



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 3

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TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	iv
LESSON ALLOCATION AT LOWER PRIMARY	vi
ESSENCE STATEMENT	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
SUMMARY OF STRANDS AND SUB STRANDS	x
STRAND 1.0: CREATING AND EXECUTING	1
STRAND 2.0: PERFORMING AND DISPLAYING	16
STRAND 3.0: APPRECIATION.....	28
APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES.....	35
CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)	33
ASSESSMENT OF THE CSL ACTIVITY	35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner 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 Three, 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
1.0 Creating and Executing	1.1 Pushing and Pulling	14
	1.2 Drawing and Painting	14
	1.3 Rhythm and Pattern Making	18
	1.4 Skipping	14
	1.5 Collage	10
	1.6 Melody	14
	1.7 Weaving	14
2.0 Performing and Displaying	2.1 Rounds	18
	2.2 Galloping	14
	2.3 Sculpture	14
	2.4 Forward Roll and V-balance	14
	2.5 String Musical Instrument	14
	2.6 Modelling and Ornament Making	10
3.0 Appreciation	3.1 The Kenya National Anthem	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 Pushing and Pulling (14 lessons)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> identify pushing and pulling in physical activities for space and body awareness, perform pulling and pushing activities for flexibility, enjoy pushing and pulling for strength and flexibility. 	The learner is guided to: <ul style="list-style-type: none"> watch virtual or a demonstration of pushing and pulling activities in physical activities, demonstrate pushing and pulling activities, practice pushing and pulling activities, sing songs while pulling and pushing, play games using pulling and pushing skills by observing safety. 	How can pulling and pushing skill be applied at home?
Core Competencies: <ul style="list-style-type: none"> Digital literacy: The learner manipulates digital devices to watch clips showing pushing and pulling activities. Self-efficacy: learner appreciates their ability to demonstrate and practise pushing and pulling successfully. 				
Values: <ul style="list-style-type: none"> Unity: The learner cooperates with others as they perform pushing and pulling activities. Respect: The learner portrays positive regard for self and others as they practise pushing and pulling activities. 				

Pertinent and Contemporary Issues (PCIs):

Safety: The learner individually observes safety while playing games involving pushing and pulling.

Link to other learning areas:

- Mathematics activities: The learner counts while pulling and pushing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.2 Drawing and Painting (14 lessons) <ul style="list-style-type: none"> • <i>Drawing</i> • <i>Painting</i> • <i>Colour mixing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials for colour mixing, b) mix colours using spraying and blowing techniques, c) draw a simple picture using regular and irregular shapes, d) create a painting for self-expression, e) value made pictures for expression. 	The learner is guided to: <ul style="list-style-type: none"> • watch videos to recognise how to mix colour by spraying and blowing technique, • spray colours randomly using recyclable old brushes/improvised brush and clean the hands after the activity, • mix the colour by blowing randomly using straws, biro pen tube among others while observing safety, • draw and colour a simple composition using regular and irregular shapes, • paint a picture creatively for expression, • collaboratively, display their work for peer feedback. 	1. Why is it important to clean the brush after painting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner watches videos with peers to recognise how to mix colour by spraying and blowing technique, • Creativity and imagination: The learner explores colours mixing techniques in painting. 				

Values:

- Unity: The learner respects others' opinions while talking about their own and peers' pictures.
- Social justice: The learner shares resources and responsibilities equitably while mixing coloured water paints.

Pertinent and Contemporary Issues (PCIs):

Health promotion issues: The learner cleans the working area and washes hands after spraying paint.

Link to other learning areas:

Hygiene Activities: The learner takes care of hygiene by cleaning their hands after painting.

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) <ul style="list-style-type: none"> ● <i>Short and long sounds</i> ● <i>Body Percussion-clapping, tapping, snapping, stamping</i> ● <i>Print making</i> ● <i>Pattern making</i> 	By the end of the Sub Strand, the learner should be able to: a) identify different sound durations in simple songs, b) create a simple rhythmic pattern using long and short sounds, c) improvise rhythmic accompaniment to simple songs using long and short sounds, d) move in rhythm around basic shapes drawn on the floor, e) make a random repeat patterns using found objects, f) appreciate creating rhythms and patterns.	The learner is guided to: <ul style="list-style-type: none"> ● sing simple familiar songs for familiarisation of short and long sounds used in creating their rhythmic patterns, ● listen to or watch live or recorded performances of simple songs and clap their rhythmic patterns, ● use short and long sounds to create simple rhythmic patterns using body percussion or a percussion instrument, ● provide rhythmic accompaniment to familiar songs using body percussion or a percussion instrument, ● draw geometric basic shapes on the ground and move in rhythm on the shapes drawn, by skipping, sliding or galloping observing safety, 	How can rhythms created?

			<ul style="list-style-type: none"> • explore virtual sources to identify a random and an all over patterns, • print a random pattern alternating colours to suggest rhythm, using <ul style="list-style-type: none"> - a leaf - block (banana stalk, maize cob, among others) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner creates simple rhythmic patterns using short and long sounds. • Self- efficacy: The learner confidently plays rhythmic accompaniment to familiar songs. • Critical thinking and problem solving: The learner in groups, draws geometric basic shapes on the ground and moves in rhythm on the shapes drawn. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes care of the digital devices as they record the rhythmic chant performances for future use. • Respect: The learner gives chance to peers as they take turns to recite short and long sounds using French rhythm names. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life skills: The learner applies skills acquired to safely and rhythmically move while skipping, sliding and galloping around basic shapes drawn on the ground. • Social cohesion: The learner portrays team spirit as they work with peers to recite short and long sounds using French rhythm names. 				
<p>Link to other learning areas:</p> <p>Mathematics: The learner applies knowledge and skill gained in Mathematics to count and maintain the beat as they move in rhythm on the shapes drawn to accompany a familiar song.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.4 Skipping (14 lessons) <ul style="list-style-type: none"> • <i>Forward,</i> • <i>Backward,</i> • <i>Right</i> • <i>Left</i> • <i>Straight line</i> • <i>Curved</i> • <i>Circular</i> • <i>Zigzag</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different ways of skipping in different directions, b) skip in different directions for skill acquisition, c) make patterns while skipping in different ways, d) appreciate skipping in different directions for balance and strength. 	The learner is guided to: <ul style="list-style-type: none"> • talk about skipping in different directions, • skip in different ways, • play games involving skipping skills, • sing songs while skipping for enjoyment while making line patterns and shapes. 	What apparatus can be used in skipping to make it more interesting?
Core Competencies: <ul style="list-style-type: none"> • Creativity and imagination: The learner pays attention making patterns while skipping. • Self- efficacy: The learner individually skips confidently in different ways. 				
Values: <ul style="list-style-type: none"> • Unity: The learner cooperates with peers while skipping. • Peace: The learner avoids hurting others by observing safety while playing games involving skipping. 				

Pertinent and Contemporary Issues:

Gender issues in education: The learner shows respect for gender equality while playing games in skipping with peers.

Link to other subjects:

Mathematics activities: The learner learns concepts of shapes and patterns.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.5 Collage (10 lessons) <ul style="list-style-type: none"> • <i>Pasting</i> • <i>Cutting</i> • <i>Drawing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials to be used in a collage, b) prepare materials for making the collage, c) create a collage for self-expression, d) appreciate using collage as an art of self-expression. 	The learner is guided to: <ul style="list-style-type: none"> • observe images of simple collage from actual or virtual environment for motivation to make a collage, • collect varied materials for making collage, • sort out materials to make the collage, • outline a simple picture to guide the pasting of materials, • collaboratively, paste the different materials on the outlined forms, • show and talk about own and others' collage, work. 	What materials can be used to make a collage?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: The learner works collaboratively to paste the different materials on the outlined forms, • Self-efficacy: as the learner express themselves about their artwork during display sessions 				
Values: <ul style="list-style-type: none"> • Responsibility: learner reusing recycling waste materials from the environment, • Love: learners show and talk about own and others' collage, work 				

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

- Environmental Activities: The learner use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- English Language activities: The learner gains new vocabulary while learning about word.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.6 Melody (14 lessons) <ul style="list-style-type: none"> • <i>Variation in; rhythm, -tempo (slow and fast), volume, (loud and soft), text, pitch</i> • <i>Melodic patterns on improvised percussions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify variations in a simple melodic pattern for aural skill development, b) create melodic patterns using improvised percussions, c) apply performance directions in performing simple songs, d) enjoy creating melodies using variation technique. 	The learner is guided to: <ul style="list-style-type: none"> • collaboratively listen to simple songs, noting variations in rhythm, volume, and speed in live or recorded performances and discuss them, • search for ways of varying a melody, • sing simple short songs and improvise variations in rhythm, tempo, volume, text and pitch, • use improvised pitched percussions such as bottles filled with water to different levels or two-tone wood blocks, to create melodic patterns, • collaboratively perform the created melodic patterns applying performance directions; slow/fast. Soft/loud, • perform and record the created melodies or play the melodies to peers for feedback. 	How can a song be varied to make it more interesting?
Core Competencies to be developed:				

- Communication and collaboration: The learner keenly listens to or watches live or recorded performances of simple songs and talks about melodic variations.
- Creativity and imagination: The learner creates melodic patterns from differently pitched objects.

Values:

- Respect: The learner performs and records the improvised melodies before an audience for feedback.
- Unity: The learner in groups researches from print and electronic media different simple ways of varying melodies.
- Patriotism: The learner takes pride in singing familiar tunes from diverse Kenyan communities.

Pertinent and Contemporary Issues:

- Safety and security: The learner observes their safety as they create melodic patterns from differently pitched objects.
- Social cohesion: The learner portrays team spirit as they find out from the electronic media different simple ways of varying melodies.

Link to other subjects:

Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Weaving (14 lessons) • <i>Plain paper weave</i>	By the end of the Sub Strand, the learner should be able to: a) identify samples of plain weaves of varied materials and colours, b) create a plain weave paper in two colours, c) appreciate plain paper weaves of various items.	The learner is guided to: • observe actual or virtual samples of plain weaves of varied materials and colours for motivation. • collect papers with contrasting colours, • prepare weaving paper frame by cutting slits, • cut paper strips for interlacing through the slits and dispose of waste, • interlace the strips by running over and under the slits on the paper frame to make a paper mats in two colours, • experiment to make paper weaves with different colours, • showcase their plain weaves and ask their peers to comment.	1. What is the process of plan paper weaving?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: The learner designs aesthetically pleasing plain paper weave. • Learning to learn: The learner acquires new skills of interlacing to make a woven item. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner disposes off paper cuttings after weaving. • Social justice: The learner shares tools with peers as they weave. 				

Pertinent and Contemporary Issues:

- Cultural Appreciation: The learner appreciates weaving as a traditional craft.

Link to other learning areas:

Environmental activities: The learner disposes of waste to maintain the environment.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create and/or execute: <ul style="list-style-type: none"> • pushing and pulling for flexibility • drawing a simple picture paint a simple picture • simple rhythmic pattern in music • random repeat pattern • Skipping in different directions • melodic variations to familiar tunes 	Creates and/or executes the 8 items in Creative activities correctly and aesthetically	Creates and/or executes the 8 items in Creative activities correctly	Creates and/or executes the 5-7 items in Creative activities with minor errors and/or inconsistencies	Creates and/or executes the 2-4 items in Creative activities with errors and/or inconsistencies

<ul style="list-style-type: none">• melodic patterns using improvised percussions• plain weaving in two colours				
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STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.1 Rounds (18 lessons) <ul style="list-style-type: none"> • <i>Rounds; two and three-part rounds</i> • <i>Performance techniques; posture, accuracy of tune, clarity of words, entries and keeping to own part</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) aurally identify a round performance, b) sing own part in a round applying appropriate performance techniques, c) describe the message in a round, d) enjoy singing in a round. 	The learner is guided to: <ul style="list-style-type: none"> • watch variety of virtual or recorded clips on age appropriate 2 and 3-part rounds and talk about what a round is, • talk about how to sing in a round focusing on; posture, accuracy of tune, clarity of words, entries and keeping to own part, • sing own part in a round on a specific theme for skill development, • sing rounds with peers applying appropriate performance techniques, • collaboratively, take turns to sing own part in a round as others give feedback and record for future reference. • talk about the message in a round sung. 	How are rounds sung?
Core Competencies: <ul style="list-style-type: none"> • Communication and collaboration: The learner talks about the round songs, and sings rounds with clear diction. • Digital literacy: The learner downloads a variety of virtual and recorded clips on simple round songs. • Self- efficacy: The learner sings own part in round songs on a specific theme for skill development. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner keeps to own part in a round performance. 				

- Unity: The learner cooperates with others in groups while singing own part in round songs.
- Respect: The learner portrays positive regard for self and others as they work in groups on rounds.

Pertinent and Contemporary Issues:

- Personal hygiene: The learner observes safety and hygiene while improvising paints for painting simple illustrations and making props
- Self-awareness and self-esteem: The learner sings round songs with appropriate body movements in groups.
- Social cohesion: The learner takes own part while singing round songs in groups.

Link to other subjects:

- English Language Activities: The learner applies the skill of communication acquired in English to clearly pronounce the words of the round.
- Religious Activities: The learner applies values such as unity and love acquired in Religious Education during group work.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.0 Performing and Displaying	2.2 Galloping (14 lessons) <ul style="list-style-type: none"> • <i>Direction: forwards, left and right.</i> • <i>Patterns: straight, curved, circular and zigzag.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions of galloping for agility and coordination, b) perform galloping in different directions for skill acquisition, c) enjoy playing galloping games while moving in different directions. 	The learner is guided to: <ul style="list-style-type: none"> • observe video or demonstrations of galloping and talk about the body movement, • demonstrate galloping, • practise galloping in different directions, • practice galloping to make patterns, • play games while galloping in different directions and give self and other group members feedback. 	Which animals use galloping movement?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: learners: The learner focusses on practising galloping skills by accepting feedback from peers. • Communication and collaboration: The learner interacts with peers while playing games that involve galloping. 				
Values: <ul style="list-style-type: none"> • Love: The learner portrays respect in providing positive feedback to peers during practise of galloping activity. • Respect: The learner allows other chances while demonstrating galloping skills. 				

Pertinent and Contemporary Issues:

Social cohesion: The learner embraces own and others performance during practise of galloping.

Link to other subjects:

- Environmental activities: The learner learns about directions.
- Religious activities: The learner learns positive values while providing feedback to peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Sculpture (Toy Assemblage) (14 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> recognise toys made by assemblage, explore tools, and material for assemblage, make toys by combination of different materials, enjoy making and playing with the toys. 	The learner is guided to: <ul style="list-style-type: none"> observe actual or virtual samples of playing toys and dolls made by assemblage, collect and sort different recyclable material assemblage of toys or dolls, assemble the materials to get the structure of the doll or toy, add details to enhance the features of the toy or doll, use the toys or doll to play and sing with peers for enjoyment. 	<ol style="list-style-type: none"> What local materials can be used to make a toy? How can one join different materials to make a toy?
Core Competencies to be developed: <ul style="list-style-type: none"> Communication and collaboration: The learner works together collect and sort different recyclable material assemblage of toys or dolls. Creativity and imagination: The learner assemble the materials to get the structure of the doll or toy, 				
Values: <ul style="list-style-type: none"> Respect: The learner gives positive feedback as they display items made. Unity: The learner in groups, collect and sort different recyclable materials 				

Pertinent and Contemporary Issues:

- Safety and security: The learner observes their safety collect and sort different recyclable material assemblage of toys or dolls
- Social cohesion: The learner enjoys playing with peers using the toys or dolls created.

Link to other learning areas:

Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities as assemble the materials to get the structure of the doll/toy.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.4 Forward Roll and V-balance (14 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify body parts used for performing forward roll and V-balance, b) make markers for use during forward roll and V-balance performance, c) perform forward roll for skill acquisition, d) perform V-balance for skill acquisition, e) enjoy performing forward roll and V-balance in for flexibility and balance. 	The learner is guided to: <ul style="list-style-type: none"> • watch video clips or a demonstration of a forward roll and V-balance, • perform forward roll and talk about how the body moves, • perform V balance and talk about different parts of the body used, • identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, • improvise the markers using the collected reusable materials and paint them, • mark the field using the improvised markers, • practise forward roll and V-balance • play games using forward and V-balance in sequence. 	How can forward roll and V balance be used to improve flexibility and balance?

Core Competencies:

- Creativity and imagination: The learner identifies simple reusable materials to use in improvised markers.
- Communication and Collaboration: The learner talks about different ways the body moves when performing forward roll and V-balance.

Values:

- Love: The learner appreciates their own ability in practising forward roll and V balance.
- Social justice: The learner shares materials equitably with peers for making markers.

Pertinent and Contemporary Issues:

- Personal Hygiene: The learner cleans the working and stores markers after performance.
- Environmental conservation: The learner collects reusable materials.

Link to other subjects:

- Environmental activities: The learner observes hygiene while collecting and sharing simple reusable materials.
- Religious Activities: The learner applies values while working in groups.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Playing String Musical Instruments (14 lessons) <ul style="list-style-type: none"> • <i>Fiddles/ground bows/mouth bow</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify string musical instruments from diverse Kenyan communities, b) improvise a string musical instrument using locally available materials, c) play an improvised string instrument for enjoyment, d) appreciate string instruments from diverse Kenyan communities. 	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded Kenyan instrumental performances and visually and aurally identify string instruments, • identify the local names of Kenyan string instruments, • improvise a Kenyan single stringed instrument using assemblage technique and observe safety and hygiene by washing hands and cleaning the working area, • imitate the playing of string instruments, • play an improvised string instrument, • collaboratively use digital devices responsibly to record and play string instruments for enjoyment. 	<ol style="list-style-type: none"> 1. How are string instruments played? 2. Which materials are used for improvising a musical string instrument?

Core Competencies to be developed:

- Communication and collaboration: The learner visually and aurally identifies and talks about the string instruments from the recordings and pictures.
- Creativity and imagination: The learner uses locally available materials to improvise a string instrument.
- Self-efficacy: The learner confidently plays the improvised string instrument.

Values:

- Responsibility: The learner takes care of digital devices as they record and play string musical instruments for enjoyment.
- Unity: The learner cooperates with others as they work in pairs to identify and talk about the string instruments from the recordings and pictures.

Pertinent and Contemporary Issues:

- Environmental conservation: The learner responsibly uses locally available materials to improvise string instruments
- Self-awareness and self-esteem: The learner plays the string instrument for enjoyment.

Link to other subjects:

Environmental activities: The learner identifies string 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 and Ornament Making. (10 lessons)	By the end of the Sub Strand the learner should be able to: a) identify modelled beads for familiarity, b) model beads using pellet technique, c) decorate the beads by painting, d) make a beaded ornament, e) appreciate making beads using pellet technique.	Learner is guided to; <ul style="list-style-type: none"> • explore virtual and actual samples of beaded ornaments, • roll clay or papier mache to make pellets for beading, • pierce the pellets to make a hole through for stringing and leave them to dry under shade, • decorate the beads by painting, • pass string to make a single stranded necklace, • display the ornament for peers' feedback. • appraise own and others modelled items for appreciation 	How are ornaments made?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: The learner work together prepare clay or papier mache for modelling items • Creativity and imagination: The learner creates make a single stranded necklace and a matching bracelet, 				
Values: <ul style="list-style-type: none"> • Respect: The learner gives positive feedback as they display items made. • Unity: The learner in groups in groups, prepare clay or papier mache for modelling items. 				

- Patriotism: The learner takes pride in making ornaments using recyclable materials from the local community.

Pertinent and Contemporary Issues:

- Safety and security: The learner observes their safety as they fire the clay beads in an improvised kiln.
- Social cohesion: The learner portrays team spirit as they explore pinch and pellet technique to make simple forms in pairs.

Link to other subjects:

Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects such as voiced or tuned percussion.

SUGGESTED ASSESSMENT RUBRIC

INDICATOR	LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform and/or display <ul style="list-style-type: none"> - own part in a round, - appropriate performance techniques in a round, - Galloping in different directions, - Makes toys - Forward roll - V- balance - an improvised stringed instrument - ornament made using modelled beads 		Performs and/or displays the 8 items in Creative activities skilfully	Performs and/or displays the 8 items in Creative activities correctly	Performs and/or displays the 4-7 items in Creative activities with minor flaws and/ or omissions	Performs and/or displays the 1-3 items in Creative activities with flaws and/ or omissions

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation	3.1 The Kenya National Anthem (14 lessons) <ul style="list-style-type: none"> • <i>Text of the Kenya National Anthem</i> • <i>Message in the first stanza</i> • <i>Occasions when the Kenyan National flag is hoisted (national holidays, on school assembly, heads of states visits, national meetings among others)</i> • <i>Performance etiquette.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the text of the first stanza of Kenya National Anthem in Kiswahili, b) describe the message in the Kenya National anthem, c) identify the occasions when the Kenya National flag is raised Anthem is performed, d) sing the Kenya National Anthem observing the anthem etiquette, e) appreciate performance of the Kenya National Anthem for patriotism. 	The learner is guided to: <ul style="list-style-type: none"> • listen to or watch a live or recorded performances of the first stanza Kenya National Anthem and sing along, • write the text of the first stanza Kenya National Anthem and talk about the message in the stanza, • in groups, take turns to perform the first stanza of Kenya National Anthem observing appropriate etiquette, • talk about the occasions when the Kenyan national flag is hoisted, • record the performances for future reference. 	How is the Kenya National Anthem performed?
Core Competencies to be developed:				

ion and collaboration: The learner keenly listens to, and talks about the words of the Kenya National Anthem.
The learner takes pride in performing the Kenya National Anthem.

Values:

- Respect: The learner performs the first stanza of the Kenya national anthem observing the anthem etiquette.
- Unity: The learner in groups, take turns to perform the first stanza of Kenya National Anthem.
- Patriotism: The learner performs the first stanza of the Kenya National Anthem observing anthem etiquette.

Pertinent and Contemporary Issues

Life skills: The learner applies knowledge acquired in observing anthem etiquette in daily life.

Link to other subjects:

Kiswahili Language Activities: The learner sings the first stanza of the Kenyan National Anthem articulating the words in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Appreciation	3.2 Water Safety Awareness (14 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different water points and water bodies in your locality, b) explain water dangers arising from water points and water bodies in your locality, c) narrate ways of observing safety around water points and water bodies in your locality, d) appreciate water safety in your locality for life skills,	The learner is guided to: <ul style="list-style-type: none">• observe pictures of different water points and water bodies within your locality and share with peers,• talk about dangers of water points and water bodies in your locality with peers,• talk about ways of observing safety around water points and water bodies in your locality,	1. How safe are the water points and water bodies in your locality? 2. Why is water safety awareness important?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner talks about dangers of water points and water bodies in your locality with peers. • Learning to learn: The learner learns to observe safety measures around different water points and water bodies in the locality. 				

Values:

- Responsibility: The learner observes safety precautions around water points and water bodies in their locality.
- Integrity: The learner exercises self-discipline around water points and water bodies within their locality.

Pertinent and Contemporary Issues:

- Health promotion: The learner practises self-discipline around water points and water bodies in their locality to avoid injuries
- Safety: the learner develops water safety awareness by practising safety measures around water points and water bodies in their locality.

Link to other subjects:

- Environmental Activities: The learner practises water safety awareness within their locality.
- Religious Activities: The learner applies values of self-discipline around water points and water bodies in their locality.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - the message in the National anthem - water dangers in locality - ways of observing water safety 	Identifies and/or explains the 3 items in appreciating Creative activities giving examples	Identifies and/or explains the 3 items in appreciating Creative activities accurately	Identifies and/or explains the 1-2 items in appreciating Creative activities with minor errors	Identifies and/or explains at least 1 item in appreciating Creative activities with errors

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>1.7 Pushing and Pulling</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 • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and pushing and pulling skills • Relevant virtual sites • Relevant props and costumes • Resource persons 	<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 community in order to learn performing some of the
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	1.2 Drawing and Painting	Orals tests Written tests Peer Assessment Field report	<ul style="list-style-type: none"> • Digital devices • Pictures • Reference books • Resource persons • Flash cards 	<p>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. • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school • Participating during Cultural day or week- learners acquire skills,
	1.3 Rhythm and Pattern Making	Aural tests Orals tests Written tests Peer Assessment	<ul style="list-style-type: none"> • Relevant virtual sites • Resource persons • Flash cards • Digital devices • Pictures • Reference books • Audio /visual recordings of music 	
	1.4 Skipping	<ul style="list-style-type: none"> • Oral tests • Aural test • Performance assessment • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Audio /visual recordings of music and skipping skills • Relevant virtual sites • Relevant attire 	

			<ul style="list-style-type: none"> • Open space • Resource persons 	<p>knowledge and attitude that enhance awareness of how Creative Arts address social issues.</p> <ul style="list-style-type: none"> • 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. • Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and
	1.5 Collage	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Field reports 	<ul style="list-style-type: none"> • Locally available materials • Reference books • Relevant virtual sites • Flash cards • Resource persons 	
	1.6 Melody	<ul style="list-style-type: none"> • Oral test • Aural tests • Written tests • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Audio/visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites 	

	1.7 Weaving	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Field reports 	<ul style="list-style-type: none"> • Reference books • Relevant virtual sites • Flash cards • Resource persons • Locally available materials 	<p>making costumes, props and ornaments.</p> <ul style="list-style-type: none"> • Performing troupes or Ensembles- Learners forms small groups for performance in all Creative Arts disciplines.
Performing and Displaying	2.1 Rounds	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of rounds • Flash cards • Digital devices • Musical instruments • Relevant props and costumes • Reference books • Relevant virtual sites 	
	2.2 Galloping	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Fieldwork reports 	<ul style="list-style-type: none"> • Safe space or playground • Digital devices • Reference books • Relevant virtual sites 	
	2.3 Sculpture	<ul style="list-style-type: none"> • Written tests • Practical tests 	<ul style="list-style-type: none"> • Digital devices • Reference books 	

		<ul style="list-style-type: none"> • Peer assessment • Oral tests • Field reports 	<ul style="list-style-type: none"> • Relevant virtual sites • Locally available materials • Resource persons 	
	2.4 Forward Roll and V-balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • visual recordings of gymnastic performance • Relevant virtual sites • Reusable locally available material for making improvised makers 	
	2.5 String Musical Instrument	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised fiddle, musical bows and mouth bows • Resource persons 	

			<ul style="list-style-type: none"> • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments (fiddle, musical bows and mouth bows) • Pictures • Reference books 	
	2.6 Modelling and Ornament Making	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Field reports 	<ul style="list-style-type: none"> • Relevant virtual sites • Pictures • Reference books • Flash cards • Digital devices • Locally available materials • Resource persons 	
3.0 Appreciation	3.1 The Kenya National Anthem	<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 the 	

		<ul style="list-style-type: none"> • Fieldwork reports 	<p>Kenya National Anthem</p> <ul style="list-style-type: none"> • Relevant virtual sites • Relevant props and costumes • Resource persons • Reusable locally available material for making improvised Kenyan national flag 	
	3.2 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Pictures of water bodies • Digital devices • Pictures • Reference books • Relevant virtual sites 	