



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 3

First Published in 2021

Revised in 2024

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

ISBN::978-9914-43-063-9

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Government of Kenya (GoK) 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 2018, 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 Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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

PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: 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 strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD	iii
PREFACE	iv
ACKNOWLEDGEMENT	v
NATIONAL GOALS OF EDUCATION	vii
LESSON ALLOCATION AT LOWER PRIMARY	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION	ix
CREATIVE ACTIVITIES GRADE 1	1
CREATIVE ACTIVITIES GRADE 2	42
CREATIVE ACTIVITIES GRADE 3	83
INDIGENOUS LANGUAGES GRADE 1	127
INDIGENOUS LANGUAGES GRADE 2	167
INDIGENOUS LANGUAGES GRADE 3	206
APPENDIX 1: GUIDELINES FOR INTEGRATING CSL ACTIVITY AT LOWER PRIMARY	247

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

- 3. Promote individual development and self-fulfilment.**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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
	Pastoral/Religious Instruction Programme	1
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

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

- a) use verbal and or non-verbal cues to convey information in varied contexts.
- b) demonstrate mastery of number concepts to solve problems in day to day life.
- c) use appropriate social skills, moral and religious values to positively impact the society.
- d) develop individual talents and interests for self-efficacy.
- e) make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) devise innovative strategies for environmental conservation and sustainability.
- g) apply digital literacy skills for learning and enjoyment.
- h) appreciate Kenya's rich and diverse cultural heritage for harmonious living.

CREATIVE ACTIVITIES

GRADE 3

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft, and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore, and experiment with different learning materials. The learner is allowed to explore, create, perform, and appreciate different forms of Creative Arts. This learning area is grounded in John Dewey's Social constructivism theory, which emphasises that learning should be experiential, participatory, and arise from learners' interests. The learning area provides avenues for the learner to explore their own and others' cultures, discover and interpret the world around them. In line with emerging trends in education, current and emerging technologies will be integrated into the learning process through activities such as recording, creating, communicating, enhancing concepts, and reinterpreting ideas. Overall, the learner will be equipped with the necessary foundational knowledge, skills, attitudes, and values to progress to Upper Primary. They will also develop their potential to contribute to social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) appreciate own and others Creative Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Creative Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities Creative Activities self and others,
- d) generate Creative Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Creative 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 Executing	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	14
	1.7 Weaving	14
2.0 Performing and Displaying	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
Total Number of Lessons		210

STRAND 1.0: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.1 Pushing and Pulling (14 lessons) <ul style="list-style-type: none"> • <i>Pushing activities</i> • <i>Pulling activities</i> 	By the end of the Sub Strand the learner should be able to: <ol 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. 	The learner is guided to: <ul style="list-style-type: none"> • watch virtual or a demonstration of pushing and pulling activities in physical activities, • demonstrate pushing and pulling activities, • practise pushing and pulling activities, • sing songs while pulling and pushing, • play games using pulling and pushing skills by observing safety. 	How can pulling and pushing skills be applied at home?
Core Competencies: <ul style="list-style-type: none"> • Digital literacy: the learner manipulates digital devices to watch clips showing pushing and pulling activities. • Self-efficacy: the learner appreciates their ability to demonstrate and practise pushing and pulling successfully. 				
Values: <ul style="list-style-type: none"> • Unity: the learner cooperates with others as they perform pushing and pulling activities. • Respect: the learner portrays positive regard for self and others as they practise pushing and pulling activities. 				
Pertinent and Contemporary Issues (PCIs): Safety: The learner individually observes safety while playing games involving pushing and pulling.				
Link to other learning areas: <ul style="list-style-type: none"> • Mathematical activities: the learner counts while pulling and pushing. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.2 Drawing and Painting (14 lessons) <ul style="list-style-type: none"> • <i>Drawing</i> • <i>Painting</i> • <i>Colour mixing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify colour mixing for familiarity, b) mix colours using spraying and blowing techniques, c) draw a picture using regular and irregular shapes, d) create a painting for self-expression, e) value drawing and painting for expression. 	The learner is guided to: <ul style="list-style-type: none"> • watch videos/pictures to recognise how to mix colour by spraying and blowing technique, • spray colours randomly using recyclable old brushes/improvised brushes and clean the hands after the activity, • mix the colour by blowing randomly using straws and a biro pen tube among others while observing safety, • draw and colour a simple composition using regular and irregular shapes, • paint a picture creatively for expression, • collaboratively, display their work for peer feedback. 	Why is it important to clean the brush after painting?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: the learner watches videos with peers to recognises how to mix colours by using the 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:

Environmental Activities: the learner takes care of hygiene by cleaning their hands after painting.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Rhythm and pattern making (18 lessons) <ul style="list-style-type: none"> ● <i>Short and long sounds (taa-aa-aa-aa taa-aa, taa and ta-te)</i> ● <i>Body Percussion-clapping, tapping, snapping, stamping</i> ● <i>Print making</i> ● <i>Pattern making</i> 	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) improvise rhythmic accompaniment to simple songs using long and short sounds, d) make a random repeat pattern using found objects, e) appreciate creating rhythms and patterns. 	The learner is guided to: <ul style="list-style-type: none"> ● sing simple familiar songs for familiarisation of short and long sounds used in creating their rhythmic patterns, ● listen to or watch live or recorded performances of simple songs and clap their rhythmic patterns, ● use short and long sounds to create simple rhythmic patterns using body percussion or a percussion instrument, ● provide rhythmic accompaniment to familiar songs using body percussion or a percussion instrument, ● explore virtual sources to identify random and an all over patterns, ● print a random pattern alternating colours to suggest rhythm, using <ul style="list-style-type: none"> - a leaf - block (banana stalk, maize cob, among others). 	How can rhythms be created?

Core Competencies to be developed:

- 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.

Values:

- Responsibility: the learner takes care of the digital devices as they record the rhythmic chant performances for future use.
- Respect: the learner gives a chance to peers as they take turns to recite short and long sounds using French rhythm names.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learner portrays team spirit as they work with peers to create rhythms using short and long sounds on a percussion instrument or body percussion.

Link to other learning areas:

Mathematical Activities: the learner applies knowledge and skill of counting to maintain the beat as they accompany songs with rhythmic accompaniment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.4 Skipping (14 lessons) <ul style="list-style-type: none"> • <i>Directions in Skipping (Forward, Backward, Right, Left)</i> • <i>Pattern making (Straight line, curved, circular, zigzag).</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> 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. 	The learner is guided to: <ul style="list-style-type: none"> • talk about skipping in different directions, • demonstrate skipping in different ways and directions, • practise skipping in different ways and directions with peers, • sing songs while skipping for enjoyment while making line patterns and shapes, • play games involving skipping activities with peers while observing safety, • share feedback about own and others performance in skipping. 	Why are skipping activities interesting?
Core Competencies: <ul style="list-style-type: none"> • Creativity and Imagination: the learner pays attention to making patterns while skipping. • Self- efficacy: The learner individually skips confidently in different ways. 				
Values: <ul style="list-style-type: none"> • Unity: the learner cooperates with peers while skipping. • Peace: the learner avoids hurting others by observing safety while playing games involving skipping. 				
Pertinent and Contemporary Issues: Gender issues in education: the learner shows respect for gender equality while playing games in skipping with peers.				
Link to other subjects: Mathematical Activities: the learner learns concepts of shapes and patterns.				

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"> • <i>Pasting</i> • <i>Cutting</i> • <i>Drawing</i> 	By the end of the Sub Strand, the learner should be able to; a) identify a collage for familiarity, b) prepare materials for making the collage, c) create a collage for self-expression, d) appreciate using collage as an art of self-expression.	The learner is guided to: <ul style="list-style-type: none"> • observe images of simple collage from actual or virtual environment for motivation to make a collage, • collect varied recyclable materials for making collage, • sort out materials to make the collage, • outline a simple picture to guide the pasting of materials, • collaboratively, paste different materials on the outlined forms, • show and talk about own and others' collage, work. 	What materials can be used to make a collage?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: the learner works collaboratively to paste the different materials on the outlined forms, • Self-efficacy: the learner expresses themselves about their artwork during display sessions 				

Values:

- Responsibility: the learner uses recyclable materials from the environment responsibly.
- Love: the learner shows and talk about their own and others' collage, works.

Pertinent and Contemporary Issues (PCIs):

Life Skills: the learner develops self-awareness and self-esteem through display of their work and as they express their feelings, ideas and emotions.

Link to other learning areas:

- Environmental Activities: the learner uses locally available materials emphasising the concept of use of recycled/reusable materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.6 Melody (14 lessons) <ul style="list-style-type: none"> • <i>Variation in rhythm, tempo (slow and fast), volume, (loud and soft), text, pitch,</i> • <i>Melodic patterns on improvised percussions</i> • <i>Performance directions- slow/fast. Soft/loud.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify variations in a simple melodic pattern for aural skill development, b) create melodic patterns using improvised percussions, c) apply performance directions in performing simple songs, d) enjoy creating melodies using the variation technique. 	The learner is guided to: <ul style="list-style-type: none"> • collaboratively listen to simple songs, noting variations in rhythm, volume, and speed in live or recorded performances and discuss them, • sing simple short songs and improvise variations in rhythm, tempo, volume, text and pitch, • use improvised pitched percussions such as bottles filled with water to different levels or two-tone wood blocks, to create melodic patterns, • collaboratively perform the created melodic patterns applying performance directions; slow/fast, soft/loud, • record the created melodies or play the melodies to peers for feedback. 	How can a song be varied to make it more interesting?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: the learner keenly listens to or watches live or recorded performances of simple songs and talks about the variations. • Creativity and Imagination: the learner creates melodic patterns from differently pitched objects. 				

Values:

- Respect: the learner provides feedback to peers' performances using appropriate language.
- Unity: the learner in groups researches from print and electronic media different simple ways of varying melodies.

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.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Weaving (14 lessons) <ul style="list-style-type: none"> • <i>Plain paper weave</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify a plain paper weave for familiarity, b) create a plain paper weave to make c) enjoy making paper mat using weaving. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual samples of paper plain weaves of varied colours, • collect different coloured papers, • cut slits on a paper to make a paper loom, • cut paper strips of a different colour to the loom and dispose of waste responsibly, • interlace the strips by running over and under the slits on the paper frame to make paper mats in two colours, • experiment to make paper weaves with different colours, • showcase their plain weaves and ask their peers to comment. 	<ol style="list-style-type: none"> 1. Which other items can be woven? 2. Which other materials can be used for weaving?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: the learner experiments to make paper weaves with different colours. • Learning to Learn: the learner acquires new skills in interlacing to make a woven item. 				

Values:

- Responsibility: the learner disposes of paper cuttings after weaving.
- Respect: the learner showcases their plain weaves and ask their peers to comment

Pertinent and Contemporary Issues:

- Cultural Appreciation: the learner appreciates weaving as a traditional craft.

Link to other learning areas:

Environmental activities: the learner disposes of waste to maintain the environment.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to create and/or execute:</p> <ul style="list-style-type: none"> • pushing and pulling for flexibility • drawing a simple picture paint a simple picture • simple rhythmic pattern in music • random repeat pattern • Skipping in different directions • performance directions • melodic patterns using improvised percussions • a plain paper weave in two colours 	<p>Creates and/or executes the 8 items in Creative Activities correctly and aesthetically.</p>	<p>Creates and/or executes the 8 items in Creative Activities correctly.</p>	<p>Creates and/or executes the 5-7 items in Creative Activities.</p>	<p>Creates and/or executes the 2-4 items in Creative activities.</p>

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.1 Rounds (18 lessons) <ul style="list-style-type: none"> • <i>Rounds; two and three-part rounds</i> • <i>Performance techniques; posture, accuracy of tune, clarity of words, entries and keeping to own part</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) aurally identify a round performance, b) sing own part in a round applying appropriate performance techniques, c) describe the message in a round, d) enjoy singing in a round. 	The learner is guided to: <ul style="list-style-type: none"> • watch a variety of virtual or recorded clips on age-appropriate 2 and 3-part rounds and talk about what a round is, • talk about how to sing in a round focusing on; posture, accuracy of tune, clarity of words, entries and keeping to own part, • sing own part in a round on a specific theme for skill development, • sing rounds with peers applying appropriate performance techniques, • collaboratively, take turns to sing own part in a round as others give feedback, • talk about the message in a round sung. 	How are rounds sung?
Core Competencies: <ul style="list-style-type: none"> • Communication and Collaboration: the learner talks about the round songs, and sings rounds with clear diction. • Self- efficacy: the learner sings own part in round songs on a specific theme for skill development. 				

Values:

- Responsibility: the learner keeps to own part in a round performance.
- Unity: the learner cooperates with others in groups while singing own part in round songs.
- Respect: the learner portrays positive regard for self and others as they work in groups on rounds.

Pertinent and Contemporary Issues:

- Self-awareness and Self-esteem: the learner gains confidence as they sing round songs with appropriate performance techniques.
- Social Cohesion: the learner works with peers while singing round songs in groups.

Link to other subjects:

- English Language Activities: the learner applies the skill of communication acquired in English to clearly pronounce the words of the round.
- Religious Activities: the learner applies values such as unity and love acquired in Religious Education during group work on rounds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.0 Performing and Displaying	2.2 Galloping (14 lessons) <ul style="list-style-type: none"> • <i>Galloping movement Directions : forward, left and right.</i> • <i>Patterns: straight, curved, circular and zigzag.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions of galloping for agility and coordination, b) perform galloping movement in different directions for skill acquisition, c) enjoy playing galloping games while moving in different directions. 	The learner is guided to: <ul style="list-style-type: none"> • observe videos or demonstrations of galloping and talk about the body movement, • demonstrate galloping skills, • practise galloping in different directions, • practise galloping to make patterns, • play games while galloping in different directions, • give self and others feedback on their performance in galloping activities. 	Which animals use galloping movement?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the 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. 				

Values:

- 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.

Pertinent and Contemporary Issues:

Social Cohesion: the learner embraces own and others performance during practise of galloping.

Link to other subjects:

- Environmental activities: the learner learns about directions.
- Religious activities: the learner learns positive values while providing feedback to peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Sculpture (Toy Assemblage) (14 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify toys made by assemblage, b) make toys using assemblage, c) enjoy making and playing with the toys. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual samples of playing toys or dolls, • collaboratively, collect and sort different recyclable material for assemblage of toys or dolls, • safely, assemble the materials to get the structure of the doll or toy, • add details to enhance features of the toy or doll, • use the toys or dolls to play and sing with peers for enjoyment. 	<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?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: the learner use the toys or doll to play and sing with peers for enjoyment. • 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 collaboratively, collect and sort different recyclable material for assemblage of toys or dolls.

Pertinent and Contemporary Issues:

- Safety and security: the learner observes their safety by collecting and sorting 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 collect and sort different recyclable material for assemblage of toys or dolls.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.4 Forward Roll and V-balance (14 lessons) <ul style="list-style-type: none"> • <i>Forward roll</i> • <i>V-balance</i> • <i>Making of markers</i> 	By the end of the Sub Strand, the learner should be able to: a) identify body parts used for performing forward roll and V-balance in gymnastics, b) make markers for use during forward roll and V-balance performance in gymnastics, c) perform forward roll for skill acquisition, d) perform V-balance for skill acquisition, e) enjoy performing forward roll and V-balance for flexibility and balance.	The learner is guided to: <ul style="list-style-type: none"> • watch video clips or a demonstration of a forward roll and V-balance, • perform a forward roll and talk about how the body moves, • perform V balance and talk about different parts of the body used, • identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, • improvise the markers using the collected reusable materials and paint them, • mark the field using the improvised markers, • practise forward roll and V-balance • play games using forward roll and V-balance in sequence. 	How can forward roll and V balances be used to improve flexibility and balance?

Core Competencies:

- Creativity and Imagination: the learner identifies simple reusable materials to use in improvised markers.
- Communication and Collaboration: the learner talks about different ways the body moves when performing forward roll and V-balance.

Values:

- Love: the learner appreciates their ability in practising the forward roll and V-balance.
- Social justice: the learner shares materials equitably with peers for making markers.

Pertinent and Contemporary Issues:

- Personal Hygiene: the learner cleans the working area and stores markers after the performance.
- 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	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 String Musical Instruments (14 lessons) <ul style="list-style-type: none"> • <i>Identifying Fiddles/ground bows/mouth bow (name, community and method of playing),</i> • <i>Improvising fiddle/ground/mouth bow</i> • <i>Methods of playing- bowing, striking, plucking</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify Indigenous string musical instruments from Kenyan communities, b) improvise a string musical instrument using available materials, c) play an improvised string instrument for enjoyment, d) value Indigenous string instruments from Kenyan communities. 	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded performances and aurally and orally identify string instruments from Kenyan communities, • responsibly use digital devices or pictures to identify the local names of Indigenous string instruments from Kenyan communities, • improvise a Kenyan stringed instrument- either a fiddle, ground or mouth bow observing safety and hygiene by washing hands and cleaning the working area, • explore methods of playing the improvised string instruments, • practise producing sound from a string instrument. 	<ol style="list-style-type: none"> 1. Why is it important to learn about string instruments from different communities? 2. Which materials can be used to improvise a string instrument?

Core Competencies to be developed:

- Communication and Collaboration: the learner visually and aurally identifies and talks about the string instruments from the recordings and pictures.
- Creativity and Imagination: the learner uses locally available materials to improvise a string instrument.
- Digital Literacy: the learner responsibly searches for local names of string instruments- fiddles, ground and mouth bows.

Values:

- Responsibility: the learner takes care of digital devices as they search for information on string musical instruments.
- Unity: The learner cooperates with others as they work in pairs to identify and talk about the string instruments from the recordings and pictures.

Pertinent and Contemporary Issues:

- Environmental Conservation: the learner responsibly uses locally available materials to improvise string instruments
- Self-awareness and Self-esteem: the learner plays the string instrument for enjoyment.

Link to other subjects:

Environmental Activities: the learner identifies string instruments from different Kenyan communities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	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 the pellet technique, c) decorate the beads by painting, d) make an ornament using beads, e) appreciate making beads using the pellet technique.	The learner is guided to; <ul style="list-style-type: none"> • explore virtual and actual samples of beaded ornaments, • roll clay or papier mâché to make pellets for beading and clean hands, • pierce the pellets to make a hole through for stringing • dry the beads under shade, • decorate the beads by painting, • pass a string to make a single-stranded necklace, • display the ornament for peers' feedback. 	What other materials can be used to make beads?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learner works with peers to prepare clay or papier mâché for modelling items. • Creativity and imagination: the learner creates a single-stranded necklace and a matching bracelet. 				

Values:

- Respect: the learner gives positive feedback as they display items made.
- Unity: the learner displays the ornament for peers' feedback.

Pertinent and Contemporary Issues:

- Safety and security: The learner observes their safety as they fire the clay beads in an improvised kiln.
- Social Cohesion: The learner portrays team spirit as they explore the pinch and pellet technique to make simple forms in pairs.

Link to other subjects:

Environmental Activities: The learner roll clay or papier mâché to make pellets for beading and clean hands.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform and/or display <ul style="list-style-type: none"> - own part in a round, - appropriate performance techniques in a round, - galloping in different directions, - makes toys - forward roll - V- balance - an improvised stringed instrument - ornament made using modelled beads 	Performs and/or displays the 8 items in Creative Activities skilfully.	Performs and/or displays the 8 items in Creative activities correctly	Performs and/or displays the 4-7 items in Creative Activities.	Performs and/or displays the 1-3 items in Creative Activities.

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"> • <i>Text of the Kenya National Anthem</i> • <i>Message in the first stanza</i> • <i>Occasions when the Kenyan National flag is hoisted (national holidays, school assemblies, heads of state visits, national meetings among others)</i> • <i>Performance etiquette.</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 the Kenya National Anthem in Kiswahili, b) describe the message in the Kenya National anthem, c) identify occasions when the Kenya National Flag is raised, d) sing the Kenya National Anthem observing the anthem's etiquette, e) appreciate the performance of the Kenya National Anthem for patriotism. 	The learner is guided to: <ul style="list-style-type: none"> • listen to or watch a live or recorded performance of the first stanza of the Kenya National Anthem in unison and sing along, • write the text of the first stanza of the Kenya National Anthem and talk about the message in the stanza, • collaboratively perform the first stanza of the Kenya National Anthem observing appropriate etiquette, • talk about the occasions when the Kenyan National Flag is hoisted. 	<ol style="list-style-type: none"> 1 How is the Kenya National Anthem performed? 2 What can one learn from the Kenya National Anthem?

Core Competencies to be developed:

- Communication and Collaboration: the learner keenly listens to, and talks about the words of the Kenya National Anthem.
- Citizenship: the learner takes pride in performing the Kenya National Anthem.

Values:

- Respect: the learner performs the first stanza of the Kenya National Anthem observing the anthem's etiquette.
- Unity: the learner performs the first stanza of the Kenya National Anthem with peers.
- Patriotism: the learner internalizes the message of the Kenya National Anthem developing love for the country.

Pertinent and Contemporary Issues

Life skills: the learner applies the knowledge acquired in observing anthem etiquette in daily life.

Link to other subjects:

Kiswahili Language Activities: the learner sings the first stanza of the Kenyan National Anthem articulating the words in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Appreciation	3.2 Water Safety Awareness (14 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different water points and water bodies in the locality, b) explain water dangers arising from water points and water bodies in the locality, c) narrate ways of observing safety around water points and water bodies in the locality, d) appreciate water safety in the locality for life skills,	The learner is guided to: <ul style="list-style-type: none"> • observe pictures of different water points and water bodies within your locality and share them with peers, • talk about the dangers of water points and water bodies in your locality with peers, • 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?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner talks about the 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 ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - the message in the Kenya National Anthem - occasions when the Kenya National flag is hoisted - water dangers in the locality - ways of observing water safety. 	Identifies and/or explains the 4 items in appreciating Creative Activities elaborately.	Identifies and/or explains the 4 items in appreciating Creative Activities accurately.	Identifies and/or explains the 2-3 items in appreciating Creative Activities.	Identifies and/or explains at least 1 item in appreciating Creative Activities.
Ability to: <ul style="list-style-type: none"> - sing the Kenya National Anthem 	Sings the Kenya National anthem with accuracy in pitch and rhythm observing the anthem etiquette expressively.	Sings the Kenya National anthem with accuracy in pitch and rhythm observing the anthem etiquette.	Sings the Kenya National anthem with minor inaccuracies in pitch and rhythm observing the anthem etiquette.	Sings the Kenya National anthem with many inaccuracies in pitch and rhythm observing the anthem etiquette.

APPENDIX 1: 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 real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. 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 the 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 three 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.

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

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Creating and Executing	1.1 Pushing and Pulling	<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 • Flashcards • 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 	<ul style="list-style-type: none"> • Creative Arts Competitions - Music festivals, internal competitions, Arts Fair and Sports competitions held in and out of school • Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes • Live Performances and Exhibitions-Attend live performances and exhibitions for appreciation • Concerts – Participating in and attending music concerts within the school and its environs.
	1.2 Drawing and Painting	<ul style="list-style-type: none"> • Orals tests • Written tests • Peer Assessment • Showcase 	<ul style="list-style-type: none"> • Digital devices • Pictures • Reference books • Resource persons • Flashcards 	

	1.3 Rhythm and Pattern Making	<ul style="list-style-type: none"> • Aural tests • Orals tests • Written tests • Peer Assessment 	<ul style="list-style-type: none"> • Relevant virtual sites • Resource persons • Flashcards • Digital devices • Pictures • Reference books • Audio /visual recordings of music 	<ul style="list-style-type: none"> • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school • School assembly activities – performing, watching, or listening to performances during school assemblies. • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or Ensembles-Learners forms small groups for performance in all Creative Arts disciplines.
	1.4 Skipping	<ul style="list-style-type: none"> • Oral tests • Aural test • Performance assessment • Fieldwork reports 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Pictures • Reference books 	

		<ul style="list-style-type: none"> • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Audio /visual recordings of music and skipping skills • Relevant virtual sites • Relevant attire • Open space • Resource persons 	
	1.5 Collage	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Locally available materials • Reference books • Relevant virtual sites • Flashcards • 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"> • Flashcards • Audio/visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites 	

	1.7 Weaving	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Reference books • Relevant virtual sites • Flashcards • Resource persons • Locally available materials 	
Performing and Displaying	2.1 Rounds	<ul style="list-style-type: none"> • Oral tests • Practical tests • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of rounds • Flashcards • Digital devices • Musical instruments • Relevant props and costumes • Reference books • 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 • Reference books • Relevant virtual sites 	

	2.3 Sculpture	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Digital devices • Reference books • Relevant virtual sites • Locally available materials • 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"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • visual recordings of gymnastic performance • Relevant virtual sites • Reusable locally available material for making improvised makers 	
	2.5 String Musical Instrument	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised fiddle, musical bows and mouth bows 	

			<ul style="list-style-type: none"> • Resource persons • Visual recordings of musical instrument • Flashcards • Digital devices • Musical instruments (fiddle, musical bows and mouth bows) • Pictures • Reference books 	
	2.6 Modelling and Ornament Making	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Showcase 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Locally available materials • 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 • Peer assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of the Kenya National Anthem • Relevant virtual sites 	

			<ul style="list-style-type: none"> • Relevant props and costumes • 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 • Pictures • Reference books • Relevant virtual sites 	