



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

**PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN**

**CREATIVE ACTIVITIES**

**GRADE 1**

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 21<sup>st</sup> 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
<b>Total</b>		<b>31</b>

## 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 1**

## **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
<b>Creating and Executing</b>	1.1 Jumping	14
	1.2 Rhythm	14
	1.3 Drawing	14
	1.4 Stretching	14
	1.5 Painting and Colouring	14
	1.6 Melody	14
	1.7 Pattern Making	10
<b>Performing and Displaying</b>	2.1 Singing Games- Kenyan style	13
	2.2 Throwing and Catching	14
	2.3 Paper Craft	10
	2.4 Log Roll and T Balances	14
	2.5 Songs-Action songs	13
	2.5 Modelling	14
	2.6 Percussion Musical Instruments	10
<b>3.0 Appreciation</b>	3.1 Musical Sounds	14
	3.2 Water Safety Awareness	14
<b>Total Number of Lessons</b>		<b>210</b>

## STRAND 1.0: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>1.0 Creating and Executing</b>	<b>1.1 Jumping</b> (14 lessons) <ul style="list-style-type: none"> <li>● <i>Jump for height and distance (forward, backward, right and left),</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify different ways of jumping for body agility,</li> <li>b) improvise objects to be used for jumping,</li> <li>c) jump in different ways for coordination,</li> <li>d) sing songs while jumping for fun,</li> <li>e) appreciate jumping for enjoyment while observing safety.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● watch a video clip or a demonstration on jumping activities,</li> <li>● practise different ways of jumping with peers,</li> <li>● identify and collect locally available materials for improvising objects to be used in jumping while observing safety,</li> <li>● jump high for height and far in different directions,</li> <li>● collaboratively sing songs while jumping high and far in different ways,</li> <li>● talk about their own and others' performance in jumping activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are jumping activities important as a physical activity?</li> <li>2. Which objects can be improvised for use in jumping activities?</li> </ol>

**Core Competencies to be developed:**

- Creativity and Imagination: the learner improvises and creatively makes objects for jumping using locally available materials.
- Communication and Collaboration: the learner talks about different ways of jumping with peers,

**Values:**

- Responsibility: the learner observes safety precautions when collecting appropriate materials for making uprights.
- Unity: the learner cooperates with others while singing appropriate action songs as they jump high and far.

**Pertinent and Contemporary Issues (PCIs):**

- Safety: the learner observes safety while collecting appropriate materials for making uprights to be used in jumping.
- Self-awareness: the learner becomes aware of their ability to jumping high and far in different directions.

**Link to other learning areas:**

Mathematics Activities: the learner counts while jumping high and far.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>1.0 Creating and Executing</b>	<b>1.2 Rhythm</b> (14 lessons) <ul style="list-style-type: none"> <li>● <i>Beat</i></li> <li>● <i>Body percussion: clapping, tapping, snapping,</i></li> <li>● <i>Body percussion accompaniment</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items that maintain a steady pulse for beat articulation,</li> <li>b) play a steady beat on a percussion instrument while singing,</li> <li>c) create a rhythmic accompaniment to a song using body percussion,</li> <li>d) appreciate the use of percussions in creating rhythm.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● identify and imitate objects that maintain a constant beat such as a ticking clock,</li> <li>● collaboratively tap/clap the beat using body percussion; clapping/tapping/marching/stamping the foot while singing simple songs,</li> <li>● watch live or recorded performances to identify body percussion accompaniments to songs,</li> <li>● explore their body and use body percussions to accompany familiar topical songs,</li> <li>● improvise body percussion accompaniments to songs,</li> <li>● record performances using a digital device or present to peers for feedback.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to maintain a steady in music?</li> <li>2. How can body percussions be used to create a rhythm?</li> </ol>
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Self-efficacy: the learner confidently accompanies songs using body percussion rhythmic accompaniment with peers.</li> <li>● Learning to learn: the learner identifies and keenly taps/claps the beat of a song.</li> </ul>				



**Values:**

- Unity: the learner cooperates with others when performing rhythmic accompaniment using body percussions.
- Love: the learner provides constructive feedback to peers' performances.

**Pertinent and Contemporary Issues (PCIs):**

Environment conservation: the learner sings and accompanies topical songs on issues such as Environmental conservation.

**Link to other learning areas:**

- Environmental Activities: the learner internalises words of songs on Environmental issues.
- English Language activities: the learner communicates through words of songs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>1.0 Creating and Executing</b>	<b>1.3 Drawing</b> (14 lessons)  <i>Lines; straight, wavy, zigzag and curved lines</i> <i>Direction; vertical, diagonal and horizontal,</i>	By the end of the Sub Strand the learner should be able to: a) identify lines for familiarity, b) draw lines in different directions, c) draw patterns using lines in different directions, d) appreciate drawing pictures for expression.	The learner is guided to: <ul style="list-style-type: none"> <li>• observe actual and virtual pictures and identify lines,</li> <li>• collaboratively, recognise straight, wavy, curved and zigzag lines within the environment,</li> <li>• select appropriate materials for drawing such as coloured pencils, crayons, and charcoal among others,</li> <li>• draw various lines; straight, wavy, curved and zigzag,</li> <li>• draw the lines in different directions; vertical, diagonal and horizontal,</li> <li>• create a pattern by drawing lines in different directions,</li> <li>• draw simple pictures using lines for enjoyment,</li> <li>• show and speak clearly about own and others' drawing for feedback.</li> </ul>	What tools are used in drawing?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and Imagination: the learner draws lines in different direction; vertical, diagonal and horizontal.</li> <li>• Communication and collaboration: the learner speaks clearly about own and others' drawing for feedback.</li> </ul>				

**Values:**

- Unity: the learner collaboratively, recognise straight, wavy, curved and zigzag lines within the environment
- Responsibility: the learner cares for resources as they source appropriate materials for drawing such as coloured pencils, crayons, charcoal

**Pertinent and Contemporary Issues (PCIs):**

Health promotion: the learner observes hygiene by properly washing hands after using found objects in the environment to draw.

**Link to other learning areas:**

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

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question
<b>1.0 Creating and Executing</b>	<b>1.4 Stretching</b> (14 lessons) <ul style="list-style-type: none"> <li>• <i>Stretching directions (sideways, forward, backwards, upwards),</i></li> <li>• <i>Stretching positions (standing, sitting, kneeling and lying).</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify body parts involved in stretching,</li> <li>b) perform stretching in different directions for flexibility,</li> <li>c) enjoy stretching in different directions for body fitness.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• talk about body parts involved in stretching,</li> <li>• demonstrate stretching in different directions with peers,</li> <li>• practise stretching in different directions,</li> <li>• practise stretching in different positions,</li> <li>• collaboratively, play appropriate games involving stretching while observing safety,</li> <li>• sing action songs on body parts involved in stretching,</li> <li>• team up to use digital devices to record performances on stretching for future reference.</li> </ul>	Why is stretching important as a physical activity?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner actively talks about parts of the body that are used in stretching.</li> <li>• Creativity and Imagination: the learner creatively stretches in directions and in positions.</li> <li>• Digital literacy: the learner uses digital devices to record performances on stretching.</li> </ul>				

**Values:**

- Responsibility: the learner observes safety of self and others during stretching activities.
- Love: the learner appreciates the ability of others stretching in different positions.

**Pertinent and Contemporary Issues (PCIs):**

Safety and security: the learner stretches to a reasonable limit to avoid injuries while in different positions.

**Link to other learning areas:**

Environmental Activities: the learner stretches to different directions of the compass point.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>1.0 Creating and Executing</b>	<b>1.5 Painting and Colouring</b> (14 lessons) <ul style="list-style-type: none"> <li>• <i>Materials (paper, fabrics, paints,crayon)</i></li> <li>• <i>Tools (sponge palette, and brushes).</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials and tools for painting and colouring,</li> <li>b) colour a picture to immitate the environment,</li> <li>c) paint shapes using a brush,</li> <li>d) paint using fingers on a surface,</li> <li>e) paint using a sponge on a surface,</li> <li>f) enjoy painting and colouring as a form of expression.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe actual and virtual environment to; identify materials and tools for painting and colouring,</li> <li>• apply colour within the pictures using dry media to represent colours of objects in the environment,</li> <li>• paint using a brush within the shapes of the picture on paper,</li> <li>• paint using fingers on a paper or fabric,</li> <li>• use sponge to paint within drawn forms on a paper or fabric, take note; clean hands after painting,</li> <li>• display the pictures and talk about them with your peers.</li> </ul>	Which tools can be used in painting?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Problem Solving:</b> the learner identifies materials and tools for painting and experiments with different techniques like using fingers and sponges.</li> </ul>				

- Creativity and Imagination: the learner colours pictures and experiments painting using fingers, brushes and sponge for enjoyment.
- Self-efficacy: the learner gains confidence as they engage in painting using different tools and display their pictures.

**Values:**

- **Unity:** the learner promotes a sense of unity as they engage in painting activities with peers, collaboratively shares ideas, and appreciate each other's artwork.
- **Responsibility:** the learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final artwork.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and hygiene: as the learner clean their hands after painting using fingers, sponge and a brush on the paper or fabric.

**Link to other learning areas:**

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>1.0 Creating and Executing</b>	<b>1.6 Melody</b> (14 lessons) <ul style="list-style-type: none"> <li>● <i>Melodic sounds</i></li> <li>● <i>Echoing melodic patterns</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify sounds as melodic or non-melodic for aural discrimination,</li> <li>b) aurally recognise like and unlike passages in short melodies,</li> <li>c) echo simple melodic patterns by singing or humming for aural skill development,</li> <li>d) enjoy replicating melodic passages for aural discrimination.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● collaboratively listen to a variety of sounds and identify them as melodic or non-melodic,</li> <li>● listen to songs and aurally identify the passages as like or unlike,</li> <li>● listen to age-appropriate live or recorded melodic patterns and imitate through singing or humming with pitch accuracy.</li> <li>● comment on peers' imitation of melodies using polite language.</li> </ul>	Why are melodic sounds important?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Self-efficacy: the learner gains confidence as they imitate a melody by singing or humming.</li> <li>● Communication and collaboration: the learner keenly listens to a melody and clearly echoes it.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Unity: the learner cooperates with others to listen and distinguish sounds as melodic and non-melodic.</li> <li>● Social justice: the learner shares own opinion and gives peers a chance to express their opinion on sounds.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> Self-esteem: the learner gains confidence while echoing melodies played.				
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>● English/Kiswahili language activities: the learner listens keenly and speaks clearly about the sounds they listen to.</li> </ul>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.7 Pattern Making</b>  (10 lessons)  <ul style="list-style-type: none"> <li>• <i>Numeral patterns</i></li> <li>• <i>Letter patterns</i></li> </ul>	By the end of the Sub Strand the learner should be able to; a) recognise patterns made using numeral and letters, b) create patterns using letters, c) make a pattern using numerals, d) enjoy making patterns for expression.	The learner is guided to: <ul style="list-style-type: none"> <li>● explore virtual and actual source to identify letter and numeral patterns,</li> <li>● use letters to create a line pattern,</li> <li>● use numerals to create a line pattern,</li> <li>● take turns to show and talk about patterns created by self and others.</li> </ul>	How is a pattern made?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: the learner explores various numerals and letters to create line patterns.</li> <li>• Learning to Learn: the learner explores virtual and actual source to identify letter and numeral patterns.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: the learner take turns to show and talk about patterns created by self and others.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b>  Cultural Heritage: the learner creates patterns inspired by cultural elements within their surrounding.</p>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematical Activities: the learner applies mathematical concepts in pattern-making involves such as sequencing and repetition, providing a cross-disciplinary connection to mathematical activities.</li> </ul>				

## SUGGESTED ASSESSMENT RUBRIC

<b>INDICATOR \ LEVEL</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to create or execute: <ul style="list-style-type: none"> <li>– a steady beat on a percussion instrument</li> <li>– rhythmic accompaniment to a song using body percussions</li> <li>– objects to be used for jumping,</li> <li>– jump in different ways,</li> <li>– songs while jumping for fun,</li> <li>– draw different lines</li> <li>– stretch in different directions</li> <li>– colour a picture</li> <li>– paint shapes</li> <li>– like and unlike passages in a melody</li> <li>– echo a simple melody</li> <li>– patterns using letters</li> <li>– patterns using numerals.</li> </ul>	Creates and executes the 13 skills of Creative Activities skilfully.	Creates and executes all the 13 skills of Creative Activities accurately.	Creates and executes 12 to 8 skills of Creative Activities.	Creates and executes 7 or less skills of Creative Activities.

## STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.1 Singing Games-Kenyan Style</b>  (13 lessons) <ul style="list-style-type: none"> <li>• <i>Props</i></li> <li>• <i>Improvising props</i></li> <li>• <i>Performance aspects; songs, game activities, pattern formations, the use of props, observance of safety and appropriate etiquette (behaviour).</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify props used in the performance of a singing game from a Kenyan community,</li> <li>b) improvise a simple prop for use in performing a singing game,</li> <li>c) perform singing games drawn from local cultures in Kenyan for enjoyment,</li> <li>d) enjoy performing singing games from Kenyan local cultures.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch live or recorded performances of singing games drawn from Kenyan local cultures and talk about them,</li> <li>• identify props used in a singing game performance by name,</li> <li>• collect relevant locally available materials and improvise a prop for use in singing games, performance observing safety,</li> <li>• take a role and perform age-appropriate singing games with peers focussing on performance aspects; singing, game activities, pattern formations, the use of props, observance of safety and appropriate etiquette (behaviour).</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are singing games performed?</li> <li>2. Why are props used in a singing game?</li> </ol>

**Core Competencies to be developed:**

- Self-efficacy: the learner confidently makes a variety of body movements while performing singing games.
- Learning to learn: the learner learns to perform singing games from various Kenyan cultures.
- Citizenship: the learner takes pride in performing singing games drawn from diverse Kenyan communities.

**Values:**

- Responsibility: the learner takes up a role in the performance of a singing game from a Kenyan community.
- Unity: the learner works with others to perform a singing game from a Kenyan culture.

**Pertinent and Contemporary Issues (PCIs):**

- Personal hygiene: the learner collects appropriate locally available materials for making simple paper costumes.
- Self-awareness and self-esteem: the learner makes a variety of movements that are appropriate while performing the singing game which boosts their morale.

**Link to other learning areas:**

Indigenous Language Activities: the learner sings varied songs in indigenous languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
<b>2.0 Performing and Displaying</b>	<b>2.2 Throwing and Catching</b>  (14 lessons) <ul style="list-style-type: none"> <li>● <i>Materials for improvising a ball,</i></li> <li>● <i>Improvising a ball</i></li> <li>● <i>Throwing activities</i></li> <li>● <i>Catching activities</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify materials used to improvise a ball,</li> <li>b) improvise a ball from locally available materials,</li> <li>c) perform throwing and catching activities for skill acquisition,</li> <li>d) appreciate throwing and catching activities for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● collect locally available reusable materials to be used for making a ball while observing hygiene,</li> <li>● make an appropriate ball using collected materials,</li> <li>● practise throwing and catching activities using the ball with peers while observing safety,</li> <li>● play simple games on throwing and catching a ball,</li> <li>● talk about own and others effort while playing games involving throwing and catching.</li> </ul>	Which direction is easier to throw and catch the ball from during play?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Self-efficacy: the learner confidently throws and catches the ball while playing with peers.</li> <li>● Learning to learn: the learner keenly follows the steps of knotting when making a ball.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Unity: the learner cooperates with others when throwing and catching a ball.</li> <li>● Love: the learner shares materials while making a ball.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> Environment Conservation: the learner uses reusable locally available materials to improvise a ball.				
<b>Link to other learning areas:</b> <ul style="list-style-type: none"> <li>● Environmental activities: the learner observes hygiene while using reusable locally available materials to improvise a ball.</li> <li>● English activities: the learner communicates with peers while throwing and catching a ball.</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.3 Paper Craft</b> (10 lessons) <ul style="list-style-type: none"> <li>• <i>Paper: coloured or textured</i></li> <li>• <i>Pleating technique</i></li> <li>• <i>Folding technique</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items made using paper craft,</li> <li>b) make paper items using the pleating technique,</li> <li>c) make paper items using the folding technique,</li> <li>d) play using the paper items for enjoyment.</li> </ol>	The learner is guided to; <ul style="list-style-type: none"> <li>• observe virtual or actual pictures of items made out of paper,</li> <li>• collect varied recyclable papers for craft,</li> <li>• create paper toys using the pleating technique such as animals, fan among others,</li> <li>• use the folding technique to make toy items to imitate things in the environment,</li> <li>• narrate to peers about and/or play with the paper item.</li> </ul>	Which items can you make using paper?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner engages in showcasing, discussing, and playing with their own and others' paper craft creations.</li> <li>• Creativity and Imagination: the learner makes paper items that allows them to explore through transforming paper into playful items.</li> <li>• Learning to Learn: the learner acquires paper crafting skills and techniques.</li> </ul>				

**Values:**

- Love: the learner derives joy from making and playing with peers.
- Unity: the learner narrates to peers about and/ or play with the paper item.

**Pertinent and Contemporary Issues (PCIs):**

- Life skills: the learner develops self-awareness and self-esteem through narrating about their work to express their feelings, ideas and emotions.

**Link to other learning areas:**

- Mathematical Activities: the learner applies mathematical concepts in pleating and folding.
- Environmental Activities: the learner collect varied recyclable papers for craft in the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>2.0 Performing and Displaying</b>	<b>2.4 Log Roll and T-Balance</b> (14 lessons) <ul style="list-style-type: none"> <li>● <i>Log roll</i></li> <li>● <i>T-balance</i></li> <li>● <i>Make markers</i></li> </ul>	By the end of the Sub Strand the learner should be able to: a) identify log roll and T-balance through practice, b) make markers for use during log rolls and T-balance performance c) perform a log roll for coordination, d) perform the T-balance for flexibility, e) appreciate performing the log roll and T-balance for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>● watch a video clip or a demonstration of a log roll,</li> <li>● watch a video clip or demonstration of a T-balance,</li> <li>● collect and share reusable materials for making markers to be used during the log roll and T-balance performance with peers,</li> <li>● work collaboratively to make markers and mark the open space using improvised markers,</li> <li>● perform the log roll in different directions while observing safety,</li> <li>● perform the T-balance in different with peers while observing safety,</li> <li>● sing action songs while performing log roll and T-balance,</li> <li>● talk about own and others performance of the log roll and T - balance.</li> </ul>	Why should there be good spacing while performing the log roll and T-balance?



**Core Competencies to be developed:**

- Creativity and imagination: the learner identifies simple reusable materials, and makes markers.
- Communication and Collaboration: the learner talks about others performance of the log roll and T-balance,

**Values:**

- Love: the learner shares simple reusable materials with peers.
- Respect: the learner portrays positive regard for self and others as they work in groups.

**Pertinent and Contemporary Issues (PCIs):**

- Health promotion issues: the learner observes safety when collecting materials to be used in making markers.
- Environmental conservation: the learner collects reusable materials.

**Link to other learning areas:**

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.5 Songs</b> (13 lessons) <ul style="list-style-type: none"> <li>● <i>Action songs,</i></li> <li>● <i>Message of action songs</i></li> <li>● <i>Performance techniques; - accuracy of tune and rhythm,</i> <ul style="list-style-type: none"> <li>- <i>clarity of words,</i></li> <li>- <i>actions, gestures</i></li> <li>- <i>facial expressions.</i></li> </ul> </li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the message in an action song,</li> <li>b) sing action songs in unison applying performance techniques,</li> <li>c) enjoy singing action songs for self-expression.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● watch live or recorded performances of age-appropriate action songs and imitate the performances,</li> <li>● collaboratively listen to or perform action songs based on pertinent issues and talk about the message in the action songs,</li> <li>● sing action songs in unison focusing on performance techniques;</li> <li>● respectfully talk about peers' performances for improvement.</li> </ul>	Why do we sing with actions?
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>● Communication and Collaboration: the learner exhibits teamwork as they discuss with peers the message of action songs.</li> <li>● Creativity and imagination: the learner utilises appropriate actions in the performance of an action song.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Respect: the learner critiques peers' performances of action songs using polite language.</li> <li>● Unity: the learner collaborates with peers to talk about and perform action songs.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>● Self-esteem: the learner gains confidence through performance of an action song individually.</li> <li>● Health Education: the learner discusses and performs action songs on health-related issues.</li> </ul>				
<b>Link to other learning areas:</b> English/Kiswahili Language activities: the learner utilises listening and speaking skills to discuss the messages of action songs.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.6 Modelling</b> (14 lessons) <ul style="list-style-type: none"> <li>• <i>Pinch Method</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify items modelled using the pinch method,</li> <li>b) identify materials and tools used in modelling,</li> <li>c) model items using the pinch method,</li> <li>d) enjoy modelling items using the pinch method.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• observe actual or virtual items modelled using the pinch method,</li> <li>• collect materials and tools for use in the pinch method modelling.</li> <li>• model simple objects using the pinch method,</li> <li>• showcase, talk about own and others' work.</li> </ul>	<ol style="list-style-type: none"> <li>1. What items in the Inquiry Corner, are modelled using the pinch method?</li> <li>2. What materials and tools are used for modelling?</li> <li>3. What items would you like to model?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Problem-Solving:</b> the learner identifies materials and tools for modelling through observation of actual or virtual items, showcasing critical thinking skills in selecting appropriate resources for the pinch method.</li> <li>• <b>Creativity and Imagination:</b> the learner utilises the pinch method, to model simple objects, demonstrating creativity and imagination in transforming materials into unique and expressive creations.</li> <li>• <b>Learning to Learn:</b> the learner collects materials and tools for pinch method modelling, they develop skills in adaptability and continuous improvement, embodying the concept of learning to learn in the artistic process.</li> <li>• <b>Self-Efficacy:</b> the learner builds confidence as they actively participate in modelling using the pinch method.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Love:</b> the learner to expresses emotions and ideas, as they showcase, talk about own and others' work.</li> <li>• <b>Unity:</b> the learner engages in discussions about modelled items and share ideas as they appreciate each other's artistic creations.</li> </ul>				

- Responsibility: the learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final modelled items.
- Patriotism: the learner explores themes related to the local culture through modelling to foster a sense of patriotism and pride in national identity.

**Pertinent and Contemporary Issues (PCIs):**

- Cultural Expression: the learner models items that can be linked to cultural expressions, local traditions and heritage.
- Sustainability: the learner considers environmentally friendly materials for modelling that addresses contemporary concerns about sustainability, promoting responsible artistic practises.

**Link to other learning areas:**

- Environmental Activities: the learner models and creates objects that represent elements of the environment while improvising and using found materials.
- Mathematical Activities: the learner applies the process of modelling involves measurement and proportion, integrating mathematical concepts into artistic activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Performing and Displaying</b></p>	<p><b>2.7 Percussion Musical Instruments</b> (10 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Percussion musical instruments: Shakers, jingles and drums.</i></li> <li>● <i>Improvising a shaker</i></li> <li>● <i>Methods of playing a shaker-shaking, hitting and scrapping</i></li> </ul>	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify percussion musical instruments from diverse indigenous Kenyan communities,</li> <li>b) improvise a percussion musical instrument using locally available materials,</li> <li>c) play a percussion musical instrument for enjoyment,</li> <li>d) appreciate percussion musical instruments from diverse Kenyan cultural communities.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● search for percussion instruments from print and electronic media and identify them by name,</li> <li>● responsibly collect appropriate available materials and improvise a shaker or jingle,</li> <li>● display and positively talk about percussion instruments improvised by peers and self and store them for future use,</li> <li>● visit actual or virtual sites to watch or observe how percussion instruments are played,</li> <li>● practice the methods of playing shakers, jingles and drums,</li> <li>● play a percussion musical instrument to accompany singing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are percussion musical instruments played?</li> <li>2. How can percussion instruments be improvised?</li> </ol>

**Core Competencies to be developed:**

- Communication and Collaboration: the learner exhibits teamwork as they play drums, jingles and shakers to accompany singing in a group.
- Creativity and imagination: the learner undertakes tasks that require skills to improvise shakers and jingles using locally available materials.
- Digital literacy: the learner searches for and identifies percussion instruments from digital sites.
- Citizenship: the learner interacts with real or virtual percussion instruments drawn from different Kenyan communities.

**Values:**

- Responsibility: the learner clears the working areas after improvising shakers and jingles using locally available materials and stores them.
- Unity: the learner works harmoniously with peers while naming and improvising percussion instruments..

**Pertinent and Contemporary Issues (PCIs):**

- Environmental conservation: the learner responsibly uses locally available materials to improvise percussion instruments.
- Patriotism: the learner identifies, improvises and plays instruments from Kenyan communities for cultural expression.

**Link to other learning areas:**

Indigenous language activities: the learner identifies percussion musical instruments from different Kenyan communities by their indigenous names.

**SUGGESTED ASSESSMENT RUBRIC**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<p>Ability to perform and/or display</p> <ul style="list-style-type: none"> <li>- singing game African style,</li> <li>- use props</li> <li>- throwing and catching activities</li> <li>- make paper items using pleating</li> <li>- make paper items using folding techniques</li> <li>- log roll</li> <li>- an action song</li> <li>- T- balance</li> <li>- percussion musical instrument</li> <li>- model items using the pinch method</li> </ul>	<p>Performs and/or displays the 11 items of Creative activities skillfully and/or creatively.</p>	<p>Performs and/or displays the 11 items of Creative activities</p>	<p>Performs and/or displays the 10-6 items in Creative Activities.</p>	<p>Performs and/or displays 5 or less items of Creative Activities.</p>

## STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>3.0 Appreciation</b>	<b>3.1 Musical Sounds</b>  (14 lessons)  <i>Exploring sound</i> <ul style="list-style-type: none"> <li>● <i>Sources of sound- Birds, animals, humans and objects</i></li> <li>● <i>Elements of music:</i> <ul style="list-style-type: none"> <li>– <i>Volume-Loud or soft sound,</i></li> <li>– <i>Speed-Fast/slow sound</i></li> <li>– <i>Pitch-High or low sound,</i></li> </ul> </li> <li>● <i>Mood of song</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) identify sounds in the local environment for aural discrimination,</li> <li>b) describe the elements of music as used in a song,</li> <li>c) respond to sounds in the environment for self-expression,</li> <li>d) describe the mood of songs for emotional expression,</li> <li>e) enjoy listening to and talking about music.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● keenly listen to sounds (birds, humans, animals, objects) within the school environment and identify their sources,</li> <li>● identify high and low sounds from the environment,</li> <li>● collaboratively listen to live/recorded music and describe its volume, speed and pitch, using appropriate terminology such as; loud/soft, fast/slow and high/ low,</li> <li>● listen to and respond imaginatively to sounds in the environment through; movement, imitation or talking about it,</li> <li>● talk about the mood of selected pieces of short music either as happy or sad.</li> </ul>	1 Why is it important to listen to music? 2. How does listening to music make you feel?



**Core Competencies to be developed:**

- Communication and Collaboration: the learner listens keenly to songs and clearly talks about it using appropriate terminology.
- Creativity and Imagination: the learner responds to music imaginatively.

**Values:**

- Unity: the learner works with peers to discuss music listened to.
- Respect: the learner appreciates peers' imitations of the identified sounds of birds, animals and objects.

**Pertinent and Contemporary Issues (PCIs):**

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

**Link to other learning areas:**

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>3.0 Appreciation</b>	<b>3.2 Water safety awareness</b>  (14 lessons) <ul style="list-style-type: none"> <li>● <i>Water dangers (drowning, injuries and death)</i></li> <li>● <i>Montage</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) recognise different water points around the home environment,</li> <li>b) identify water dangers arising from water points at home,</li> <li>c) make a montage of water points around the home environment,</li> <li>d) narrate ways of applying safety around water points at home,</li> <li>e) appreciate water safety at home for life skills,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe pictures of different water points at home and share with peers,</li> <li>● talk about water points at home,</li> <li>● talk about the dangers of water points at home with peers,</li> <li>● collect pictures of familiar water points from magazines, newspapers among others,</li> <li>● sort and cut out the pictures,</li> <li>● stick using glue side by side the pictures on a stiff paper to make a simple montage,</li> <li>● perform a singing game about the dangers of water,</li> <li>● show the montage work and talk about ways to be safe around water points at homes,</li> <li>● observe safety measures around water points at home by exercising self-discipline.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can water points at home be dangerous?</li> <li>2. What materials are used to make a montage?</li> </ol>

**Core Competencies to be developed:**

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

**Values:**

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

**Pertinent and Contemporary Issues (PCIs):**

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

**Link to other learning areas:**

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

**SUGGESTED ASSESSMENT RUBRIC**

<b>LEVEL</b> <b>INDICATOR</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to appreciate and/ or analyse: - sources of sounds - elements of music (volume, speed, pitch) -mood of music -water dangers -safety around water points -water points around home	Appreciates and/or analyses the 6 Creative activities items in detail.	Appreciates and/or analyses the 6 Creative activities items.	Appreciates and/or analyses the 5-3 items in Creative activities.	Appreciates and/or analyses the 3 or less Creative activities items.

**LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES**

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
<p><b>1.0 Creating and Executing</b></p>	<p><b>1.1 Jumping</b></p>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Practical tests</li> <li>● Fieldwork reports</li> <li>● Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Open space</li> <li>● Field makers</li> <li>● Landing mats</li> <li>● Group makers</li> <li>● Resource persons</li> <li>● Audio /visual recordings of music and jumping skills</li> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures</li> <li>● Relevant attire</li> <li>● Reference books</li> <li>● Relevant virtual sites</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Creative Arts Competitions</b> -Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school</li> <li>● <b>Field visits</b> - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes</li> <li>● <b>Live Performances and Exhibitions</b>- Attend live performances and exhibitions for appreciation</li> <li>● <b>Apprenticeship</b> - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts</li> <li>● <b>Concerts</b> – Participating in and attending music concerts within the school and its environs.</li> <li>● <b>Project work</b> – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality.</li> </ul>
	<p><b>1.2 Musical Sounds</b></p>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Aural test</li> <li>● Written tests</li> <li>● Participatory assessment</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures of birds, animals and objects</li> <li>● Reference books</li> <li>● Audio /visual recordings of musical sounds</li> <li>● Relevant virtual sites</li> <li>● Flashcards</li> </ul>	

	<b>1.3 Drawing</b>	<ul style="list-style-type: none"> <li>● Practical tests</li> <li>● Fieldwork reports</li> <li>● Oral tests</li> <li>● Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Digital devices</li> <li>● Resource persons</li> <li>● Relevant virtual sites</li> <li>● Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Creative Arts clubs</b> -participating in Sports, Music and Arts club activities within the school</li> <li>● <b>Participating during Cultural day or week-</b> learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues.</li> <li>● <b>School assembly activities</b> – performing, watching, or listening to performances during school assemblies.</li> <li>● <b>School events:</b> performing during events such as parents, prize giving, and careers and sports day, among others.</li> <li>● <b>Scout/Girl guide activities</b> - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments.</li> <li>● <b>Performing troupes or ensembles-</b> Performance in all Creative Arts disciplines.</li> </ul>
	<b>1.4 Stretching</b>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Practical tests</li> <li>● Fieldwork reports</li> <li>● Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Open space</li> <li>● Field makers</li> <li>● Landing mats</li> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures</li> <li>● Reference books</li> <li>● Audio /visual recordings of music and stretching skills</li> <li>● Relevant virtual sites</li> <li>● Relevant attire</li> </ul>	
	<b>1.5 Painting and Colouring</b>	<ul style="list-style-type: none"> <li>● Practical tests</li> <li>● Peer assessment</li> <li>● Oral test</li> <li>● Aural tests</li> <li>● Written tests</li> </ul>	<ul style="list-style-type: none"> <li>● Digital devices</li> <li>● Resource persons</li> <li>● Relevant virtual sites</li> <li>● Flashcards</li> </ul>	
	<b>1.6 Pattern Making</b>	<ul style="list-style-type: none"> <li>● Oral test</li> <li>● Written tests</li> <li>● Practical tests</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Relevant virtual sites</li> <li>● Flashcards</li> <li>● Digital devices</li> </ul>	

	<b>1.7 Rhythm</b>	<ul style="list-style-type: none"> <li>● Oral test</li> <li>● Aural tests</li> <li>● Written tests</li> <li>● Practical tests</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Percussion instruments</li> <li>● Flashcards</li> <li>● Audio or visual recordings of songs,</li> <li>● Songbook,</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Reference books</li> <li>● Relevant virtual sites</li> </ul>	
<b>Performing and Display</b>	<b>2.1 Singing Games - Africa Style</b>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Aural test</li> <li>● Written tests</li> <li>● Fieldwork reports</li> <li>● Participatory assessment</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures</li> <li>● Reference books</li> <li>● Audio or visual recordings of African style singing games</li> <li>● Relevant virtual sites</li> <li>● Relevant African props and costumes</li> <li>● Open space</li> <li>● Resource persons</li> </ul>	
	<b>2.2 Throwing and Catching</b>	<ul style="list-style-type: none"> <li>● Practical demonstration</li> <li>● Participatory assessment</li> <li>● Oral presentations</li> <li>● Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Open space</li> <li>● Field makers</li> <li>● Group makers</li> <li>● Resource persons</li> </ul>	

			<ul style="list-style-type: none"> <li>● Visual recordings of throwing and Catching skills</li> <li>● Improvised balls</li> <li>● Reusable locally available material for making an improvised ball</li> <li>● Flash cards</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures</li> <li>● Reference books</li> <li>● Relevant virtual sites</li> </ul>	
	<b>2.3 Paper Craft</b>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Practical tests</li> <li>● Participatory assessment</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Resource person</li> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Pictures</li> <li>● Reference books</li> </ul>	
	<b>2.4 Log Roll and T Balances</b>	<ul style="list-style-type: none"> <li>● Demonstrations</li> <li>● Practical tests</li> <li>● Participatory assessment</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Pictures</li> <li>● Reference books</li> <li>● Landing mats</li> <li>● visual recordings of gymnastic performance</li> <li>● Relevant virtual sites</li> </ul>	



	<b>2.5 Songs</b>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Aural tests</li> <li>● Observation schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Pitching instrument</li> <li>● Flashcards</li> <li>● Audio-visual recordings of age-appropriate action songs</li> </ul>	
	<b>2.6 Modelling</b>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Peer assessment</li> <li>● Practical tests</li> <li>● Participatory assessment</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Flash cards</li> <li>● Digital devices</li> <li>● Reusable locally available material</li> <li>● Resource persons</li> </ul>	
	<b>2.7 Percussion Musical Instruments</b>	<ul style="list-style-type: none"> <li>● Oral presentations</li> <li>● Written tests</li> <li>● Peer assessment</li> <li>● Practical tests</li> <li>● Participatory assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Open space</li> <li>● Reusable locally available material for making improvised shakers and jingles</li> <li>● Resource persons</li> <li>● Visual recordings of musical instrument(shakers and jingles)</li> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures</li> <li>● Reference books</li> </ul>	

<b>3.0 Appreciation</b>	<b>3.1 Musical Sounds</b>	<ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Aural tests</li> <li>● Written tests</li> <li>● Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Flashcards</li> <li>● Digital devices</li> <li>● Musical instruments</li> <li>● Pictures</li> <li>● Reference books</li> <li>● Audio /visual recordings of sounds</li> <li>● Relevant virtual sites</li> </ul>	
	<b>3.2 Water Safety Awareness</b>	<ul style="list-style-type: none"> <li>● Oral presentations</li> <li>● Peer assessment</li> <li>● Practical tests</li> <li>● Field work reports</li> <li>● Participatory assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Digital devices</li> <li>● Pictures of water points</li> <li>● Reference books</li> <li>● Audio /visual recordings of music</li> <li>● Relevant virtual sites</li> </ul>	