KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 2

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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 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-fulfillment**
   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 Two, 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	
CREATING AND EXECUTING	1.1 Hopping	18
	1.2 Drawing and Painting	18
	1.3. Rhythm and Pattern Making	18
	1.4 Turning	14
	1.5 Mosaic	14
	1.6 Melody	14
Performing and Displaying	2.1 Singing Games- Western Style	18
	2.2 Kicking	14
	2.3 Plaited Ornaments	10
	2.4 Egg Roll and Swan Balance	14
	2.5 Wind Musical Instruments	10
	2.6 Modelling	10
	2.7 Songs	14
3.0 Appreciation	3.1 Singing Games - Western Style	12
	3.2 Water Safety Awareness	12
Total number of lessons		**210**

STRAND 1: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	**1.1 Hopping** (18 lessons) • *Directions (forward, backward, to the right, to the left)* • *Patterns (straight, curved, circular and zigzag)*	By the end of the Sub Strand, the learner should be able to: a) identify different directions of hopping for space awareness, b) perform hopping in different directions for agility, c) make pattern formations while hopping in different directions for coordination, d) appreciate hopping in different directions for fitness.	The learner is guided to: • hop and talk about different directions of hopping for fitness, • demonstrate hopping in different directions and forming patterns with peers, • practise hopping in different directions and forming patterns, • playing simple games using the hop skill while singing action songs.	Why is hopping activity important as a physical activity?

Core Competencies to be developed:
- Critical thinking and problem solving: The learner determines the suitable pattern to hop.
- Communication and collaboration: The learner works with peers to demonstrate and practise hopping.

Values:
- Love: The learner selflessly shares opinions and space while hopping with peers.
- Unity: The learner cooperates with others as they play games involving hopping.

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| **Pertinent and Contemporary Issues (PCIs):** |
| Self-esteem: The learner confidently appreciates ability in hopping skills. |
| **Link to other learning areas:** |
| Language activities: The learner clearly communicates with others as they hop in different directions for fitness. |

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 CREATING AND EXECUTING	**1.2 Drawing and Painting** (18 lessons) • *Texture* • *Regular shape* • *Colour mixing* • *Painting*	By the end of the Sub Strand, the learner should be able to: a) identify texture on surfaces, b) create texture on paper by rubbing on surfaces, c) apply texture on drawn forms, d) mix colour using bloating techniques, e) paint regular shapes using a brush, f) value drawing and painting for enjoyment,	The learner is guided to: • observe virtual pictures or explore objects in the environment to identify rough and smooth texture, • explore the environment to simulate different texture on objects by rubbing, • draw random doodles on plain papers, • create texture in the doodle, by rubbing on differently textured surfaces, • draw natural forms found in the environment, • apply appropriate texture (rough or smooth) on drawn shapes (explore different drawing tools) • paint regular shapes using one colour, • show the drawing to peers and talk about them	1. How did you create texture in your drawing? 2. Which tool do you mix colour on?
Core Competencies to be developed: • Creativity and imagination: The learner draws forms using shapes for self-expression. • Digital literacy: The learner uses digital devices to search for or watch video clips on texture.					

Values:
• Love: The learner shares different ideas and opinions when discussing shapes and sharing drawing materials.
• Unity: The learner displays team spirit as they rehearse and perform African style singing games.
• Respect: The learner accepts diverse opinions of others as they display artworks for peer feedback.
Pertinent and Contemporary Issues (PCIs):
• Safety and Security: The learner demonstrates safety and security awareness as they take a walk around the school environment to identify basic organic shapes.
Link to other learning areas:
• English and Kiswahili Activities: The learner communicates thoughts about their artwork in Kiswahili, fostering proficiency in both English and Kiswahili languages.
• Environmental Activities: The learner identifies textures in the environment during art lessons, connecting artistic expression to observations in the natural world.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	**1.3 Rhythm and Pattern Making** (18 Lessons) • *Ways of creating rhythm:* - *Reciting* - *Clapping* - *Humming* • *Simple words rhythmic patterns,* • *Shape patterns*	By the end of the Sub Strand, the learner should be able to: a) identify different ways of creating rhythms in music, b) imitate repetitive rhythmic sounds for rhythm awareness, c) recite/clap rhythmic patterns of simple words to develop sense of rhythm, d) create rhythmic patterns based on simple words, e) create simple shape patterns by printing, f) appreciate rhythmic improvisation as a way of developing rhythm skills.	The learner is guided to: • watch live or recorded performances of various ways of creating rhythms and talk about them, • search for and imitate virtual/real games on performances of rhythmic patterns, • identify and imitate repetitive rhythmic sounds produced by objects and animals in the environment, such as; sirens, chicken, dove, donkey and clock ticking, maintaining a steady beat, • recite and clap the natural speech rhythm of simple words such as; coffee tea soda; cat cat, kitten kitten, cat; dog chiken dog elephant, • collaboratively create rhythmic patterns using a combination of simple words, • clap/tap/recite own created rhythmic patterns to peers for feedback.	How can rhythmic patterns be made?

Core Competencies to be developed:
- Communication: The learner speaks clearly as they talk about live or recorded performances of various ways of creating rhythms.
- Creativity and imagination: The learner makes a rhythmic pattern by combining different words.
- Learning to learn: The learner applies knowledge acquired in the previous grades to maintaining a steady beat while performing rhythmic patterns.

Values:
- Responsibility: The learner takes care of the digital devices availed to them when recording the performances of the recited rhythms for future reference.
- Unity: The learner displays team spirit as they work in s to create rhythmic patterns.

Pertinent and Contemporary Issues:
Cyber Security: The learner observes security measures as they search for appropriate rhythmic games for performance from the virtual sources.

Link to other learning areas:
Mathematics: The learner applies counting skills learnt to maintain the beat in simple songs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	**1.4 Turning** (14 lessons) *Different directions (left, right, half, full and combination)*	By the end of the Sub Strand, the learner should be able to: a) identify the different directions of turning in movement, b) perform turning in different directions for coordination, c) appreciate turning as a basic skill for body movement during play.	The learner is guided to: talk about various directions of turning through demonstration, practice turning in different direction, sing action songs and make patterns while turning in different directions, play a game while practicing turning for enjoyment.	Why is turning an important skill for a player during a game?

Core competencies to be developed:
- Creativity and Imagination: The learner creatively performs turning in different directions.
- Communication and Collaboration**:** The learner talks about various directions of turning while demonstrating.

Values:
- Respect: The learner appreciates diverse opinions while discussing various directions the body turns.
- Unity: The learner cooperates with others as they work in groups to perform turning in different directions.

Pertinent and Contemporary issues:
Self-awareness and self-esteem: The learner displays confidence as they turn in different directions.

Link to other learning areas:
Mathematics Activities: The learner learns directions and patterns.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	**1.5 Mosaic** (14 lesson) • *Cutting* • *Pasting* • *Painting*	By the end of the Sub Strand, the learner should be able to: a) recognise a mosaic picture, b) identify different types of materials and tools to be used in a mosaic, c) make simple mosaic for self-expression, d) appreciate mosaic pictures for aesthetic awareness,	The learner is guided to: • observe actual or virtual images of simple mosaics to; identify mosaic, materials and tools to make a mosaic, • collect materials and tools that can be used in mosaic, • sort out coloured papers with emphasis on different colour, • cutting out coloured papers to small pieces with emphasis on different colours, • paint the surface with one colour, • trace a form (size enough for mosaic) • paste the coloured paper within the drawn shape taking note of contrasting the background, • show and talk about own and others' mosaic, work.	1. What do you use to paste papers in mosaic? 2. How do we make mosaic?

Core Competencies to be developed:
- Communication and collaboration: as the learner work activities as they exchange ideas.
- Imagination and creativity: as the learner express themselves through mosaic picture making.
- Self-efficacy: as the learner express themselves about their artwork during display sessions.
- Digital Literacy: as the learner explore digital devices for mosaic images..

Values:
- Responsibility: Learner to acquire the value of responsibility, respect and sharing during group work.
- Patriotism: In reusing recycling waste materials from the environment, the learners demonstrate value of patriotism

Pertinent and Contemporary Issues:
- Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.
- ESD: The teacher to guide learner to care for the environment as source of materials and tools for mosaic.

Link to other learning areas:
- Environmental Activities: the use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- Health Education: Teacher to emphasis on safety when learners are collecting and using different types of locally available materials and tools from the environment.
- Language activities: the word Mosaic can be included in the vocabulary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	**1.6 Melody** (18 lessons) • *Melodic variation: similar and different tunes* • *Text improvisation* • *Basic shapes- circle triangle or square*	By the end of the Sub Strand, the learner should be able to: a) identify melodic variations in simple tunes for aural discrimination, b) use basic shapes to represent melodic variations in a simple song, c) improvise new words to existing tunes for self-expression, d) enjoy improvising text to familiar tunes. e) value melodic variation in creating a melody.	The learner is guided to: • listen to simple familiar songs with similar and varied melodic phrases and sing along or hum the tune, • listen to a familiar song and identify melodic phrases: similar/repeated tunes or varied tunes by singing, • use basic shapes (circle, triangle or square) to identify similar tunes and those that are different in a short song, • listen to simple familiar songs and sing along, • select and fit appropriate text to an existing tune, • perform the song with the new words before peers for feedback, • record the performances for future reference.	How can melodies be made interesting?

Core Competencies to be developed:
- Communication**:** The learner keenly listens to simple familiar tunes availed to them and sings along.
- Creativity and Imagination**:** The learner collaboratively sings simple songs and makes varied body movements to represent melodic phrases.
- Critical thinking and Problem solving**:** The learner uses basic shapes to identify melodic phrases which are similar and different
- Learning to Learn**:** The learner applies knowledge and skills acquired in lower grades to sing simple songs and make varied body movements to represent melodic phrases.

Values:
- Respect**:** The learner performs before peers and accepts feedback,
- Unity: The learner in groups sings simple songs and makes varied body movements to represent melodic phrases in the song.

Pertinent and Contemporary Issues:
Peace Education**:** The learner sings familiar songs that convey peace messages.

Link to other learning areas:
Language Activities: The learner sings simple familiar songs in different languages to identify melodic phrases.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create and execute: -Skill of hopping -Draw and paint (texture) -Create rhythmic patterns -Turn in different directions -Create a mosaic -New words to existing tune	Creates and executes the 6 skills in Creative Activities skilfully.	Creates and executes the 6 skills in Creative Activities accurately	Creates and executes 5- 4 skills in Creative Activities.	Creates and executes 3-2 skills in Creative Activities.

STRAND 2: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)

2.0 Performing and Displaying	**2.1 Singing Games- Western Style**
	
	(18 lessons)
	
	• *Singing games in Western style*
	• *Aspects of a singing game; songs, game activities, costumes, props, formations, body movements and safety (Good posture, breath support, and correct physical technique)*
		By the end of the Sub Strand, the learner should be able to:
		a) identify singing games in Western style,
		b) sing appropriate game songs in Western style,
		c) use props in performing a singing game in Western style,
		d) perform singing games in Western style observing safety,
		e) enjoy performing singing games in Western style.
			The learner is guided to:
			• watch a live or recorded performance of singing games and identify singing games in Western style,
			• imitate the songs and body movements used in the Western singing games,
			• talk about how to keep safe when performing singing games,
			• take a role to perform appropriate singing games in Western style, combining aspects of a singing game;
			   - songs
			   -game activities
			   -variety of body movements,
			   - formations,
			   - costumes and props,
			   -safety.
				1. Why is it good to perform singing games from other cultures?

Core Competencies to be developed:
- Creativity and imagination: The learner creatively makes linear patterns while performing the singing games.
- Self-efficacy: The learner confidently makes a variety of body movements which are appropriate in performing the singing game.
- Learning to learn: The learner applies knowledge and skills acquired in pattern formation to perform a variety of singing games in Western style.

Values:
- Responsibility: The learner takes different roles while performing the singing game.
- Love: The learner shares and uses appropriate, varied props and costumes in performing the singing game.
- Unity: The learner works with others in groups as they perform singing games.

Pertinent and Contemporary Issues (PCIs):
- Self-awareness and self-esteem: The learner makes a variety of body movements while performing the singing game making different line formations.
- Ethnic and racial relations: The learner talks about and imitates singing games in Western style in groups.

Link to other learning areas:
English Language Activities: The learner uses English Language to sing the Western style singing games.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Displaying	**2.2 Kicking** (14 lessons) *Directions: forward, backwards, left and right.*	By the end of the Sub Strand, the learner should be able to: a) identify body parts used when kicking a ball, b) kick a ball in different directions for skill acquisition, c) appreciate kicking the ball in different directions as a fundamental skill in games.	The learner is guided to: • talk about different parts of the leg that can be used to kick the ball, • demonstrate kicking the ball in different directions • practice kicking a ball in different directions with peers, • observe safety while playing simple games using kicking balls, • collaboratively, perform kicking in different directions and give feedback.	How can the ball be kicked using different parts of the leg?

Core Competencies to be developed:
- Critical thinking and problem solving: The learner individually uses locally available materials to improvise different balls and use them to practise kicking skill.
- Communication and collaboration: The learner works with others while kicking the ball in different directions and plays simple games.

Values:
- Peace: The learner follows guidance in kicking a ball in different directions without hurting others.
- love: The learner portrays caring of others during practise in kicking.

Pertinent and Contemporary Issues (PCIs):
Parental Engagement and Empowerment: The parent supports a learner at home to improvise a ball and practices kicking.

Link to other learning areas:
Language activities: The learner effectively communicates with others during group activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	**2.3 Plaited Ornament (single stranded)** (10 lessons) • *Plaiting* • *Ornament making*	By the end of the Sub Strand, the learner should be able to: a) identify different materials for plaiting a bracelet, b) make a single strand bracelets using plaiting technique, c) value plaiting technique and ornament making,	The learner is guided to: • identify plaited bracelets ornaments from actual or virtual sources for inspiration, • collect recyclable materials for making plaited bracelets, • prepare the material for plaiting, • practice plaiting using three strands focusing colour variation, • use the strand to make a bracelet and attach any locally available beads for hooking, • showcase to peers plaited bracelets and talk about own and others' work.	1. What materials can be used to make plaiting strands 2. What beads would you attach to a bracelet?

Core Competencies to be developed:
- Communication and Collaboration**:** The learner engages in discussions with peers to display, discuss, and appreciate plaited bracelets, enhancing communication skills and fostering collaboration in the realm of artistic expression.
- Critical Thinking and Problem Solving**:** The learner identifies various materials and tools suitable for making plaited bracelets through thoughtful consideration, demonstrating critical thinking skills in the selection process.
- Creativity and Imagination**:** Utilising three strands to plait bracelets and incorporating locally available beads, the learner explores creative and imaginative ways to express themselves in the form of plaited ornaments.
- Learning to Learn: The learner acquires new skills in plaiting and beading, demonstrating the ability to adapt and learn

continuously in the creative process of making plaited bracelets.
- Self-Efficacy: By actively participating in the creation of plaited bracelets, the learner builds confidence in their ability to craft intricate ornaments, fostering a sense of self-efficacy.

Values:
- Love: The learner expresses love for the craft and creativity involved in making plaited bracelets, creating ornaments that can be shared and appreciated.
- Unity: Engaging in discussions about and appreciation of plaited bracelets promotes unity among learners as they share ideas, techniques, and admiration for each other's work.
- Responsibility: The learner takes responsibility for the careful selection and use of materials and tools, understanding the impact of their choices on the final creation.
- Patriotism: Exploring locally available materials and incorporating them into the creation of plaited bracelets fosters a sense of patriotism by celebrating indigenous craftsmanship.

Pertinent and Contemporary Issues (PCIs):
- Economic Empowerment: The creation of plaited bracelets can be linked to economic empowerment by exploring opportunities for selling or showcasing these handmade ornaments.
- Inclusivity: Engaging with diverse materials and styles in plaited bracelets promotes inclusivity, acknowledging and appreciating different cultural influences in ornament making.

Link to other learning areas:
- Environmental Activities: Learners can explore sustainable practices by identifying and collecting materials for plaited bracelets in an environmentally conscious manner.
- Mathematical Activities: The process of plaiting three strands involves mathematical concepts such as pattern recognition and symmetry, seamlessly integrating mathematical activities into the artistic endeavour.
- Language Activities: The act of displaying, talking about, and appreciating plaited bracelet work provides opportunities for language development and expression within the context of language arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	**2.4 Egg Roll and Swan Balance** (14 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different directions the body moves when performing egg roll, b) identify body parts used to perform a swan balance, c) improvise markers for use during performance of egg roll and swan balance, d) perform egg roll and swan balance for skill acquisition, e) appreciate performing egg roll and swan balance for fun.	The learner is guided to: • talk about different directions the body moves during an egg roll, • demonstrate the egg roll • talk about body parts used to perform swan balance • demonstrate swan balance • identify, collect and share reusable materials within the environment to be used as markers as they observe safety precautions, • improvise the markers using the collected reusable materials, • mark the field using the improvised marker, • practise egg roll, • practise swan balance, • sing action songs while performing egg roll and swan balance, • play games using egg roll and swan balance for enjoyment.	1. Which body parts are used in performing egg rolls 2. Why is it necessary to mark performing areas when performing swan balances?

Core Competencies:
- Creativity and imagination: The learner improvises markers to use during practise of egg roll and swan balance.
- Communication and Collaboration: The learner talks about different directions the body moves when performing egg roll and Swan balance.

Values:
- Love: The learner shares materials with peers while making the markers.
- Respect: The learner portrays positive regard for self and others as they work in groups during the practise of egg roll and Swan balance

Pertinent and Contemporary Issues (PCIs):
- Health promotion issues: The learner observes safety during the performance of egg roll and swan balance.
- Environmental conservation: The learner collects reusable materials to be used in improvising markers.

Link to other learning areas:
Environmental activities: The learner observes hygiene while collecting and sharing simple reusable materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	**2.5 Wind Musical Instruments** (18 lessons) • *Flutes Improvising a flute* • *Playing skills-holding, blowing*	By the end of the Sub Strand, the learner should be able to: a) identify wind musical instruments from diverse Kenyan communities, b) improvise a wind instrument using locally available materials, c) produce sound on an improvised musical wind instrument, d) enjoy playing improvised musical wind instruments.	The learner is guided to: • listen to and watch audio- visual recordings and pictures of varied music instruments and identify flutes, • visually and aurally identify and talk about the flutes from the recordings and pictures, • imitate how to play flutes, • identify locally available tools materials and materials and make a simple wind instrument,, • practice playing the improvised wind instrument applying the skills of holding and blowing, for fluency and enjoyment.	Why are wind instruments played?

Core Competencies to be developed:
- Communication and collaboration: The learner visually and aurally identities and talks about the wind instruments from the recordings and pictures,

• Creativity and imagination: The learner draws and decorates musical instruments using mosaic technique.
• Self- efficacy: The learner plays the improvised wind instrument to accompany singing games.
Values: • Responsibility: The learner clears the working area and stores the tools and materials used to improvise the wind instrument.   • Unity: The learner cooperates with others as they work in groups.
Pertinent and Contemporary Issues (PCIs):   Environmental conservation: The learner responsibly uses locally available materials to improvise wind instruments.
Link to other learning areas: Environmental activities: The learner identifies wind instruments from different Kenyan communities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	**2.6 Modelling (Coiling technique)** (10 lessons) • *Materials and tools* • *Coil method*	By the end of the Sub Strand, the learner should be able to: a) identify items made by coil method, b) identify materials and tools used in coil modelling, c) model items using coil method, d) appreciate modelling using coiling technique.	The learner is guided to: • observe actual or virtual items modelled using coil method, • collect materials and tools for use in coil method modelling, • model simple objects using coiling method, • showcase and talk about their own and others' work.	1. What items in Inquiry Corner are modelled using coil method? 2. What materials are used for modelling? 3. What items would you like to model?

Core Competencies to be developed:
- Communication and Collaboration: The learner actively engages in showcasing, discussing, and appreciating both their own and others' coil method modelled items.
- Critical Thinking and Problem Solving: The learner analyses and selects suitable materials and tools for coil modelling, showcasing problem-solving skills in the artistic process.
- Creativity and Imagination: The learner crafts items using the coil method, transforming basic materials into visually appealing and unique objects.
- Learning to Learn: Actively participating in coil modelling activities, the learner acquires new skills and techniques, showcasing an ability to adapt and continuously improve their artistic abilities through exploration and practice.

Values:
- Love: The learner derives joy from creating and showcasing coil method modelled items, reflecting a love for the creative process and an appreciation for the craftsmanship involved.
- Unity: as learners collaborate, appreciate diversity in design, and celebrate each other's unique artistic expressions.
- Responsibility: The learner recognizes the impact of their choices on the final outcome and the overall responsibility in artistic creation.

Pertinent and Contemporary Issues (PCIs):
- Health education: learner to observe hygiene during and after modelling.
- Life skills: learner develop 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 engages in mathematical concepts such as symmetry and proportion through coil modelling, creating a cross-disciplinary connection to mathematical activities.
- Language Activities: The learner, through narrating and discussing their coil method modelled items, participates in language-based activities, expressing themselves verbally and creatively.
- Environmental Activities: The learner promotes environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

2.0 Performing and Displaying	**2.7 Songs**
	
	(10 lessons)
	
	• *Topical songs*
	• *Message*
	• *Performance techniques;*
	  - *Accuracy of tune*
	  - *Clarity of words*
	  - *Gestures Facial expressions*
		By the end of the Sub Strand, the learner should be able to:
		a) identify a topical song for knowledge acquisition,
		b) describe the message of a given topical song,
		c) perform a topical song applying performance techniques,
		d) appreciate the importance of performing topical songs.
			The learner is guided to:
			
			• observe actual or virtual performances of topical songs and describe what a topical song is,
			• collaboratively listen to the words /perform age appropriate topical songs and talk about its message,
			• sing topical songs on pertinent issues such as hygiene and road safety in unison focussing on performance techniques to convey the desired message;
			  - accuracy of tune and rhythm,
			  - clarity of words,
			  - appropriate use of gestures and facial expressions,
			• perform topical songs to peers for feedback.
				4. Why are topical songs performed?

Core Competencies to be developed:
- Communication and Collaboration: The learner actively engages in listening to and speaking about a topical song.
- Critical Thinking and Problem Solving: The learner analyses and identifies the message of a topical song.
- Creativity and Imagination: The learner applies appropriate performance techniques while performing a topical song to convey the desired message.

Values:
- Unity: The learner collaborates with peers in discussing performance of topical songs appreciating diversity in unique artistic expressions.
- Responsibility: The learner takes their own part in performance of a topical song.

Pertinent and Contemporary Issues (PCIs):
- Health education: The learner discusses messages of topical songs on pertinent issues such as hygiene.
- Life skills: learner develop self-awareness and self-esteem through performance of topical songs that boosts their confidence by providing them with an opportunity to express their feelings, ideas and emotions.
- Safety: The learner discusses messages of topical songs on pertinent issues such as road safety.

Link to other learning areas:
- Mathematical Activities: The learner engages in mathematical concepts such as symmetry and proportion through coil modelling, creating a cross-disciplinary connection to mathematical activities.
- Language Activities: The learner, through narrating and discussing their coil method modelled items, participates in language-based activities, expressing themselves verbally and creatively.
- Environmental Activities: The learner promotes environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

SUGGESTED ASSESSMENT RUBRIC

LEVEL / INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display - game songs in Western style, using props - Kick a ball in different directions - make a single strand bracelet - an egg roll - a swan balance - an improvised wind instrument - wind instrument - Model simple forms - Topical songs	Performs and/or displays the 10 items in Creative activities skilfully	Performs and/or displays the 10 items in Creative activities	Performs and/or displays the 6-9 items in Creative activities.	Performs and/or displays the 1-5 items in Creative activities.

STRAND 3: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	**3.1 Singing Games- Western Style** (18 lessons) • *Participants* • *Songs* • *Costumes* • *Props* • *Formations* • *Message*	By the end of the Sub Strand, the learner should be able to: a) identify the participants in a Western style singing game performance, b) identify costumes used in a Western style singing game performance, c) identify props used in a Western style singing game, d) identify formations used in a Western style singing game, e) describe the message in a singing game,	The learner is guided to: • watch live or recorded performances in Western style singing games from different Western countries and talk about the participants, • identify the games and songs used in the performances, • identify costumes and props used in a singing game performance, • discuss the body movements used in a singing game performance, • talk about the line pattern formations used, • watch a live/recorded singing game and talk about its message.	What makes a singing game interesting?

		f) appreciate the aspects in the performances of a singing game in Western style.		

Core Competencies to be developed:
Communication and collaboration: The learner speaks clearly about a Western singing game performance outlining its aspects and listens attentively to peers' opinions on the same.

Values:
- Integrity: The learner observes language etiquette as they describe body movements in western style singing games.
- Unity: The learner works together with peers during group performances and rehearsals of Western singing games.

Pertinent and Contemporary Issues (PCIs):
Social Cohesion: The learner watches singing games from different countries.

Link to other learning areas:
English, Kiswahili and Indigenous language Activities: The learners use the languages to describe colours of props and costumes in Western singing game performances.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.2 Water safety Awareness (12 lessons) - *Entry* - *Usage* - *Permission* - *Supervision* - *Water play*	By the end of the Sub Strand, the learner should be able to: a) recognise different water points in the school environment, b) perform singing games on water safety around water points in school, c) narrate ways of applying water safety precautions in the school, d) appreciate water safety at school for life skills.	The learner is guided to: • walk around the school and observe water points with peers, • sing water safety songs, • talk about dangers of water points at school, • talk about school precaution measure on water safety • talk about safety around water points at school with peers.	1. Why is water safety around the school environment important? 2. Which safety precautions should be taken when near water points in the school?

Core Competencies to be developed:
• Self-efficacy: The learner talks about ways on how to be safe around water points in the school environment.

	Learning to learn: The learner keenly observes safety measures around water points at school.

Values:
• Respects - the learner appreciates the safety precautions set by the school as they walk around the school**.**
• Responsibility: The learner observes safety around water points at school with peers.

Pertinent and Contemporary Issues (PCIs):
• Safety: learner observes safety precautions around water points at school.
• Disaster risk reduction - the learner uses the skills acquired in water safety during incidents such as floods.

Link to other learning areas:
Environmental Activities: The learner observes water safety around the school environment and learns about water safety.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain - participants in a singing game - costumes - games in a singing game - props - formations - water points in	Identifies and/or explains the 7 items in appreciating Creative activities giving examples	Identifies and/or explains the 7 items in appreciating Creative activities accurately	Identifies and/or explains the 4-6 items in appreciating Creative activities with minor errors	Identifies and/or explains the 1-3 items in appreciating Creative activities with errors

school - water safety precautions in school			

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
1.0 CREATING AND EXECUTING	**1.1 Hopping**	• Demonstrations • Fieldwork reports • Participatory assessment • Peer assessment	• Patterns of different shapes • Digital devices • Pictures • visual recordings of performance in hopping • Relevant virtual sites • Open space • Resource persons	• **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
	1.2 Drawing and Painting	• Practical tests • Fieldwork reports • Oral tests • Written tests • Peer Assessment	• Flash cards • Digital devices • Pictures • Reference books	

			• Relevant virtual sites • Resource persons	exhibitions for appreciation • **Apprenticeship** - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts • **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 Rhythm and Pattern Making	• Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment	• Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Reusable locally available material for making an improvised paper hats • Resource persons	
	1.4 Turning	• Oral tests • Practical tests • Fieldwork reports • Peer Assessment	• Open space • Field makers • Flash cards • Digital devices • Musical instruments • Pictures	

			• Reference books • Audio /visual recordings of music and turning skills • Relevant virtual sites • Relevant props and costumes	• **Creative Arts clubs -** participating in Sports, Music and Arts club activities within the school
	1.5 Mosaic	• Peer Assessment • Oral tests • Practical tests • Fieldwork reports	• Flash cards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons	• **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. • **School events:** performing during events such as parents, prize giving, and careers and sports day, among others.
	1.6 Melody	• Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment	• Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Resource persons	
Performing and Displaying	**2.1 Singing Games- Western**	• Oral tests • Practical tests	• Open space • Resource persons	• **Scout or Girl Guide activities** - participating in the school band by

	style	• Fieldwork reports • Peer Assessment	• Audio /visual recordings of singing games • Flash cards • Digital devices • Musical instruments • Pictures • Relevant props and costumes • Reference books • Relevant virtual sites • Relevant props and costumes	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.
	2.2 Kicking	• Field work reports • Participatory assessment • Oral presentations • Self-assessment	• Open space • Field makers • Landing mats • Group makers • Resource persons • Visual recordings of kicking 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 Plaited Ornaments	• Oral tests • Peer assessment • Practical tests • Field work reports • Participatory assessment	• Flash cards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons • Reusable locally available material for making ornaments
	2.4 Egg Roll and Swan Balance	• Demonstrations • Peer assessment • Practical tests • Field work reports • Participatory assessment	• Resource persons • Open space • Field markers • Flash cards • Digital devices • Pictures • Reference books • Audio /visual recordings of music

		• Relevant virtual sites	
	2.**5 Wind Musical Instruments**	• Oral tests • Aural test • Written tests • Checklist • Observation schedule • Peer assessment	• Open space • Reusable locally available material for making improvised flutes • Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments • Pictures • Reference books	
	2.6 Modelling	• Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment	• Pictures • Reference books • Reusable locally available material for modelling • Resource persons	
	2.7 Songs	• Oral tests • Aural tests • Project	• Recordings of age appropriate topical songs	

		• Observation schedule • Checklist	• Pitching instrument • Digital devices	
3.0 Appreciation	**3.1 Singing Games- Western Style**	• Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment	• 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	• Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment	• Resource persons • Digital devices • Pictures • Reference books • Relevant virtual sites	