



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

LOWER PRIMARY SCHOOL

CREATIVE ARTS ACTIVITIES GRADE 1  
CURRICULUM DESIGN



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### LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons
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
<b>Total</b>		<b>31</b>



## **NATIONAL GOALS OF EDUCATION**

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

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

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

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

#### **a) Social Needs**

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

#### **b) Economic Needs**

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

#### **c) Technological and Industrial Needs**

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

### **3. Promote individual development and self-fulfilment**

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



**4 Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

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



## **LEVEL LEARNING OUCOMES**

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) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Develop one's interests and talents for personal fulfilment.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living.

## **ESSENCE STATEMENT**

The Creative Arts Activities learning area encompasses Music, Art and Craft and Physical Education. 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 Creative Arts Activities 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 Physical Education Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Artworks, Music and Physical Education Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Physical Education Activities of self and others,
- d) create Artworks, perform Music and Physical Education Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Artworks, Music and Physical Education 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

<b>Strand</b>	<b>Sub Strand</b>
<b>Creating and Exploration</b>	1.1 Musical Sounds
	1.2 Drawing
	1.3 Rhythm
<b>Performing and Display</b>	2.1 Stretching
	2.2 Jumping
	2.3 Western Style Singing Games
	2.4 Throwing and Catching
	2.5 Rolls and Balances
	2.6 Water Safety
	2.7 Playing Musical Instrument
<b>3.0 Appreciation</b>	3.1 Western Style Singing Game



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>1.0 CREATING AND EXPLORATION</b>	<b>1.1 Musical Sounds</b> (19 lessons)	By the end of the sub strand, the learner should be able to: a) identify sounds in their immediate environment for aural discrimination, b) imitate sounds in their immediate environment for enjoyment, c) make decorated paper masks using mosaic technique for performing songs, d) sing songs that involve sounds from their immediate environment,	Learner is guided to: <ul style="list-style-type: none"><li>● walk around the school environment in groups and listen critically to different sounds (<i>birds, animals and objects</i>)</li><li>● watch or listen to recorded clips of various sounds of birds, animals and objects and identify <i>highness or lowness of sounds, loudness or softness of sound, and repetitiveness of sounds,</i></li><li>● observe pictures of various animals, birds and objects and identify the sounds they produce,</li><li>● in pairs, use flash cards or pictures of birds, animals or objects and take turns to imitate the various sounds they produce,</li><li>● in turns, role play to express self by imitating the identified sounds of birds, animals and objects,</li></ul>	What produces sounds in our environment?



		<p>e) make body movements, to respond to musical sounds in songs,</p> <p>f) appreciate imitating sounds in their immediate environment for social</p>	<ul style="list-style-type: none"><li>● individually, interact with digital devices to record imitated sounds of birds, animals and objects,</li><li>● individually, listen actively to recorded and/or live performances of songs containing various sounds of birds, animals or objects,</li><li>● individually listen keenly to and sing back familiar songs sung to them on various sounds of birds, animals and objects,</li><li>● perform songs that involve various sounds of animals, birds and objects accompanying with appropriate actions (<i>jumping , skipping, limping, sliding, galloping</i>)</li><li>● select appropriate locally available material to be used in making decorated paper masks of birds, animals and objects,</li><li>● make paper masks of birds, animals and objects to be used in</li></ul>	
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			<p>performing musical sounds using mosaic technique,</p> <ul style="list-style-type: none"><li>● in groups, use appropriate costumes and props (<i>coloured paper masks of birds, animals and objects</i>) to perform the songs with sounds from the environment,</li><li>● record their performances using digital devices and save them on a digital portfolio for future reference.</li></ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"><li>● Communication and collaboration: The learner listens keenly to and sings back familiar songs sung to them.</li><li>● Creativity and imagination: The learner performs songs that involve various sounds of animals, birds and objects accompanied with appropriate actions.</li><li>● Self efficacy: The learner confidently expresses self by imitating sounds of birds, animals and objects in their environment.</li><li>● Digital literacy: The learner records their performances using digital devices and saves on a digital portfolio for future reference.</li></ul>				

**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:**

- 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 expresses self by 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.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>1.0 CREATING AND EXPLORATION</b>	<b>1.2 Drawing</b> <b>(19 lessons)</b>	By the end of the sub strand the learner should be able to: a) identify various lines in the environment, b) make various line formations when singing songs, c) model lines found in the environment using rolling technique, d) draw lines found in the environment, e) appreciate varied lines found in the environment.	Learner is guided to : <ul style="list-style-type: none"><li>● observe various objects in the environment and mention various lines found on the objects (<i>straight, wavy, zigzag and curved lines</i>),</li><li>● in groups to brainstorm on the lines found in the environment,</li><li>● in groups, listen to or watch recorded or live performances of songs on different kinds of lines</li><li>● in groups, listen to songs on different kinds of lines and practise singing phrase by phrase with appropriate movements,</li><li>● in groups, make various line formations when singing songs (<i>straight, wavy, zigzag and curved lines</i>)</li><li>● in pairs, to arrange objects found in the environment to creatively form lines,</li></ul>	How do we use lines?



			<ul style="list-style-type: none"><li>● in groups, to sing songs on various lines learnt,</li><li>● make pattern formations in straight, wavy, zigzag and curved lines as they sing action songs,</li><li>● select appropriate locally available materials for modelling,</li><li>● individually use the rolling technique to model various lines found in the environment (<i>straight lines, wavy lines, zigzag lines and curved lines</i>) as they observe hygiene by washing line hands after modelling,</li><li>● select appropriate materials for drawing various lines( <i>coloured pencils, crayons, or any other suitable materials to draw lines found in the environment</i>)</li><li>● draw various lines in the environment (straight lines, wavy lines, zigzag lines and curved lines)</li></ul>	
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			<ul style="list-style-type: none"><li>● display the drawn lines for peers feedback,</li><li>● take photos of their drawings for future reference.</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Creativity and imagination: The learner draws, models different lines and arranges objects to form line patterns.</li><li>● Communication and collaboration: The learner brainstorms in groups and speaks clearly, mentioning lines found in the environment.</li><li>● Digital Literacy: The learner takes photos of their drawings for future reference.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Unity: The learner cooperatively works with others in making pattern formations.</li><li>● Responsibility: The learner cares for resources as they arrange objects found in the environment to creatively form lines.</li></ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"><li>● Health promotion: The learner observes hygiene by properly washing hands after modelling to avoid contacting diseases.</li></ul>				
<b>Link to other learning Areas:</b> <ul style="list-style-type: none"><li>● Mathematics Activities: The learner applies the skills acquired in Mathematics to draw various lines in the environment.</li><li>● English Language Activities: The learner uses language acquired in English to name various lines in the environment.</li></ul>				





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
<b>1.0 CREATING AND EXPLORATION</b>	<b>1.3 Rhythm (19 lessons)</b>	By the end of the sub strand the learner should be able to:  a) identify body percussions that accompany singing, b) use body percussions to maintain the beat while singing simple songs, c) improvise rhythmic accompaniments to simple songs for creativity, d) make body movements in line patterns accompanied with	Learner is guided to:  ● watch live or recorded performances with body percussion accompaniments and identify them ( <i>snapping, clapping, stamping, flapping, smacking, rubbing, clicking, humming, rubbing, flicking, patting</i> ), ● in pairs, practise performing various body percussions to maintain beat, ● individually, use body percussions to accompany familiar songs, ● in pairs, take turns to sing songs accompanied with body percussions to maintain rhythm, ● in groups, perform body movements in different line patterns accompanied with body percussions to maintain rhythm ( <i>line patterns: straight, curved, wavy, zig-zag</i> ;	1) How rhythms are created using the body percussions? 2) How are rhythms improvised?



		body percussions to maintain rhythm, e) appreciate the use of body percussion in creating rhythm.	<i>body movement: walking, jumping, skipping, hopping, leaping, galloping, sliding)</i> <ul style="list-style-type: none"><li>● in groups, improvise body percussive accompaniments to the songs sung and record them using a digital device,</li><li>● in groups, play the recorded performance and give feedback.</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Creativity and imagination: The learner explores parts of the body to create rhythmic accompaniments to various songs.</li><li>● Learning to learn: The learner uses body movements to maintain the beat outside the class alone or with others.</li><li>● Digital literacy: The learner interacts with a digital device to record the beat that accompanies the songs sung.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Social Justice: The learner improvises rhythmic accompaniment using body percussion to songs from diverse Kenyan communities.</li><li>● Responsibility: The learner in pairs sings songs and takes turns to accompany others with body percussions to maintain rhythm,</li><li>● Unity: The learner in groups, plays the recorded performance and gives positive feedback.</li></ul>				
<b>Pertinent and Contemporary Issues:</b> <b>Peace Education:</b> The learner sings familiar songs that convey peace messages.				
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>● Mathematics Activities: The learner applies the skill of counting to maintain beat when practising performing various body percussions.</li></ul>				



- Environmental Activities: The learner applies the knowledge gained on uses of body parts, to maintain the beat using body percussions.

### ASSESSMENT RUBRIC

<b>LEVEL INDICATOR</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify and imitate sounds in their immediate environment, sing songs and respond with appropriate body movements and make decorated paper masks using mosaic technique for performing songs.	Identifies and creatively imitates various sounds in their immediate environment, expressively sings songs and responds with appropriate body movements and creatively makes decorated paper masks using mosaic technique for performing songs	Identifies and imitates sounds in their immediate environment, sings songs and responds with appropriate body movements and makes decorated paper masks using mosaic technique for performing songs	Identifies and imitates a few sounds in their immediate environment, sings songs and responds with appropriate body movements and makes decorated paper masks using mosaic technique for performing songs with a few inaccuracies ( <i>pitch, movements, coordination, maintaining beat, diction, neatness</i> )	Identifies and imitates sounds in their immediate environment only with guidance, sings songs and responds with appropriate body movements and makes decorated paper masks using mosaic technique for performing songs with many inaccuracies.( <i>pitch, movements, coordination, maintaining beat, diction, neatness</i> )
Ability to identify, model and draw lines in their immediate environment, and make pattern	Identifies, creatively sings, models and draws lines in their immediate	Identifies, sings, models and draws lines in their immediate	Identifies, sings, models and draws a few lines in their immediate	Identifies, sings, models and draws lines in their immediate environment only when given hints,



formations on lines with body movements.	environment, and artistically makes pattern formations on lines with body movements.	environment, and makes pattern formations on lines with body movements.	environment, and makes pattern formations on lines with body movements with a few flaws. ( <i>maintaining beat or co-ordination</i> )	and makes pattern formations on lines with body movements with many flaws. ( <i>maintaining beat or co-ordination</i> )
Ability to identify and use body percussions to maintain the beat, improvise rhythmic accompaniments to simple songs and make body movements in line patterns accompanied with body percussions to maintain rhythm.	Identifies and artistically uses body percussions to maintain the beat, creatively improvises rhythmic accompaniments to simple songs and expressively makes body movements in line patterns accompanied with body percussions to maintain rhythm.	Identifies and uses body percussions to maintain the beat, improvises rhythmic accompaniments to simple songs and makes body movements in line patterns accompanied with body percussions to maintain rhythm.	Identifies and uses body percussions to maintain the beat, improvises rhythmic accompaniments to simple songs with a few inconsistencies,( <i>fluency, coordination</i> ) and makes body movements in line patterns accompanied with body percussions to maintain rhythm with a few flaws (maintaining beat, coordination,)	Identifies and uses body percussions to maintain the beat, improvises rhythmic accompaniments to simple songs with a few inconsistencies, ( <i>fluency, and coordination</i> ) and makes body movements in line patterns accompanied with body percussions to maintain rhythm only with assistance.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
<b>2.0 PERFORMING AND DISPLAY</b>	<b>2.1 Stretching</b> (19 lessons)	By the end of the sub strand the learner should be able to:  a) identify the body parts that are involved while stretching for body awareness, b) perform stretching in different directions for flexibility, c) play games that involve stretching for enjoyment, d) sing action songs while stretching in different directions for fitness, e) enjoy stretching in different directions for body fitness.	Learner is guided to: <ul style="list-style-type: none"><li>● sing action songs on body parts that are involved in stretching to identify them,</li><li>● in groups, to stretch and talk about the body parts that are involved while stretching,</li><li>● individually, to creatively stretch in different directions (<i>sideways, forward, backwards, front, upwards</i>),</li><li>● in groups, to stretch in different directions while in different positions (<i>standing, sitting, kneeling and lying</i>),</li><li>● in groups, to practise stretching while in different line formations,</li><li>● in groups, to play simple appropriate games involving stretching skill,</li><li>● individually/groups sing an action song while in different positions</li></ul>	What is the importance of stretching?



			<p>(standing, sitting, kneeling and lying),</p> <ul style="list-style-type: none"><li>● in groups, use digital devices to record performances on stretching for future reference.</li></ul>	
<b>Core Competencies:</b>				
<ul style="list-style-type: none"><li>● Communication and collaboration: The learner listens and actively identifies parts of the body that are in use while stretching.</li><li>● Creativity and imagination: The learner creatively stretches while in different line formations (straight lines, wavy lines, zig-zag lines and curved lines).</li><li>● Digital literacy: The learner interacts with digital devices to download and watch videos on stretching.</li></ul>				
<b>Values:</b>				
<ul style="list-style-type: none"><li>● Responsibility: The learner performs the assigned roles and duties.</li><li>● Love: The learner puts the interest of others before own interest while stretching in different line formations.</li></ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"><li>● Safety and security: The learner stretches to a reasonable limit to avoid injuries while in different line formations.</li><li>● Life skills: The learner sings action songs while stretching for enjoyment.</li></ul>				
<b>Link to other subjects:</b>				
<ul style="list-style-type: none"><li>● Environmental Activities: The learner stretches to different directions of the compass point.</li></ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>2.0 PERFORMING AND DISPLAY</b>	<b>2.2 Jumping</b> (19 lessons)	By the end of the sub-strand the learner should be able to: a) identify different ways of jumping for body agility through practice, b) plait three strand ropes for jumping, c) improvise uprights to be used for jumping, d) jump for height and distance in different ways for skill acquisition, e) sing songs while jumping for height and distance in different ways, f) enjoy jumping for height and distance for	Learner is guided to: <ul style="list-style-type: none"><li>● in groups, jump and clearly talk about different ways of jumping (<i>height and distance</i>),</li><li>● in groups, identify locally available materials and observe safety precautions as you collect them,</li><li>● in groups, improvise:<ul style="list-style-type: none"><li>-<i>uprights (sticks)</i>,</li><li>-<i>3 strand ropes ( recycled material)</i>,</li></ul></li><li>● individually, listen keenly to explanation and observe demonstration on jumping for height and distance,</li><li>● in groups, jump for height in different pathways and directions (<i>forward, backward,</i></li></ul>	When do we jump? How do we jump?



		strength and coordination.	<i>right and left, circular, straight, curved and zigzag</i> ), <ul style="list-style-type: none"><li>● in groups, jump for distance in different pathways and directions (<i>forward, backward, right and left, circular, straight, curved and zigzag</i>),</li><li>● in groups, sing songs while jumping for height and distance in different ways.</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Creativity and imagination: The learner makes cross bars and uprights.</li><li>● Communication and Collaboration: The learner speaks clearly when discussing ways they can jump for distance and heights, and makes cross bars and uprights in groups.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Responsibility: The learner observes safety precautions when collecting appropriate materials.</li><li>● Unity: The learner cooperates with each other while singing appropriate action songs as they jump for height and distance.</li></ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"><li>● Personal hygiene: The learner observes safety while collecting appropriate materials for making jumping apparatus.</li><li>● Self-awareness and self-esteem: The learner jumps for height and distance in different pathways and directions.</li></ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>● Environmental Activities: The learner jumps to different directions of the compass point.</li><li>● Religious Activities: The learner applies values during group work.</li></ul>				





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
<b>2.0 PERFORMING AND DISPLAY</b>	<b>2.3 Western style Singing Games</b>  (19 lessons)	By the end of the sub strand the learner should be able to:  a) identify appropriate singing games in Western style, b) improvise paper costumes for performing Western style singing games, c) sing game songs in Western style, d) make different body movements to accompany the game songs,	Learner is guided to:  ● in groups, watch a live or recorded performance of singing game in Western style while observing: - <i>costumes used</i> , - <i>props</i> , - <i>musical instruments</i> - <i>body movements</i> , ● in groups, identify and collect locally available materials for making simple paper costumes, ● individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, ● in groups, imitate the song sung and body movements used,	1) Which songs are sung during play? 2) What roles do you like taking during playing?



		e) enjoy performing singing games in Western style.	<ul style="list-style-type: none"><li>● in groups, perform appropriate singing games in Western style,</li><li>● individually, make a variety of body movements while performing the singing game making different line formations using the costume (<i>walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding</i>),</li><li>● in groups, take turns to perform different roles while performing the singing game in Western style,</li><li>● in groups, perform singing games in Western style for peer assessment.</li></ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"><li>● Creativity and imagination: The learner creatively makes simple paper costumes using folding, pleating, cutting techniques for performing the singing game.</li><li>● Self-efficacy: The learner makes a variety of body movements which are appropriate while performing the singing game.</li><li>● Learning to learn: The learner performs a variety of singing games in Western style in groups.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Responsibility: The learner takes different roles while performing the singing game.</li><li>● Love: The learner shares and uses appropriate, varied props and costumes in performing the singing game.</li></ul>				



- Unity: The learner works with others in groups.

**Pertinent and Contemporary Issues:**

- Personal hygiene: The learner collects locally available materials for making simple paper costumes.
- Self-awareness and self-esteem: The learner develops self-esteem when making a variety of locomotor and non-locomotor movements which are appropriate while performing the singing game in Western style.
- Ethnic and racial relations: The learner talks about and imitates singing games in Western style in groups.

**Link to other subjects:**

- Language activities: The learner performs the Western style singing game.
- Religious Activities: The learner applies values during group work.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>2.0 PERFORMING AND DISPLAY</b>	<b>2.4 Throwing and Catching</b> (19 lessons)	By the end of the sub strand, the learner should be able to: a) identify materials used to improvise a ball, b) improvise a ball by knotting technique, c) perform throwing and catching a ball for skill acquisition, d) sing action songs while throwing and catching a ball, e) enjoy throwing and catching a ball for fun.	Learner is guided to: <ul style="list-style-type: none"><li>● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>),</li><li>● individually, observe own and others' safety while improvising a ball using knotting technique,</li><li>● individually, display the improvised balls for peer assessment,</li><li>● in pairs, practise throwing and catching an improvised ball,</li><li>● in groups, perform throwing and catching an improvised ball in different directions</li></ul>	Which direction is easier to throw and catch the ball from?



			<p>and pathways (<i>right, left, forwards, backwards, zigzag, linear, curved, circular</i>),</p> <ul style="list-style-type: none"><li>● in groups, sing action songs on throwing and catching a ball while moving in different directions and pathways,</li><li>● play simple games on throwing and catching a ball as they observe rules.</li></ul>	
<b>Core Competencies:</b> <ul style="list-style-type: none"><li>● Self-efficacy: The learner confidently throws and catches the ball.</li><li>● Creativity and imagination: The learner improvises a ball using knotting technique.</li><li>● Learning to learner: The learner rows and catches the ball in different directions of throwing and catching the ball.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Unity: The learner cooperates with others when throwing and catching a ball.</li><li>● Love: The learner shares materials while improvising a ball.</li></ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"><li>● Critical and creative thinking: The learner throws and catches the ball.</li><li>● Environment conservation: The learner uses reusable locally available materials to improvise a ball.</li></ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>● Environmental activities: The learner observes hygiene while using reusable locally available materials to improvise a ball.</li><li>● Religious Activities: The learner applies values during throwing and catching a ball in groups.</li></ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>2.0</b> <b>PERFORMING AND DISPLAY</b>	<b>2.5 Rolls and Balances</b> (19 lessons)	By the end of the sub-strand the learner should be able to: a) identify different directions the body moves and faces when performing log roll and T balance respectively through practice, b) make markers for use during log rolls and T-balance performance c) perform log roll and T-balance in different directions, d) sing action songs while performing log roll and T balance to different directions e) enjoy performing log roll and T-balance in different directions.	Learner is guided to: <ul style="list-style-type: none"><li>● in groups, perform log roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>),</li><li>● in groups, perform T balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>),</li><li>● in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (<i>coloured papers, pieces of clothes and any other suitable material</i>),</li></ul>	1) Which body parts can you use in a log roll? 2) Which body balance do you know?



			<ul style="list-style-type: none"><li>● in groups improvise the markers using the collected reusable materials,</li><li>● in groups, work collaboratively to mark the field using the improvised markers and perform log roll:<ul style="list-style-type: none"><li>- <i>log roll</i> (<i>forward, backward, left, and right</i>),</li><li>- <i>T balance</i> (<i>forward, backward, left, and right</i>),</li></ul></li><li>● in groups, take part in action singing songs while performing log roll and T balance,</li><li>● in groups, perform log roll and T balance for peer assessment.</li></ul>	
<b>Core Competencies:</b> <ul style="list-style-type: none"><li>● Creativity and imagination: The learner identifies simple reusable materials, and improvises markers.</li><li>● Communication and Collaboration: The learner talks about different ways the body moves and faces when performing log roll and T-Balance.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Love: The learner shares simple reusable materials.</li></ul>				



- Unity: The learner works in groups.
- Respect: The learner portrays positive regard for self and others as they work in groups.

**Pertinent and Contemporary Issues:**

- Health promotion issues: The learner observes safety and security when collecting materials to be used.
- Environmental conservation: The learner collects reusable materials.

**Link to other subjects:**

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





Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>2.0 PERFORMING AND DISPLAY</b>	<b>2.6 Water safety (19 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment, b) colour objects that float on water for visibility, c) apply appropriate technique for water entry, d) make line pattern formations and pick coloured objects in shallow ends, e) sing action songs while picking floating objects, f) enjoy picking coloured floating objects in shallow ends while observing safety.	Learner is guided : <ul style="list-style-type: none"><li>● in groups, watch live or recorded activities on picking objects that float on water and talk about them,</li><li>● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - <i>observe safety and hygiene when picking coloured objects.</i></li><li>● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water,</li><li>● individually, step into the water using feet first technique,</li><li>● individually, pick coloured floating objects in shallow ends,</li></ul>	Which objects float in water?



			<ul style="list-style-type: none"><li>● in groups, form line patterns and pick coloured objects in shallow ends,</li><li>● in groups, sing action songs while picking floating objects,</li><li>● individually, pick floating objects in shallow ends for peer assessment.</li></ul>	
<b>Core Competencies:</b> <ul style="list-style-type: none"><li>● Creativity and imagination: The learner uses dry media to colour objects that float on water.</li><li>● Communication and collaboration: The learner in groups make decisions on the line patterns formed when picking coloured objects.</li><li>● Digital literacy: The learner uses a link provided to download recorded clips on picking objects that float on water.</li><li>● Learning to learn: The learner picks floating objects in shallow ends.</li></ul>				
<b>Values:</b> <ul style="list-style-type: none"><li>● Responsibility: The learner observes safety precautions when picking coloured objects.</li><li>● Social justice: The learner shares responsibilities while colouring the objects in groups.</li></ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"><li>● Health promotion: The learner practice good hygiene in water while picking floating objects.</li><li>● Self-awareness and self-esteem: The learner steps into the water using feet first technique, picks coloured floating objects in shallow ends, and sings action songs while picking floating objects.</li></ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"><li>● Environmental Activities: The learner practises good hygiene in water while picking floating objects.</li><li>● Religious Activities: The learner applies values during picking floating objects.</li></ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
<b>2.0 PERFORMING AND DISPLAY</b>	<b>2.7 Playing Musical Instruments</b>  (19 lessons)	By the end of the sub strand the learner should be able to:  a) identify percussion musical instruments for cultural expression,  b) draw a percussion musical instrument from Kenyan community,  c) improvise percussion musical instrument using locally available materials,  d) play improvised percussion instruments while making body	Learner is guided to:  ● in groups, search for percussion instruments from print and electronic media and identify them ( <i>shakers and jingles</i> ),  ● in groups, visit actual or virtual sites to identify percussion instruments ( <i>shakers and jingles</i> ),  ● in groups, watch or observe percussion instruments ( <i>shakers and jingles</i> ),  ● individually, draw a musical instrument from Kenyan community ( <i>shakers and jingles</i> ),  ● in groups, collect and select appropriate locally available materials for improvisation of percussion instruments,  ● individually, assemble materials to improvise shakers or jingles using locally available materials,	1) Which materials can we use to make percussion musical instruments?  2) How can we play percussion musical instruments?



		movement for enjoyment, e) appreciate musical instruments from diverse Kenyan cultural communities.	<ul style="list-style-type: none"><li>● individually, play shakers or jingles to varied rhythms and body movements,</li><li>● in groups, play jingles and shakers to accompany a singing game from diverse Kenyan cultural communities,</li><li>● in groups, positively critique the drawings and improvised percussion musical instruments, and store them for future reference.</li></ul>	
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**Core Competencies:**

- Communication and collaboration: The learner exhibits teamwork as they play jingles and shakers to accompany a singing game performance for enjoyment
- Creativity and imagination: The learner undertakes tasks that require skills to improvise shakers and jingles using locally available materials
- Learning to learn: The learner uses the drawing skills to improvise percussion musical instrument (shakers and jingles)
- Digital literacy: The learner visits actual or virtual sites to identify percussion instruments (shakers and jingles).

**Values:**

- Responsibility: The learner clears the working areas after improvising shakers and jingles using locally available materials and stores them.
- Unity: The learner collaborates and works harmoniously in groups.

**Pertinent and Contemporary Issues:**

- Environmental conservation: The learner responsibly uses locally available materials to improvise percussion instruments
- Self-awareness and self-esteem: The learner draws shakers and jingles for skill acquisition.
- Patriotism and good governance: The learner identifies, improvises and plays instruments from Kenyan communities for cultural expression.

**Link to other subjects:**

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



## ASSESSMENT RUBRIC

<b>LEVEL</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>INDICATOR</b>				
Ability to identify the body parts that are involved while stretching, perform stretching in different directions, play games that involve stretching as a skill, and sing action songs while stretching for fitness.	Identifies a variety of body parts that are involved while stretching, perform stretching in different directions with modifications, play games that involve stretching as a skill, and expressively sing action songs while stretching for fitness.	Identifies the body parts that are involved while stretching, perform stretching in different directions, play games that involve stretching as a skill, and sing action songs while stretching for fitness.	Identifies the body parts that are involved while stretching, perform stretching in different directions, play games that involve stretching as a skill, and sing action songs while stretching for fitness with a few challenges	Identifies the body parts that are involved while stretching, perform stretching in different directions, play games that involve stretching as a skill, and sing action songs while stretching for fitness with many challenges.
Ability to identify different ways of jumping, plait three strand ropes for jumping, improvise uprights to be used for jumping, jump for	Identifies a variety of different ways of jumping, plait three strand ropes for jumping, improvise uprights to be used for jumping, jump for height and distance in different	Identifies different ways of jumping, plait three strand ropes for jumping, improvise uprights for jumping, jumps for height and	Identifies some different ways of jumping, plaits three strand ropes for jumping, improvises uprights for jumping height and distance	Identifies some different ways of jumping, plaits three strand ropes for jumping, improvises uprights for jumping, and jumps for height



height and distance in different ways for skill acquisition, and sing songs while jumping for height and distance in different ways.	ways for skill acquisition and sing action songs while jumping for heights and distance in different ways..	distance in different ways for skill acquisition and sing action songs while jumping for height and distance in different ways..	in different ways for skill acquisition and sings action songs while jumping for heights and distance with a few challenges.	and distance in different ways for skill acquisition and sings action songs while jumping for heights and distance with many challenges.
Ability to identify appropriate singing games in Western style, improvise paper costumes for performing, sing game songs in Western style, and make different body movements to accompany the game songs.	Identifies and performs variety of appropriate singing games in Western style, makes different body movements while performing, improvises paper costumes and dances expressively using the improvised costumes.	Identifies and performs appropriate singing games in Western style, makes different body movements while performing, improvises paper costumes and dances using the improvised costumes.	Identifies and performs some appropriate singing games in Western style, make different body movements while performing, improvise paper costumes and dance using the improvised costumes with a few challenges.	Identifies and performs some appropriate singing games in Western style, makes different body movements while performing, improvises paper costumes and dances using the improvised costumes with many challenges.
Ability to identify materials used to improvise a ball, improvise a ball by knotting technique,	Identifies a variety of materials used to improvise a ball, aesthetically improvises a ball by knotting	Identifies materials used to improvise a ball, improvises a ball by knotting technique, performs	Identifies some materials used to improvise a ball, improvises a ball by knotting technique,	Identifies some materials used to improvise a ball, improvises a ball by knotting technique,



<p>perform throwing and catching a ball for skill acquisition, and sing action songs while throwing and catching a ball.</p>	<p>technique, skillfully performs throwing and catching a ball for skill acquisition, and expressively sings action songs while throwing and catching a ball.</p>	<p>throwing and catching a ball for skill acquisition, and sings action songs while throwing and catching a ball.</p>	<p>performs throwing and catching a ball for skill acquisition, and sings action songs while throwing and catching a ball with a few challenges.</p>	<p>performs throwing and catching a ball for skill acquisition, and sings action songs while throwing and catching a ball with many challenges.</p>
<p>Ability to identify different directions the body moves and faces when performing log roll and T balance respectively through practice, make markers for use during log rolls and T-balance performance, perform log roll and T-balance in different directions, and sing action songs while performing log roll and T balance to different directions.</p>	<p>Identifies variety of different directions the body moves and faces when performing log roll and T balance respectively through practice, aesthetically makes markers for use during log rolls and T-balance performance, skillfully performs log roll and T-balance in different directions, and expressively sings action songs while performing log roll and T balance to different directions.</p>	<p>Identifies different directions the body moves and faces when performing log roll and T balance respectively through practice, makes markers for use during log rolls and T-balance performance, performs log roll and T-balance in different directions, and sings action songs while performing log roll</p>	<p>Identifies some different directions the body moves and faces when performing log roll and T balance respectively through practice, makes markers for use during log rolls and T-balance performance, performs log roll and T-balance in different directions, and sings action songs while performing log roll</p>	<p>Identifies some different directions the body moves and faces when performing log roll and T balance respectively through practice, makes markers for use during log rolls and T-balance performance, performs log roll and T-balance in different directions, and sings action songs while performing log roll and T balance to different directions with many challenges.</p>





		and T balance to different directions.	and T balance to different directions with a few challenges.	
Ability to identify, colour and pick objects that float on water within their environment, apply appropriate technique for water entry, sing action songs and make line pattern formations while picking floating objects.	Identifies, creatively colours and picks objects that float on water within their environment, excellently applies appropriate technique for water entry, expressively sings action songs and makes line pattern formations while picking floating objects.	Identifies, colours and picks objects that float on water within their environment, applies appropriate technique for water entry, sings action songs and makes line pattern formations while picking floating objects	Identifies, colours and picks objects that float on water within their environment, applies appropriate technique for water entry, sings action songs and makes line pattern formations while picking floating objects with a few flaws. (Neatness, and coordination).	Identifies, colours and picks objects that float on water within their environment, applies appropriate technique for water entry, sings action songs and makes line pattern formations while picking floating objects with many flaws. (Neatness, and coordination).
Ability to identify percussion musical instruments for cultural expression, draw a percussion musical instrument from a Kenyan community,	Identifies a variety of percussion musical instruments for cultural expression, draws a musical instrument using different types of lines, improvises percussion	Identifies percussion musical instruments for cultural expression, draws a musical instrument using different types of lines, improvises	Identifies some variety of percussion musical instruments for cultural expression, draws a musical instrument using different types	Identifies some variety of percussion musical instruments for cultural expression. Draws a musical instrument using different lines,



improvise percussion musical instrument using locally available materials, and play improvised percussion instruments while making body movement for enjoyment.	musical instruments using a variety of locally available materials and plays improvised percussion instruments expressively.	percussion musical instruments using locally available materials and plays improvised percussion instruments.	of lines, improvises percussion musical instruments using locally available materials and plays improvised percussion instruments.	improvised percussion musical instruments using locally available materials and plays improvised percussion instrument with challenges.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>3.0 Appreciation</b>	<b>3.1 Western Style Singing Game</b>  (20 lessons)	By the end of the sub strand, the learner should be able to:  a) identify songs used in the Western style singing game performance,  b) identify roles of the performers in the Western style singing game,  c) describe costumes used in the Western style singing game performances,  d) identify props used in the Western style singing game,	Learner is guided to: <ul style="list-style-type: none"><li>● watch live or recorded performances on Western style singing games and discuss games used in the performance</li><li>● in groups, perform or watch a live or recorded on Western style singing game and talk about roles played by different performers in it (<i>singers, dancers, leaders</i>),</li><li>● individually take turns to mention various costumes and props used in the performance,</li><li>● individually or in groups watch live or recorded performances of Western style singing game and talk about costumes used in the performance in terms of colours and roles they play</li></ul>	1) Why are singing games performed? 2) What is required in Western style singing game performance?



		<p>e) imitate body movements in the Western singing game,</p> <p>f) identify line pattern formations used in Western style singing games,</p> <p>g) appreciate performances of Western singing games.</p>	<ul style="list-style-type: none"><li>● in groups, watch live or recorded performances of Western style singing game and talk about body movements (<i>walking, jumping, skipping, hopping, leaping, galloping, sliding</i>)</li><li>● in groups, imitate body movements in the Western style singing game watched with line pattern formations (<i>line patterns: straight, curved, wavy, zig-zag; body movement: walking, jumping, skipping, hopping, leaping, galloping, sliding</i>)</li><li>● individually or in groups watch a live or a recorded Western style singing game performance and talk about line pattern formations used (straight, curved, zigzag, wavy)</li><li>● using digital devices and share with peers for feedback,</li></ul>	
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**Core Competencies:**

- Digital literacy: The learner records the Western singing game performances using digital devices and shares with peers for feedback,
- Communication and collaboration: The learner takes part in group activities to search for virtual performances on log roll and T-balance and talks clearly about them,

**Values:**

- Integrity: The learner observes online etiquette as they search for, download and watch video clips on the performances of log roll and T-balance.
- Unity: The learner works together with peers during group performances and rehearsals of Western singing games.

**Pertinent and Contemporary Issues:**

- Cyberbullying prevention: The learner takes precaution while downloading video clips on performances of log roll and T-balance.

**Link to other subjects:**

- English, Kiswahili and Indigenous language Activities: as the learners use the languages to describe colours of props and costumes in Western singing game performances.



## ASSESSMENT RUBRIC

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify songs used in the Western style singing game performance.	Comprehensively identifies songs used in the Western style singing game performance.	Identifies songs used in the Western style singing game performance.	Identifies songs used in the Western style singing game performance.	Identifies songs used in the Western style singing game performance.
Ability to identify roles of the performers in the Western style singing game.	Identifies all roles of the performers in the Western style singing game giving relevant examples. (singers, dancers and leaders)	Identifies all roles of the performers in the Western style singing game ( singers, dancers and leaders)	Identifies at least two roles of the performers in the Western style singing game. ( singers , dancers, leaders)	Identifies one of the roles of performers in the Western style singing game only when given hints. ( singers , dancers, leaders)
Ability to describe costumes used in the Western style singing game performances,	Exhaustively describes costumes used in the Western style singing game	Describes costumes used in the Western style singing game performances.	Describes a few costumes used in the Western style singing game performances.	Describes costumes used in the Western style singing game performances only with guidance.



	performances citing relevant examples.			
Ability to identify props used in the Western style singing game	Identifies all props used in the Western style singing using illustrations.	Identifies props used in the Western style singing game	Identifies props used in the Western style singing game	Identifies props used in the Western style singing game
Ability to imitate body movements in the Western singing game.	Creatively imitates all body movements in the Western singing game.( <i>walking, jumping, skipping, hopping, leaping, galloping, sliding</i> )	Imitates five body movements in the Western singing game.( <i>walking, jumping, skipping, hopping, leaping, galloping, sliding</i> )	Imitates three body movements in the Western singing game.( <i>walking, jumping, skipping, hopping, leaping, galloping, sliding</i> )	Imitates one body movement in the Western singing game.( <i>walking, jumping, skipping, hopping, leaping, galloping, sliding</i> )
Ability to identify line pattern formations used in Western style singing games.	Identifies all line pattern formations used in Western style singing games. ( <i>line patterns: straight, curved, wavy, zig-zag</i> )	Identifies three line pattern formations used in Western style singing games. ( <i>line patterns: straight, curved, wavy, zig-zag</i> )	Identifies two line pattern formations used in Western style singing games. ( <i>line patterns: straight, curved, wavy, zig-zag</i> )	Identifies one line pattern formations used in Western style singing games.( <i>line patterns: straight, curved, wavy, zig-zag</i> )



## 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
<b>Creating and Exploration</b>	<b>1.1 Musical Sounds</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Aural test</li><li>• Written tests</li><li>• Fieldwork reports</li><li>• Participatory assessment</li><li>• Peer assessment</li></ul>	<ul style="list-style-type: none"><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures of birds, animals and objects</li><li>• Reference books</li><li>• Audio /visual recordings of musical sounds</li><li>• Relevant virtual sites</li><li>• Flash cards</li></ul>	<ul style="list-style-type: none"><li>• <b>Field visits</b> - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes</li><li>• <b>Live Performances and Exhibitions</b>- Attend live performances and exhibitions for appreciation</li><li>• <b>Apprenticeship</b> - connections with artists in the community in order to learn performing some of the artworks,</li></ul>
	<b>1.2 Drawing</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Written tests</li><li>• Practical tests</li><li>• Fieldwork reports</li><li>• Peer Assessment</li></ul>	<ul style="list-style-type: none"><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li></ul>	





			<ul style="list-style-type: none"><li>• Reference books</li><li>• Audio /visual recordings of music</li><li>• Relevant virtual sites</li><li>• Clay or plaster</li><li>• coloured pencils, crayons, or any other suitable materials to draw lines found in the environment</li></ul>	<p>making costumes, props and ornaments among others in all disciplines of Creative Arts</p> <ul style="list-style-type: none"><li>• <b>Concerts</b> – Participating in and attending music concerts within the school and its environs.</li><li>• <b>Project work</b> – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality.</li><li>• <b>Creative Arts clubs</b> participating in Sports, Music and Arts club activities within the school</li></ul>
	<b>1.3 Rhythm</b>	<ul style="list-style-type: none"><li>• Oral test</li><li>• Aural tests</li><li>• Written tests</li><li>• Practical tests</li><li>• Peer assessment</li></ul>	<ul style="list-style-type: none"><li>• Percussion instruments</li><li>• Flash cards</li><li>• Audio/visual recordings of songs,</li><li>• Song book,</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Reference books</li><li>• Relevant virtual sites</li></ul>	



<b>Performing and Display</b>	<b>2.1 Stretching</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Practical tests</li><li>• Fieldwork reports</li><li>• Peer Assessment</li></ul>	<ul style="list-style-type: none"><li>• Open space</li><li>• Field makers</li><li>• Landing mats</li><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Reference books</li><li>• Audio /visual recordings of music and stretching skills</li><li>• Relevant virtual sites</li><li>• Relevant props and costumes</li></ul>	<ul style="list-style-type: none"><li>• <b>Creative Arts Competitions</b> - Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school</li><li>• <b>Participating during Cultural day or week</b>- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues.</li><li>• <b>School assembly activities</b> – performing, watching, or listening to performances</li></ul>
	<b>2.2 Jumping</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Practical tests</li><li>• Fieldwork reports</li><li>• Peer Assessment</li></ul>	<ul style="list-style-type: none"><li>• Open space</li><li>• Field makers</li><li>• Landing mats</li><li>• Group makers</li><li>• Resource persons</li></ul>	



			<ul style="list-style-type: none"><li>• Audio /visual recordings of music and jumping skills</li><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Relevant props and costumes</li><li>• Reference books</li><li>• Relevant virtual sites</li></ul>	<p>during school assemblies.</p> <ul style="list-style-type: none"><li>• <b>School events:</b> performing during events such as parents, prize giving, and careers and sports day, among others.</li><li>• <b>Scout/Girl guide activities</b> - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments.</li><li>• <b>Performing troupes or ensembles-</b> Learner forms small groups for performance in all</li></ul>
	<b>2.3 Western Style Singing Games,</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Aural test</li><li>• Written tests</li><li>• Fieldwork reports</li><li>• Participatory assessment</li><li>• Peer assessment</li></ul>	<ul style="list-style-type: none"><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Reference books</li><li>• Audio /visual recordings of Western style singing games</li></ul>	<ul style="list-style-type: none"><li>• <b>Performing troupes or ensembles-</b> Learner forms small groups for performance in all</li></ul>



			<ul style="list-style-type: none"><li>• Relevant virtual sites</li><li>• Relevant props and costumes</li><li>• Open space</li><li>• Resource persons</li></ul>	Creative Arts disciplines.
	<b>2.4 Throwing and Catching</b>	<ul style="list-style-type: none"><li>• Field work reports</li><li>• Participatory assessment</li><li>• Oral presentations</li><li>• Self-assessment</li></ul>	<ul style="list-style-type: none"><li>• Open space</li><li>• Field makers</li><li>• Landing mats</li><li>• Group makers</li><li>• Resource persons</li><li>• Visual recordings of throwing and Catching skills</li><li>• Improvised balls</li><li>• Reusable locally available material for making an improvised ball</li><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li></ul>	



			<ul style="list-style-type: none"><li>• Reference books</li><li>• Relevant virtual sites</li></ul>	
	<b>2.5 Rolls and Balances</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Written tests</li><li>• Fieldwork reports</li><li>• Practical tests</li><li>• Participatory assessment</li><li>• Peer assessment</li></ul>	<ul style="list-style-type: none"><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Reference books</li><li>• Audio /visual recordings of music</li><li>• Relevant virtual sites</li></ul>	
	<b>2.6 Water safety</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Practical test</li><li>• Written tests</li><li>• Fieldwork reports</li><li>• Participatory assessment</li><li>• Peer assessment</li></ul>	<ul style="list-style-type: none"><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Reference books</li><li>• Audio /visual recordings of music</li><li>• Relevant virtual sites</li></ul>	



			<ul style="list-style-type: none"><li>• Colours</li><li>• Floating Objects</li></ul>	
	<b>2.7 Playing Musical Instrument</b>	<ul style="list-style-type: none"><li>• Oral presentations</li><li>• Written tests</li><li>• Peer assessment</li><li>• Practical tests</li><li>• Field work reports</li><li>• Participatory assessment</li></ul>	<ul style="list-style-type: none"><li>• Open space</li><li>• Reusable locally available material for making improvised shakers and jingles</li><li>• Resource persons</li><li>• Visual recordings of musical instrument(shakers and jingles)</li><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Reference books</li></ul>	
<b>3.0 Appreciation</b>	<b>3.1 Western style singing game</b>	<ul style="list-style-type: none"><li>• Oral tests</li><li>• Aural tests</li><li>• Written tests</li><li>• Peer assessment</li><li>• Practical tests</li></ul>	<ul style="list-style-type: none"><li>• Flash cards</li><li>• Digital devices</li><li>• Musical instruments</li><li>• Pictures</li><li>• Reference books</li></ul>	



		<ul style="list-style-type: none"><li>• Participatory assessment</li><li>• Peer assessment</li></ul>	<ul style="list-style-type: none"><li>• Audio /visual recordings of Western style singing games</li><li>• Relevant virtual sites</li><li>• Relevant props and costumes</li><li>• Resource persons</li></ul>	
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### **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.