



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

LOWER PRIMARY CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 1

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade one curriculum designs for learners with Visual Impairment build on competencies attained by learners at Pre-primary level. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade one curriculum furthers implementation of the CBC from Pre Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade one curriculum designs for learners with visual impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade one and prepare them for smooth transition to Grade two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade one curriculum designs for learners with visual impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade one curriculum designs for learners with visual impairment In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade one and preparation of learners with visual impairment for transition to Grade two.

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

Education should 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-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION

Activity Learning Area	No of Lessons
Language Activities for Learners with Visual Impairment	5
Mathematical Activities for Learners with Visual Impairment	5
Creative Activities for Learners with Visual Impairment	6
Environmental Activities for Learners with Visual Impairment	5
Religious Activities	3
Pastoral /Religious Instruction Programme	1
Total	25

PRIMARY EDUCATION GENERAL LEARNING OUTCOMES

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

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

ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
Creating and Execution	1.1 Jumping	14
	1.2 Musical Sounds	14
	1.3 Drawing	14
	1.4 Stretching	14
	1.5 Painting and Colouring	14
	1.6 Pattern Making	10
	1.7 Rhythm	14
		14
Performing and Displaying	2.1 Africa Style -Singing Games	18
	2.2 Throwing and Catching	14
	2.3 Paper Craft	10

	2.4 Log Roll and T Balances	14
	2.5 Percussion Musical Instruments	18
	2.6 Modelling	14
3.0 Appreciation	3.1 African Style- Singing Games	14
	3.2 Water Safety Awareness	14

STRAND 1.0: CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>1.0 Creating and Execution</p>	<p>1.1 Jumping (14 lessons)</p> <ul style="list-style-type: none"> ● Jump for height and distance (<i>forward, backward, right and left</i>), 	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different ways of jumping for body agility, b) improvise objects to be used for jumping, c) jump in different ways for coordination, d) sing songs while jumping for fun, e) appreciate jumping for enjoyment while observing safety. 	<ul style="list-style-type: none"> ● Learners are guided to watch/listen a video clip on digital devices with appropriate assistive technology or a demonstration on jumping activities. Learners with blindness are provided with one on one demonstration and a verbal description on the visual aspects of the activity. ● Learners are guided to clearly talk about different ways of jumping (height and distance). ● Learners are guided to use locally available materials and observe safety precautions as they collect them. Learners with blindness are guided to collect locally available materials and observe safety and are provided with one on one support and verbal description on 	<ol style="list-style-type: none"> 1. Why is jumping important as a physical activity? 2. How do you identify objects that can be improvised for use in jumping activities?

			<p>the aspects that require use of sight.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to improvise: <ul style="list-style-type: none"> -uprights (sticks) -3 strand ropes (recycled material). Learners with blindness are provided with one on one demonstration and verbal description on how to improvise uprights and 3 strand ropes. ● Learners are guided to jump for height in different pathways and directions (forward, backward, right and left, circular, straight, curved and zigzag). Learners with blindness are provided with one on one demonstration, orientation of body in space and a verbal description when jumping for height in different pathways and directions. ● Learners are guided to jump for distance in different pathways and directions. (Forward, backward, right and left, 	
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			<p>circular, straight, curved and zigzag) The learners with blindness are supported with one on one demonstration, and verbal directives of their bodies in space to jump for height and distance in different pathways and directions.</p> <ul style="list-style-type: none"> ● Learners are guided to sing songs while jumping for height and distance in different ways. 	
<ul style="list-style-type: none"> ● Core Competencies to be developed: ● Creativity and imagination: A learner develops communication and self-expression when making cross bars and uprights. ● Communication Collaboration: A learner develops speaking skills as they discuss in groups ways of jumping for distance and heights and make cross bars and uprights. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: A learner displays diligence when collecting appropriate materials for making cross bars and uprights observing safety precautions. ● Unity: A learner shows non-discrimination as they cooperate with each other when singing appropriate action songs as they jump for height and distance. 				
<ul style="list-style-type: none"> ● Pertinent and Contemporary Issues: 				

- Health promotion: A learner observes safety while collecting appropriate materials from the environment used in making jumping apparatus.

Link to other learning areas:

- Mathematics activities: Learners relate measurements applied in mathematics to measure distance and height of a jump.
- Environmental activities: Learners collect the available materials used for jumping from the environment.
- Language Activities: Learners communicate during group discussion when identifying ways of jumping and also when making cross bars and uprights.

Suggested learning resources

ropes, field markers, group markers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Execution	1.2 Musical Sounds (14 lessons) <ul style="list-style-type: none"> ● <i>birds, animals and objects</i> ● <i>highness or lowness of sounds,</i> ● <i>loudness or softness of sound,</i> ● <i>Repetitive sounds,</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sounds in their immediate environment for aural discrimination, b) imitate sounds in their immediate environment, c) sing songs that involve sounds from their immediate environment, d) make body movements to imitate musical sounds, e) appreciate imitating sounds in their 	<ul style="list-style-type: none"> ● Learners are guided to take a walk around the school environment and listen to sounds of birds, animals and objects in their immediate environment. Learners with blindness are provided with one on one support and verbal description of aspects that require use of sight as they walk around the environment. ● Learners are guided to watch/listen to recorded clips of various sounds of birds, animals and objects on digital devices with assistive technology and identify the sound they produce (highness or lowness of sounds, 	What produces sounds in our environment?

		<p>immediate environment.</p>	<p>loudness or softness of sound, and repetitiveness of sounds).</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to observe pictures in appropriate font size and colour contrast or watch various recorded clips of different sounds on digital devices with assistive technology then imitate the sound they produce while learners with blindness listen to picture description or listen to audio clips of different sound on digital devices with assistive technology then imitate the sounds they make. ● Learners with low vision are guided to use flashcards in appropriate size and colour contrast, of birds, animals or objects and take turns to imitate various sounds they produce while learners with blindness are guided to use tactile cards or 	
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			<p>models of birds, animals or objects and then take turns to imitate various sounds they produce.</p> <ul style="list-style-type: none">● Learners are guided to use digital devices with appropriate assistive technology to record imitated sounds of birds, animals and objects● Learners are guided to sing songs that involve various sounds of animals, birds or objects accompanied with appropriate actions.● Learners are guided to select appropriate locally available material to be used in making decorated paper masks of birds, animals and objects to be used in performing songs with musical sounds while learners with blindness are provided with one on one support and verbal description on aspects of	
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			<p>selecting locally available materials that require use of sight.</p> <ul style="list-style-type: none">● In groups or in pairs, learners with low vision use appropriate costumes and props (coloured paper masks of birds, animals and objects) to perform the songs with sounds from the environment, while learners with blindness are given one on one demonstration on the use of appropriate costumes to perform the songs with sounds from the environment.● Learners are guided to record their performances using digital devices with appropriate assistive technology and save them on a digital portfolio for future reference.	
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Core Competencies to be developed:

- Communication and Collaboration: The learner listens keenly to and sings back familiar songs sung to them.
- Creativity and Imagination: The learner performs songs that involve various sounds of animals, birds and objects accompanied with appropriate actions.

Values:

- Responsibility: The learner cares for flash cards or pictures of birds, animals or objects as they imitate the various sounds.
- Respect: The learner appreciates peers' imitations of the identified sounds of birds, animals and objects.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: The learner observes own and others' safety as they walk around the school environment identifying various sounds of birds, animals and objects.

Link to other learning areas:

- English, Kiswahili and Indigenous Languages Activities: The learner uses language skills learnt to express self when imitating the identified sounds of birds, animals and objects.
- Environmental Activities: The learner applies knowledge gained in Environmental Activities to role play, imitate and identify sounds of various birds, animals and objects.

Suggested learning resources

Open space, tactile cards, models or realia enlarge drawings, costumes and props, digital devices with assistive technology like laptops, tablets, phones, computers (appropriate lighting and screen resolution), picture and picture descriptions

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Execution	1.3 Drawing (14 lessons) <i>Lines: -straight, wavy, zigzag and curved lines</i>	By the end of the sub strand the learner should be able to: a) identify straight, wavy, zigzag lines (learners with low vision b) describe straight, wavy, zigzag lines (learners with blindness) c) draw lines in different position, (learners with low vision), d) describe lines in different	<ul style="list-style-type: none"> ● Learner with low vision are guided to observe actual pictures in appropriate size and colour contrast or virtual pictures on a digital device with appropriate assistive technology and then identify lines while learners with blindness manipulate tactile diagrams and models and then identify lines. ● Learners with low vision are guided to observe actual pictures in appropriate size and colour contrast and virtual pictures on digital devices with appropriate assistive technology and identify materials and tools for making pictures (crayons, pencils, brushes, papers, colours) while the learner with blindness is guided to manipulate and describe materials and tools for making pictures. 	1. What tools are used in drawing?

		<p>positions found in the environment (learners with blindness),</p> <p>e) draw patterns using line, (learners with low vision),</p> <p>f) manipulate simple shapes using lines for skill development (learners with blindness),</p> <p>g) appreciate drawing pictures for expression</p>	<ul style="list-style-type: none"> ● Learner with low vision is guided observe various objects in the environment and mention various lines found on the objects (straight, wavy, zigzag and curved lines) while learners with blindness is guided to manipulate various objects in the environment and mention various lines found on the objects (straight, wavy, zigzag and curved lines). ● Learners are guided to brainstorm on the lines found in the environment. ● In groups or in pairs, learners with low vision work with learners with blindness to select appropriate materials for drawing various lines (coloured pencils, crayons, or any other suitable materials to draw lines found in the environment). ● Learners with low vision are guided to draw various lines in the environment (straight lines, wavy lines, zigzag lines and curved lines) while learners with blindness manipulate models or tactile diagrams lines found in the environment. 	
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			<ul style="list-style-type: none">● Learners with low vision are guided to draw patterns using various lines (straight lines, wavy lines, zigzag lines and curved lines) while learners with blindness are guided to describe patterns made using different lines (straight lines, wavy lines, zigzag lines and curved lines).● Learners with low vision are guided to display the drawn lines for peer feedback while learners with blindness are guided to explain models or tactile diagrams of lines for peer feedback.● Learners with low vision use digital devices with appropriate assistive technology to take photos of their drawings for future reference while learners with blindness write descriptions of the pattern and lines on digital devices with appropriate assistive technology for future reference.	
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Core Competencies to be developed:

- Creativity and imagination: A learner develops exploration skills as they draw and model different lines and arranges objects to form line patterns.
- Communication and collaboration: A learner develops speaking skill when discussing in groups and mentioning lines found in the physical environment and makes pattern formations, objects arrangement and sings songs on pattern formations.

Values:

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

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested learning resources:

Drawing paper, drawing books, digital devices with assistive technology, textbooks, modelling materials, tactile lines, pictures in appropriate print, models.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question
1.0 Creating and Execution	1.4 Stretching (14 lessons) <ul style="list-style-type: none"> ● Stretching directions (<i>sideways, forward, backwards, upwards</i>), Stretching positions (<i>standing, sitting, kneeling and lying</i>), 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the body parts involved in stretching, b) perform stretching in different directions for flexibility, c) enjoy stretching in different directions for body fitness. 	<ul style="list-style-type: none"> ● Learners are guided to sing action songs on body parts involved in stretching to identify them. ● Learners are guided to stretch and talk about the body parts that are involved while stretching. ● Learners are guided to creatively stretch towards different directions (<i>sideways, forward, backwards, front, upwards</i>). Learners with blindness are given one on one demonstrations as they creatively stretch towards different directions while moving in different directions. ● Learners are guided to stretch in different directions while in different positions. (<i>Standing, sitting, kneeling and lying</i>). Learners with blindness are provided with orientation on body in space, one on one support on stretching in different directions while in different positions. (<i>Standing, sitting, kneeling and lying</i>). ● Learners are guided to play simple appropriate games involving stretching 	How is stretching important to your body?

			<p>skill. Learners with blindness are given one on one demonstration on the simple appropriate games.</p> <ul style="list-style-type: none"> Learners are guided to team up to use digital devices with assistive technology to record performances on stretching for future reference. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: A learner develops listening skills as they listen and identify parts of the body that are in use while stretching. Creativity and imagination: A learner develops making connections as they stretch in different line formations. (Straight lines, wavy lines, zig-zag lines and curved lines). Digital literacy: A learner develops interacting with digital technology as they use digital devices with assistive technology to download, listen and watch videos on stretching. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: A learner portrays diligence as they perform the assigned roles and duties. Love: A learner shows compassion as they put the interest of others before their own interest while stretching in different line formations 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Health Education: A learner stretches to a reasonable limit to avoid injuries and avoid overcrowding during the stretching activity. Safety and security: A learner stretches while in different line formations avoiding injuring others and self. Life skills: A learner enhances self- esteem as they sing action songs while stretching for enjoyment. 				
<p>Link to other learning areas: Environmental Activities: Learners perform stretches within their locality for their physical wellbeing.</p>				
<p>Suggested learning resources</p>				

Digital devices with appropriate assistive technology, audio-visual clips,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.5 Painting and Colouring (14 lessons) <ul style="list-style-type: none"> ● <i>materials for painting: (paper, fabrics, sponge, and paints)</i> ● <i>water</i> ● <i>tools (crayons, palette, and brushes)</i> 	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify materials and tools that can be used in painting (for learners with low vision),</p> <p>b) manipulate materials and tools used in painting for learners with blindness,</p> <p>c) colour a picture to represent colours in the environment (for learners with low vision)</p> <p>d) describe different colours found in the environment (for learners with blindness)</p>	<ul style="list-style-type: none"> ● Learners with low vision observe actual pictures in appropriate size and colour contrast and virtual pictures using digital devices with appropriate screen adaptation and identify materials and tools used for painting (crayons, pencils, brushes, papers, colours) while learners with blindness listen to a description of materials used in painting and manipulate tools for painting. ● In groups, learners with low vision are guided to identify colours in the environment while learners with blindness are guided to name different colours found in the environment. 	<ol style="list-style-type: none"> 1. Which tools can be used in painting? 2. Which materials are used in painting?

		<p>e) paint shapes using a brush (for learners with low vision)</p> <p>f) model different shapes using different coloured materials (for learners with blindness)</p> <p>g) paint using fingers on a surface (for learners with low vision)</p> <p>h) model different items using materials from the environment (for learners with blindness)</p> <p>i) paint simple forms using a sponge (for learners with low vision)</p> <p>j) value painting for expression.</p>	<ul style="list-style-type: none"> ● Learners with low vision are guided to colour a picture using appropriate tools to represent colours in the environment while learners with blindness are guided to describe colours that can be used to represent colours in the environment. ● Learners with low vision are guided to mix paint and paint using a brush within the shapes of the picture on paper while learners with blindness are guided to model different shapes using different coloured materials in the environment. ● Learners with low vision are guided to paint using fingers on the paper or fabric while learners with blindness are guided to model different items using materials found in the environment. 	
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			<ul style="list-style-type: none"> ● In groups, learners with low vision are guided to use a sponge to paint within drawn forms on a paper or fabric for expression while learners with blindness are guided to model forms. ● In groups, learners are guided to display and talk about their own and other's work for feedback. 	
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Core Competencies to be developed:

- **Critical Thinking and Problem Solving:** A learner identifies materials and tools for painting and experiments with different techniques like using fingers and sponges.
- **Creativity and Imagination:** A learner colours pictures and experiments with various painting methods to represent colours and shapes in the environment.
- **Self-Efficacy:** A learner gains confidence as they in painting activities, including mixing paints and using different tools, contributes to the learner's sense of self-efficacy and confidence in artistic endeavours.

Values:

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

Pertinent and Contemporary Issues (PCIs):

- Peace Education: The learner sings familiar songs that convey peace messages.
- Environmental Awareness: The learner represents elements of the environment through colour, to raise awareness of environmental issues and the importance of conservation.

Link to other learning areas:

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

Suggested learning resources

Appropriate Cooured pencils, crayons, palette, and brushes drawing paper, drawing books, digital device with assistive technology, text books, modeling materials, tactile lines fabrics, sponge, and paints, water

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Strand	Sub Strand	Suggested Learning Objectives	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creating and Execution	1.6 Pattern Making (10 lessons) - <i>Numeral patterns</i> - <i>Letter patterns</i>	By the end of the sub strand the learner should be able to; a) recognise patterns made using numeral and letters, b) create pattern using letters (for learners with low vision), c) create tactile patterns using a braille machine (for learners with blindness) d) make a pattern using numerals, e) enjoy making patterns for expression,	<ul style="list-style-type: none"> ● Learners with low vision are guided to explore virtual sources using digital devices with assistive technology and actual sources in appropriate print to identify letter and numeral patterns while learners with blindness are guided to manipulate and recognize patterns made from tactile numerals or letters in braille. ● Learners with low vision are guided to create letter patterns in print while the learner with blindness is guided to create tactile 	How is a pattern made?

			<p>patterns using letters on a line.</p> <ul style="list-style-type: none"> ● Learners are guided to display and talk about patterns created by self and others. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: A learner explores various elements of patterns and transforms basic shapes into visually engaging and unique designs. ● Learning to Learn: A learner acquires pattern-making skills and techniques, demonstrating an ability to adapt and continually improve their artistic abilities through exploration and practice. ● Digital Literacy: A learner explores virtual sources to identify patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: A learner fosters a positive attitude toward artistic exploration and expression from making patterns reflecting a love for the creative process. ● Responsibility: A learner takes responsibility for understanding and creating patterns, recognizing the impact of their choices on the overall visual appeal and coherence of the designs. ● Patriotism: A learner fosters a sense of patriotism and pride in cultural identity as they interact with patterns inspired by local culture or themes 				
<p>Pertinent and Contemporary Issues (PCIs): Cultural Heritage: The learner creates patterns inspired by cultural elements to address contemporary issues related to cultural preservation and appreciation, emphasizing the importance of valuing diverse traditions.</p>				

Link to other learning areas:

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

Suggested learning resources

Flash cards, tactile patterns, numeral patterns, letter patterns

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and	1.7 Rhythm (14 lessons) <ul style="list-style-type: none"> • <i>Body percussion: Snapping, clapping,</i> • <i>Body movement: walking, jumping, skipping, leaping</i> 	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify body percussion that accompany singing,</p> <p>b) use body percussion to maintain the beat while singing simple songs,</p> <p>c) create rhythmic accompaniments to simple songs using body percussion,</p> <p>d) make body movements in line patterns to maintain rhythm,</p> <p>e) appreciate the use of body percussion in creating rhythm.</p>	<ul style="list-style-type: none"> • Learners are guided to use a digital device with appropriate assistive technology to watch/listens a live or an audio described video of a recorded performance with body percussions accompaniments (<i>Snapping, clapping</i>) while seated at an appropriate position and identify the body percussions. Learners with blindness are given verbal description of the body percussions (<i>Snapping, clapping</i>) and then identify them. • Learners are guided to practise various body percussion to maintain a 	<ol style="list-style-type: none"> 1. How are rhythms improvised? 2. How can different body percussion be used to accompany songs.

			<p>beat. Learners with blindness are given one on one demonstration of the practice.</p> <ul style="list-style-type: none">● Learners are guided to use body percussion to accompany familiar songs. Learners with blindness are given one on one demonstration on the use of body percussion.● Learners take turns to sing songs accompanied with body percussion to maintain rhythm.● Learners are guided to perform body movements in different line patterns accompanied with body percussions to maintain rhythm (line patterns: straight, curved, wavy, zig-zag; body movement: walking, jumping, skipping, hopping, leaping, galloping, sliding). Learners with	
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			<p>blindness are provided with one on one demonstrations and support to perform body movements in different line patterns accompanied with body percussions to maintain rhythm.</p> <ul style="list-style-type: none"> ● In groups, learners are guided to improvise body percussion accompaniments to songs sung and recorded using a digital device with assistive technology. ● Learners are guided to play the recorded performance using a digital device with appropriate assistive technology and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: A learner develops speaking and listening skills as they talk about the recorded beats and identifies the body percussion that accompany singing as they sing familiar songs. ● Creativity and imagination: A learner develops exploration skills as they discuss and explores parts of the body to create rhythmic accompaniments to a song. 				

- Learning to learn: A learner develops sharing learnt knowledge as they use the recorded beats with others and apply body movements to maintain the beat outside the class alone or with others.
- Digital literacy: A learner develops interaction with technology as they use digital devices with assistive technology to record the beat that accompany the sacred songs sung.

Values:

- Responsibility: A learner displays determination as they perform the assigned roles and duties.
- Patriotism: A learner shows dedication as they passionately sing familiar songs.
- Unity: A learner displays a non-discriminative attitude as they collaborate with others when singing sacred songs, talk about improvised beats and display team spirit during group activities.

Pertinent and Contemporary Issues:

- Peace Education: A learner sings familiar songs that convey peace messages in the community.
- Life skills: Self- esteem: A learner expressively sings simple familiar songs and improvises rhythmic accompaniments to simple songs when singing.

Link to other learning areas:

- Mathematics Activities: The learner applies the skill of counting to maintain beat when practising performing various body percussions.

Suggested learning resources

Digital devices with appropriate assistive technology like Phones, and Radio, modelling clay, plasticine, clay soil

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to improvise 5 objects used in jumping	Improvise 5 objects used in jumping	Improvise 4 objects used in jumping	Improvise 3-2 objects used in jumping	Improvise 1 or none object used in jumping
Ability to imitate 4 sounds in their immediate environment	Imitates 4 sounds in their immediate environment	Imitates 3 sounds in their immediate environment	Imitates 2 sounds in their immediate environment	Imitates 1 sound in their immediate environment
Ability to describe 5 material used in picture making	Describes 5 material used in picture making	Describes 4 material used in picture making	Describes 3-2 material used in picture making	Describes 1 or none material used in picture making
Ability to perform stretching in 4 different directions	Performs stretching in 4 different directions	Performs stretching in 3 different directions	Performs stretching in 2 different directions	Performs stretching in 1 or none direction
Ability to identify 4 materials for painting	Identifies 4 materials for painting	Identifies 3 materials for painting	Identifies 2 materials for painting	Identifies 1 or none materials for painting

Ability to recognise 5 patterns made using numerals and letter	Recognises 5 patterns made using numerals and letter	Recognises 3-4 patterns made using numerals and letter	Recognises 2 patterns made using numerals and letter	Recognises 1 or none patterns made using numerals and letter
Ability to make rhythmic accompaniment using 4 body percussions	Makes rhythmic accompaniment using 4 body percussions	Makes rhythmic accompaniment using 3 body percussions	Makes rhythmic accompaniment using 2 body percussions	Makes rhythmic accompaniment using 1 or none body percussions

STRAND 2.0: PERFORMING AND DISPLAY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
2.0 Performing and Display	2.1 Singing Games-African Style	By the end of the sub strand the learner should be able to: a) identify singing games in African style, b) use props in performing singing games, c) sing appropriate game songs in African style, d) perform a singing game in African style, e) enjoy performing singing games in African style.	<ul style="list-style-type: none"> ● Learners are guided to watch/listen to a live performance while seated at an appropriate position or a recorded performance using a digital device with appropriate screen adaptations of singing game in African style and talk about: <ul style="list-style-type: none"> - costumes used, - props, - musical instruments - body movements, Learners with blindness are given one on one demonstration on body movements, and are provided with verbal descriptions of the visual aspects of the performance. ● Learners are guided to collect locally available materials to be used for making simple ornaments and props (inedible seeds, buttons, soft 	<ol style="list-style-type: none"> 1. Why are singing games performed ? 2. Which songs and games are used in African style singing games?

			<p>rubber) Learners with blindness are provided with one on one support when collecting locally available materials to be used for making simple ornaments and props (inedible seeds, buttons, soft rubber).</p> <ul style="list-style-type: none"> ● Learners are guided to select appropriate game songs to perform in an African style singing game. ● In groups, learners with low vision are guided to practise singing appropriate songs in African style singing games while learners with blindness are guided to practise appropriate songs in African style singing games accompanied with one on one demonstration and verbal description on the aspects of the singing game that require use of sight. ● Learners are guided to make a variety of body movements while performing the African style singing game using appropriate and varied 	
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			<p>props and costumes. (walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding) while learners with blindness are provided with support and one on one demonstration when performing an African style singing game.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to sing appropriate songs in African style singing games while making different line formations while learners with blindness sing appropriate songs in African style with one on one support when making different line formations. ● Learners are guided to perform African singing games from diverse Kenyan communities for enjoyment. ● Learners are guided to perform an African singing game while making different pattern formations. ● Learners are guided to perform African singing games from diverse Kenyan communities and record for future reference. 	
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Core Competencies to be developed:

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

Values:

- Responsibility: A learner takes different roles while performing an African style singing game.
- Unity: A learner works with others as they perform African style singing games.

Pertinent and Contemporary Issues (PCIs):

- Personal hygiene: A learner collects locally available materials for making simple paper costumes.
 - Self-awareness and self-esteem: A learner makes a variety of movements which are appropriate while performing the singing game in African style.
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- Environmental: Learners use locally available materials from the environment when making ornaments.
 - Language Activities: Learners apply literature skills as they sing and perform African singing games in groups.

Suggested learning resources

Beads, non- edible seeds, bottle tops, used straws, strings, pins, props, pairs of scissors, nails, maize or sorghum stalk, reeds, ropes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<p>2.0 Performing and Display</p>	<p>2.2 Throwing and Catching</p> <p>(14 lessons)</p> <ul style="list-style-type: none"> ● <i>Improvise a ball</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify materials used to improvise a ball, b) Improvise a ball from locally available materials, c) perform throwing and catching activities for skill acquisition of the game. d) appreciate each other's effort in throwing and catching a ball. 	<ul style="list-style-type: none"> ● Learners are guided to collect locally available reusable materials to be used for making a ball while observing hygiene. Learners with blindness are provided with one on one support as they collect material to be used for making a ball. ● Learners with are guided to make an appropriate ball using collected materials. Learners with blindness are provided with one on one demonstration on how to make an appropriate ball. ● Learners are guided practice throwing and catching activities with peers while observing safety. Learners with blindness are provided with one on one support to practice throwing and catching. 	<p>How do you identify the direction that is easier to throw and catch the ball from during play?</p>

			<ul style="list-style-type: none"> ● Learners with low vision play simple games on throwing and catching a ball. Learners with blindness are given one on one demonstration and support as they play simple games on throwing and catching. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner confidently throws and catches the ball while playing with peers. ● Learning to learn: The learner keenly follows the steps of knotting when making a ball. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner cooperates with others when throwing and catching a ball. ● Love: The learner shares materials while making a ball. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security: A learner enhances caution as they use sharp objects to improvise ornaments. ● Health promotion Issues: A learner cleans the materials to be used while making the ornaments for self-care. ● Life skills: A learner uses varied techniques to improvise ornaments from locally available materials. ● Environmental conservation: A learner responsibly uses objects in the environment to make ornaments. ● Life skill sports and games: A learner performs African style singing games for display of talents. 				

Link to other learning areas:

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

Suggested learning resources

Ball, whistle, field markers

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.3 Paper Craft (10 lessons) <i>Paper:</i> <i>coloured or</i>	By the end of the sub strand the learner should be able to: a) identify items made using paper craft,	<ul style="list-style-type: none">● Learners with low vision observe virtual on digital devices with appropriate assistive technology or actual pictures in appropriate size and colour contrast items made out	Which items can you make using paper?

	<i>textured</i>	<p>b) make a paper items using pleating technique,</p> <p>c) make paper items using folding technique,</p> <p>d) play using the paper items for enjoyment,</p>	<p>of paper while learners with blindness describe and manipulate items made using paper craft.</p> <ul style="list-style-type: none"> ● Learners are guided to collect varied papers for craft. Learners with blindness are given one on one demonstration of the activity. ● Learners are guided to create paper toys using pleating techniques such as animals, fan among others. Learners with blindness are given one on one demonstration of the pleating technique ● Learners are guided to make toy items to imitate things in the environment. Learners with blindness are guided on how to make toy items with one on one support and verbal descriptions. ● Learners are guided to narrate about or play with the paper item. 	
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Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested learning resources

papers, toys, textured papers ,coloured papers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Display	2.4 Log Roll and T-Balance (14 lessons) <ul style="list-style-type: none"> ● <i>Make markers</i> 	By the end of the sub-strand the learner should be able to: a) identify log roll and T- balance through practice, b) make markers for use during log rolls and T- balance performance c) perform log roll for coordination, d) perform T- balance for flexibility, e) appreciate performing log roll and T-	<ul style="list-style-type: none"> ● Learners are guided to perform log roll and clearly talk about different ways the body moves (forward, backward, left, and right). Learners with blindness are given one on one demonstration on how to perform log roll and clearly talk about different ways the body moves (forward, backward, left, and right). ● Learners are guided to perform T balance and clearly talk about different ways the body faces (forward, backward, left, and right). Learners with blindness are given one on one demonstration to perform T balance and clearly talk about different ways the body faces (forward, backward, left, and right). ● Learners are guided to identify, collect and share simple reusable materials 	<ol style="list-style-type: none"> 1. How is the body used in performing a log roll? 2. How is T balance performed?

		<p>balance for enjoyment.</p>	<p>within the environment to be used as markers as they observe safety precautions (Coloured papers, pieces of clothes and any other suitable material) Learners with blindness are given one on one support and verbal description on areas that need sight.</p> <ul style="list-style-type: none"> ● Learners are guided to improvise the markers using the collected materials. Learners with blindness are given one on one demonstration on improvising markers. ● Learners are guided to work collaboratively to mark the field using the improvised markers and perform log roll: <ul style="list-style-type: none"> - log roll ((forward, backward, left, and right), - T balance ((forward, backward, left, and right), ● Learners are guided and supported to take part in action song singing while performing log roll and T balance. Learners with blindness are provided with one on one support when performing the task. 	
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			<ul style="list-style-type: none"> ● Learners are guided to perform log roll and T balance for peer assessment while learners with blindness are given verbal description of how peers are performing log roll and T balance to give peer assessment 	
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Core Competencies to be developed:

- Creativity and imagination: A learner develops originality as they identify simple reusable materials to be used as markers.
- Communication Collaboration: A learner develops listening and speaking as they discuss in groups or in pairs on the various directions the body faces when performing log roll and T-Balance.

Values:

- Love: A learner shows care for self and others as they identify simple and collect simple reusable materials to be used in making markers.
- Respect: A learner portrays positive regard for self and others as they work harmoniously in groups or in pairs.

Pertinent and Contemporary Issues (PCIs):

- Environmental conservation: A learner collects reusable materials.
- Health promotion issues: A learner observes safety and security when collecting materials from the environment to be used for improvisation.

Link to other learning areas:

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

Suggested leaching resources

Open space, field markers, landing mats. Knee-caps and elbow guard.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.5 Percussion Musical Instruments</p> <ul style="list-style-type: none"> ● <i>Percussion instruments (shakers, jingles and drums)</i> 	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) identify percussion musical instruments from diverse Kenyan communities, b) improvise percussion musical instrument using locally available materials, c) play a percussion musical instrument for enjoyment, d) appreciate percussion musical instruments from diverse Kenyan cultural communities. 	<ul style="list-style-type: none"> ● Learners are guided to search for percussion musical instruments from print and electronic media using digital devices with appropriate assistive technology and identify them (Shakers and jingles). ● Learners are guided to visit actual site identify percussion musical instruments or a virtual sites using digital devices with appropriate assistive technology to identify them (shakers and jingles). Learners with blindness are guided to manipulate realia of percussion musical instruments. ● Learners with low vision are guided to draw a musical 	<p>How are percussion musical instruments played?</p>

			<p>instrument from the Kenyan community (shakers and jingles) while learners with blindness are guided to manipulate and describe a musical instrument from the Kenyan community (shakers and jingles).</p> <ul style="list-style-type: none"> ● Learners are guided to collect and select appropriate locally available materials for improvisation of percussion instruments. Learners with blindness are given one on one demonstration of the activity. ● Learners are guided to assemble materials to improvise shakers or jingles using locally available materials. Learners with blindness are given one on one demonstration of the activity. ● Learners are guided to play varied rhythms using shakers, 	
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			<p>jingles or drums to different body movements.</p> <ul style="list-style-type: none"> ● Learners are guided to play jingles and shakers to accompany a singing game from diverse Kenyan cultural communities. ● Learners with low vision are guided to positively critique the drawings and improvised percussion musical instruments while learners with blindness are guided to positively critique the description and improvised percussion musical instruments and store them for future reference. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: A learner develops teamwork as they play jingles and shakers to accompany a singing game performance for enjoyment. ● Creativity and imagination: A learner develops decision making as they undertake tasks that require skills to improvise shakers and jingles using locally available materials. 				

- **Learning to learn:** A learner develops sharing knowledge learnt as they practise drawing or modelling percussion musical instruments. (shakers and jingles)

Values:

- **Responsibility:** A learner exhibits diligence as they undertake tasks that require skills to improvise shakers and jingles using locally available materials.
- **Unity:** A learner shows non-discrimination as they collaborate and work harmoniously with others in groups or in pairs.

Pertinent and Contemporary Issues (PCIs):

Pertinent and Contemporary Issues:

- **Environmental conservation:** A learner responsibly uses locally available materials from the environment to improvise percussion instruments.
- **Life skills:** A learner develops self- esteem when drawing model shakers and jingles for skill acquisition

Link to other learning areas:

Indigenous language activities: as the learners identify percussion musical instruments from different Kenyan communities.

Suggested learning resources:

Phones, tablets, projector, laptop, tins, wood, non- edible seeds, metallic balls or bearings sticks, balls, props, dolls, paper, and other relevant costumes.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question
2.0 Performing and Display	2.6 Modelling <i>Pinch Method</i> (14 lessons)	By the end of the sub-strand, the learner should be able to: a) identify items modelled using pinch method, b) identify materials and tools used in modelling,	<ul style="list-style-type: none"> ● Learners with low vision are guided to observe actual or virtual items modelled using pinch method while learners with blindness describe and manipulate tools and materials used in pinch method modelling. ● Learners are guided to collect materials and tools for use in pinch method modelling. Learners with blindness are provided with one on one support on aspects that require use of sight. ● Learners are guided to model simple objects using the pinch method. Learners with are provided with one on one support. ● Learners are guided to showcase , talk about and own and others’ work peers for feedback. 	<ol style="list-style-type: none"> 1. How do you identify items in the Inquiry Corner that are modelled using the pinch method? 2. How do you identify materials and tools used for modelling? 3. How do you identify items that you would like to model?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: A learner identifies materials and tools for modelling through observation of actual or virtual items, showcasing critical thinking skills in selecting appropriate resources for the pinch method. ● Creativity and Imagination: The learner utilizes the pinch method, to model simple objects, demonstrating creativity and imagination in transforming materials into unique and expressive creations. 				

<ul style="list-style-type: none"> ● Learning to Learn: The learner collects materials and tools for pinch method modelling, they develop skills in adaptability and continuous improvement, embodying the concept of learning to learn in the artistic process. ● Self-Efficacy: The learner builds confidence as they actively participate in modelling using the pinch method.
<p>Values:</p> <ul style="list-style-type: none"> ● Love: A learner to expresses emotions and ideas, fostering love ● Unity: The learner engages in discussions about modelled items and shares ideas as they appreciate each other's artistic creations. ● Responsibility: A learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final modelled items. ● Patriotism: A learner explores themes related to local culture through modelling to foster a sense of patriotism and pride in national identity.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Cultural Expression: A learner models items that can be linked to cultural expressions, local traditions and heritage. ● Sustainability: A learner considers environmentally friendly materials for modelling that addresses contemporary concerns about sustainability, promoting responsible artistic practices.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Environmental Activities: A learner models and creates objects that represent elements of the environment while improvising and using found materials. ● Mathematical Activities: A learner applies the process of modelling involving measurement and proportion, integrating mathematical concepts into artistic activities.
<p>Suggested learning resources Digital devices with appropriate assistive technology, audio-visual clips, clay, plasticine</p>

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use 4 props in performing singing game	Uses 4 props in performing singing game	Uses 3 props in performing singing game	Use 2 props in performing singing game	Uses 1 or none prop in performing singing game
Ability to identify 5 materials in improvising a ball	Identifies 5 materials in improvising a ball	Identifies 4-3 materials in improvising a ball	Identifies 2 materials in improvising a ball	Identifies 1 or none material in improvising a ball
Ability to make 4 paper items using folding technique	Makes 4 paper items using folding technique	Makes 3 paper items using folding technique	Makes 2 paper items using folding technique	Makes 1 or none paper items using folding technique
Ability to make 4 markers for use during T-balance and log rolls	Makes 4 markers for use during T-balance and log rolls	Makes 3 markers for use during T-balance and log rolls	Makes 2 markers for use during T-balance and log rolls	Makes 1 or none marker for use during T-balance and log rolls

Ability to identify 5 percussion musical instruments from diverse Kenyan communities	Identifies 5 percussion musical instruments from diverse Kenyan communities	Identifies 4-3 percussion musical instruments from diverse Kenyan communities	Identifies 2 percussion musical instruments from diverse Kenyan communities	Identifies 1 or none percussion musical instrument from diverse Kenyan communities
Ability to identify 4 material for modelling	Identifies 4 material for modelling	Identifies 3 material for modelling	Identifies 2 material for modelling	Identifies 1 or none material for modelling

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.1 Singing Games- African Style (14 lessons) <ul style="list-style-type: none"> ● <i>roles of Performers: singers, leaders, dancers</i> ● <i>imitate activities: singing, body movements and role playing</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify roles of the performers in the African style singing game, b) identify costumes used in the performance of a singing game in African style, c) identify props used in a singing game in African style, d) imitate activities involved in a singing game in African style, e) identify formations used in African style singing games, 	<ul style="list-style-type: none"> ● Learners are guided to watch/listen to an audio described recorded performances on digital devices with assistive technology or watch/listen to live performances of singing games in African style while seated at an appropriate position and identify songs in the performance. Learners with blindness are provided with verbal description on areas that require sight. ● Learners are guided to watch/listen to an audio described recorded performances on digital devices with assistive technology or live performances of singing games in African style while seated at an appropriate position and then identify various roles of performers. Learners with blindness are given verbal description of live performances of 	Why are singing games in African style interesting?

		<p>f) appreciate performances of African style singing games for cultural awareness.</p>	<p>singing games in African style and identify various roles of performers.</p> <ul style="list-style-type: none"> ● Learners are guided to talk about various roles of performers in the singing game in African style, watched or listened to. ● Learners with low vision are guided to watch a live singing game while seated at an appropriate position or a recorded singing game in African style singing game in African style on a digital device with assistive technology and identify costumes and props used while learners with blindness are guided to listen to live or recorded singing games in African style on a digital device with assistive technology as they are provided with verbal description and identify costumes and props used. ● Learners are guided to imitate various activities involved in the singing game in African style performance watched or listened to. ● Learners are guided to discuss various pattern formations involved in the singing game in African style, 	
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Core Competencies to be developed:

- Creativity and imagination: A learner imitates and performs various activities involved in singing games in African style.
- Communication and collaboration: A learner speaks clearly while discussing roles of performers in the singing game in African style,
- Digital literacy: A learner searches and watches recorded performances of singing games in African style using digital devices.
- Citizenship: A learner expresses pride while performing African singing games from diverse Kenyan communities.

Values:

- **Respect:** A learner appreciates diverse opinions while discussing how costumes are used while performing singing games in African style.
- **Unity:** A learner displays team spirit as they talk about various roles of performers in the singing games in African style, watched.

Pertinent and Contemporary Issues (PCIs):

- **Social cohesion:** A learner displays team spirit as they work in pairs to discuss various pattern formations involved in the singing game in African style.

Link to other learning areas:

- **Environmental Activities:** A learner applies knowledge and skills learnt in Environmental activities to search for singing games in African style.

Suggested learning resources

costumes, props, audio visual clips, digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Appreciation	3.2 Water safety awareness (14 lessons) <ul style="list-style-type: none"> ● Water dangers (<i>drowning, injuries and death</i>) ● Montage 	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise different water points around home environment,</p> <p>b) identify water dangers arising from water points at home,</p> <p>c) make a montage of water points,</p> <p>d) narrate ways of applying safety around water points at home,</p> <p>e) appreciate water safety at home for life skills,</p>	<ul style="list-style-type: none"> ● Learners with low vision observe pictures in appropriate print of different water points at home and share with peers while learners with blindness listen to clear verbal descriptions of different water points at home and share with peers. ● Learners are guided to talk about water points at home. ● Learners are guided to talk about dangers of water points at home with peers. ● Learners with low vision are guided to collect pictures of familiar water points from magazines, newspapers while learners with blindness are guided to search for information about familiar water points from online or braille books resources and give a description. 	<ol style="list-style-type: none"> 1. How can water points at home be dangerous? 2. What materials are used to make a montage?

			<ul style="list-style-type: none"> ● Learners with low vision are guided to sort and cut out the pictures while learners with blindness are guided to write the descriptions of the familiar water points. ● Learners with low vision are guided to stick using glue side by side the pictures on a stiff paper to make a simple montage while learners with blindness are guided to save the descriptions of familiar water points in their portfolio. ● Learners with low vision are guided to show the montage work and talk about ways to be safe around water points at homes while learners with blindness discuss the description written and talk about ways to be safe around water points at homes. ● Learners are guided to observe safety measures around water points at home by exercising self-discipline. 	
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Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested learning resources

- magazines, newspapers, water, glue, stiff paper.

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify 4 roles of the performers in the African style singing game	identify 4 roles of the performers in the African style singing game	identify 3 roles of the performers in the African style singing game	identify 2 roles of the performers in the African style singing game	identify 1 or none role of the performers in the African style singing game
Ability to narrate 4 ways of applying safety around water points	Narrates 4 ways of applying safety around water points	Narrates 3 ways of applying safety around water points	Narrates 2 ways of applying safety around water points	Narrates 1 or none way of applying safety around water points

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

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
<p>1.0 Creating and Execution</p>	<p>1.2 Jumping</p>	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Group makers ● Resource persons ● Audio /visual recordings of music and jumping skills ● Print and braille Flash cards ● Digital devices with assistive technology ● Musical instruments 	<ul style="list-style-type: none"> ● Creative Arts Competitions - Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school ● Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes ● Live Performances and Exhibitions- Attend live performances and

			<ul style="list-style-type: none"> ● Pictures and picture descriptions ● Relevant attire ● Reference books in print and braille ● Relevant virtual sites 	<p>exhibitions for appreciation</p> <ul style="list-style-type: none"> ● Apprenticeship - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts ● Concerts – Participating in and attending music concerts within the school and its environs. ● Project work – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable
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				<p>to their context and reality.</p> <ul style="list-style-type: none"> ● Creative Arts clubs -participating in Sports, Music and Arts club activities within the school ● Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. ● School assembly activities – performing, watching, or listening to performances during school assemblies. ● School events: performing during events such as
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				<p>parents, prize giving, and careers and sports day, among others.</p> <ul style="list-style-type: none"> ● Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, marching, and making costumes, props and ornaments. ● Performing troupes or Ensembles- Learner forms small groups for performance in all Creative Arts disciplines.
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	<p>1.2 Musical Sounds</p>	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Written tests ● Fieldwork reports ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Musical instruments ● Pictures and picture descriptions of birds, animals and objects ● Reference books in print and braille ● Audio /visual recordings of musical sounds ● Relevant virtual sites ● Flash cards in print and braille 	
	<p>1.3 Drawing</p>	<ul style="list-style-type: none"> ● Practical tests ● Fieldwork reports ● Oral tests ● Peer Assessment 	<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Resource persons ● Relevant virtual sites ● Flash cards in print and braille 	

	<p>1.4 Stretching</p>	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Flash cards in print and braille ● Digital devices with assistive technology ● Musical instruments ● Pictures ● Reference books ● Audio /visual recordings of music and stretching skills ● Relevant virtual sites ● Relevant attire 	
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	1.5 Painting and Colouring	<ul style="list-style-type: none"> ● Practical tests ● Peer assessment ● Oral test ● Aural tests ● Written tests 	<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Resource persons ● Relevant virtual sites ● Flash cards in print and braille ● modelling clay or plasticine 	
	1.6 Pattern Making	<ul style="list-style-type: none"> ● Oral test ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Resource persons ● Relevant virtual sites ● Flash cards in print and braille ● Digital devices with assistive technology 	
	1.7 Rhythm	<ul style="list-style-type: none"> ● Oral test ● Aural tests ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Percussion instruments ● Flash cards in print and braille ● Audio or visual recordings of songs, 	

			<ul style="list-style-type: none"> ● Song book, ● Digital devices with assistive technology ● Musical instruments ● Reference books in print and braille ● Relevant virtual sites 	
Performing and Display	2.1 Africa Style -Singing Games	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Written tests ● Fieldwork reports ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards ● Digital devices with assistive technology ● Musical instruments ● Pictures and picture descriptions ● Reference books in print and braille ● Audio or visual recordings of African style singing games 	

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

			<ul style="list-style-type: none"> ● Musical instruments ● Pictures and picture descriptions ● Reference books in appropriate print and in braille ● Relevant virtual sites 	
	2.3 Paper Craft	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Resource person ● Flash cards in appropriate print and in braille ● Digital devices with assistive technology ● Pictures and picture descriptions ● Reference books in appropriate print and in braille 	

	2.4 Log Roll and T Balances	<ul style="list-style-type: none"> ● Demonstrations ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards in appropriate print and in braille ● Digital devices with assistive technology ● Pictures and picture descriptions ● Reference books ● Landing mats ● visual recordings of gymnastic performance ● Relevant virtual sites 	
	2.5 Percussion Musical Instruments	<ul style="list-style-type: none"> ● Oral presentations ● Written tests ● Peer assessment ● Practical tests ● Field work reports ● Participatory assessment 	<ul style="list-style-type: none"> ● Open space ● Reusable locally available material for making improvised shakers and jingles ● Resource persons 	

			<ul style="list-style-type: none"> ● Visual recordings of musical instrument (shakers and jingles) ● Flash cards in appropriate print and in braille ● Digital devices with assistive technology ● Musical instruments ● Pictures and picture descriptions ● Reference books in appropriate print and in braille 	
	2.6 Modelling	<ul style="list-style-type: none"> ● Oral tests ● Peer assessment ● Practical tests ● Participatory assessment 	<ul style="list-style-type: none"> ● Flash cards in appropriate print and in braille 	

		<ul style="list-style-type: none"> ● Peer assessment 	<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Reusable locally available material ● Resource persons 	
3.0 Appreciation	3.1 African Style Singing Games	<ul style="list-style-type: none"> ● Oral tests ● Aural tests ● Written tests ● Peer assessment ● Practical tests ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards in appropriate print and in braille ● Digital devices with assistive technology ● Musical instruments ● Pictures and picture descriptions ● Reference books in appropriate print and in braille ● Audio /visual recordings of African style singing games ● Relevant virtual sites ● Relevant props and costumes 	

			<ul style="list-style-type: none"> ● Resource persons 	
	2.7 Water Safety Awareness	<ul style="list-style-type: none"> ● Oral presentations ● Peer assessment ● Practical tests ● Field work reports ● Participatory assessment 	<ul style="list-style-type: none"> ● Resource persons ● Digital devices with assistive technology ● Pictures and picture descriptions of water points ● Reference books in print and braille ● Audio /visual recordings of music ● Relevant virtual sites 	

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

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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