KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 5

TABLE OF CONTENTS

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 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 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

S/No	Learning Area	Number of Lessons
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
9.	Pastoral/Religious Instruction Programme	1
Total		**35**

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

Strand	Sub Strand	Suggested Number of Lessons
1.0 Creating and Executing	1.1 Wind Musical instruments (Drawing)	15
	1.2 Football	18
	1.3 Rhythm	15
	1.4 Painting and Mosaic	12
	1.5 Melody	15
	1.6 Rounders	16
2.0 Performing and Displaying	2.1 Athletics	16
	2.2 Fabric decoration	10
	2.3 Kenyan Folk Dance	10
	2.4 Puppetry	08
	2.5 Descant Recorder	15

	Optional Sub Strand *Either* 2.6 Swimming	15
	Or 2.6 Indigenous Kenyan Games	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
Total Number of Lessons		**180**

NOTE: The suggested number of lessons 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)
1.0 Creating and Executing	1.1 Wind Musical Instruments (Drawing) (15 lessons) • *Identifying: name, community, method of playing* • *Role of parts* • *Care- handling, hygiene and storage* • *Texture- cross-hatching* • *Crayon etching*	By the end of the Sub Strand, the learner should be able to: a) identify indigenous wind musical instruments from Kenyan communities, b) explain the role of the parts of a wind instrument in sound production, c) make a wind instrument using locally available materials, d) care for an indigenous Kenyan musical wind instrument,	The learner is guided to: • view real/pictures/videos of indigenous wind instruments from Kenyan communities and identify them, • name the parts of a wind instrument and discuss how they contribute towards sound production, • source locally available materials and make a wind instrument while observing safety and cleans the working area, • tune the wind instrument made for functionality, • brainstorm on the caring for a wind instrument and its importance,	1. What are the benefits of identifying indigenous wind instruments in Kenyan communities? 2. Why is it necessary to care for and maintain a wind instrument?

1

		e) draw a wind instrument using crayon etching technique to express texture, f) value indigenous wind musical instruments from Kenyan communities.	● take turns to practice care and maintenance of a wind instrument, ● explore real/virtual drawings to discuss texture (cross hatching), ● draw a composition of two wind instruments using crayon etching technique with emphasis on texture (cross hatching), ● display and talk about own and others' created work using appropriate language.	

Core competencies to be developed:
● Creativity and Imagination: The learner searches for appropriate materials and ways of making a wind instrument.
● Communication and collaboration: The learner speaks clearly and effectively while discussing the care of a wind instrument and its importance.

Values:
● Respect: This is instilled as the learner talks about peers' work using appropriate words.
● Responsibility: This is inculcated as the learner uses locally available materials sustainably to make a wind instrument.

Pertinent and Contemporary Issues(PCIs):
● Environmental conservation: The learner sustainably uses environmental resources to make a wind instrument.
● Social cohesion: The learner works with peers as they and make wind instruments.

Link to other learning areas:
Social Studies: The learner applies the knowledge of indigenous communities to identify wind musical instruments from the Kenyan communities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	**1.2 Football** (18 lessons) ● *Kicking* ● *Stopping* ● *Dribbling* ● *Papier* mâché, *(shredding, soaking, pounding, mixing with adhesive)* ● *Casting*	By the end of the Sub Strand, the learner should be able to: a) execute the skills of kicking, stopping and dribbling in football, b) prepare papier mâché for casting cones c) cast marking cones using papier mâché for a Football game, d) appreciate playing Football game on a field marked using cones for enjoyment.	The learner is guided to: ● observe a virtual or live game to identify kicking, stopping and dribbling skills in Football, ● demonstrate in-step kick and outside of the foot kicking in Football, ● demonstrate inside of the foot and step trap stopping in Football, ● demonstrate straight dribbling skill in Football. ● practice kicking skills in Football, ● practise stopping skills in Football, ● practise dribbling skills in Football, ● observe videos on casting method in sculpture to familiarise on procedure, ● prepare papier mâché following correct procedure, ● use a mould to cast papier mâché cones following correct procedure,	1. Why is the Football game popular? 2. What are the advantages of casting with papier mâché?

3

			- paint the cones for marking the playing area, - mark the playing area using the cones, - play mini football games within the marked field while applying skills learnt.	

Core Competencies to be developed:
- Digital literacy: The learner operates digital devices to observe kicking, stopping and dribbling skills in Football.
- Creativity and imagination: The learner comes up with new ideas on how to improvise cones using papier mâché.

Values:
- Respect: The learner appreciates others' effort as they execute the skills of kicking, shooting and dribbling.
- Responsibility: The learner observes safety precautions while executing skills and playing the mini Football game.
- Unity: The learner cooperates with peers to create cones and play Football.

Pertinent and Contemporary Issues(PCIs):
- Social cohesion: The learner plays together in two teams in a mini Football game.
- Resource mobilisation and utilisation: The learner collects recyclable materials for making marking cones.

Link to other learning areas:
Mathematics: The learner is exposed to ball trajectory as they practise kicking, stopping and dribbling.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	**1.3 Rhythm** (15 lessons) ● *Note values, symbols and their rests: minim, crotchet and a pair of quavers* ● *French rhythm names taa-aa, taa and ta-te,* ● *Making a calligraphy pen (use bamboo/papyrus stick, fountain pen or any other)* ● *Writing in calligraphy*	By the end of the Sub Strand, the learner should be able to: a) interpret rhythmic patterns involving minim, crotchet, a pair of quavers and their rests, b) create rhythms using music note values and their rests, c) make a calligraphy pen for writing, d) write in calligraphy French rhythm names of a rhythmic pattern, e) aurally identify rhythm in two-beat patterns,	The learner is guided to: ● listen to/sing simple songs involving minim, crotchet, pair of quavers and their rests and clap/tap their rhythmic patterns, ● relate the French rhythm names to music note symbols and their rests, ● practice writing the note symbols; a minim, crotchet, a pair of quavers and their rests on monotone, ● apply composition techniques to create original rhythmic patterns and write them using French rhythm names and note symbols and their rests, ● make a calligraphy pen using locally available materials while taking care of the environment,	1. How can rhythmic patterns be created? 2. Why is calligraphy lettering used in writing?

5

		f) compose simple rhythms in two-beat patterns, g) enjoy creating rhythms using music notes and their rests.	● practice writing letters of the alphabets (lower case) in calligraphy putting into account *angle of slant and ascenders/ descenders* ● write simple words in calligraphy among them French rhythm names, ● clap/tap/stamp the beat/pulse and identify the strong and weak beats of music in two-beat patterns, ● sing/listen to different types of songs and rhythmic patterns to identify two-beat patterns, ● compose *two-beat* rhythmic patterns, ● present composed rhythmic patterns to peers for review and feedback.	

Core competencies to be developed:
- Communication and collaboration: The learner listens keenly to peers' presentations rhythmic patterns and speaks clearly to provide feedback.
- Creativity and imagination: The learner utilises the composition techniques to compose original rhythmic patterns in two-beat patterns.
- Learning to learn: The learner takes initiative to understand how rhythmic patterns are created .

Values:
● Integrity: The learner creates and presents their original rhythmic patterns.
● Unity: The learner collaborates with peers to present composed rhythmic patterns to peers for review and feedback.

Pertinent and Contemporary Issues(PCIs):
● Analytical skills and decision making: The learner decides on how to combine different techniques to make a rhythmic pattern.
● Social Cohesion: The learner works with peers' appreciating their work.

Link to other learning areas:
English: The learner uses the knowledge of the alphabet to practice writing in calligraphy.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	**1.4 Painting and Mosaic** (12 lessons) • *Colour wheel* • *Painting.* • *Materials for mosaic* • *Making mosaic.*	By the end of the Sub Strand, the learner should be able to: a) identify primary and secondary colours on the colour wheel, b) paint a scenery composition using wash technique, c) prepare materials for making a mosaic picture, d) create a mosaic picture to apply the characteristics, e) appreciate painting and mosaic as picture making technique,	The learner is guided to; ● mix and paint a colour wheel with primary and secondary colours, ● demonstrate wash out technique of painting (*flat and graded wash),* ● paint a simple composition of a scenery using washout technique with focus on colour value, ● observe real/ virtual mosaic pictures to identify materials and characteristics, ● collect and prepare materials for making mosaic; recyclable coloured paper or banana fibres, suitable adhesives and supports*,* ● paint the support in one colour to contrast the pasted material, ● sketch on the support one form; a fruit/bird/animal or any other, ● create the mosaic picture with emphasis on the following characteristics: mono media and spacing of the materials,	How do we use pictures in our daily lives?

8

			● display and talk about own and others work in a just manner.	

Competencies to be developed:
- Creativity: The learner generates original ideas and express them through a painting or mosaic picture.
- Critical Thinking and Problem solving: The learner analyses and evaluates choices in colour and technique to make pictures.

Values:
Respect: This is instilled as the learner talks about own and others' work in a just manner.

Pertinent and Contemporary Issues(PCIs):
Environmental Sustainability: This is enhanced as the learner collects materials from the environment carefully to make a mosaic.

Link to other areas:
- Science and Technology: The learner understands the concepts of colour classification into primary and secondary colours
- Mathematics: The learner explores geometric patterns in mosaic compositions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	**1.5 Melody** (15 lessons) *Sol-fa syllables: d r m f s* *Kodaly hand signs: d r m f s* *Composition techniques; Stepwise motion, narrow leaps, repetition of pitches, variation of pitches, ending on a long note* *Qualities of a card;(layout, colour, lettering)* *Card design*	By the end of the Sub Strand, the learner should be able to: a) sing the sol-fa syllables *d r m f s* for pitch discrimination, b) interpret the hand signs of the sol-fa syllables *d r m f s* c) compose short melodies based on the sol-fa syllables *d r m f s,* d) make a decorated melody card for creativity, e) appreciate melodies created by self and others.	The learner is guided to: - sing familiar songs based on the sol-fa syllables *d r m f s* - sing the sol-fa syllables in ascending and descending order, - search for videos or watch live demonstrations of the Kodaly hand signs for *d r m f s.* and practice performing the hand signs, - orally and aurally identify the pitches *d r m f s* displayed on cards or played on a melodic instrument, - collaboratively play melody games such as question and answer phrases, completing a given phrase orally, - listen to songs and discuss the composition techniques used,	Why is it necessary to apply composition techniques in composing a melody?

			- apply compositional techniques to create short melodies using the sol-fa syllables *d r m f s* and the note values learnt observing integrity, - measure, cut and fold paper to create card layout (use a hard coloured paper), - write own created melody (using either French rhythm names or note symbols) on the card neatly, - cut out and paste assorted coloured papers to decorate the card while observing safety, - record own and others' melodies or present the melodies for sharing and peer review.	

Core Competencies to be developed:
- Self-efficacy: The learner creates original melodies and records them using digital devices.
- Digital literacy: The learner uses digital devices to search and watch videos of hand signs.
- Creativity and imagination: The learner explores the sol-fa syllables and note values to create original melodies and cards.

Values:

11

● Respect: This is instilled as the learner listens to others' works and opinions in reviewing created melodies and cards.
● Unity: This is achieved as the learner works with peers to create cards and melodies.
● Integrity: The learner displays honesty by coming up with own original melodies and cards without lifting or copying from other sources.

Pertinent and Contemporary Issues(PCIs):
- Mentorship and peer education: The learner shares their composed melodies with peers for review and gets feedback for improvement.
- Safety: The learner observes safety as they cut out assorted coloured papers to decorate the cards.

Link to other learning areas:
English: The learner articulates vowels and syllables as they sing the sol-fa scale reinforcing language skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	**1.6 Rounders** (16 lessons) ● *Batting* ● *Fielding* ● *Carving a bat*	By the end of the Sub Strand, the learner should be able to: a) identify the features of a rounders bat for familiarisation, b) identify materials and tools used in carving, c) carve a bat for playing the Rounders game, d) execute batting and fielding skills in a Rounders game for skills acquisition, e) value the safety of self and others when playing the game of Rounders.	The learner is guided to: ● observe illustrations or actual samples of rounders bats to identify the features (*knob, handle, grip, head, length and thickness),* ● watch videos/pictures on carving technique for familiarity, ● assemble materials and tools for carving a bat with focus on (wood cutting tools), ● collaboratively, use locally available wood to carve rounders' bats while observing safety, ● demonstrate batting skills, ● practise batting using the improvised bat, ● practising fielding skills, ● play a Rounders game while observing safety.	How do fielding skills help players in a Rounders game?

Core Competencies to be developed:
- Communication and Collaboration: The learner talks, shares materials and ideas on executing the skill of batting, fielding when playing Rounders.
- Creativity and imagination: The learner works with peers and exchange new ideas to inspire creativity when carving the bat.

Values:
- Social justice: The learner shares Rounders. bats equally and takes turns to bat and play a Rounders game.
- Love: The learner portrays a caring attitude while executing and playing the Rounders game.

Pertinent and Contemporary Issues(PCIs):
- Safety and security: The learner becomes more aware of safety procedures as they participate in Rounders. game.
- Social cohesion: The learner collaborates in discussing the skills of Rounders. and carving a rounders bat.

Link to other learning areas:
Mathematics : The learner acquires concepts of order and counting while practising fielding and batting.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create/make and execute; - wind instruments using locally available materials - a drawing using crayons etching - marking cones using papier mâché - stopping skills - kicking skills - dribbling skills - rhythms using note values and rests - calligraphy pen for writing - paint a scenery composition	Create and/or execute 14 items in Creative Arts skilfully.	Create and/or execute 14items in Creative Arts correctly	Create and/or execute 13- 7items in Creative Arts correctly.	Create and/or execute 6 -1 items in Creative Arts correctly.

- short melodies using d r m f s - hand signs of the sol-fa syllables d r m f s - a bat for playing Rounders - batting skills - fielding skills			

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 Athletics** (16 lessons) ● *Baton change* ● *Relays* ● *Plaiting technique*	By the end of the Sub Strand the learner should be able to: a) improvise batons for relay racing b) make ropes using plaiting technique for relay racing, c) perform the skill of visual baton change in a relay race, d) execute nonvisual baton change in a relay race, e) appraise self and peers' performance in a relay race.	The learner is guided to: ● collect appropriate locally available materials for making batons (*plastic, wood, bamboo, aluminium*) and improvise a baton, ● explore actual and virtual samples of plaited basketry items, ● collect materials for plaiting a rope *(sisal, leather, old fabric),* ● prepare and decorate the material for ropes by (cutting to size and dyeing/ painting), ● plait a 3-strand rope for use as tape for ending races, ● demonstrate the skill of baton changing(upsweep), ● demonstrate the skills of baton change *(down sweep)* ● practise the skill of baton change in a relay race while observing safety ● participate in a relay race with peers running towards the finishing tape,	1. Why is observance of the visual and non-visual baton change skill important in a relay race? 2. How are plaiting materials prepared?

Core Competencies to be developed: ● Creativity and Imagination: The learner comes up with new ideas on how to improvise a baton. ● Learning to learn: The learner acquires new skills of baton change *(upsweep and down sweep).*
Values: ● Responsibility: The learner engages in improvising of batons and plaiting ropes for use during a relay race. ● Unity: The learner displays team spirit as they change batons during a relay race.
Pertinent and Contemporary Issues(PCIs): ● Climate change: The learner responsibly sources for materials in the locality for creating the relay baton. ● Safety: The learner maintains own lane during baton changing relays to avoid collision.
Link to other learning areas: Mathematics: The learner uses concepts of measuring to make an improvised baton for relay.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	**2.2 Fabric Decoration** (10 lessons) • *Materials (dyes, tying materials, cotton fabric, dye fasteners)* • *Tie and dye (circles and marbling)* • *Appliqué*	By the end of the Sub Strand, the learner should be able to: a) identify a fabric decorated using circles and marbling techniques of tie and dye, b) identify fabric decorated using appliqué technique, c) decorate a fabric using circles and marbling techniques of tie and dye techniques, d) decorate a fabric using appliqué for expression, e) appreciate tie and dye and appliqué techniques for decorating a fabric.	The learner is guided to; ● explore virtual and actual sources to identify fabrics decorated using tie and dye and appliqué, ● source materials such as recyclable fabrics, tying/stitching/pasting materials and dye (natural/artificial), ● prepare the dye bathe (primary colour) using dyes, water and fasteners, ● tie and dye in one colour to using circles and marbling techniques, ● decorate the fabric using appliqué technique with emphasis on; contrast of the surface and pasted fabrics (colour/patterns) using stitching or pasting method, ● neaten the decorated fabrics by trimming and ironing, ● show and talk about own and others decorated fabrics.	1. Why is fabric decoration important? 2. What are the sources of natural dyes?

19

Core Competencies to be developed:
- Digital literacy: The learner explores virtual and actual sources to study techniques of fabric decoration.
- Creativity and imagination: The learner decorates the fabric using appliqué technique.

Values:
- Love: The learner portrays a caring attitude while working together to decorate a fabric using tie and dye techniques.
- Responsibility**:** The learner handles tools for decorating fabrics by trimming and ironing.

Pertinent and Contemporary Issues(PCIs):
- Social cohesion: The learner talks about own and others work in a just manner.
- Environmental conservation: The learner sources materials such as recyclable fabrics, tying/stitching/pasting.

Link to other learning areas:
Agriculture: The learner studies techniques of fabric decoration focusing on; tie and dye, appliqué and materials in fabric decoration

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	**2.3 Kenyan Folk Dance** (12 lessons) • *Background of the dance: name, community of origin, performers (soloist, chorus/response, instrumentalist, dancers), occasion,* • *Components of a dance: songs, costumes, body movements, adornment, ornaments, formations, props and instruments,* • *Performance components: songs, body movements, formations and patterns, instruments, costumes, body adornment, ornaments, props, safety and etiquette.*	By the end of the Sub Strand, the learner should be able to: a) discuss the background of a Kenyan folk dance, b) describe components of a Kenyan folk dance, c) discuss the roles of folk dance in the community, d) make an ornament using available materials to enhance performance of a Kenyan folk dance, e) perform in a folk dance from a Kenyan indigenous community, f) acknowledge the role of folk dance in the society.	The learner is guided to: ● watch a Kenyan folk-dance performance and discuss the background details, ● identify and describe the components of a Kenyan folk dance, ● brainstorm on the social and economic roles of Kenyan folk dances in the community, ● use available materials to make ornaments (necklace, bungles, earrings) for performing a Kenyan folk dance using appropriate techniques; (beadwork/ metalwork/ woodwork) ● explore making ornaments with available resources considering;	1. Why is it necessary to perform a folk dance? 2. How do the components of a folk dance contribute to its performance?

			colour variation, size of beads. ● identify and take a role to perform a Kenyan folk dance adhering to performance components.	

Core competencies to be developed:
- Communication and collaboration: The learner uses dance performance as an avenue to communicate ideas, feelings and emotions.
- Creativity and Imagination: The learner uses various dance formations and patterns in a folk dance.
- Citizenship: The learner performs of folk dances from diverse Kenya communities.

Values:
- Unity: The learner performs folk dances with peers in a group.
- Responsibility: The learner plays a specific role in the performance of a Kenyan folk dance and maintains discipline in group relationships.
- Patriotism: The learner instilled through performance of dances from different Kenyan communities.

Pertinent and Contemporary Issues (PCIs):
- Safety: The learner observes caution while handling different tools and materials in making the costume and ornament and in performance of a folk-dance.
- Environmental issues: The learner responsibly sources/ improvises costumes and props using recyclable resources from the local environment.
- Gender roles: The learner performs gender appropriate roles in a dance enhancing respect for different genders**.**

Link to other learning areas
Indigenous languages: The learner performs dance songs in indigenous languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	**2.4 Puppetry** (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify a glove puppet for familiarity, b) prepare materials used in making a glove puppet, c) make a glove puppet using recyclable materials, d) perform a puppet show while singing topical songs for enjoyment.	The learner is guided to: ● observe sample puppets in actual/virtual sources to identify a glove puppet for familiarisation, ● explore the environment responsibly to gather recyclable materials for making glove puppets, *(found objects),* ● make a glove puppet using recyclable materials with emphasis on functionality and exaggeration, ● decorate the puppet to bring out features for aesthetic, ● present a puppet show incorporating topical songs with proper voice projection and clarity in pronunciation of words (diction), ● talk about own and peers' puppets fairly.	Why are features of a puppet exaggerated?
Core Competencies to be developed: Creativity and imagination: The learner explores new materials and ideas when making puppets from recyclable materials.					

23

Values:
- Integrity: The learner applies laid down procedure to make puppets.
- Social justice: The learner applies social justice by giving fair comments on other learners' puppetry work.

Pertinent and Contemporary Issues(PCIs):
- Environmental education and climate change: The learner demonstrates proper waste disposal by placing waste in dustbins or compost pits during the process of making puppets.
- The learner performs topical songs on pertinent and contemporary issues in society during puppetry shows.

Link to other learning areas:
- Science and Technology: The learner conserves the environment by recycling and upcycling found objects when making puppets.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	**2.5 Descant Recorder** (13 lessons) ● *Notes G A B C^1 D^1* ● *Playing Techniques: fingering, breath control, tonguing, tone quality*	By the end of the Sub Strand, the learner should be able to: a) play notes G A B C^1 D^1 on the descant recorder, b) play a melody built on the notes G A B C' D' on the descant recorder applying appropriate techniques, c) create a random repeat pattern based on the notes G A B C^1 D^1 using a stencil, d) enjoy playing melodies using the descant recorder.	The learner is guided to: ● observe the baroque fingering chart for note C^1 and D^1 and practice fingering the notes, ● responsibly search and watch a video/observe a demonstration on how to play notes C^1 and D^1, ● play notes G A B C^1 D^1 on the descant recorder with appropriate techniques, ● play simple melodies based on the notes G A B C^1 D^1 on the descant recorder applying appropriate playing techniques, ● collaboratively create stencils of the notes G A B C^1 D^1, ● print random repeat patterns on paper with the stencils using contrasting colours *(dabbing/ spraying method)* and mount the patterns for display,	How is a good tone produced on the descant recorder?

25

			● play melodies based on the notes G A B C^1 D^1 before peers for review.	

Core Competencies to be developed:
- Digital literacy: The learner connects to digital resources to search for information on how notes are played on the descant recorder.
- Communication and collaboration: The learner collaboratively with peers performs and creates stencils of the notes G A B C^1 D^1.

Values:
- Unity: The learner works with peers to review performances of melodies on a descant recorder by their peers.
- Respect: The learner critiques peers' recorder performances using polite language.

Pertinent and Contemporary Issues(PCIs):
- Social cohesion: The learner collaborates with others while mounting, playing notes on the descant recorder.
- Safety and security: The learner becomes more aware of cyber security practices as they responsibly search and watch a video on how to play notes C^1 and D^1.

Link to other learning areas:
English: The learner uses English as the language of communication in providing feedback on peers' performances of melodies on the descant recorder.

OPTIONAL GAMES

The learner **MUST** cover **ONE** of these 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)
2.0 Performing and Displaying	**2.6 Swimming** **(Optional)** (15 lessons) *Front crawl*	By the end of the Sub Strand, the learner should be able to: a) describe the Front crawl technique in swimming, b) perform the Front crawl technique for skill acquisition, c) apply the front crawl technique in swimming for enjoyment, d) appreciates own and others' efforts in performing the Front crawl technique.	The learner is guided to**:** ● watch an actual or live performance of a Front crawl in swimming to talk about the skill, ● demonstrate the front crawl skill in swimming (*glide, body position, arm action, leg action and breathing*) while inside the water, ● practise Front crawl skill while ensuring smooth progression *(leg, arm action, rhythm and tempo)* ● swim using Front crawl in mini games while observing pool hygiene and safety,	Why is hygiene and safety necessary in swimming?

			● talk about own and others' performance for feedback.	

Core competencies to be developed:
- Digital literacy: The learner uses digital devices to watch video clips of Front crawl in swimming.
- Learning to learn: The learner demonstrates and practises the Front crawl skills with persistence.

Values:
- Love: The learner portrays a caring attitude while working with peers in executing the Front crawl skill in swimming.
- Responsibility**:** The learner observes pool hygiene and safety while swimming,

Pertinent and Contemporary Issues
Safety**:** The learner observes pool safety when practising the Front crawl during swimming.

Link to other learning areas:
Science and technology: The learner is exposed to the concept of floating.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	**2.6 Indigenous Kenyan Games** **(Optional)** (15 lessons) *Counting games*	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous counting games played in Kenya, b) perform different indigenous counting games for skill acquisition, c) perform indigenous counting games to a musical rhythm, d) appreciate the role played by counting games for fitness and health.	The learner is guided to: ● watch a virtual or live demonstration of indigenous counting game and identify the skills, ● demonstrate different indigenous counting games while observing safety, ● collaboratively, practice different indigenous counting games while observing safety, ● practise different types of indigenous counting games while combining it with musical rhythm.	How do indigenous counting games enhance physical fitness?

Core competency to be developed:
- Communication and Collaboration: The learner works with others to practice indigenous counting games.
- Learning to learn: The learner acquires skills in indigenous counting games.

Values:
- Responsibility: The learner takes on different roles during indigenous counting games.
- Unity: The learner works with others in indigenous counting games.

Pertinent and Contemporary Issues (PCIs):
- Safety: The learner observes safety rules when playing indigenous counting games.
- Health and Fitness: The learner improves fitness through indigenous counting games for a healthy lifestyle.

Link to other learning areas:
- Mathematics: The learner uses the knowledge of counting during the performance of the indigenous counting games.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display: − butons for relay racing, − buton change in relay race, − a glove puppet, − a folk dance from Kenyan indigenous community, − decorated fabric using tie and dye, − decorated fabric using applique, − melody built on notes of G A B C^1 D^1 on a descant recorder, − random repeat pattern based on G A B C^1 D^1	Perform and/or display 9 items in Creative Arts correctly and skilfully.	Perform and/or display 9 items in Creative Arts correctly.	Perform and/or display 8-4 items in Creative Arts.	Perform and/or display 3-1 items in Creative Arts.

– Front crawl/indigenous counting games.				

STRAND 3.0: APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Appreciation in Creative Arts	**3.1 Analysis of Creative Arts works** (15 lessons) ● *Components of a folk dance; community, occasion, participants, songs, body movement, formations instruments, costumes, body adornment, ornament.* ● *East African Community Anthem: message, values, occasion and etiquette in performance,*	By the end of the Sub Strand, the learner should be able to: a) showcase artworks in a school gallery for critique, b) discuss a Kenyan folk dance using appropriate terminologies, c) discuss the East African Community Anthem to foster patriotism, d) participate in ball games and athletics, e) value appreciation of Creative Arts works drawn from	The learner is guided to: ● prepare display areas within the school with peers using available resources, ● display artworks kept in the portfolio on the display areas within the school, (drawings, painting, card, a puppet, decorated fabric, mosaic and ornaments), ● take a gallery walk and talk about own and others work considering; type of art, materials, media and aesthetic), ● listen to selected folk dances from Kenyan communities and critically analyse the components, ● listen to a recording/watch a performance of the East African Community Anthem (in unison) with peers and talk about it focussing on; its message, values,	Why is it important to showcase Creative Arts works?

		various cultural backgrounds.	occasions when performed and etiquette in performance, ● participate in Football, Athletics, Rounder and Swimming/Indigenous counting games for fun and inter-class/school championships, ● appreciate the sports performances with focus on; fair play and observance of the code of conduct to enhance sportsmanship.	

Core competencies:
● Communication and collaboration: The learner contributes to group discussions by listening keenly and in critiquing artworks clearly.
● Digital literacy: The learner uses digital technology to watch artworks in e-galleries for analysis.
● Citizenship: The learner gets to appreciate artworks from various Kenyan cultures
● Learning to learn: The learner takes the initiative to understand how different components of folk dance contribute to its overall performance.

Values
● Unity: The learner cooperates with others to organise class exhibitions and critique.
● Peace **:** The learner interacts with folk dances from different communities thus promoting peaceful coexistence.

Pertinent and Contemporary Issues(PCIs):
● Disaster risk reduction: The learner arranges artworks with appropriate spacing during display and observes safety in participating in games.
● Analytical and creative thinking**:** The learner develops analysis and critical thinking skills as they analyse artworks, a folk dance.

34

● Cultural awareness**:** The learner becomes aware of other cultures as they interact with folk dances from different Kenyan communities and explore artworks from varied different parts of the world.
Link to other learning areas: ● Science and Technology: The learner manipulates digital devices when exploring e-galleries. ● Indigenous languages: The learner's speaking skills is enhanced through performance of songs for folk dances in indigenous languages.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to appreciate and/or discuss: – showcase artworks in a school gallery, – a Kenyan folk dance – the East African Community Anthem – participate in a game	Appreciates and/or discusses 3 items in Creative Arts giving examples.	Appreciate and/or discusses 3 items in Creative Arts with precision.	Appreciate and/or discusses 2 in Creative Arts.	Appreciate and/or discusses 1 in Creative Arts.

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

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
1.0 Creating and Executing	**1.1 Wind instrument-Drawing**	Wind instruments, resource person, pictures/videos of wind instruments, appropriate reusable resources for making a wind instrument, brushes, erasers, drawing papers (sugar paper, manila), etching tools, Indian ink/ black colour, paint brush cutting tools, adhesive.	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique.	Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres.
	1.2 Football	Digital devices, footballs, open places or marked fields, goal posts, papier mâché, moulds, water-based paints, cones and markers, whistle, storage	Portfolio, rating scale, project, observation schedule, written tests, checklist, exit	Football club, football school team, watch Football matches, participate in football championships in and out of school.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
			tickets, skill progression charts, self-assessment worksheet.	
	1.3 Rhythm	Percussion instruments (melodic and non-melodic), Bamboo sticks/fountain pen ink/ stick, cutting tools, ink, colours.	Portfolio, observation schedule, checklist, aural/oral tests, written tests.	Participation in Music club activities, games events.
	1.4 Painting and Mosaic	Coloured paper/banana fibres, suitable adhesives, supports, brushes, drawing paper/ book, water-based colours, water.	Portfolio, observation schedule, checklist,	Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres
	1.5 Melody	Pitching instrument/melodic instrument, improvised calligraphy pens, hard papers, glue, coloured papers, ink, watercolours/poster	Project, observation schedule, portfolio, aural tests.	Presentations in Music Club activities, school functions.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
		colours.		
	1.6 Rounders	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle.	Observation schedule, checklist, project, exit tickets, rating scale, skill progression charts, portfolio.	Play Rounders at games time, interschool championships and other levels, participate in Rounders events and activities.
2.0 Performance and Display	**2.1 Athletics** *Visual baton exchange*	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable.	Portfolio, observation schedule, written tests, checklist, skill progression charts.	Participation in class/school events and activities, clubs' activities, plaiting at community level, watch various Athletics championships on digital media, join school athletics team.
	2.2 Fabric Decoration	Dyes (natural/ artificial), tying-in objects, recyclable fabric, tying materials, water, fixatives/salt, iron box.	Portfolio, observation schedule, class display	School Art club, School/Community exhibitions, cultural festivals

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
	2.3 Kenyan Folk Dance	Bamboo sticks, clay, wires, plastic, scrap metal, wood, threads, cutting tools, bending tools, smoothing tools, paints, wood polish, costumes, adornments, ornaments and props musical instruments, resource persons, audio/visual recordings of folk dances.	Project, observation schedule, display and critique, exit card, checklist, rating scale.	Exhibition, club activities, Club activities, virtual/ actual gallery visits, Presenting folk dances during school functions such as parents' day. Taking part in music and cultural festivals.
	2.4 Puppetry	Found objects, dyes/paints, threads, needles, glue, topical songs.	Self-assessment worksheet, performance analysis, observation schedule, checklist.	Music festivals/events, cultural festivals, school clubs activities.
	2.5 Descant recorder	Descant recorder, recorder books, Baroque fingering chart, audio/visual recordings.	Observation schedule, aural/oral tests, portfolio.	Participating in Music club, music festivals, school band. school functions.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
			written test (dictation)	
	2.6 Swimming - Front crawl	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 kickboards, pull buoys, fins, swim noodles, floatation devices.	Project, observation schedule	Swimming club, inter-class swimming activities,
	2.4 Indigenous Kenya Games- Counting games	Counter, ropes, bean bags, counting video games	Observation schedule, checklist, rating scale.	Cultural festival, participate in indigenous games sports and competitions.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Non-formal activities to support learning
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	Audio-visual excerpts of East African Community Anthem, Kenyan Folk dances, Audio-visual equipment Resource persons, games events and equipment.	Oral/aural questions, written tests, observation schedules, checklist.	Participating in community festivals and sporting events, Exhibitions, participating in music festivals, school games, sports club, music club/choir, Singing the East African Anthems during school assemblies, sports events and school functions.

CSL 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 subject 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 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. 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.