



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

LOWER PRIMARY CURRICULUM DESIGN
CREATIVE ACTIVITIES
GRADE 3

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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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 four curriculum designs for learners with visual Impairments build on competencies attained by learners at Grade three. 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,
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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 four curriculum furthers implementation of the CBC from Grade three in Primary level. The curriculum provides opportunities for learners with visual impairments 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 Realising 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 four curriculum designs for learners with visual impairments 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 five and prepare them for smooth transition to Grade six. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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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 four curriculum designs for learners with visual impairments 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 panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade five curriculum designs for learners with visual impairments 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 four and preparation of learners with visual impairments for transition to Grade five.

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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 coexistence.

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

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

a) Social Needs

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons Per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1
Total		31

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develops at their own pace. Grade three learners at this stage learn effectively through the integration of related learning experiences (inter and multi-disciplinary approaches), with the sole aim of developing both fine and motor skills necessary for the control and coordination of different parts of their body. This is done through Creative activities that include; Play, dance, songs and Art activities.

These activities enable the learner with visual impairment to develop imagination and creativity, build confidence, understand and express emotions, learn about the world around them, communicate thoughts, experiences or ideas, and practice social skills. In addition, creative activities help learners with visual impairment to practice and improve fine motor skills, gross motor skills, orientation of the body in space and hand-eye coordination.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
1.0 Creating and Exploring	1.1 Pushing and Pulling	14
	1.2 Drawing and Painting	14
	1.3 Rhythm and Pattern Making	18
	1.4 Skipping	14
	1.5 Collage	10
	1.6 Melody	18
	1.7 Weaving	10
2.0 Performing and Display	2.1 Rounds	18
	2.2 Galloping	14
	2.3 Sculpture	14
	2.4 Forward Roll and V-balance	14

	2.5 String Musical Instrument	14
	2.6 Modelling and Ornament Making	10
3.0 Appreciation	3.1 The Kenya National Anthem	14
	3.2 Water Safety Awareness	14

STRAND 1.0: CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.1 Pushing and Pulling (14 lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify pushing and pulling in physical activities for space and body awareness, b) perform pulling and pushing activities for flexibility, c) enjoy pushing and pulling for strength and flexibility. 	<ul style="list-style-type: none"> ● Learners are guided to use digital devices with assistive technology to watch and, or listen to audio visual virtual or recorded clips and discuss the different directions of pushing and pulling. ● Learners are guided to mention different directions identified from the virtual or recorded clips watched or listened to. ● Learners are guided to perform pulling and pushing in different directions as instructed while singing simple action songs. The learners with blindness are given one on one support when doing the activity. 	<p>Why is pulling and pushing important in physical activities?</p>

			<ul style="list-style-type: none"> ● In groups, learners are guided to sing simple action songs that can be sung while pulling and pushing, learners with blindness are given verbal descriptions of the actions and body support on movement. ● In pairs, learners are guided to play games using pulling and pushing skills while observing safety. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner discusses different directions of pushing and pulling, and demonstrates the different pushing and pulling directions in groups. ● Creativity and Imagination: The learner makes a three strands rope to be used in pushing and pulling. ● Digital literacy: The learner uses a link provided to download recorded clips showing different directions of pushing and pulling. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner clears the working areas after making three strand ropes to be used for pulling and stores them. ● Unity: The learner cooperates with others as they work in groups. ● Respect: The learner portrays positive regard for self and others as they work in groups. 				
<p>Pertinent and Contemporary Issues:</p>				

Socio-economic and environmental issues: The learner individually observes safety while playing creative games involving pushing and pulling.

Link to other subjects: *Music activities: The learner sings while pulling and pushing.*

- Environmental Activities: The learner pulls and pushes in different levels, directions and pathways.
- Religious Activities: The learner applies values during group work.

Suggested learning resources

- old magazine ,newspaper based on pushing and pulling, scissors, adhesive.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.2 Drawing and Painting (14 lessons) <i>-drawing</i> <i>-painting</i> <i>-colour mixing</i>	By the end of the sub strand, the learner should be able to: a) identify materials for colour mixing b) mix colours using spraying and blowing techniques, c) draw a simple picture using regular and irregular shapes (for learners with low vision) d) arrange a simple picture using regular and irregular shapes (for learners with blindness) e) create a painting for self-expression (for learners with low vision) f) describe colours arrangement of the different regular and	<ul style="list-style-type: none"> ● Learners with low vision are guided to watch videos on digital devices with assistive technology to recognise how to mix colour by spraying and blowing technique while learners with blindness listen to video clips accompanied with verbal description to recognize how to mix colours by spraying and blowing. ● Learners with low vision are guided to spray colours randomly using recyclable old brushes/improvised brush and clean the hands after the activity while learners with blindness are given one on one demonstration and verbal description to spray colour randomly. ● In groups learners with low vision are guided mix the colour by blowing randomly using straws, biro pen tube among others while observing safety 	1. Why is it important to clean the brush after painting?

		<p>irregular shapes,(for learners with blindness)</p> <p>g) value made pictures for expression.</p>	<p>while learners with blindness are given one on one demonstration to mix colours by blowing randomly.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to draw and colour a simple composition using regular and irregular shapes while learners with blindness are given one on one demonstration to arrange a simple composition using regular and irregular shapes. ● Learners with low vision are guided to paint a picture creatively for expression while learners with blindness describe colour arrangement of the different regular and irregular shapes ● Learners are guided to display their work for peer feedback. 	
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Core Competencies to be developed:

- Communication and collaboration: The learner watch videos to recognise how to mix colour by spraying and blowing technique,
- Creativity and imagination: The learner explores colours mixing techniques in painting.

Values:

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

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested Learning Resources

paints, brushes, spur wheel, water, digital devices with assistive technology, objects with regular and irregular shapes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Execution	1.3 Rhythm and pattern making (18 lessons) <ul style="list-style-type: none"> ● <i>Short and long sounds</i> ● Body Percussion- <i>clapping, tapping, snapping, stamping</i> ● print making ● pattern making 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify different sound durations in simple songs, b) create a simple rhythmic pattern using long and short sounds, c) play rhythmic accompaniments to simple songs, d) move in rhythm around basic shapes drawn on the floor, e) make a random repeat patterns using found objects, f) appreciate creating rhythms and patterns. 	<ul style="list-style-type: none"> ● Learners are guided to sing simple songs for familiarization of short and long sounds in rhythmic patterns. ● Learners are guided to listen to or watch live or recorded performances of songs on digital devices with appropriate assistive technology and clap simple rhythmic patterns (short and long sounds). Learners with blindness are provided with verbal description of the visual elements and then clap simple rhythmic patterns. (short and long sounds). ● In groups, learners are guided to take turns to recite long and short French rhythm names. 	How are rhythms created?

			<p>(taa, ta-te, ta-aa, ta-aa-aa-aa).</p> <ul style="list-style-type: none"> ● Learners are guided to use short and long sounds to create simple rhythmic patterns. (taa, ta-te, ta-aa, ta-aa-aa-aa). ● Learners are guided to play simple rhythmic accompaniments to accompany simple familiar songs (body percussions- · by skipping, sliding or galloping while observing safety). ● In groups, learners are guided to recite short and long sounds using French rhythm names. ● In groups, learners are guided to recite, clap, tap snap, stamp game chants to provide rhythmic accompaniments. ● Learners are guided to use digital devices with assistive technology to explore virtual 	
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			<p>sources to identify a random and an all over pattern.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to hand print creatively on a paper or fabric to create a random repeat pattern using hand while learners with blindness manipulate a tactile diagram of hand print done on a paper or a fabric. ● In groups or in pairs, learners with low vision print an all over repeat pattern alternating colours to suggest rhythm, using <ul style="list-style-type: none"> - a leaf - block (banana stalk, maize cob, among others) while learners with blindness 	
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			manipulate a tactile diagram depicting repeated patterns.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: The learner creates simple rhythmic patterns using short and long sounds. ● Self- efficacy: The learner confidently plays rhythmic accompaniment to familiar songs. ● Critical thinking and problem solving: The learner in groups, draws geometric basic shapes on the ground and moves in rhythm on the shapes drawn. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner takes care of the digital devices as they record the rhythmic chant performances for future use. ● Respect: The learner gives chance to peers as they take turns to recite short and long sounds using French rhythm names. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life skills: The learner applies skills acquired to safely and rhythmically move while skipping, sliding and galloping around basic shapes drawn on the ground. ● Social cohesion: The learner portrays team spirit as they work with peers to recite short and long sounds using French rhythm names. 				
<p>Link to other learning areas:</p> <p>Mathematics: The learner applies knowledge and skill gained in Mathematics to count and maintain the beat as they move in rhythm on the shapes drawn to accompany a familiar song.</p>				

Suggested learning resources

Digital devices with assistive digital technology (laptop, tablets, smart phones, tablets, projector, paper).

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Execution	1.4 Skipping (14 lessons) <ul style="list-style-type: none"><i>forward, backward, right, left, straight line, curved, circular, zigzag</i>	By the end of the sub strand, the learner should be able to: a) identify different ways of skipping in different directions b) skip in different directions for skill acquisition, c) make patterns while skipping in different ways, d) appreciate skipping in different directions for balance and strength.	<ul style="list-style-type: none">Learners are guided to skip and talk about the different directions of skipping for body awareness.Learners are guided to skip in different levels and directions (low, medium, and high, forward, backward, to the right, to the left). Learners with blindness are guided to skip in different directions with one on one demonstration and verbal description.Learners are guided to skip in different levels and directions (low, medium, high, forward,	How is skipping done?

			<p>backward, to the right, to the left). Learners with blindness are given one on one demonstration on how to skip in different levels and directions.</p> <ul style="list-style-type: none"> ● Learners are guided to skip in different pathways (straight line, curved, circular, and zigzag). Learners with blindness are given one on one demonstration to skip on different pathways. ● learners are guided to skip while making patterns. (Line pattern and geometric shapes). Learners with blindness are given one-on-one guidance to skip while making patterns. ● Learners with low vision are guided to sing a song while skipping. Learners with blindness are given one on one support to sing action songs while skipping. ● Learners are guided to observe rules and safety while playing games involving skipping. 	
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			<ul style="list-style-type: none"> ● In groups, learners sing action songs while skipping in different ways for enjoyment. Learners with blindness are given one on one support to kip in different directions for enjoyment 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity and imagination: A learner develops flexibility as they individually skip in different directions and observes peers as they skip. ● Self- efficacy: A learner develops knowing self as they individually skip confidently in different directions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: A learner shows equality as they give chances to each individual displaying calmness and observes rules while playing games. ● Patriotism: A learner displays dedication as they individually observe rules while playing games. 				
<p>Pertinent and Contemporary Issues: Socio-economic and environmental issues: Gender issues in education; A learner’s show respect for all the gender while observing rules when playing games.</p>				
<p>Link to other learning areas: Language Activities: Learners apply the skill learnt in language activities when singing action songs while skipping.</p>				

Suggested learning resources:

Open space, field markers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.5 Collage (10 lessons) <ul style="list-style-type: none">• Pasting• Cutting• drawing	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none">a) identify materials to be used in a collage,b) prepare materials for making the collage,c) create a collage for self-expression,d) appreciate using collage as an art of self-expression.	<ul style="list-style-type: none">• Learners with low vision are guided to observe images of simple collage in appropriate font size and colour contrast from actual or virtual environment on digital devices with appropriate screen resolution for motivation to make a collage while learners with blindness are guided to manipulate materials to be used in collage with one on one support and verbal description.• Learners are guided to collect varied materials for making collage while observing safety precautions. The learners with blindness are provided with one on one support and verbal	What materials can be used to make a collage?

			<p>description on the visual aspect of the activity.</p> <ul style="list-style-type: none"> ● Learners are guided to sort out materials to make the collage. ● Learners with low vision are guided to outline a simple picture to guide the pasting of materials ● Learners are guided to collaboratively paste the different materials on the outlined forms. ● Learners are guided to show and talk about their own and others' collage, work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: as the learner work collaboratively to paste the different materials on the outlined forms, ● Self-efficacy: as the learner express themselves about their artwork during display sessions 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: learner reusing recycling waste materials from the environment, ● Love: learners show and talk about own and others' collage, work 				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.</p>				

Link to other learning areas:

- Environmental Activities: learner use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- Language activities: the word Collage can be included in the vocabulary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Creating and Executing</p>	<p>1.6 Melody (18 lessons)</p> <p><i>Variation in:</i></p> <ul style="list-style-type: none"> ● <i>rhythm, - tempo (slow and fast),</i> ● <i>volume, (loud and soft)</i> ● <i>text,</i> ● <i>pitch</i> 	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify variations in simple tunes, improvise simple melodic variations to familiar tunes as a foundation of melodic composition, create melodic patterns using improvised percussions, apply performance directions in simple tunes, 	<ul style="list-style-type: none"> ● Learners with low vision are guided to listen to or watch live or recorded performances of simple songs and talk about melodic variations, (change of rhythm, change of tempo, change of volume intensity, change of text, change of pitch) while learners with blindness listen to live or recorded performance of simple songs accompanied with precise verbal descriptions on the aspects that require use of sight and then talk about variations. ● In groups, learners are guided to find out from print or braille material and electronic media with assistive technology different 	<p>Why are variations made in a song?</p>

		<p>e) enjoy creating melodies using different variation techniques.</p>	<p>simple ways of varying melodies (change of rhythm, change of tempo, change of volume intensity, change of text, change of pitch).</p> <ul style="list-style-type: none"> ● In groups, learners are guided to sing simple familiar tunes using various variations. (change of rhythm, change of tempo, change of volume intensity, change of text, change of pitch). ● Learners are guided to create melodic patterns from differently pitched objects such as voice and tuned percussion (bottles filled with water to different levels or two-tone wood blocks). ● In groups, learners are guided to perform the improvised melodies observing performance directions: tempo (slow and fast), dynamics: (loud and soft). ● Learners are guided to perform and record with digital devices with assistive technology created melodies before an audience for feedback. 	
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Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other subjects:

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

Suggested learning resources

Digital devices with assistive digital technology (tablet, laptop, projector, woofer, smartphone, radio recorder), manila paper, marker pens, pair of scissors.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Weaving (14 lessons) - Plain paper weave	By the end of the sub-strand, the learner should be able to: a) identify samples of plain weaves of varied materials and colours b) prepare the papers for weaving, c) create a plain weave paper in two colours d) display, talk about own and others' work	<ul style="list-style-type: none"> ● Learners are guided to use digital devices with appropriate assistive technology to download a variety of virtual or recorded clips of plain weaves of varied materials and colours. ● Learners are guided to prepare weaving paper frames by cutting slits. Learners with blindness are given one on one demonstration alongside clear verbal descriptions. ● Learners are guided to cut paper strips for interlacing through the slits and dispose of waste. Learners with blindness are given one on one support to cut paper strips. ● Learners are guided to interlace the strips by running over and under the slits on the paper frame to make a paper mats in two colours, ● Learners with low vision work with learners with blindness to experiment 	1. What is the process of plain paper weaving?

			<p>making paper weaves with different colours.</p> <ul style="list-style-type: none"> • Learners are guided to showcase their plain weaves and ask their peers to comment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: learner design aesthetically pleasing plain paper weave. • Learning to learn: The learner acquires new skills of interlacing to make a woven item. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner disposes off paper cuttings after weaving. • Social justice: The learner shares tools with peers as they weave. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Cultural Appreciation: learners appreciate weaving as a traditional craft. 				
<p>Link to other learning areas: Environmental activities: The learner disposes of waste to maintain the environment.</p>				
<p>Suggested learning resources papers, scissors, resource person, digital devices with assistive technology.</p>				

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to draw and paint 4 simple pictures.	Draws and paints 4 simple pictures.	Draws and paints 3 simple pictures.	Draws and paint 2 simple pictures.	Draws and paints 1 simple picture or none.
Ability to create 4 simple rhythmic pattern using long and short sounds,	Creates 4 simple rhythmic patterns using long and short sounds.	Creates 3 simple rhythmic patterns using long and short sounds.	Creates 2 simple rhythmic patterns using long and short sounds.	Creates 1 simple rhythmic pattern using long and short sounds or none.
Ability to skip in 4 different directions	Skips in 4 different directions	Skips in 3 different directions	Skips in 2 different directions	Skips in 1 direction or none.
Ability to create 4 melodic patterns using improvised percussions	Creates 4 melodic patterns using improvised percussions	Creates 3 melodic patterns using improvised percussions	Creates 2 melodic patterns using improvised percussions	Creates 1 melodic pattern using improvised percussion or none.

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.1 Rounds (18 lessons)	By the end of the sub strand, the learner should be able to: a) identify a variety of rounds in music, b) sing own part in a round on a specific theme for skill development, c) apply appropriate performance techniques in a round, d) appreciate singing rounds for enjoyment.	<ul style="list-style-type: none"> ● Learners using digital devices with appropriate assistive technology download a variety of virtual or recorded clips on simple rounds and talk about the round songs, ● learners are guided to sing their own part in a round on a specific theme for skill development ● In groups, learners are guided to sing rounds with appropriate body movements (swaying, clapping, snapping, walking, turning, jumping, swinging or tapping) learners with blindness are given one on one demonstration on appropriate body movements such as swaying, singing. ● learners are guided to take turns to sing the round as others give feedback and record for future reference. 	<ol style="list-style-type: none"> 1. How do you perform a round song? 2. How do we make mats?

Core Competencies:

- Communication and collaboration: A learner develops listening skills as they individually listen to a round song on a specific theme and practice singing it back.
- Self- efficacy: A learner develops knowing self as they in groups sing confidently their own part in rounds on a specified theme.

Values:

- Responsibility: A learner displays diligence as they sing their own part in rounds.
- Unity: A learner shows cooperation as they collaborate with peers in singing their own part in rounds.

Pertinent and Contemporary Issues:

- Life skills: A learner enhances confidentiality as they interact with peers during music clubs and societies when in school.

Link to other learning areas:

Language Activities: Learners apply the knowledge learnt in languages to write and read using appropriate writing equipment such as braille machines, slates and stylers and large printed books to read and write the text of the round songs phrase by phrase.

Suggested learning resources:

Open space, improvised instruments.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.2 Galloping (14 lessons) <i>Directions: forwards, left and right.</i> <i>Patterns: straight, curved, circular and zigzag.</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify different directions of galloping for agility and coordination, perform galloping in different directions for skill acquisition enjoy playing galloping games while moving in different directions. 	<ul style="list-style-type: none"> Learners with low vision are guided to observe video or demonstrations of galloping and talk about the body movement while learners with blindness are guided to listen to video clips or are given one on one demonstrations of galloping. Learners are guided to demonstrate galloping. Learners with low vision are guided to practise galloping in different directions. while learners with blindness are given one on one demonstration on galloping in different directions. Learners with low vision are guided to practice galloping to make patterns while learners with 	<p>Which animals use galloping movement?</p>

			<p>blindness are given one on one demonstrations on galloping.</p> <ul style="list-style-type: none"> • Learners are guided to play games while galloping in different directions and give self and other group members feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners: learner focusses on practising galloping skills by accepting feedback from peers. • Communication and collaboration: The learner interacts with peers while playing games that involve galloping. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner portrays respect in providing positive feedback to peers during practise of galloping activity. • Respect: The learner allows other chances while demonstrating galloping skills. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social cohesion: The learner embraces own and others performance during practise of galloping.</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Environmental activities: The learner learns about directions. • Religious activities: learner learns positive values while providing feedback to peers. 				

Suggested learning resources

open field, mats, resource persons, digital devices with assistive technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Display	2.3 Sculpture (Toy Assemblage) (14 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise toys made by assemblage, b) explore tools, and material for assemblage, c) make toys by combination of different materials, d) d) enjoy making and playing with the toys.	<ul style="list-style-type: none">● Learners with low vision are guided to observe actual samples provided in appropriate print or virtual samples on digital devices with appropriate screen resolution, of playing toys and dolls made by assemblage while learners with blindness are guided to manipulate actual samples of playing toys made by assemblage or are provided with verbal description of the visual aspects of the virtual samples.● Learners are guided to collect and sort different recyclable material assemblage of toys or dolls, as they observe safety precautions.	<ol style="list-style-type: none">1. What local materials can be used to make a toy?2. How can one join different materials to make a toy?

- Learners with low vision are guided to assemble the materials to get the structure of the doll or toy while learners with blindness are guided on how to assemble the materials to get the structure of the doll with one on one support and verbal description of the visual aspects of the activity.
- Learners with low vision are guided to add details to enhance the features of the toy or doll while learners with blindness are guided to add details to enhance the features of the toy or doll with one on one support and verbal description of the visual aspects of the activity.
- Learners are guided to use the toys or doll to play and sing with peers for enjoyment,

Core Competencies to be developed:

- Communication and collaboration: The learner works together to collect and sort different recyclable material assemblage of toys or dolls.

- Creativity and imagination: The learner assemble the materials to get the structure of the doll or toy,

Values:

- Respect: The learner gives positive feedback as they display items made.
- Unity: The learner in groups, collect and sort different recyclable materials

Pertinent and Contemporary Issues:

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

Link to other learning areas:

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

Suggested learning resources

doll, toys, resource persons,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.4 Forward Roll and V-balance</p> <p>(14 lessons)</p> <p><i>Materials: coloured papers, pieces of clothes and any other suitable material.</i></p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) identify body parts using for performing forward roll and V-balance</p> <p>b) make markers for use during forward roll and V-balance performance (for learners with low vision)</p> <p>c) Make markers for use during forward roll and V-balance performance using enhanced tactile materials. (learners with blindness)</p>	<ul style="list-style-type: none"> ● Learners are guided to use digital devices with assistive technology search, download and watch or listen to video clips to identify body parts which assist in performing gymnastics. (forward roll land V-balance) ● Learners with low vision are guided perform forward roll and talk about different ways the body moves (forward, backward, left, and right), while learners with blindness are given one on one demonstrations on performance of forward roll in different directions. ● Learners with low vision are guided perform “V” balance balance and clearly talk about different ways the body faces, (forward, backward, left, and right), while learners with blindness are given one on one 	<p>How can forward roll and V balance be used to improve flexibility and balance?</p>

		<p>d) perform forward roll for skill acquisition</p> <p>e) perform V-balance for skill acquisition,</p> <p>f) enjoy performing forward roll and V-balance in for flexibility and balance.</p>	<p>demonstration on performing V-balance and talk about different ways the body faces,</p> <ul style="list-style-type: none"> ● In groups, learners be guided to identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (coloured papers, pieces of clothes and any other suitable material), ● In groups, learners with low vision are guided to improvise the markers using the collected reusable materials and paint them. Learners with blindness are given one on one support when improvising the markers using the collected materials. ● Learners with low vision are guided to use the improvised markers in the field and perform forward roll and V-balance: 	
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			<p>- forward roll (forward, left, and right), - V-balance (forward, left, and right), while learners with blindness are given one on one demonstrations and guidance to use the improvised markers to perform forward roll and V- balance activities.</p> <ul style="list-style-type: none"> ● Learners are guided to listen to instructions and observe demonstrations while learners with blindness are given one on one demonstrations as they emulate the instructor. ● In groups, learners are guided to enjoy performing forward roll and V-balance for peer assessment. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: A learner develops originality in groups as they create safe and simple games for playing. ● Communication and collaboration: A learner develops listening and speaking skills as they speak clearly while identifying body parts that assist in performing forward roll and V balance. ● Digital literacy: A learner develops connecting using technology as they search, download and watch video clips on forward roll and V balance. 				

Values:

- Responsibility: A learner shows accountability as they observe safety precautions for self and others while performing forward roll and playing simple games.
- Unity: A learner displays cooperation and team spirit while playing safe and simple games with others.

Pertinent and Contemporary issues:

- Life skill: A learner enhances tolerance as they take turns while identifying body parts that assist while performing forward roll and V balance.

Link to other learning areas:

- Language activity: Learners apply the knowledge learnt in language activity when listening and speaking while identifying body parts that assist in performing forward roll and V balance.

Suggested learning resources:

Plastic bottles and containers, markers, field markers, open space.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.5 Playing String Musical Instruments (14 lessons) – <i>fiddles/ground bows/mouth bow</i>	By the end of the sub strand the learner should be able to: a) identify string musical instruments from diverse Kenyan communities, b) improvise a string musical instrument using locally available materials, c) play an improvised string instrument for enjoyment, d) appreciate string instruments from diverse Kenyan communities.	<ul style="list-style-type: none"> ● Learners with low vision are guided to watch live or recorded Kenyan instrumental performances and identify single string instruments (fiddles, ground bows and mouth bows) while learners with blindness listen to Kenyan instrumental performances and identify single string instruments and are provided with a verbal description of live performance of recorded Kenyan performance. ● Learners are guided to discuss the various local names of Kenyan single string instruments, (fiddles, ground bows and mouth bows) learners 	1) Which locally available materials can we use to make string instruments? 2) Which methods are used in playing string instruments?

			<p>with blindness are given verbal descriptions of instruments.</p> <ul style="list-style-type: none"> ● Learners are guided to imitate playing a single string instrument. ● Learners are guided to discuss simple reusable materials, identify materials for improvising a single stringed musical instrument (plastic bottles, strings, sticks among others). ● Learners are guided to improvise a Kenyan single string instrument (fiddles, ground bows and mouth bows). ● Learners are guided to make a simple string instrument using assemblage technique. ● Learners with low vision are guided to practise the skills of plucking/ striking/ bowing/ strumming the string instrument. Learners with blindness are given one on one demonstration and support when practising the 	
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			<p>skill of plucking/ striking/ bowing/ strumming the string instrument.</p> <ul style="list-style-type: none"> ● Learners are guided to play the improvised string instrument. (apply the skills of striking, plucking, bowing and strumming) for fluency and enjoyment, ● Learners are guided to use digital devices with assistive technology to record the played string instruments for enjoyment. 	
<ul style="list-style-type: none"> ● Core Competencies to be developed: ● Communication and collaboration: A learner develops listening and speaking as they watch or describes or listens to the recordings to identify the string instruments visually and aurally. Creativity and imagination: A learner develops originality as they improvise string instruments using assemblage. ● Self- efficacy: A learner develops knowing self as they improvise string instruments to accompany singing games. ● Critical thinking and problem solving: A learner develops researching skills as they discover ways of making string instruments and apply the skills of plucking, strumming, bowing and striking. ● Digital literacy: A learner develops interacting with digital technology as they use digital devices with assistive digital technology to record and play string instruments. 				

Values:

- Responsibility: A learner displays accountability as they observe safety precautions while making string instruments.
- Social justice: A learner shows equity as they share resources equitably while improvising traditional string instruments to accompany singing games.
- Patriotism: A learner displays loyalty as they use string instruments to accompany singing games from diverse Kenyan communities.
- Unity: A learner displays cooperation as they collaborate while using digital devices with assistive technology to record and play string instruments for enjoyment.

Pertinent and Contemporary Issues:

- Socio- economic and environmental issues: A learner identifies locally available materials to be used to improvise string instruments.
- Safety and security: A learner takes cognizance of their safety as they assemble, make instruments and share materials.

Link to other subjects:

Environmental activities: The learner identifies string instruments from different Kenyan communities.

Suggested learning resources

Digital devices with assistive technology(projector, smartphones, tablets) sticks, wood, strings/ tendons, wires, nails, knife, plastic/ metallic containers, manila paper, pencils

Strand	Sub strand	Specific learning Objectives	● Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Performing and Display	2.6 Modelling and Ornament Making. (10 lessons)	By the end of the sub strand the learner should be able to: a) identify modelled beads for familiarity, b) model beads using pellet technique, c) decorate the beads d) make a beaded ornament, e) appraise own and others modelled items for appreciation.	<ul style="list-style-type: none"> ● Learners are guided to explore virtual and actual samples of modelled beads while learners with blindness are given description of virtual aspects that require use of sight. ● Learners with low vision are guided to model beads using pellet technique. Learners with blindness are given one on one demonstration to model beads using pellet technique. ● In groups, learners are guided to decorate the beads. ● In groups, learners are guided to model. 	How are ornaments made?

			<ul style="list-style-type: none"> ● Learners with low vision paint the beads in two different colours while learners with blindness manipulate the modelled beads and describe their texture. ● Learners are guided to display items made for peers' feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: A learner works together to prepare clay or peppier Mache for modelling items. ● Creativity and imagination: A learner develops creativity to make a single stranded necklace and a matching bracelet. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: A learner gives positive feedback as they display items made. ● Unity: A learner in groups, prepare clay or peppier Mache for modelling items. ● Patriotism: A learner takes pride in making ornaments using recyclable materials from the local community. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Safety and security: A learner observes their safety as they fire the clay beads in an improvised kiln. ● Social cohesion: A learner portrays team spirit as they explore pinch and pellet technique to make simple forms in pairs. 				

Link to other subjects:

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

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Gallop in 4 different directions	Galops in 4 different directions.	Galops in 3 different directions.	Galops in 2 different directions.	Galops in 1 different direction or none.
Ability to make 4 toys.	Makes 4 toys.	Makes 3 toys.	Makes 2 toys.	Makes 1 toy or none.
Ability to improvise 4 string musical instrument using locally available materials,	Improvises 4 string musical instrument using locally available materials,	Improvises 3 string musical instrument using locally available materials,	Improvises 2 string musical instrument using locally available materials,	Improvises 1 string musical instrument using locally available materials or none.

Ability to make a beaded ornament	Makes a fully beaded ornament	Makes a half beaded ornament	Makes a quarter beaded ornament	Makes an eighth beaded ornament or none
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STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation	3.1 The Kenya National Anthem (14 lessons) <ul style="list-style-type: none"> ● National Anthem observing anthem etiquette, (<i>stand and face the flag if there is one, stand at attention among others</i>) ● occasions when the Kenyan national flag is hoisted (<i>during national holidays, on school parades, during nation heads of states</i>) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the text of the first stanza of Kenya National Anthem in Kiswahili, b) describe the message in the Kenya National anthem, c) sing the Kenya National Anthem observing the anthem etiquette, d) appreciate the performance of the Kenya National Anthem for patriotism. 	<ul style="list-style-type: none"> ● Learners are guided to keenly listen to or watch live or recorded performances on digital devices with assistive technology, the first stanza Kenya National Anthem and sing along. ● Learners are guided to write the text of the first stanza Kenya National Anthem and talk about the message of the anthem. ● In groups or in pairs, learners are guided to sing the first stanza of the Kenyan National Anthem in Kiswahili. 	Why is the Kenyan national anthem performed?

	<p><i>meeting among others)</i></p>		<ul style="list-style-type: none"> ● Learners are guided to talk about the special occasions when the Kenyan national anthem is performed (during national holidays, when raising/hosting the Kenyan National flag, during nation head of state meetings). ● Learners are guided to talk about how the Kenyan National Anthem can be performed loudly or softly. ● Learners are guided to take turns to perform the first stanza of the Kenyan national anthem observing anthem etiquette, (stand and face the flag if there is one, stand at attention among others). ● In groups, Learners use digital devices with assistive technology to record the performances and save on a digital portfolio for future reference. 	
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Core Competencies to be developed:

- Communication and collaboration: A learner develop listening and speaking as they listen to, and talk about words of the Kenya National Anthem
- Creativity and imagination: A learner develops making connections as they perform a song using fast and slow body movements making varied patterns.
- Citizenship: A learner develops national and cultural identity as they sing the Kenya National Anthem.

Values:

- Respect: A learner displays patience as they accept and display positive regards for others as they sing the Kenya National Anthem.
- Patriotism: A learner displays loyalty and love for their own country as they sing the Kenya National Anthem.

Pertinent and Contemporary Issues:

Safety and security: A learner enhances safety as they make slow and fast, safe movements with varied patterns.

Life skills: A learner makes appropriate choices of songs and movements they perform.

Link to other learning areas:

Environmental activities: Learners apply knowledge learnt in environmental activities to collect appropriate locally available materials for improvisation of the Kenyan national flag.

Suggested learning resources

Digital devices with assistive technology (tablet, laptop, projector, woofer, smartphone, radio recorder), manila paper, marker pens, pair of scissors,

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

Core Competencies to be developed:

- **Communication and collaboration:** The learner talks about dangers of water points and water bodies in your locality with peers.
- **Learning to learn:** The learner learns to observe safety measures around different water points and water bodies in the locality.

Values:

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

Pertinent and Contemporary Issues:

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

Link to other subjects:

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

Suggested learning resources

swimming costumes, water, picture cut outs.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to describe 4 messages in the Kenya National anthem,	Describes 4 messages in the Kenya National anthem,	Describes 3 messages in the Kenya National anthem,	Describes 2 messages in the Kenya National anthem,	Describes 1 or no message in the Kenya National anthem,
Ability to narrate 4 ways of observing safety around water points and water bodies in your locality,	Narrates 4 ways of observing safety around water points and water bodies in your locality,	Narrates 3 ways of observing safety around water points and water bodies in your locality,	Narrates 2 ways of observing safety around water points and water bodies in your locality,	Narrates 1 way of observing safety around water points and water bodies in your locality or none.

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 Pushing and Pulling</p>	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Audio /visual recordings of music and pushing and pulling skills ● Relevant virtual sites ● Relevant props and costumes ● Resource persons ● braille machines and materials 	<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

				<p>performances and 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
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				<p>choose one suitable 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
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				<p>events such as 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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	1.2 Drawing and Painting	Orals tests Written tests Peer Assessment Field report	<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Pictures ● Reference books ● Resource persons ● Flash cards 	
	1.3 Rhythm and Pattern Making	Aural tests Orals tests Written tests Peer Assessment	<ul style="list-style-type: none"> ● Relevant virtual sites ● Resource persons ● Print and braille Flash cards ● Digital devices with assistive technology ● Pictures and picture descriptions ● Reference books in print and braille ● Audio /visual recordings of music 	

	<p>1.4 Skipping</p>	<ul style="list-style-type: none"> ● Oral tests ● Aural test ● Performance assessment ● Fieldwork reports ● Participatory assessment ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards in print and braille ● Digital devices with assistive technology ● Pictures and picture descriptions ● Reference books in appropriate print and in braille ● Audio /visual recordings of music and skipping skills ● Relevant virtual sites ● Relevant attire ● Open space ● Resource persons 	
	<p>1.5 Collage</p>	<ul style="list-style-type: none"> ● Written tests ● Practical tests ● Peer assessment ● Oral tests ● Field reports 	<ul style="list-style-type: none"> ● Locally available materials ● Reference books in appropriate print and in braille ● Relevant virtual sites ● Flash cards in print and in braille ● Resource persons 	

	1.6 Melody	<ul style="list-style-type: none"> ● Oral test ● Aural tests ● Written tests ● Practical tests ● Peer assessment 	<ul style="list-style-type: none"> ● Flash cards in print and braille ● Audio/visual recordings of songs, ● Song book in appropriate print and in braille ● Digital devices with assistive technology ● Musical instruments ● Reference books in appropriate print and in braille ● Relevant virtual sites 	

	1.7 Weaving	<ul style="list-style-type: none"> ● Written tests ● Practical tests ● Peer assessment ● Oral tests ● Field reports 	<ul style="list-style-type: none"> ● Reference books in appropriate print and in braille ● Relevant virtual sites ● Flash cards in print and in braille ● Resource persons ● Locally available materials 	
Performing and Display	2.1 Rounds	<ul style="list-style-type: none"> ● Oral tests ● Practical tests ● Fieldwork reports ● Peer Assessment 	<ul style="list-style-type: none"> ● Open space ● Resource persons ● Audio /visual recordings of rounds ● Flash cards in print and in braille ● Digital devices with assistive technology ● Musical instruments ● Relevant props and costumes ● Reference books in print and in braille ● Relevant virtual sites 	

	2.2 Galloping	<ul style="list-style-type: none"> ● Demonstrations ● Peer assessment ● Practical tests ● Fieldwork reports 	<ul style="list-style-type: none"> ● Safe space or playground ● Digital devices with assistive technology ● Reference books in print and in braille ● Relevant virtual sites 	
	2.3 Sculpture	<ul style="list-style-type: none"> ● Written tests ● Practical tests ● Peer assessment ● Oral tests ● Field reports 	<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Reference books in print and in braille ● Relevant virtual sites ● Locally available materials in print and in braille ● Resource persons 	
	2.4 Forward Roll and V-balance	<ul style="list-style-type: none"> ● Demonstrations ● Peer assessment ● Practical tests ● Fieldwork reports ● Participatory assessment 	<ul style="list-style-type: none"> ● Flash cards in print and in braille ● Digital devices with assistive technology ● Musical instruments 	

			<ul style="list-style-type: none"> ● Pictures and picture descriptions ● Reference books in print and in braille ● visual recordings of gymnastic performance ● Relevant virtual sites ● Reusable locally available material for making improvised makers 	
	<p>2.5 String Musical Instrument</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"> ● Open space ● Reusable locally available material for making improvised fiddle, musical bows and mouth bows ● Resource persons ● Visual recordings of musical instrument ● Flash cards in print and in braille 	

			<ul style="list-style-type: none"> ● Digital devices with assistive technology ● Musical instruments (fiddle, musical bows and mouth bows) ● Pictures in appropriate print and picture description ● Reference books in print and in braille 	
	<p>2.6 Modelling and Ornament Making</p>	<ul style="list-style-type: none"> ● Written tests ● Practical tests ● Peer assessment ● Oral tests ● Field reports 	<ul style="list-style-type: none"> ● Relevant virtual sites ● Pictures in appropriate print and in braille ● Reference books in print and in braille ● Flash cards in print and in braille ● Digital devices with assistive technology ● Locally available materials in print and in braille 	

			<ul style="list-style-type: none"> ● Resource persons 	
3.0 Appreciation	3.1 The Kenya National Anthem	<ul style="list-style-type: none"> ● Oral tests ● Aural tests ● Written tests ● Peer assessment ● Practical tests ● Participatory assessment ● Peer assessment ● Fieldwork reports 	<ul style="list-style-type: none"> ● Flash cards ● Digital devices with assistive technology ● Musical instruments ● Pictures in appropriate print and picture descriptions ● Reference books in print and in braille ● Audio /visual recordings of the Kenya National Anthem ● Relevant virtual sites ● Relevant props and costumes ● Resource persons ● Reusable locally available material for making improvised Kenyan national flag 	

	3.2 Water Safety Awareness	<ul style="list-style-type: none"> ● Oral presentations ● Peer assessment ● Practical tests ● Fieldwork reports ● Participatory assessment 	<ul style="list-style-type: none"> ● Pictures of water bodies ● Digital devices with assistive technology ● Pictures and picture descriptions ● Reference books n print and in braille ● ● Relevant virtual sites 	
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COMMUNITY SERVICE LEARNING (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.