



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 4

First Published 2017

Revised 2024

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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.



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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 corporates 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.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review 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.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1*
Total		35

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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.

ESSENCE STATEMENT

Creative Arts is an integrated learning area that consists of Art and Craft, Music and Physical Health Education. This design provides an avenue for symbiotic relationship in the triad where learning areas mutually benefit from each other from resource development to skill execution (inter/ multidisciplinary integration).

The learning area is organised in three strands namely; Creating and Executing, Performing and Displaying and Appreciation in Creative Arts. The learning experiences are structured to develop learners' creativity, and nurture functional and aesthetic sensitivity that leads to the acquisition of transferable skills useful in other learning areas and contexts. This is supported by Howard Gardner's theory of multiple intelligences, which holds that each person has different ways of learning and different intelligences they use in their daily lives. It is also anchored on Dewey's social constructivism theory, which emphasises experiential and participatory approaches in the learning process.

Digital literacy, as a 21st-century skill, has intentionally been embedded to enable the learner to interact, create, store and disseminate knowledge and skills (product) using emerging technologies and trends in education. Subsequently, this curriculum will prepare the learner to acquire the knowledge, skills and attitudes to transit to the Junior School.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) perform and display different Creative Arts works to promote diverse cultural knowledge and expression,
- b) create artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment,
- c) perform physical and health activities for enjoyment, survival and self-fulfilment,
- d) apply environmental conservation values of re-use and recycle of materials for creative and improvisation purposes,
- e) evaluate Creative Arts works to make meaningful connections to creating, executing, performing, display and appreciation of art works,
- f) use emerging technologies as a learning tool to explore creative ideas in the process of creating, executing, performing, displaying and appreciation of Creative Arts' works,
- g) acquire a variety of developmentally appropriate Creative Arts experiences within the social, cultural, national and international contexts,
- h) address pertinent and contemporary issues in society through Creative Arts' works.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing)	17
	1.2 Netball	15
	1.3 Painting and Montage	15
	1.4 Rhythm	15
	1.5 Melody	15
2.0 Performing and Displaying	2.1 Athletics	18
	2.2 Gymnastics	15
	2.3 Songs	15
	2.4 Photography	10
	2.5 Descant Recorder	15
	Optional Sub Strand	
	<i>Either</i>	
2.5 Swimming	15	
	<i>Or</i>	
	2.5 Indigenous Kenyan Games	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts Works	15
Total Number of Lessons		180

NOTE: The number of lessons is suggested per Sub Strand may be less or more depending on the content.

STRAND 1.0 CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing) (17 lessons) <ul style="list-style-type: none"> ● <i>Identifying: name, community, method of playing</i> ● <i>Parts of a percussion,</i> ● <i>Classifying: melodic, non-melodic,</i> ● <i>Improvised rhythmic patterns</i> ● <i>Making charcoal sticks (cutting, trimming, burning, cooling),</i> ● <i>Tonal value-smudge technique.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify indigenous percussion musical instruments from different Kenyan communities, b) classify indigenous Kenyan percussion musical instruments, as melodic or non-melodic c) discuss the function(s) of parts of a percussion musical instrument, d) improvise rhythmic patterns using indigenous percussion musical instruments, e) make charcoal sticks for drawing, f) create tonal value on a drawing of a percussion 	The learner is guided to: <ul style="list-style-type: none"> ● watch virtual or actual percussion musical instruments to identify by; name, community and method of playing, ● observe/listen to sounds of percussion musical instruments and classify as melodic or non-melodic, ● identify parts of a percussion musical instrument and discuss their function(s) in sound production, ● practice improvising rhythmic patterns to accompany songs using percussion instruments, ● talk about value/ tone as an element of art created on virtual and actual sample pictures, ● collaboratively, collect materials and tools to make charcoal 	<ol style="list-style-type: none"> 1. What is the importance of percussion instruments from different communities in Kenya? 2. How is tonal variation created in a drawing?

		<p>instrument using the smudging technique, g) appreciate indigenous percussion instruments from Kenyan communities and pictures drawn.</p>	<p>sticks following the correct procedure while observing safety,</p> <ul style="list-style-type: none"> ● use charcoal sticks to illustrate how to create tone/value by smudging technique, ● draw using charcoal sticks a picture of one percussion instrument and create tonal variation by smudging technique, ● show and talk about own and peers' percussion instruments and drawings in a just and fair manner. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: the learner speaks clearly and listens keenly while discussing about parts of a percussion instrument and their roles. ● Digital literacy: the learner interacts with digital devices to source information on percussion instruments. 				

Values:

- Social justice: the learner talks about own and others' pictures justly.
- Responsibility: the learner cares for own and peers' items and observes safety precautions when making charcoal sticks.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: the learner acquires skill of working with others while making charcoal sticks in groups.
- Safety and security: the learner observes fire safety when burning charcoal sticks.
- Environmental conservation: the learner conserves the environment by carefully collecting materials for making a charcoal sticks.

Link to other learning areas:

Social Studies: the learner exploits natural resources responsibly to make charcoal sticks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.2 Netball (15 lessons) <ul style="list-style-type: none"> • <i>Passes (chest, overhead)</i> • <i>Catching (double handed)</i> • <i>Macramé technique (overhand knot)</i> • <i>Macramé</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss the skills of passing and catching in Netball, b) make a ball using macramé technique, c) perform the skills of passing, and catching in Netball, d) appreciate Netball as a team game for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or live Netball game and identify passes and catching skills, • demonstrate passing (<i>chest and overhead</i>) and catching (<i>double-handed</i>) skills, • collect reusable materials and improvise balls using macramé technique (<i>overhand knot</i>), • practise passing (<i>chest and overhead</i>) and catching (<i>double-handed</i>) skills, • play a Mini-Netball game applying the skills of (<i>passing and catching</i>) while observing safety, • talk about own and others' skills in Netball game. 	<ol style="list-style-type: none"> 1. Why are the skills of passing and catching important in a Netball game? 2. Why is it necessary to improvise a netball?

Core Competencies to be developed:

- Creativity and Imagination: The learner explores varied materials when improvising balls.
- Learning to learn: The learner watches a Netball game to learn the netball skills through demonstration and practise.

Values:

- Social justice: The learner demonstrates fairness as they take turns in practising the netball skills of shooting, catching and passing.
- Responsibility: The learner takes the initiative to clean the working area and store the balls in an improvised storage.
- Unity: the learner works together with peers when painting, improvising a ball and performing the Netball skills of catching and passing.

Pertinent and Contemporary Issues (PCIs):

- Resource mobilisation and utilisation: The learner collects locally available materials to improvise a netball.
- Self-esteem: The learner displays confidence in demonstrating new skills through practice and playing a Netball game.

Link to other learning areas:

Mathematics: The learner takes part in passing the Netball to a team-mate while applying ball trajectory visualisation.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Painting and Montage (15 lessons) <ul style="list-style-type: none"> • <i>Colour classification</i> • <i>Colour value</i> • <i>Montage -subject matter, overlapping, neatness.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) classify colours into primary and secondary for painting, b) paint a picture for colour value application, c) create a montage composition for expression, d) appreciate painting and montage as methods of making pictures. 	The learner is guided to: <ul style="list-style-type: none"> • mix primary colours to create secondary colours, • mix white with a secondary colour to create light tones on a scale strip, • mix black with a secondary colour to create dark tones on a scale strip • draw a single object and paint with emphasis on colour value, • observe sample montage pictures for familiarity, • source picture of ball games and cut out, • arrange and paste cut-out pictures to make a montage themed “ball games” and clean the working area, 	<ol style="list-style-type: none"> 1. How is glue for pasting pictures improvised? 2. Why is colour classification important in painting?

			<ul style="list-style-type: none"> • show and take turns to talk about their own and others work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner works with others in groups and speaks clearly about their own and others work. • Creativity and Imagination: The learner makes thoughtful choices when producing a montage pictorial composition. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner accommodates others' views during critique of their own and others' painting and montage work. • Love: The learner takes turns to talk about their own and others work. 				
<p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: The learner acquires the skill of working with others during creating a montage composition.</p>				
<p>Link to other learning areas: Mathematics: The learner mixes colours in correct proportions to classify as primary or secondary colours.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.4 Rhythm (15 lessons) <ul style="list-style-type: none"> • <i>Note values: crotchet, pair of quavers and their rests.</i> • <i>French rhythm names: taa, ta-te.</i> • <i>Note symbols: crochet, a pair of quavers and their rests.</i> • <i>Qualities: Variation of note values, repetition of patterns, ending on a long note.</i> • <i>Free hand lettering (ascenders and descenders).</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) interpret rhythmic patterns involving the crotchet, pair of quaver and their rests, b) write the French rhythm <i>taa</i> and <i>ta-te</i>, names using free hand lettering, c) describe the qualities of a good rhythmic pattern, d) compose a rhythmic pattern involving a crochet, a pair of quavers and their rests, e) enjoy creating rhythmic patterns. 	The learner is guided to: <ul style="list-style-type: none"> • listen to/sing familiar topical songs and identify the music notes and their rests using their French rhythm names, • clap the rhythm of the songs while reciting their rhythms using French rhythm names, • write letters of the alphabet in lowercase using free hand lettering- ascenders and descenders, • use free hand lettering to write French rhythm names <i>taa</i> and <i>ta-te</i>, • relate the French rhythm names <i>taa</i>, and <i>ta-te</i> to music note symbols for crotchet and a pair of quavers, 	How can a rhythm be created?

			<ul style="list-style-type: none"> ● practice writing the note symbols; crotchet, a pair of quavers and their rests on monotone, ● discuss the techniques used in composing rhythmic patterns, ● write rhythmic patterns from dictation using either French rhythm names or note symbols and their rests, ● compose original rhythmic patterns and write them using French rhythm names and note symbols and their rests, ● critique rhythms created by self and peers respecting each other's views. 	
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Core Competencies to be developed:

- Communication and Collaboration: The learner works with others in groups and speaks clearly during critique of own and others' rhythms.
- Creativity and Imagination: The learner composes original rhythmic patterns and writes them using French rhythm names, note symbols and their rests.

Values:

- Respect: The learner accommodates others' views during critique of own and others' original rhythmic compositions.
- Integrity: The learner creates own original rhythmic patterns.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: The learner acquires the skill of working with others during group composition of rhythmic patterns.
- Social Justice: The learner fairly critiques rhythms created by others and self.

Link to other learning areas:

- English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of the alphabet in lowercase using free hand.
- Mathematics: The learner uses the concept of numbers when relating the value of the quaver in relation to the crotchet.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.5 Melody (15 lessons) <ul style="list-style-type: none"> • <i>Sol-fa syllables: d r m</i> • <i>Kodaly hand signs for d r m</i> • <i>Qualities of a melody; use of stepwise motion, variation of the sol-fa syllables and sound duration, ending on d</i> • <i>Slab and coil technique</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify sol-fa syllables <i>d r m</i> in a simple melody, b) interpret hand signs for the sol-fa syllables <i>d r m</i> for pitch discrimination, c) state the qualities of a good melody as a foundation to composition, d) create short melodies using the sol-fa syllables <i>d, r</i> and <i>m</i>, e) model clay slabs with sol-fa syllables using coil and slab techniques, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • sing familiar songs based on the sol-fa syllables <i>d r m</i>, and identify the sol-fa syllables by ear, • listen to and identify aurally and orally the sol-fa pitches (<i>d r m</i>) as sounded on a melodic instrument/voice, • watch videos/demonstrations of execution of the Kodaly hand signs for the sol-fa syllables <i>d, r m</i> and practise performing the hand signs, • brainstorm on the qualities of a good melody, • apply composition techniques to create short melodies based on the sol-fa syllables <i>d r m</i> and the note symbols; crotchet, a pair of quavers and their rests, • collect clay for modelling from the local environment, 	<p>How can interesting melodies be created?</p>

		f) enjoy creating short melodies and modelling using clay.	<ul style="list-style-type: none"> • roll clay into slab and cut out three rectangular pieces of three different sizes, • model so-lfa syllables (d r m) using coil technique and attach on the slabs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner uses unique and new ideas to compose melodies and models the sol-fa syllables. • Self-efficacy: The learner models the sol-fa syllables and composes original melodies. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner works with peers when modelling, creating and performing various melodies. • Love: The learner respects others while critiquing their performances. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life skills: The learner acquires interpersonal skills through interacting with peers in groups as they model sol-fa syllables and create melodies. • Mentorship and peer education: The learner shares their compositions with peers who give feedback for improvement. 				
<p>Link to other learning areas:</p> <p>Mathematics: The learner applies the skill of sequencing of sol-fa syllables when creating simple melodies using stepwise motion.</p>				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to create and/or execute:</p> <ul style="list-style-type: none"> – a rhythmic pattern using an indigenous percussion musical instrument, – a drawing using smudge technique, – passing skills in Netball – catching skills in Netball – a montage on ball games – a painting using colour value – a rhythmic pattern using French rhythm names and music note symbols and rests, – model clay slabs with sol-fa syllables – short melodies using the sol-fa syllables <i>d r m</i> 	<p>Creates and/or executes the 9 items of Creative Arts correctly and aesthetically.</p>	<p>Creates and/or executes the 9 items of Creative Arts correctly.</p>	<p>Creates and/or executes the 5-8 items of Creative Arts correctly.</p>	<p>Creates and/or executes the 4 and below items of Creative Arts correctly.</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 Athletics (18 lessons) <ul style="list-style-type: none"> • <i>Medium sprint start,</i> • <i>Elongated sprint start,</i> • <i>Sprinting techniques</i> • <i>Painting</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss the sprint starts and sprinting techniques in athletics, b) perform the sprint starts and sprinting techniques for skill development, c) paint the Kenyan flag for an athletic event, d) recognise the value of flying the Kenyan flag during an athletics event. 	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or live demonstration of sprint starts and sprinting techniques, • demonstrate a medium and elongated sprint start techniques, • demonstrate the sprinting technique, • sketch the Kenyan flag on a paper/fabric, • paint the flag observing colour arrangement and neatness, • attach the flag to a suitable handle, • practise the medium and elongated start, • practise sprinting technique, • run sprint races while observing safety and cheering each other using the flags made. 	<ol style="list-style-type: none"> 1. Why is it important to maintain appropriate posture during sprints? 2. Why is the national flag flown during a national athletic event?

Core Competencies to be developed:

- Citizenship: The learner acquires a sense of belonging to their country as they paint and fly the Kenyan flag.
- Digital literacy: The learner uses digital technology to watch a virtual demonstration of sprint starts and sprinting techniques.

Values:

- Patriotism: The learner appreciates sketching and painting the Kenyan flag.
- Love: The learner works with peers to demonstrate the techniques of starting sprints and sprinting techniques.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: The learner performs sprints while observing the safety of self and others.
- Social cohesion: The learner works with peers as they play sprint games while observing safety and cheering each other using the flags.

Link to other learning areas:

Social Studies: The learner links knowledge of Kenyan flag learnt in Social Studies as they learn colours of the flag.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.2 Gymnastics (15 lessons) <ul style="list-style-type: none"> • <i>Crab balance</i> • <i>Side roll</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) explain a crab balance and a side roll in gymnastics, b) perform the crab balance for skill acquisition, c) execute the side roll for skill acquisition, d) appreciate performing gymnastics skills for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or live performance of crab balance and side roll, • demonstrate the crab balance, • demonstrate a side roll, • practise the crab balance while observing safety, • practise the side roll while observing safety, • combine a crab balance into a side roll in turns, • observe each other's performance and give feedback. 	How does performance of rolls and balances improve body health?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner appreciates their unique abilities in practising the side roll and crab balance. • Critical thinking and problem solving: The learner follows simple instructions while performing a crab balance and side roll in gymnastics. 				

Values:

- Love: The learner takes turn to support a peer during performance of the crab balance and side roll.
- Responsibility: The learner puts into practise the aspects of safety of self and others when performing the rolls and balances.

Pertinent and Contemporary Issues (PCIs):

- Safety: The learner observes safety of self and others as they perform the rolls and balances.
- Social cohesion: The learner works in pairs to perform the side roll and crab balance.

Link to other learning areas:

Mathematics: The learner uses number and sequence concepts in performing gymnastics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.3 Songs (15 lessons) <ul style="list-style-type: none"> • <i>Sacred, patriotic and topical songs - Accuracy in pitch, rhythm, performance directions: tempo, dynamics.</i> • <i>Performance techniques and etiquette: gestures, facial expressions diction.</i> • <i>Kenyan Folk Songs- identifying: name, community.</i> • <i>Classifying: work, funeral, naming, initiation, marriage and worship songs.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sing different types of songs applying performance techniques, b) perform the East African Community Anthem in unison, c) identify types of folk songs performed by indigenous Kenyan communities, d) perform an indigenous Kenyan folk song applying performance techniques, e) value performing indigenous songs from different Kenyan communities. 	The learner is guided to: <ul style="list-style-type: none"> • listen to and identify different types of songs, • sing different types of songs with accuracy in pitch and rhythm adhering to performance directions and applying appropriate performance techniques, • discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing, • listen to a live or recorded performance of the East African Community Anthem in unison, with peers, discuss and internalise the words of the anthem, 	What does good singing involve?

			<ul style="list-style-type: none"> • practise singing East African Community Anthem in unison observing performance techniques and etiquette, • watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify and classify them, • take a role to perform different folk songs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: The learner performs songs and folk songs drawn from different communities developing and appreciating cultural diversity. • Critical thinking and problem solving: The learner listens to and discusses different messages in songs. • Communication and Collaboration: The learner sings different types of songs expressively using appropriate gestures, facial expressions and diction to convey the message in the songs. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes different roles in folk songs performance. • Patriotism: The learner performs folk songs from diverse Kenyan communities and the East African Community Anthem. 				

Pertinent and Contemporary Issues:

Social Cohesion: The learner performs with peers' different types of folk songs drawn from diverse Kenyan communities

Link to other learning areas:

Indigenous Languages: The learner uses indigenous languages when singing songs drawn from different communities in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.4 Photography (8 lessons) <ul style="list-style-type: none"> • <i>Devices</i> • <i>Elements-light and centre of interest</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify digital devices for photography, b) discuss elements of photography for familiarisation, c) take photographs using digital devices, d) enjoy taking photographs using digital devices. 	The learner is guided to: <ul style="list-style-type: none"> • observe virtual and actual pictures to recognise devices for taking photographs, • observe sample photographs to discuss lighting and centre of interest, • source and set the digital devices for taking photographs, • take photographs of self and objects within the surrounding focusing on; lighting and centre of interest, • select photographs with proper lighting and centre of interest, • show and talk about own and others photographs and share feedback. 	Why is light important in photography?

Core Competencies to be developed:

- Critical thinking and problem solving: The learner selects to store photographs with proper lighting and centre of interest.

Values:

- Respect: The learner listens to and appreciate peers' views during group discussions.
- Responsibility: The learner uses and cares for the digital devices during use.

Pertinent and Contemporary Issues (PCIs)

Social Cohesion: The learner works with peers to take photos of self and objects in the surroundings.

Link to other learning areas:

- Mathematics: The learner applies mathematical concepts, such as geometry and proportion.
- Science and Technology: The learner delves into the science behind digital imaging technologies, connecting scientific principles to the functioning of devices used in photography.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.5 Descant Recorder (15 lessons) <ul style="list-style-type: none"> • <i>Parts: head joint, middle joint, foot joint, finger holes.</i> • <i>Care: hygiene measures, handling and storage.</i> • <i>Techniques: posture, fingering and blowing.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the parts of a descant recorder for familiarisation, b) care for a descant recorder for longevity, c) play notes B A and G on a descant recorder using appropriate playing techniques, d) play simple melodies based on notes B A and G on the descant recorder, e) enjoy playing melodies using the descant recorder. 	The learner is guided to: <ul style="list-style-type: none"> • familiarise with the descant recorder to identify its parts, • brainstorm on ways of caring for a descant recorder and its importance, • practise the techniques of playing a descant recorder, • use digital devices responsibly to search and watch recordings/ watch live demonstrations on how to play notes B A and G on the descant recorder, • play simple melodies based on B A and G on the descant recorder with accuracy in pitch and rhythm applying the playing techniques, • watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 	How can a good tone be produced on the descant recorder?

Core Competencies to be developed:

- Digital literacy: The learner uses digital devices to search and watch how to play notes on the descant recorder.
- Learning to learn: The learner searches for and acquires skills of how to play new notes on the descant recorder.

Values:

- Respect: The learner listens to and accommodates peers' views during discussions.
- Responsibility: The learner takes care of the descant recorder during and after use.

Pertinent and Contemporary Issues (PCIs):

- Communicable diseases: The learner prevents the spread of communicable diseases by observing hygiene measures in the use of the descant recorder.
- Social cohesion: The learner plays the descant recorder with peers in a group.

Link to other learning areas:

Agriculture: The learner applies the concepts and knowledge learnt on prevention of communicable diseases in the use of the descant recorder.

OPTIONAL GAMES

The learner **MUST** cover **ONE** of the Sub Strands:

1. Swimming
2. Indigenous Kenyan games

Optional Sub Strand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.6 Swimming (Optional) (15 lessons) <ul style="list-style-type: none"> • <i>Water entry</i> • <i>Water games</i> • <i>Floating technique-mushroom supine and prone</i> • <i>Gliding</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recognise ways of water entry in the swimming pool, b) play water games in the swimming pool for fun, c) float in water for skill acquisition, d) glide in water for water confidence, e) appreciate safety in and out of the swimming pool while playing water games. 	The learner is guided to: <ul style="list-style-type: none"> • visit the swimming pool for familiarisation and water orientation, • demonstrate water entry into the pool • use feet first technique, • collaboratively, engage in different water games while observing safety, • demonstrate floating techniques, • practise floating technique while observing safety, • demonstrate gliding in water, observing safety, • practise gliding, • observe each other performing the glide and floating and provide feedback. 	Why is Swimming an essential life skill?

Core Competencies to be developed:

- Self-efficacy: The learner builds confidence by floating in water.
- Learning to learn: The learner acquires the skills of pool entry and floating in water.

Values:

- Respect: The learner respects others' performance in floating and gliding in water.
- Responsibility: The learner observes own and others safety while performing and practising the water entry, floating and gliding.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: The learner adheres to water safety precautions while practising water entry, floating and gliding.
- Environmental awareness: The learner familiarises with the pool environment, safe use of water and pool hygiene.

Link to other learning areas:

Science and Technology: The learner develops a practical understanding of correct body posture when floating and gliding.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Indigenous Kenyan Games (Optional) (15 lessons) <i>Animal games</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify types of indigenous animal games played in Kenya, perform different indigenous animal games for skill acquisition perform indigenous animal games to a musical rhythm for enjoyment, appreciate the role played by animal games for fitness and health. 	The learner is guided to: <ul style="list-style-type: none"> watch a virtual or live demonstration of indigenous animal game and identify the skills observed, demonstrate different animal games while observing safety, practice different animal games while observing safety, practise different types of animal games while combining it with a musical rhythm. 	<ol style="list-style-type: none"> How do indigenous animal games enhance physical fitness? Why are animal games considered as indigenous activities?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: The learner works with others in playing animal games. Learning to learn: The learner acquires physical fitness skills while participating in animal games. 				

Values:

- Responsibility: The learner takes on different roles while playing animal games.
- Unity: The learner works with others while playing animal games.

Pertinent and Contemporary Issues (PCIs):

- Safety: The learner observes safety rules when playing animal games.
- Health and Fitness: The learner improves fitness when playing animal games for a healthy lifestyle.

Link to other learning areas:

- Mathematics: The learner keeps counting during animal games.
- Agriculture: The learner's knowledge of different animals is enhanced during performance of animal games.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to perform and/or display:</p> <ul style="list-style-type: none"> - medium starts - elongated starts - sprinting techniques - crab balance - side roll - notes B, A and G on the descant recorder - simple melodies based on B A and G on the descant recorder - photographs with proper lighting and center of interest - different types of songs - water entry, gliding and floating/ or animal games (identifying and performing). 	<p>Performs and/or displays the 10 items of Creative Arts skilfully.</p>	<p>Performs and/or displays the 10 items of Creative Arts correctly.</p>	<p>Performs and/or displays 6-9 items of Creative Arts.</p>	<p>Performs and/or displays 5 or less items of Creative Arts.</p>

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works (15 lessons) <ul style="list-style-type: none"> • <i>Making a portfolio</i> • <i>Concept of appreciation: appropriate behaviour, aesthetic, skills, message communicated, how to give feedback, care of displayed works,</i> • <i>Kenya National Anthem; role, values, occasions and number of verses performed</i> • <i>Components of a folk song: - community of origin Type/ occasion, Message, - participants and their roles (soloist, instrumentalist, singers), instruments.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the concept of appreciation in Creative Arts, b) make a portfolio for presenting creative art works, c) analyse the Kenya National Anthem to foster patriotism, d) describe a Kenyan folk song performance using appropriate terminologies, e) participate in games and sports within the school for enjoyment, 	The learner is guided to: <ul style="list-style-type: none"> • research and brainstorm the concept of appreciation in Creative Arts, • prepare a working/display portfolio from locally available resources, • decorate by pasting coloured paper/fabric, • present artwork in the portfolio, • listen to/watch a performance of the three verses of the Kenya National Anthem and talk about its aspects, • listen to or watch a live or recorded performance of a Kenyan folk song and analyse the components, 	What is the importance of analysis in Creative Arts?

		f) value appreciation of Creative Arts works drawn from various cultural backgrounds	<ul style="list-style-type: none"> ● participate in Netball, athletics, gymnastics, swimming/animal games for fun and for inter class/inter school championships, ● appreciate the performances with focus on; <i>teamwork, safety for self and others.</i> 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: The learner gets to appreciate Kenyan music as they listen to and analyse Kenyan National Anthem and folk songs. ● Learning to learn: The learner gets to interact with different type of Creative Arts works gaining new knowledge. ● Digital Literacy: The learner appreciates different works of art displayed through multimedia. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner collaborates with others when analysing in groups the execution of sports skills. ● Respect: The learner appreciates others while analysing Creative Arts works in groups. ● Integrity: The learner observes sportsmanship during mini games. ● Patriotism: The learner develops the love for Kenya as they discuss aspects of the Kenya National Anthem. 				

Pertinent and Contemporary Issues (PCIs):

- Health and safety: The learner participates in sports activities for enjoyment and fun.
- Social cohesion: The learner analyses in groups the execution of sports skills in inter class/inter school championships.
- Analytical and creative thinking: The learner analyses music and sports events and critiques art works.
- Cultural awareness: The learner analyses folk songs from different parts of the Kenya.

Link to other learning areas:

- Social Studies: The learner integrates with others while undertaking various tasks in groups
- English: The learner enhances their listening and speaking skills in English while discussing the music listened to.

Suggested Assessment Rubric

- Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to display /critique/participate in or analyse/ – drawings, – painting, – photographs, – Kenya national Anthem, – Kenyan folk songs – netball, – athletics, – gymnastics, – swimming/animal games	Displays/ critiques/participates in or analyses the 9 items in Creative Arts in detail and/ or skilfully	Displays/ critiques/participates in or analyses the 9 items in Creative Arts correctly	Displays/ critiques/participates in or analyses the 4-6 items in Creative Arts	Displays/ critiques/participates in or analyses at least 1- 3 item in Creative Arts

APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning area 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. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

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

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

Assessment of the CSL Activity

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

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

Strand	Sub Strand	Suggested Learning Resources	Suggested Assessment Tools	Suggested Non-formal Activities to support learning
1.0 Creating and Executing	1.1 Percussion Instruments-Drawing	Melodic and non-melodic Kenyan indigenous Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manila papers, hides/membranes, cutting tools.	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and peer critique.	Performance in the school choir/festivals, Creative Arts club activities.
	1.2 Netball	Digital devices, Netball balls, open places or marked fields, goal posts, markers, whistle, storage,	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Research, watch Netball matches, participate in ball games championships in and out of school
	1.3 Painting and Montage	Drawing papers/ book, water-based paints, brushes, palettes, rags, picture (such as newspapers and drawings, magazine), glue.	Assessment rubric, observation schedule, portfolio, checklist,	Creative Arts club activities, gallery visits

Strand	Sub Strand	Suggested Learning Resources	Suggested Assessment Tools	Suggested Non-formal Activities to support learning
	1.4 Rhythm	Percussion instruments, Coloured pens, papers, pencils	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
	1.5 Melody	Melodic instrument, Clay, rolling pins, water-based paint, brushes, clay cutting tools.	Aural/oral tests Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
2.0 Performing and Displaying	2.1 Athletics	Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper,	Portfolio, observation schedule, checklist, project, exit tickets, skill progression charts	Watch various Athletics championships on digital media, join school athletics team, participate in community and inter-school championships

Strand	Sub Strand	Suggested Learning Resources	Suggested Assessment Tools	Suggested Non-formal Activities to support learning
				and other levels, participate in Athletics events and activities
	2.2 Gymnastics	<ul style="list-style-type: none"> • Repertoire of patriotic songs, • video clips • charts • mats 	Observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Inter school gymnastic championship, gymnastic club
	2.3 Songs	Recordings of <i>sacred, patriotic and topical</i> songs, the Kenya National Anthem and Kenyan folk songs, resource person, pitching instrument	Observation schedule, aural and oral tests.	Music festivals, School events, Music club,
	2.4 Photography	School tablets, or camera, phone and computer,	Exhibition, observation schedule, portfolio, checklist,	Creative Arts club activities, gallery visits
	2.5 Descant Recorder	Descant recorder, Baroque fingering chart, Recorder melodies based on B A and G..	Aural tests, observation schedule, checklist, portfolio, project, written tests,	Music club, Art club activities

Strand	Sub Strand	Suggested Learning Resources	Suggested Assessment Tools	Suggested Non-formal Activities to support learning
			checklist, self-assessment worksheet	
	2.6 Swimming (Optional)	Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids- such as kick boards, pull buoys, fins, swim noodles, floatation devices; other materials such as markers and lanes, ropes, buoys, digital devices	Portfolio, observation schedule, exit tickets, skill progression charts, swimming performance analysis	Participate in swimming galas and competitions, join swimming clubs and fun days
	2.6 Indigenous Kenyan Games (Optional)	Cut and stick pictures of animals, video clips on animal games, Percussion musical instruments.	Observation schedule, checklist, rating scale.	Visit to a national park, museums and animal orphanage.

<p>3.0 Appreciation in Creative Arts</p>	<p>3.1 Analysis of Creative Art works</p>	<p>Audio visual equipment, display boards, display props, mounting papers, manila papers, masking tapes/glue Audio recordings of the Kenya National Anthem and Kenyan folk songs.</p>	<p>Portfolio, observation schedule, exit tickets, analysis, display and critique.</p>	<p>Participating in community festivals and sporting events, exhibitions, participating in music festivals, school games, sports club, Art club, visiting community galleries, music club/choir, Singing the Kenya National Anthem during school assemblies, sports events and school functions.</p>
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