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: The learner observes safety when collecting materials to be used in making markers.
- Environmental conservation: The learner collects reusable materials.

Link to other learning areas:

- Environmental activities: The learner observes hygiene while collecting and sharing simple reusable materials.
- Religious Activities: The learner applies values while positively talking about others performance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.5 Songs (13 lessons) <ul style="list-style-type: none"> ● <i>Action songs,</i> ● <i>Message of action songs</i> ● <i>Performance techniques; - accuracy of tune and rhythm,</i> <ul style="list-style-type: none"> - <i>clarity of words,</i> - <i>actions, gestures</i> - <i>facial expressions.</i> 	By the end of the Sub Strand the learner should be able to: a) describe the message in an action song, b) sing action songs in unison applying performance techniques, c) enjoy singing action songs for self-expression.	The learner is guided to: <ul style="list-style-type: none"> ● watch live or recorded performances of age appropriate action songs and imitate the performances, ● collaboratively listen to or perform action songs based on pertinent issues and talk about the message in the action songs, ● sing action songs in unison focussing on performance techniques; ● respectfully talk about peers' performances for improvement. 	Why do we sing with actions?
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: The learner exhibits teamwork as they discuss with peers the message of action songs. ● Creativity and imagination: The learner utilises appropriate actions in the performance of an action song. 				
Values: <ul style="list-style-type: none"> ● Respect: The learner critiques peers' performances of action songs using polite language. ● Unity: The learner collaborates with peers to talk about and perform action songs. 				

Pertinent and Contemporary Issues (PCIs):

- Self-esteem: The learner gains confidence through performance of an action song individually.
- Health Education: The learner discusses and performs action songs on health related issues.

Link to other learning areas:

Language activities: The learner utilises listening speaking skills to discuss the messages of action songs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.6 Modelling (14 lessons) <i>Pinch Method</i>	By the end of the Sub Strand, the learner should be able to: a) identify items modelled using pinch method, b) identify materials and tools used in modelling, c) model items using pinch method, d) appreciate pinching as a technique of modelling.	The learner is guided to: <ul style="list-style-type: none"> ● observe actual or virtual items modelled using pinch method, ● collect materials and tools for use in pinch method modelling. ● model simple objects using the pinch method, ● showcase , talk about and own and others' work 	<ol style="list-style-type: none"> 1. What items in Inquiry Corner, are modelled using the pinch method? 2. What materials and tools are used for modelling? 3. What items would you like to model?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: The learner identifies materials and tools for modelling through observation of actual or virtual items, showcasing critical thinking skills in selecting appropriate resources for the pinch method. ● Creativity and Imagination: The learner utilizes pinch method, to model simple objects, demonstrating creativity and imagination in transforming materials into unique and expressive creations. ● Learning to Learn: The learner collects materials and tools for pinch method modelling, they develop skills in adaptability and continuous improvement, embodying the concept of learning to learn in the artistic process. ● Self-Efficacy: The learner builds confidence as they actively participate in modelling using pinch method. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: The learner to expresses emotions and ideas, fostering love ● Unity: The learner engages in discussions about modelled items and share ideas as they appreciate each other's artistic creations. 				

- Responsibility: The learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final modelled items.
- Patriotism: The learner explores themes related to local culture through modelling to foster a sense of patriotism and pride in national identity.

Pertinent and Contemporary Issues (PCIs):

- Cultural Expression: The learner models items that can be linked to cultural expressions, local traditions and heritage.
- Sustainability: The learner considers environmentally friendly materials for modelling that addresses contemporary concerns about sustainability, promoting responsible artistic practices.

Link to other learning areas:

- Environmental Activities: The learner models and creates objects that represent elements of the environment while improvising and using found materials.
- Mathematical Activities: The learner applies the process of modelling involves measurement and proportion, integrating mathematical concepts into artistic activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.7 Percussion Musical Instruments (10 lessons)</p> <ul style="list-style-type: none"> ● <i>Percussion musical instruments: Shakers, jingles and drums.</i> ● <i>Improvising a shaker</i> ● <i>Methods of playing a shaker-shaking, hitting, scrapping</i> 	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify percussion musical instruments from diverse Kenyan communities, b) improvise a percussion musical instrument using locally available materials, c) play a percussion musical instrument for enjoyment, d) appreciate percussion musical instruments from diverse Kenyan cultural communities. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● search for percussion instruments from print and electronic media and identify them by name, ● responsibly collect appropriate locally available materials and improvise shakers or jingles, ● visit actual or virtual sites to watch or observe how percussion instruments are played, ● play varied rhythms using shakers, jingles or drums, ● play percussion musical instruments to accompany singing, ● positively talk about percussion instruments improvised by peers and self and store them for future use. 	<p>Why are percussion musical instruments played?</p>

Core Competencies to be developed:

- Communication and Collaboration: The learner exhibits teamwork as they play drums, jingles and shakers to accompany singing in a group.
- Creativity and imagination: The learner undertakes tasks that require skills to improvise shakers and jingles using locally available materials.
- Digital literacy: The learner searches for and identifies percussion instruments from digital sites.
- Citizenship: The learner interacts with real or virtual percussion instruments drawn from different Kenyan communities.

Values:

- Responsibility: The learner clears the working areas after improvising shakers and jingles using locally available materials and stores them.
- Unity: The learner works harmoniously with peers.

Pertinent and Contemporary Issues (PCIs):

- Environmental conservation: The learner responsibly uses locally available materials to improvise percussion instruments.
- Patriotism: The learner identifies, improvises and plays instruments from Kenyan communities for cultural expression.

Link to other learning areas:

Indigenous language activities: The learner identifies percussion musical instruments from different Kenyan communities by their indigenous names.

SUGGESTED ASSESSMENT RUBRIC

<p style="text-align: right;">LEVEL</p> <p>INDICATOR</p>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to perform and/or display</p> <ul style="list-style-type: none"> - singing game African style, - use props - throwing and catching activities - make paper items using pleating - make paper items using folding techniques - log roll - an action song - T- balance - percussion musical instrument - model items using pinch method 	<p>Performs and/or displays the 11 items of Creative activities skilfully and/or creatively.</p>	<p>Performs and/or displays the 11 items of Creative activities</p>	<p>Performs and/or displays the 10-6 items in Creative Activities.</p>	<p>Performs and/or displays 5 or less items of Creative Activities.</p>

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.1 Musical Sounds (14 lessons) <i>Exploring sound</i> <ul style="list-style-type: none"> ● Sources of sound- Birds, animals, humans and objects ● Elements of music: <ul style="list-style-type: none"> – Volume-Loud or soft sound, – Speed- Fast/slow sound – Pitch-High or low sound, ● Mood of song 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify sounds in the local environment for aural discrimination, b) describe the elements of music as used in a song to enhance musicianship, c) respond to sounds in the environment for self-expression, d) describe the mood of songs for emotional expression, e) enjoy listening to and talking about music. 	The learner is guided to: <ul style="list-style-type: none"> ● keenly listen to different sounds (birds, humans, animals, objects) within the school environment and identify their sources, ● listen to live/recorded music and describe its volume, speed and pitch, using appropriate terminology such as; loud/soft, fast/slow and high/ low, ● listen to and respond imaginatively to sounds in the environment through; movement, imitation or talking about it. 	<ol style="list-style-type: none"> 1 Why is it important to listen to music? 2. How does listening to music make you feel?

			<ul style="list-style-type: none"> ● talk about the character/mood of selected pieces of short music as either sad or happy. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner listens keenly to and sings back familiar songs.. ● Creativity and Imagination: The learner responds to music imaginatively. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner works with peers to discuss music listened to. ● Respect: The learner appreciates peers’ imitations of the identified sounds of birds, animals and objects. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security: The learner observes own and others' safety as they walk around the school environment identifying various sounds of birds, animals and objects. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● English, Kiswahili and Indigenous Languages Activities: The learner uses language skills learnt to express self when imitating the identified sounds of birds, animals and objects. ● Environmental Activities: The learner applies knowledge gained in Environmental Activities to role play, imitate and identify sounds of various birds, animals and objects. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Appreciation	3.2 Water safety awareness (14 lessons) <ul style="list-style-type: none"> ● <i>Water dangers (drowning, injuries and death)</i> ● <i>Montage</i> 	By the end of the Sub Strand, the learner should be able to: a) recognise different water points around home environment, b) identify water dangers arising from water points at home, c) make a montage of water points around home environment, d) narrate ways of applying safety around water points at home, e) appreciate water safety at home for life skills,	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures of different water points at home and share with peers, ● talk about water points at home, ● talk about dangers of water points at home with peers, ● collect pictures of familiar water points from magazines, newspapers among others, ● sort and cut out the pictures, ● stick using glue side by side the pictures on a stiff paper to make a simple montage, ● perform a singing game about dangers of water, ● show the montage work and talk about ways to be safe around water points at homes, ● observe safety measures around water points at home by exercising self-discipline. 	<ol style="list-style-type: none"> 1. How can water points at home be dangerous? 2. What materials are used to make a montage?

Core Competencies to be developed:

- Communication and collaboration: The learner talks about dangers of water points at home with peers.
- Learning to learn: The learner learns to observe safety measures around different water points at home.

Values:

- Responsibility: The learner observes safety precautions around water points at home.
- Integrity: The learner exercises self-discipline around water points at home.

Pertinent and Contemporary Issues (PCIs):

- Health promotion: The learner practises self-discipline around water points at home to avoid injuries
- Safety: the learner develops water safety awareness by practising safety measures around water points at home

Link to other learning areas:

- Environmental Activities: The learner practises water safety awareness within at home.
- Religious Activities: The learner applies values of self-discipline around water points at home.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to appreciate and/ or analyse: - sources of sounds - elements of music (volume, speed, pitch) -mood of music -activities -safety around water points -water points around home	Appreciates and/or analyses the 6 Creative activities items in detail.	Appreciates and/or analyses the 6 Creative activities items.	Appreciates and/or analyses the 5-3 items in Creative activities.	Appreciates and/or analyses the 3 or less Creative activities items.

CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) **Implementation of CSL Activity**

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

3) **Reflection on the CSL Activity**

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

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

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

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

Assessment of the CSL Activity

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

APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
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<p>1.0 Creating and Executing</p>	<p>1.2 Jumping</p>	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Group makers ● Resource persons ● Audio /visual recordings of music and jumping skills ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Relevant attire ● Reference books ● Relevant virtual sites 	<ul style="list-style-type: none"> ● Creative Arts Competitions - Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school ● Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes ● Live Performances and Exhibitions- Attend live performances and exhibitions for appreciation ● Apprenticeship - connections with artists in the
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	1.2 Musical Sounds	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Written tests ● Fieldwork reports ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Digital devices ● Musical instruments ● Pictures of birds, animals and objects ● Reference books ● Audio /visual recordings of musical sounds ● Relevant virtual sites ● Flash cards 	<p>community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts</p> <ul style="list-style-type: none"> ● Concerts – Participating in and attending music concerts within the school and its environs. ● Project work – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality.
	1.3 Drawing	<ul style="list-style-type: none"> ● Practical tests ● Fieldwork reports ● Oral tests ● Peer Assessment 	<ul style="list-style-type: none"> ● Digital devices ● Resource persons ● Relevant virtual sites ● Flash cards 	
	1.4 Stretching	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Flash cards ● Digital devices ● Musical instruments 	

			<ul style="list-style-type: none"> ● Pictures ● Reference books ● Audio /visual recordings of music and stretching skills ● Relevant virtual sites ● Relevant attire 	<ul style="list-style-type: none"> ● Creative Arts clubs -participating in Sports, Music and Arts club activities within the school ● Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. ● School assembly activities – performing, watching, or listening to performances during school assemblies.
1.5 Painting and Colouring	<ul style="list-style-type: none"> ● Practical tests ● Peer assessment ● Oral test ● Aural tests ● Written tests ● 	<ul style="list-style-type: none"> ● Digital devices ● Resource persons ● Relevant virtual sites ● Flash cards 		
1.6 Pattern Making	<ul style="list-style-type: none"> ● Oral test ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Resource persons ● Relevant virtual sites ● Flash cards ● Digital devices 		

	1.7 Rhythm	<ul style="list-style-type: none"> ● Oral test ● Aural tests ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Percussion instruments ● Flash cards ● Audio or visual recordings of songs, ● Song book, ● Digital devices ● Musical instruments ● Reference books ● Relevant virtual sites 	<ul style="list-style-type: none"> ● School events: performing during events such as parents, prize giving, and careers and sports day, among others. ● Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. ● Performing troupes or ensembles- Learner forms small groups for performance in all Creative Arts disciplines.
Performing and Display	2.1 Africa Style -Singing Games	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Written tests ● Fieldwork reports ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Audio or visual recordings of African style singing games ● Relevant virtual sites 	

			<ul style="list-style-type: none"> ● Relevant African props and costumes ● Open space ● Resource persons 	
	2.2 Throwing and Catching	<ul style="list-style-type: none"> ● Practical demonstration ● Participatory assessment ● Oral presentations ● Self-assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Group makers ● Resource persons ● Visual recordings of throwing and Catching skills ● Improvised balls ● Reusable locally available material for making an improvised ball ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Relevant virtual sites 	

	2.3 Paper Craft	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Resource person ● Flash cards ● Digital devices ● Pictures ● Reference books 	
	2.4 Log Roll and T Balances	<ul style="list-style-type: none"> ● Demonstrations ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Pictures ● Reference books ● Landing mats ● visual recordings of gymnastic performance ● Relevant virtual sites 	
	2.5 Songs	<ul style="list-style-type: none"> ● Oral tests ● Aural tests ● Observation schedule 	<ul style="list-style-type: none"> ● Pitching instrument ● Flash cards ● Audio visual recordings of age appropriate action songs 	
	2.6 Modelling	<ul style="list-style-type: none"> ● Oral tests ● Peer assessment ● Practical tests 	<ul style="list-style-type: none"> ● Flash cards ● Digital devices 	

		<ul style="list-style-type: none"> • Participatory assessment • Peer assessment • 	<ul style="list-style-type: none"> • Reusable locally available material • Resource persons •
	2.5 Percussion Musical Instruments	<ul style="list-style-type: none"> • Oral presentations • Written tests • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised shakers and jingles • Resource persons • Visual recordings of musical instrument(shakers and jingles) • Flash cards • Digital devices • Musical instruments • Pictures • Reference books

3.0 Appreciation	3.1 African Style Singing Games	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of African style singing games • Relevant virtual sites • Relevant props and costumes • Resource persons 	
	2.7 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Pictures of water points • Reference books • Audio /visual recordings of music 	

			<ul style="list-style-type: none">• Relevant virtual sites	
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