




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

**PRIMARY SCHOOL CURRICULUM DESIGN**

**CREATIVE ARTS**

**GRADE 4**



First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-016-5**

Published and printed by Kenya Institute of Curriculum Development

## TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION .....	iv
LESSON ALLOCATION AT UPPER PRIMARY .....	vi
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION .....	vii
ESSENCE STATEMENT .....	viii
SUBJECT GENERAL LEARNING OUTCOMES.....	ix
SUMMARY OF STRANDS AND SUBSTRANDS .....	x
STRAND 1.0 CREATING AND EXECUTING.....	1
STRAND 2.0 PERFORMING AND DISPLAYING .....	14
STRAND 3.0 APPRECIATION IN CREATIVE ARTS .....	31
APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY .....	36
APPENDIX II: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES	39

## **NATIONAL GOALS OF EDUCATION**

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

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

### **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 instill 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 competencies 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 UPPER PRIMARY

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons</b>
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1*
<b>Total</b>		<b>35</b>

## **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**

Creative Arts is an integrated learning area that consists of Art and Craft, Music and Physical Health Education. This design provides an avenue for symbiotic relationship in the triad where learning areas mutually benefit from each other from resource development to skill execution (inter/ multidisciplinary integration).

The learning area is organised in three strands namely; Creating and Executing, Performing and Display and Appreciation in Creative Arts. The learning experiences are structured to develop learners' creativity, nurture functional and aesthetic sensitivity that leads to the acquisition of transferable skills useful in other learning areas and contexts. This is supported by Howard Gardner's theory of multiple intelligences that each person has different ways of learning and different intelligences they use in their daily lives. Further, it is also anchored on Dewey's social constructivism theory which emphasises on experiential and participatory approaches in the learning process.

Digital literacy as a 21st-century skill, has intentionally been embedded to enable the learner to interact, create, store and disseminate knowledge and skills (product) using emerging technologies and trends in education. Subsequently, this curriculum will prepare the learner to acquire the knowledge, skills and attitudes to transit to the Junior School.



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

- a) perform and display different Creative Arts works to promote diverse cultural knowledge and expression,
- b) create artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment,
- c) perform physical and health activities for enjoyment, survival and self-fulfilment,
- d) apply environmental conservation values of re-use and recycle of materials for creative and improvisation purposes,
- e) evaluate Creative Arts works to make meaningful connections to creating, executing, performing, display and appreciation of art works,
- f) use emerging technologies as a learning tool to explore creative ideas in the process of making, performing, displaying and appreciation of Creative Arts' works,
- g) acquire a variety of developmentally appropriate Creative Arts experiences within the social, cultural, national and international contexts,
- h) address pertinent and contemporary issues in society through Creative Arts' works.

## SUMMARY OF STRANDS AND SUB STRANDS

<b>Strands</b>	<b>Sub Strands</b>	<b>Suggested Number of Lessons</b>
<b>1.0 Creating and Executing</b>	1.1 Percussion Musical Instruments (Drawing)	17
	1.2 Netball	15
	1.3 Painting and Montage	15
	1.4 Rhythm	15
	1.5 Melody	15
<b>2.0 Performing and Displaying</b>	2.1 Athletics	18
	2.2 Gymnastics	15
	2.3 Songs	15
	2.4 Photography	10
	2.5 Descant Recorder	15
	<b>Optional Sub Strand</b>	
	<i>Either</i>	
2.5 Swimming	15	
<i>Or</i>		

	2.5 Indigenous Kenyan Games	15
<b>3.0 Appreciation in Creative Arts</b>	3.1 Analysis of Creative Arts works	15
<b>Total Number of Lessons</b>		<b>180</b>

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

## STRAND 1.0 CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<p><b>1.1 Percussion Musical Instruments (Drawing)</b></p> <p>(17 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Identifying: name, community, method of playing</i></li> <li>● <i>Parts of a percussion,</i></li> <li>● <i>Classifying: melodic, non-melodic,</i></li> <li>● <i>Improvised rhythmic patterns</i></li> <li>● <i>Making charcoal sticks (cutting, trimming, burning, cooling),</i></li> <li>● <i>Tonal value-smudge</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify indigenous percussion musical instruments from different Kenyan communities,</li> <li>b) classify indigenous Kenyan percussion musical instruments,</li> <li>c) discuss the function(s) of parts of a percussion musical instrument,</li> <li>d) improvise rhythmic patterns using indigenous percussion musical instruments,</li> <li>e) make charcoal sticks for drawing,</li> <li>f) create tonal value on a drawing of a percussion</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● watch virtual or actual percussion musical instruments to identify by; name, community and method of playing,</li> <li>● observe/listen to sounds of percussion musical instruments and classify as melodic or non-melodic,</li> <li>● identify parts of a percussion musical instrument and discuss their function(s) in sound production,</li> <li>● practice improvising rhythmic patterns to accompany songs using percussion instruments,</li> <li>● talk about value/ tone as an element of art created on virtual and actual sample pictures,</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the importance of percussion instruments from different communities in Kenya?</li> <li>2. How is tonal variation created in a drawing?</li> </ol>

	<i>technique.</i>	<p>instrument using the smudging technique,</p> <p>g) appreciate indigenous percussion instruments from Kenyan communities and pictures drawn.</p>	<ul style="list-style-type: none"> <li>• collaboratively, collect materials and tools to make charcoal sticks following the correct procedure while observing safety,</li> <li>• use charcoal sticks to illustrate how to create tone/value by smudging technique,</li> <li>• draw using charcoal sticks a picture of one percussion instrument and create tonal variation by smudging technique,</li> <li>• show and talk about own and peers' percussion instruments and drawings in a just and fair manner.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner speaks clearly and listens keenly while talking about their work and working together to make charcoal sticks.</li> <li>• Digital literacy: The learner interacts with digital devices to source information on percussion instruments.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social justice: The learner talks about own and others' pictures justly.</li> <li>• Responsibility: The learner cares for own and peers' items and observes safety precautions when making charcoal sticks.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p>				

- Social Cohesion: The learner acquires skill of working with others while making charcoal sticks in groups.
- Safety and security: The learner observes fire safety when burning charcoal sticks.
- Environmental conservation: The learner conserves the environment by carefully collecting materials for making a percussion instrument.

**Link to other learning areas:**

Social Studies: The learner exploits natural resources responsibly to make charcoal sticks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.2 Netball</b> (15 lessons)  <ul style="list-style-type: none"> <li>• <i>Passing</i></li> <li>• <i>Catching</i></li> <li>• <i>Macramé technique</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) discuss the skills of passing and catching in Netball, b) make a ball using macramé technique, c) perform the skills of passing, and catching in Netball,	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a virtual or live Netball game and identify passes and catching skills,</li> <li>• demonstrate passing (<i>chest and overhead</i>) and catching (<i>double-handed</i>) skills,</li> <li>• collect reusable materials and improvise balls using macramé technique (<i>overhand knot</i>),</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are the skills of passing and catching important in a Netball game?</li> <li>2. Why is it necessary to improvise a netball?</li> </ol>

		d) appreciate Netball as a team game for enjoyment.	<ul style="list-style-type: none"> <li>practise passing (<i>chest and overhead</i>) and catching (<i>double-handed</i>) skills,</li> <li>play a Mini-Netball game applying the skills of (<i>passing and catching</i>) while observing safety,</li> <li>talk about own and others' skills in Netball game.</li> </ul>	
--	--	---	---	--

**Core Competencies to be developed:**

- Creativity and Imagination: The learner explores with varied materials when improvising balls.
- Learning to learn: The learner watches a Netball game to learn the netball skills through demonstration and practise.

**Values:**

- Social justice: The learner demonstrates fairness as they take turns in practising the netball skills of shooting, catching and passing.
- Responsibility: The learner takes initiative to clean the working area and store the balls in an improvised storage.
- Unity: The learner works together with peers when painting, improvising a ball and performing the Netball skills of catching and passing.

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

- Resource mobilisation and utilisation: The learner collects locally available materials to improvise a netball.
- Self-esteem: The learner displays confidence in demonstrating new skills through practice and playing a Netball game.

**Link to other learning areas:**

Mathematics: The learner takes part in passing the Netball to a team-mate while applying ball trajectory visualisation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.3 Painting and Montage</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Colour classification</i></li> <li>• <i>Colour value</i></li> <li>• <i>Montage -subject matter, overlapping, neatness.</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) classify colours into primary and secondary for painting,</li> <li>b) paint a picture of simple items for colour value application,</li> <li>c) create a montage composition for expression,</li> <li>d) appreciate painting and montage as methods of making pictures.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• mix primary colours to create secondary colours,</li> <li>• mix white with a secondary colour to create light tones on a scale strip,</li> <li>• mix black with a secondary colour to create dark tones on a scale strip</li> <li>• draw a single object and paint with emphasis on colour value,</li> <li>• observe sample montage pictures for familiarity,</li> <li>• source picture of ball games and cut out,</li> <li>• arrange and paste cut out pictures to make a montage themed “ball games” and clean the working area,</li> </ul>	<ol style="list-style-type: none"> <li>1. How is glue for pasting pictures improvised?</li> <li>2. Why is colour classification important in painting?</li> </ol>



			<ul style="list-style-type: none"> <li>• show and take turns to talk about their own and others work.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner works with others in groups and speaks clearly about their own and others work.</li> <li>• Creativity and Imagination: The learner makes thoughtful choices when producing a montage pictorial composition.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner accommodates others' views during critique of their own and others' painting and montage work.</li> <li>• Love: The learner takes turns to talk about their own and others work.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Social Cohesion: The learner acquires the skill of working with others during creating a montage composition.</p>				
<p><b>Link to other learning areas:</b>  Mathematics: The learner mixes colours in correct proportions to classify as primary or secondary colours.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.4 Rhythm</b>  (15 lessons) <ul style="list-style-type: none"> <li>• <i>Note values: crotchet, pair of quavers and their rests.</i></li> <li>• <i>French rhythm names: taa, ta-te.</i></li> <li>• <i>Note symbol: crochet, a pair of quavers and their rests.</i></li> <li>• <i>Qualities: Variation of note values, repetition of patterns, ending on a long note.</i></li> <li>• <i>Free hand lettering (ascenders and descenders).</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) interpret rhythmic patterns involving the crotchet, pair of quaver and their rests,</li> <li>b) write the French rhythm names using free hand lettering,</li> <li>c) describe the qualities of a good rhythmic pattern,</li> <li>d) compose a rhythmic pattern involving a crochet, a pair of quavers and their rests,</li> <li>e) enjoy creating rhythmic patterns.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to/sing familiar topical songs and identify the music notes and their rests using their French rhythm names,</li> <li>• clap the rhythm of the songs while reciting their rhythms using French rhythm names,</li> <li>• write letters of the alphabet in lowercase using free hand lettering-ascenders and descenders,</li> <li>• use free hand lettering to write French rhythm names <i>taa</i> and <i>ta-te</i>,</li> <li>• relate the French rhythm names <i>taa</i>, and <i>ta-te</i> to</li> </ul>	1. How can a rhythm be created?

			<p>music note symbols for crotchet and a pair of quavers,</p> <ul style="list-style-type: none"> <li>• discuss the techniques used in composing rhythmic patterns,</li> <li>• write rhythmic patterns from dictation using either French rhythm names or note symbols and their rests,</li> <li>• compose original rhythmic patterns and write them using French rhythm names, note symbols and their rests,</li> <li>• critique rhythms created by self and peers respecting each other's views.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner works with others in groups and speaks clearly during critique of own and others' rhythms.</li> <li>• Creativity and Imagination: The learner composes original rhythmic patterns and writes them using French rhythm names, note symbols and their rests.</li> </ul>				

**Values:**

- Respect: The learner accommodates others' views during critique of own and others' original rhythmic compositions.
- Integrity: The learner creates own original rhythmic patterns.

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

- Social Cohesion: The learner acquires the skill of working with others during group composition of rhythmic patterns.
- Social Justice: The learner fairly critiques rhythms created by others and self.

**Link to other learning areas:**

- English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of the alphabet in lowercase using free hand.
- Mathematics: The learner uses the concept of numbers when relating the value of the quaver in relation to the crotchet.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.5 Melody</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Sol-fa syllables: d r m</i></li> <li>• <i>Kodaly hand signs,</i></li> <li>• <i>Qualities of a melody; use of stepwise motion, variation of the sol-fa syllables and sound duration, starting and ending on d</i></li> <li>• <i>Slab and coil technique</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify sol-fa syllables <i>d r m</i> in a simple melody,</li> <li>b) interpret hand signs for the sol-fa syllables <i>d r m</i> for pitch discrimination,</li> <li>c) state the qualities of a good melody as a foundation to composition,</li> <li>d) create short melodies using the sol-fa syllables,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• sing familiar songs based on the sol-fa syllables <i>d r m</i>, and identify the sol-fa syllables by ear,</li> <li>• listen to and identify aurally and orally the sol-fa pitches (<i>d r m</i>) as sounded on a melodic instrument/voice,</li> <li>• watch videos/demonstrations of execution of the Kodaly hand signs for the sol-fa syllables <i>d, r m</i> and practice performing the hand signs,</li> <li>• brainstorm on the qualities of a good melody,</li> <li>• apply composition techniques to create short melodies based on the sol-fa syllables <i>d r m</i> and the note</li> </ul>	How can interesting melodies be created?

		<p>e) model clay slabs with sol-fa syllables using coil and slab techniques,</p> <p>f) enjoy creating short melodies and modelling using clay.</p>	<p>symbols; crotchet, a pair of quavers and their rests,</p> <ul style="list-style-type: none"> <li>• collect clay for modelling from the local environment,</li> <li>• roll clay into slab and cut out three rectangular pieces of three different sizes,</li> <li>• model so-lfa syllables (d r m) using coil technique and attach on the slabs.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: The learner uses unique and new ideas to compose melodies and models the sol-fa syllables.</li> <li>• Self-efficacy: The learner models the sol-fa syllables and composes original melodies.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learner works with peers when modelling, creating and performing various melodies.</li> <li>• Love: The learner respects others while critiquing their performances.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Life skills: The learner acquires interpersonal skills through interacting with peers in groups as they model sol-fa syllables and create melodies.</li> <li>• Mentorship and peer education: The learner shares their compositions with peers who give feedback for improvement.</li> </ul>				
<p><b>Link to other learning areas:</b></p>				

Mathematics: The learner applies the skill of sequencing of sol-fa syllables when creating simple melodies using stepwise motion.

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to create and/or execute: <ul style="list-style-type: none"> <li>– a rhythmic pattern using an indigenous percussion musical instrument,</li> <li>– a drawing using smudge technique,</li> <li>– passing skills in Netball</li> <li>– catching skills in Netball</li> <li>– a montage on ball games</li> </ul>	Creates and/or executes the 9 items in Creative activities correctly and aesthetically.	Creates and/or executes the 9 items in Creative activities correctly.	Creates and/or executes the 5-8 items in Creative activities correctly.	Creates and/or executes the 4 and below items in Creative activities correctly.

<ul style="list-style-type: none"><li>– a painting using colour value</li><li>– a rhythmic pattern using French rhythm names and music note symbols and rests,</li><li>– model clay slabs with sol-fa syllables</li><li>– short melodies using the sol-fa syllables <i>d r m</i></li></ul>				
--	--	--	--	--



## STRAND 2.0 PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.1 Athletics</b> (18 lessons) <ul style="list-style-type: none"> <li>• <i>Medium start</i></li> <li>• <i>Elongated start</i></li> <li>• <i>Sprints</i></li> <li>• <i>Painting</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the sprint starts and sprinting techniques,</li> <li>b) perform the sprint starts and sprinting techniques for skill development,</li> <li>c) paint the Kenyan flag for an athletic event,</li> <li>d) recognise the value of flying the Kenyan flag during an athletics event.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a virtual or live demonstration of sprint starts and sprinting techniques,</li> <li>• demonstrate a medium and elongated sprint start techniques,</li> <li>• demonstrate the sprinting technique,</li> <li>• sketch the Kenyan flag on a paper/fabric,</li> <li>• paint the flag observing colour arrangement and neatness,</li> <li>• attach the flag to a suitable handle,</li> <li>• practise the medium and elongated start,</li> <li>• practise sprinting technique,</li> <li>• run sprint races while observing safety and cheering each other using the flags made,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to maintain appropriate posture during sprints?</li> <li>2. Why is the national flag flown during a national athletic event?</li> </ol>

**Core Competencies to be developed:**

- Citizenship: The learner understands sense of belonging to their country as they paint and fly the Kenyan flag.
- Digital literacy: The learner uses digital technology to watch a virtual demonstration of sprint starts and sprinting techniques.

**Values:**

- Patriotism: The learner appreciates sketching and painting the Kenyan flag.
- Love: The learner works with peers to demonstrate the techniques of starting sprints and sprinting techniques.

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

- Safety and security: The learner performs sprints while observing the safety of self and others.
- Social cohesion: The learner works with peers as they play sprint games while observing safety and cheering each other using the flags.

**Link to other learning areas:**

Social studies: The learner links knowledge of Kenyan flag learnt in Social Studies as they learn colours of the flag.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.2 Gymnastics</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Crab balance</i></li> <li>• <i>Side roll</i></li> </ul>	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) explain a crab balance and a side roll in gymnastics,</li> <li>b) perform the crab balance for skill acquisition,</li> <li>c) execute side roll for skill acquisition,</li> <li>d) appreciate performing gymnastics skills for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a virtual or live performance of crab balance and side roll,</li> <li>• demonstrate crab balance,</li> <li>• demonstrate a side roll,</li> <li>• practise the crab balance while observing safety,</li> <li>• practise side roll while observing safety,</li> <li>• combine a crab balance into a side roll in turns,</li> <li>• observe each other's performance and give feedback.</li> </ul>	How does performance of rolls and balances improve body health?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner appreciates their unique abilities in practising side roll and crab balance.</li> <li>• Critical thinking and problem solving: The learner follows simple instructions while performing a crab balance and side roll in gymnastics.</li> </ul>				

**Values:**

- Love: The learner takes turn to support a peer during performance of the crab balance and side roll.
- Responsibility: The learner puts into practise the aspects of safety of self and others when performing the rolls and balances.

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

- Safety: The learner observes safety of self and others as they perform the rolls and balances.
- Social cohesion: The learner works in pairs to perform the side roll and crab balance.

**Link to other learning areas:**

Mathematics: The learner uses number and sequence concept in performing gymnastics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.3 Songs</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Sacred, patriotic and topical songs - Accuracy in pitch, Rhythm, Performance directions: tempo, dynamics.</i></li> <li>• <i>Performance techniques and etiquette: gestures, facial expressions diction.</i></li> <li>• <i>Kenyan Folk Songs- identifying: name, community.</i></li> <li>• <i>Classifying: work, funeral, naming, initiation, marriage and worship songs.</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) sing different types of songs applying performance techniques,</li> <li>b) perform the East African Community Anthem in unison,</li> <li>c) identify types of folk songs performed by indigenous Kenyan communities,</li> <li>d) perform an indigenous Kenyan folk song applying performance techniques,</li> <li>e) value performing indigenous songs from different communities.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to and identify different types of songs,</li> <li>• sing different types of songs <i>with</i> accuracy in pitch and rhythm adhering to performance directions and applying appropriate performance techniques,</li> <li>• discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing,</li> <li>• listen to a live or recorded performance of the East African Community Anthem in unison, with peers, discuss and internalise the words of the anthem,</li> </ul>	What does good singing involve?

			<ul style="list-style-type: none"> <li>• practise singing East African Community Anthem in unison observing performance techniques and etiquette,</li> <li>• watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify and classify them,</li> <li>• take a role to perform different folk songs.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: The learner performs songs and folk songs drawn from different communities developing and appreciating cultural diversity within the Kenyan context.</li> <li>• Critical thinking and problem solving: The learner listens to and discusses different messages in songs.</li> <li>• Communication and Collaboration: The learner sings different types of songs expressively using appropriate gestures, facial expressions and diction to convey the message in the songs.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learner takes different roles in folk songs performance.</li> <li>• Patriotism: The learner performs folk songs from diverse Kenyan communities and the East African community anthem.</li> </ul>				
<p><b>Pertinent and Contemporary Issues to be developed:</b></p> <p>Social Cohesion: The learner performs with peers' different types of folk songs drawn from diverse Kenyan communities</p>				

**Link to other learning areas:**

Indigenous Languages: The Learner uses indigenous language when singing songs drawn from different communities in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.4 Photography</b> (8 lessons) <ul style="list-style-type: none"> <li>• <i>Devices</i></li> <li>• <i>Elements- light and centre of interest</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify different digital devices for photography,</li> <li>b) discuss elements of photography for familiarisation,</li> <li>c) take photographs using digital devices for expression,</li> <li>d) enjoy taking photographs using digital devices.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe virtual and actual pictures to recognise devices for taking photographs</li> <li>• observe sample photographs to discuss lighting and centre of interest,</li> <li>• source and set the digital devices for taking photographs,</li> <li>• take photographs of self and objects within the surrounding focusing on; lighting and centre of interest,</li> <li>• select photographs with proper lighting and centre of interest,</li> <li>• show and talk about own and others photographs and share feedback.</li> </ul>	Why is light important in photography?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: The learner selects to store photographs with proper lighting and centre of interest.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: The learner listens to and appreciate peers' views during group discussions.</li> </ul>				



- Responsibility: The learner uses and cares for the digital devices during use.

**Pertinent and Contemporary Issues (PCIs)**

Social Cohesion: The learner works with peers to take photos of self and objects in the surroundings.

**Link to other learning areas:**

- Mathematics: The learner applies mathematical concepts, such as geometry and proportion.
- Science and Technology: The learner delves into the science behind digital imaging technologies, connecting scientific principles to the functioning of devices used in photography.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.5 Descant Recorder</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Parts: head joint, middle joint, foot joint, finger holes.</i></li> <li>• <i>Care: hygiene measures, handling and storage.</i></li> <li>• <i>Techniques: posture, fingering and blowing.</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the parts of a descant recorder for familiarization,</li> <li>b) care for a descant recorder for longevity,</li> <li>c) play notes B A G on a descant recorder using appropriate playing techniques,</li> <li>d) play simple melodies based on notes B A G on the descant recorder,</li> <li>e) enjoy playing melodies using the descant recorder.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• familiarise with the descant recorder to identify its parts,</li> <li>• brainstorm on ways of caring for a descant recorder and its importance,</li> <li>• practise the techniques of playing a descant recorder,</li> <li>• use digital devices responsibly to search and watch recordings/ watch live demonstrations on how to play notes B A and G on the descant recorder,</li> <li>• play simple melodies based on B A G on the descant recorder with accuracy in pitch and rhythm,</li> <li>• watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement.</li> </ul>	How is a good tone produced on the descant recorder?

**Core Competencies to be developed:**

- Digital literacy: The learner uses digital devices to search and watch how to play notes on the descant recorder.
- Learning to learn: The learner searches for and acquires skills of how to play new notes on the descant recorder.

**Values:**

- Respect: The learner listens to and accommodates peers' views during discussions.
- Responsibility: The learner takes care of the descant recorder during and after use.

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

- Communicable diseases: The learner prevents spread of communicable diseases by observation of hygiene measures in the use of the descant recorder.
- Social cohesion: The learner plays the descant recorder in harmony with peers in a group.

**Link to other learning areas:**

Agriculture: The learner applies the concepts and knowledge learnt on prevention of communicable diseases in the use of the descant recorder.

## OPTIONAL GAMES

The learner **MUST** cover **ONE** of the Sub Strands:

1. Swimming
2. Indigenous Kenyan games

### Optional Sub Strand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.6 Swimming (Optional)</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Water entry</i></li> <li>• <i>Water games</i></li> <li>• <i>Floating technique-mushroom supine and prone</i></li> <li>• <i>Gliding</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise ways of water entry in the swimming pool,</li> <li>b) play water games in the swimming pool for fun,</li> <li>c) float in water for skill acquisition,</li> <li>d) glide in water for water confidence,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• visit the swimming pool for familiarisation and water orientation,</li> <li>• demonstrate water entry into the pool</li> <li>• using feet first technique,</li> <li>• collaboratively, engage in different water games while observing safety,</li> <li>• demonstrate floating techniques,</li> <li>• practise flotation technique,</li> <li>• demonstrate gliding,</li> <li>• practise gliding,</li> <li>• observe each other performing the glide and floating and provide feedback.</li> </ul>	Why is Swimming an essential life skill?

		e) appreciate safety in and out of the swimming pool while playing water games.		
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner builds confidence by floating in water.</li> <li>• Learning to learn: The learner acquires the skills of pool entry and floating in water.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner respects others' performance in floating and gliding in water.</li> <li>• Responsibility: The learner observes own and others safety while performing and practising the water entry, floating and gliding.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety and security: The learner adheres to water safety precautions while practising water entry, floating and gliding.</li> <li>• Environmental awareness: The learner familiarises on the pool environment, safe use of water and pool hygiene.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <p>Science and Technology: The learner develops a practical understanding of correct body posture when floating and gliding.</p>				

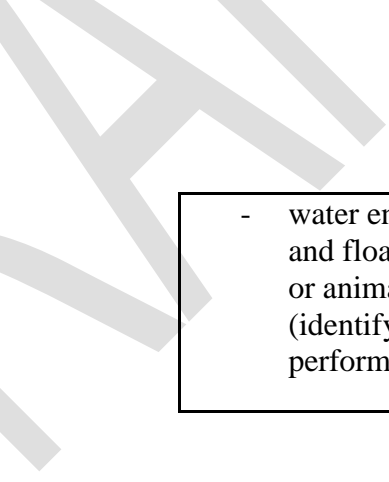
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.6 Indigenous Kenyan Games (Optional)</b> (15 lessons)  <i>Animal games</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify types of indigenous animal games played in Kenya,</li> <li>b) perform different indigenous animal games for skill acquisition</li> <li>c) perform indigenous animal games to a musical rhythm for enjoyment,</li> <li>d) appreciate the role played by animal</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a virtual or live demonstration of indigenous animal game and identify the skills observed</li> <li>• demonstrate different animal games while observing safety,</li> <li>• practice different animal games while observing safety</li> <li>• practise different types of animal games while combining it to a musical rhythm</li> </ul>	<ol style="list-style-type: none"> <li>1. How do indigenous animal games enhance physical fitness?</li> <li>2. Why are animal games considered as indigenous activities?</li> </ol>

		games for fitness and health		
<p><b>Core competency to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The learner works with others in playing animal games.</li> <li>• Learning to learn: The learner acquires physical fitness skills while participating in animal games.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learner takes on different roles while playing animal games.</li> <li>• Unity: The learner works with others while playing animal games.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety: The learner observes safety rules when playing animal games.</li> <li>• Health and Fitness: The learner improves fitness when playing animal games for a healthy lifestyle.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematics: The learner keeps counting during animal games.</li> <li>• Agriculture: The learner's knowledge of different animals is enhanced during performance of animal games.</li> </ul>				

**Suggested Assessment Rubric**

<p style="text-align: center;"><b>Level</b></p> <p><b>Indicator</b></p>	<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Approaches Expectations</b></p>	<p><b>Below Expectations</b></p>
<p>Ability to perform and/or display:</p> <ul style="list-style-type: none"> <li>- medium starts</li> <li>- elongated starts</li> <li>- sprinting techniques</li> <li>- crab balance</li> <li>- side roll</li> <li>- notes B, A and G the on descant recorder</li> <li>- simple melodies based on B A G on the descant recorder</li> <li>- photographs with proper lighting and center of interest</li> <li>- different types of songs</li> </ul>	<p>Performs and/or displays the 10 items in Creative activities skilfully.</p>	<p>Performs and/or displays the 10 items in Creative activities correctly.</p>	<p>Performs and/or displays 6-9 items in Creative activities.</p>	<p>Performs and/or displays 5 or less items in Creative activities.</p>





- water entry, gliding and floating/ or animal games (identifying and performing).				
--	--	--	--	--

### STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Arts works</b> (15 lessons) <ul style="list-style-type: none"> <li>• <i>Concept of appreciation: appropriate behaviour, aesthetic, skills, message communicated, how to give feedback, care of displayed works,</i></li> <li>• <i>Kenya National Anthem; role, values, occasions and number of verses performed</i></li> <li>• <i>Components of a folk song: - community of origin Type/occasion, Message, -participants and their roles (soloist, instrumentalist, singers), instruments.</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the concept of appreciation in Creative Arts,</li> <li>b) make a portfolio for presenting creative art works,</li> <li>c) showcase own and peers’ artworks in a gallery for critique,</li> <li>d) analyse the Kenya National Anthem to foster patriotism,</li> <li>e) describe a Kenyan folk song performance using</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• research and brainstorm the concept of appreciation in Creative Arts,</li> <li>• collaboratively select and prepare previously created artworks for display, (<i>drawings, painting, photographs, musical instruments, balls, clay slabs,</i>)</li> <li>• prepare a working portfolio from locally available resources and decorate by either pasting coloured paper/fabric,</li> <li>• present the drawings in the working portfolio folder,</li> </ul>	What is the importance of analysis in Creative Arts?

		<p>appropriate terminologies,</p> <p>f) participate in games and sports within the school,</p> <p>g) value appreciation of Creative Arts works drawn from various cultural backgrounds</p>	<ul style="list-style-type: none"> <li>● prepare display areas, boards and props,</li> <li>● display works of Creative Arts in appropriate areas within the school,</li> <li>● take a gallery walk to observe artworks,</li> <li>● talk about own and peers' work for appreciation focussing on; <i>type of artwork, materials used, media used and craftsmanship,</i></li> <li>● listen to/watch a performance of the three verses of the Kenya National Anthem and talk about its aspects,</li> <li>● listen to or watch a live or recorded performance of a Kenyan folk song and analyse the components,</li> <li>● participate in Netball, athletics, gymnastics,</li> </ul>	
--	--	--	--	--

			swimming/animal games for fun and for inter class/inter school championships, <ul style="list-style-type: none"> <li>• appreciate the performances with focus on; <i>teamwork, safety for self and others.</i></li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: The learner exhibits their music and art works and sports work responsibly for appreciation.</li> <li>• Citizenship: The learner gets to appreciate Kenyan music as they listen to and analyse Kenyan folk songs.</li> <li>• Learning to learn: The learner takes initiative to understand how art, music and sports work.</li> <li>• Digital Literacy: The learner appreciates different works of art displayed through multimedia.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: The learner collaborates with others when analysing in groups the execution of sports skills.</li> <li>• Respect: The learner appreciates others while analysing the execution of sports skills in groups.</li> <li>• Integrity: The learner observes sportsmanship during mini games.</li> <li>• Patriotism: The learner develops the love for Kenya as they discuss aspects of the Kenya National Anthem.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Health and safety: The learner participate in sports activities for enjoyment and fun.</li> <li>• Social cohesion: The learner analyses in groups the execution of sports skills in inter class/inter school championships.</li> <li>• Analytical and creative thinking: The learner analyses music and sports events, critique art works.</li> <li>• Cultural awareness: The learner analyses folk songs and indigenous art from different parts of the world</li> </ul>				



**Link to other learning areas:**

- Social studies: The learner integrates with others while undertaking various tasks in groups
- English: The learner enhances listening and speaking skills in English while discussing the music listened to.

### Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to display /critique/participate in or analyse/ – drawings, – painting, – photographs, – Kenya national Anthem, – Kenyan folk songs – netball, – athletics, – gymnastics, – swimming/animal games	Displays/ critiques/participates in or analyses the 9 items in Creative Arts in detail and/ or skilfully	Displays/ critiques/participates in or analyses the 9 items in Creative Arts correctly	Displays/ critiques/participates in or analyses the 4-6 items in Creative Arts	Displays/ critiques/participates in or analyses at least 1- 3 item in Creative Arts

## **APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY**

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 Social Studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other learning areas teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. 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**

- 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 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 learning areas 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. 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 and values demonstrated. 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 or rating scale or any other appropriate tool.

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

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested non-formal activities to support learning</b>
<b>1.0 Creating and Executing</b>	<b>1.1 Percussion Instruments-Drawing</b>	Melodic and non-melodic indigenous Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manila papers, hides/membranes, cutting tools.	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique.	Performance in the school choir/festivals, Creative Arts club activities.
	<b>1.2 Netball</b>	Digital devices, Netball balls, open places or marked fields, goal posts, markers, whistle, storage,	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Research, watch Netball matches, participate in ball games championships in and out of school

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested non-formal activities to support learning</b>
	<b>1.3 Painting and Montage</b>	Drawing papers/ book, water-based paints, brushes, palettes, rags, picture (such as newspapers and drawings, magazine), glue.	Assessment rubric, observation schedule, portfolio, checklist,	Creative Arts club activities, gallery visits
	<b>1.4 Rhythm</b>	Percussion instruments, Coloured pens, papers, pencils	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
	<b>1.5 Melody</b>	Melodic instrument, Clay, rolling pins, water-based paint, brushes, clay cutting tools.	Aural/oral tests Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested non-formal activities to support learning</b>
<b>2.0 Performing and Displaying</b>	<b>2.1 Athletics</b>	Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper,	Portfolio, observation schedule, checklist, project, exit tickets, skill progression charts	Watch various Athletics championships on digital media, join school athletics team, participate in community and inter-school championships and other levels, participate in Athletics events and activities
	<b>2.2 Gymnastics</b>	Repertoire of patriotic songs,	Observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Inter school gymnastic championship, gymnastic club
	<b>2.3 Songs</b>	Recordings of <i>sacred, patriotic and topical</i> songs, the Kenya National Anthem and Kenyan folk songs,	Observation schedule, aural and oral tests.	Music festivals, School events, Music club,

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested non-formal activities to support learning</b>
		resource person, pitching instrument		
	<b>2.4 Photography</b>	School tablets, or camera, phone and computer,	Exhibition, observation schedule, portfolio, checklist,	Creative Arts club activities, gallery visits
	<b>2.5 Descant Recorder</b>	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, pieces of cloth, crochet, needles, threads,	Aural tests, observation schedule, checklist, portfolio, project, written tests, checklist, self-assessment worksheet	Music club, Art club activities
	<b>2.6 Swimming (Optional)</b>	Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids- such as kick boards,	Portfolio, observation schedule, exit tickets, skill progression charts, swimming performance analysis	Participate in swimming galas and competitions, join swimming clubs and fun days

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested non-formal activities to support learning</b>
		pull buoys, fins, swim noodles, floatation devices; other materials such as markers and lanes, ropes, buoys, digital devices		
	<b>2.6 Indigenous Kenyan Games ( Optional)</b>	Cut and stick pictures of animals, video clips on animal games, Percussion musical instruments.	Observation schedule, checklist, rating scale.	Visit to a national park, museums and animal orphanage.
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Art works</b>	Audio visual equipment, display boards, display props, mounting papers, manila papers, masking tapes/glue Audio recordings of the Kenya National Anthem and Kenyan folk songs.	Portfolio, observation schedule, exit tickets, analysis, display and critique	Participating in community festivals and sporting events, exhibitions, participating in music festivals, school games, sports club, Art club, visiting community galleries, music club/choir, Singing the Kenya

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
				National Anthem during school assemblies, sports events and school functions.