



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 2

First Published in 2021

Revised in 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.



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

PREFACE

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

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

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

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

Thank you.



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

ACKNOWLEDGEMENT

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

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

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

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

Best wishes to all learners and curriculum implementers.



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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

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

LESSON ALLOCATION AT LOWER PRIMARY

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

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

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

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

CREATIVE ACTIVITIES

GRADE 2

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	
CREATING AND EXECUTING	1.1 Hopping	18
	1.2 Drawing and Painting	18
	1.3. Rhythm and Pattern Making	18
	1.4 Turning	14
	1.5 Mosaic	14
	1.6 Melody	14
Performing and Displaying	2.1 Singing Games- Western Style	18
	2.2 Kicking	14
	2.3 Plaited Ornaments	10
	2.4 Egg Roll and Swan Balance	14
	2.5 Wind Musical Instruments	10
	2.6 Modelling	10
	2.7 Songs	14
3.0 Appreciation	3.1 Singing Games - Western Style	12
	3.2 Water Safety Awareness	12
Total number of lessons		210

STRAND 1: CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.1 Hopping (18 lessons) <ul style="list-style-type: none"> • <i>Directions (forward, backward, to the right, to the left)</i> • <i>Patterns (straight, curved, circular and zigzag)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions of hopping for space awareness, b) perform hopping in different directions for agility, c) make pattern formations while hopping in different directions for coordination, d) appreciate hopping in different directions for fitness. 	The learner is guided to: <ul style="list-style-type: none"> • hop and talk about different directions of hopping for fitness, • demonstrate hopping in different directions and forming patterns with peers, • practise hopping in different directions and forming patterns, • play simple games using the hop skill while singing action songs. 	Why is hopping activity important as a physical activity?

Core Competencies to be developed:

- Critical thinking and Problem solving: the learner determines the suitable pattern to hop.
- Communication and Collaboration: the learner works with peers to demonstrate and practise hopping.

Values:

- Love: the learner selflessly shares opinions and space while hopping with peers.
- Unity: the learner cooperates with others as they play games involving hopping.

Pertinent and Contemporary Issues (PCIs):

Self-esteem: the learner confidently appreciates ability in hopping skills.

Link to other learning areas:

English Language activities: the learner clearly communicates with others as they hop in different directions for fitness.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 CREATING AND EXECUTING	1.2 Drawing and Painting (18 lessons) <ul style="list-style-type: none"> • <i>Texture</i> • <i>Regular shape</i> • <i>Colour mixing</i> • <i>Painting</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify texture on surfaces, b) create texture on paper by rubbing on surfaces, c) apply texture on drawn shapes, d) paint regular shapes using a brush, e) enjoy drawing and painting for creativity. 	The learner is guided to: <ul style="list-style-type: none"> • observe virtual pictures or explore objects in the environment to identify rough and smooth texture, • responsibly, explore the environment to simulate different texture on objects by rubbing, • draw natural forms found in the environment, • apply appropriate texture (rough or smooth) on drawn shapes (explore different drawing tools) • mix colour using bloating techniques, • use one colour to paint within the outline of regular shapes/forms, • show the drawing and painting work to peers and talk about them 	<ol style="list-style-type: none"> 1. How did you create texture in your drawing? 2. Which materials can you paint on ?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: the learner explore different surfaces to apply appropriate texture (rough or smooth) on drawn shapes. • Digital literacy: the learner uses digital devices to observe virtual pictures. 				
Values: <ul style="list-style-type: none"> • Respect: the learner shows the drawing and painting work to peers and talk about them. • Responsibility: the learner responsibly explores the environment to simulate different texture on objects by rubbing,. 				

Pertinent and Contemporary Issues (PCIs):

- Safety and Security: the learner demonstrates safety and security awareness as they take a walk around the school environment to explore rough and smooth texture.

Link to other learning areas:

- English and Kiswahili Language Activities: the learner communicates thoughts about their artwork in Kiswahili, fostering proficiency in both English and Kiswahili languages.
- Environmental Activities: the learner identifies textures in the environment during art lessons, connecting artistic expression to observations in the natural world.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.3 Rhythm and Pattern Making (18 Lessons) <ul style="list-style-type: none"> • <i>Ways of creating rhythm:</i> <ul style="list-style-type: none"> - <i>Reciting</i> - <i>Clapping</i> - <i>Humming</i> • <i>Simple words rhythmic patterns,</i> • <i>Shape patterns</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different ways of creating rhythms in music, b) imitate repetitive rhythmic sounds for rhythm awareness, c) recite/clap rhythmic patterns of simple words to develop a sense of rhythm, d) create rhythmic patterns based on simple words, e) create simple shape patterns by printing, f) appreciate rhythmic improvisation as a way of developing rhythm skills. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch live or recorded performances of various ways of creating rhythms and talk about them, • identify and imitate repetitive rhythmic sounds produced by objects and animals in the environment, such as; sirens, chicken, dove, donkey and clock ticking, maintaining a steady beat, • imitate virtual/real games on performances of simple rhythmic patterns by clapping, tapping or humming, • recite and clap the natural speech rhythm of simple word patterns such as; coffee tea soda; cat cat, kitten kitten, cat; dog chicken dog elephant, • collaboratively create rhythmic patterns using a combination of simple words, 	<p>How can rhythmic patterns be made?</p>

			<ul style="list-style-type: none"> • clap/tap/recite own created rhythmic patterns to peers for feedback. • draw regular shapes to create patterns and colour them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: the learner speaks clearly as they talk about live or recorded performances of various ways of creating rhythms. • Creativity and Imagination: the learner makes a rhythmic pattern by combining different words. • Learning to Learn: the learner applies the knowledge acquired in the previous grades to maintain a steady beat while performing rhythmic patterns. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: the learner takes care of the digital devices availed to them when recording the performances of the recited rhythms for future reference. • Unity: the learner displays team spirit as they work in to create rhythmic patterns. 				
<p>Pertinent and Contemporary Issues:</p> <p>Cyber Security: the learner observes security measures as they search for appropriate rhythmic games for performance from the virtual sources.</p>				
<p>Link to other learning areas:</p> <p>Mathematical Activities: the learner applies counting skills learnt to maintain the beat in simple songs.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.4 Turning (14 lessons) <ul style="list-style-type: none"> • <i>Body turning in different directions (left, right, half, full and combination)</i> 	By the end of the Sub Strand, the learner should be able to: a) identify the different directions of turning body in movement, b) perform turning body in different directions for coordination, c) appreciate turning activities as a basic skill for body movement during play.	The learner is guided to: <ul style="list-style-type: none"> • talk about various directions a body can face while turning through demonstration, • practise turning body in different directions, • sing action songs and make patterns while turning in different directions, • play games while practising turning activities in different directions for enjoyment, • talk about own and others ability to turn body in the activities. 	Why is turning an important skill for a player during a game?
Core competencies to be developed: <ul style="list-style-type: none"> • Creativity and Imagination: the learner creatively performs turning body in different directions. • Communication and Collaboration: the learner talks about various directions of turning while demonstrating. 				
Values: <ul style="list-style-type: none"> • Respect: the learner appreciates diverse opinions while discussing various directions the body turns. • Unity: the learner cooperates with others as they work in groups to perform turning in different directions. 				
Pertinent and Contemporary issues: Self-awareness and self-esteem: the learner displays confidence as they turn in different directions.				
Link to other learning areas: Mathematical Activities: the learner learns directions and patterns.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.5 Mosaic (14 lesson) <ul style="list-style-type: none"> • <i>Cutting tools</i> • <i>Pasting material</i> • <i>Mosaic</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify a mosaic picture, b) identify materials and tools used in making a mosaic, c) make a mosaic for self-expression, d) appreciate mosaic for aesthetic awareness, 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual images of simple mosaics to; identify a mosaic, materials and tools, • collect materials and tools that can be used in mosaic, • safely, cut coloured papers into small pieces, • paste the coloured paper within a drawn shape/form (contrast the background and the paper), • show and talk about own and others' mosaic work. 	<ol style="list-style-type: none"> 1. What do you use to paste papers in mosaic? 2. How do we make mosaic?

Core Competencies to be developed:

- Creativity and Imagination: the learner express themselves through mosaic picture making.
- Self-efficacy: the learner expresses themselves about their artwork during display sessions.
- Digital Literacy: the learner explores digital devices to observe virtual images of simple mosaics.

Values:

- Responsibility: the learner acquires the value of responsibility, respect and sharing during group work.
- Patriotism: in reusing recycling waste materials from the environment, the learners demonstrate value of patriotism

Pertinent and Contemporary Issues:

- Life skills: the learner develops self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.
- Safety: the learner safely cut coloured papers into small pieces.

Link to other learning areas:

- Environmental Activities: the learner uses locally available materials to make a mosaic.
- English Language activities: the word Mosaic is added to the list of new vocabulary.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 CREATING AND EXECUTING	1.6 Melody (18 lessons) <ul style="list-style-type: none"> • <i>Melodic variation: similar and different tunes</i> • <i>Text improvisation</i> • <i>Basic shapes- circle triangle or square</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify melodic variations in simple tunes for aural discrimination, b) use basic shapes to represent melodic variations in a simple song, c) improvise new words to existing tunes for self-expression, d) enjoy improvising text to familiar tunes. e) value melodic variation in creating a melody. 	The learner is guided to: <ul style="list-style-type: none"> • listen to simple familiar songs with similar (repeated) and varied melodic phrases and sing along or hum the tune, • collaboratively listen to a familiar song and identify similar/repeated tunes or varied tunes by singing, • use basic shapes (circle, triangle or square) to identify similar tunes and those that are different in a short song, • listen to simple familiar songs and sing along, • select and fit appropriate text to an existing tune, • perform the song with the new words before peers for feedback, 	How can melodies be made interesting?

Core Competencies to be developed:

- **Communication and Collaboration:** the learner keenly listens to simple familiar tunes availed to them and sings along.
- **Creativity and Imagination:** the learner creates new text to existing tunes.
- **Critical thinking and Problem solving:** the learner uses basic shapes to identify tunes which are similar and different in a song.
- **Learning to Learn:** the learner applies knowledge and skills acquired in lower grades to sing simple songs and create new text.

Values:

- **Respect:** the learner performs before peers and accepts feedback,
- **Unity:** the learner in groups listens to simple songs and identifies repeated and varied tunes.

Pertinent and Contemporary Issues:

Peace Education: the learner sings familiar songs on various PCIs such as those that convey peace messages.

Link to other learning areas:

English Language Activities: the learner sings simple familiar songs in different languages to identify similar and varied tunes.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create and execute: <ul style="list-style-type: none"> - skill of hopping - draw and paint (texture) - create rhythmic patterns - turn in different directions - create a mosaic - new words to existing tune 	Creates and executes the 6 skills in Creative Activities skilfully.	Creates and executes the 6 skills in Creative Activities accurately	Creates and executes 5- 4 skills in Creative Activities.	Creates and executes 3-2 skills in Creative Activities.

STRAND 2: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Displaying	2.1 Singing Games- Western Style (18 lessons) <ul style="list-style-type: none"> • <i>Singing games in Western style</i> • <i>Aspects of a singing game; songs, game activities, costumes, props, formations, body movements and safety (Good posture, breath support, and correct physical technique)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify singing games in Western style, b) sing appropriate game songs in Western style, c) use props in performing a singing game in Western style, d) perform singing games in Western style observing performance aspects, e) enjoy performing singing games in Western style. 	The learner is guided to: <ul style="list-style-type: none"> • watch a live or recorded performance of singing games and identify singing games in Western style, • imitate the songs and body movements used in the Western singing games, • talk about how to keep safe when performing singing games, • take a role to perform appropriate singing games in Western style, combining aspects of a singing game; <ul style="list-style-type: none"> - songs - game activities - variety of body movements, - formations, - costumes and props, - safety. 	1. Why is it important to perform singing games from other cultures?

Core Competencies to be developed:

- Creativity and imagination: the learner creatively makes patterns while performing the singing games.
- Self-efficacy: the learner confidently makes a variety of body movements appropriate in performing the singing game.
- Learning to learn: the learner applies knowledge and skills acquired in pattern formation to perform a variety of singing games in Western style.

Values:

- Responsibility: the learner takes different roles while performing the singing game.
- Love: the learner shares and uses appropriate, varied props and costumes in performing the singing game.
- Unity: the learner works with others in groups as they perform singing games.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness and self-esteem: the learner makes a variety of body movements while performing the singing game making different line formations.
- Ethnic and racial relations: the learner talks about and imitates singing games in Western style in groups.

Link to other learning areas:

English Language Activities: the learner uses English Language to sing the Western style singing games.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Displaying	2.2 Kicking (14 lessons) <ul style="list-style-type: none"> • <i>Kicking directions: forward, backwards, left and right.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the leg used when kicking a ball, b) perform kicking a ball in different directions for skill acquisition, c) appreciate kicking the ball in different directions as a fundamental skill in games. 	The learner is guided to: <ul style="list-style-type: none"> • talk about different parts of the leg that can be used to kick the ball, • improvise a soft ball for kicking using reusable materials, • demonstrate kicking the ball in different directions • practise kicking a ball in different directions with peers, • observe safety while playing simple games using kicking balls, • collaboratively, practise kicking balls in different directions and give feedback. 	How can the ball be kicked using different parts of the leg?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: the learner applies creative skills while kicking a ball in different directions. • Communication and collaboration: the learner works with others while kicking the ball in different directions and plays simple games. 				

Values:

- Peace: the learner follows the guidance in kicking a ball in different directions without hurting others.
- love: the learner portrays caring for others during practise in kicking activities.

Pertinent and Contemporary Issues (PCIs):

Parental Engagement and Empowerment: the learner receives support from their parent/guardian at home to improvise a ball and practises kicking.

Link to other learning areas:

English Language activities: the learner effectively communicates with others during group activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Plaited Ornament (single-stranded) (10 lessons) <ul style="list-style-type: none"> • <i>Materials (treads, reused polythene, banana fibre, sisal among others)</i> • <i>Plaiting</i> • <i>Ornament making</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different materials for plaiting a bracelet, b) make a single strand bracelet using the plaiting technique, c) value plaiting technique and ornament making, 	The learner is guided to: <ul style="list-style-type: none"> • identify plaited bracelets from actual or virtual sources for inspiration, • collect recyclable materials for making plaited bracelets, • prepare the material for plaiting, • practice plaiting using three strands focusing on colour variation, • use the strand to make a bracelet and attach any locally available beads for hooking, • showcase to peers plaited bracelets and talk about own and others' work. 	<ol style="list-style-type: none"> 1. What materials can be used in plaiting strands? 2. What beads would you attach to a bracelet?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: the learner identifies various materials and tools suitable for making plaited bracelets. • Creativity and Imagination: the learner uses recyclable materials to make a plaited bracelet. • Learning to Learn: the learner acquires new skills in plaiting and beading, demonstrating the ability to adapt and learn continuously in the creative process of making plaited bracelets. 				
Values: <ul style="list-style-type: none"> • Responsibility: the learner takes responsibility while collecting recyclable materials for making plaited bracelets. • Patriotism: learners exploring locally available materials and using them to make a plaited bracelet. 				

Pertinent and Contemporary Issues (PCIs):

- Economic Empowerment: learner understand the economic value of handmade plaited bracelets.

Link to other learning areas:

- Environmental Activities: the learner explores sustainable practises by identifying and collecting materials for plaited bracelets in an environmentally conscious manner.
- Mathematical Activities: the learner understands the concept of plaiting three strands.
- English Language Activities: the learner's act of displaying, talking about, and appreciating plaited bracelet work provides opportunities for language development and expression within the context of language arts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.4 Egg Roll and Swan Balance (14 lessons) <ul style="list-style-type: none"> • <i>Improvising markers</i> • <i>Egg roll</i> • <i>Swan Balance</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions the body moves when performing an egg roll in gymnastics, b) identify body parts used to perform a swan balance in gymnastics, c) improvise markers for use during performance of the egg roll and swan balance, d) perform the egg roll and swan balance in gymnastics for skill acquisition, e) appreciate performing the egg roll and swan balance for fun. 	The learner is guided to: <ul style="list-style-type: none"> • talk about different directions the body moves during an egg roll, • demonstrate the egg roll, • talk about body parts used to perform swan balance, • demonstrate the swan balance, • identify, collect and share reusable materials within the environment to be used as markers as they observe safety precautions, • improvise the markers using the collected reusable materials, • mark the field using the improvised marker, • practise the egg roll, • practise the swan balance, • sing action songs while performing the egg roll and swan balance, • play games using the egg roll and swan balance for enjoyment. 	<ol style="list-style-type: none"> 1. Which body parts are used in performing egg rolls 2. Why is it necessary to mark performing areas when performing swan balances?

Core Competencies:

- Creativity and Imagination: the learner improvises markers to use during practise of the egg roll and swan balance.
- Communication and Collaboration: the learner talks about different directions the body moves when performing egg roll and Swan balance.

Values:

- Love: the learner shares materials with peers while making the markers.
- Respect: the learner portrays positive regard for self and others as they work in groups during the practise of egg roll and Swan balance

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: the learner observes safety during the performance of egg roll and swan balance.
- Environmental conservation: the learner collects reusable materials to be used in improvising markers.

Link to other learning areas:

Environmental activities: the learner observes hygiene while collecting and sharing simple reusable materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Wind Musical Instruments (18 lessons) <ul style="list-style-type: none"> • <i>Flutes</i> <ul style="list-style-type: none"> - <i>Improvising a flute</i> - <i>Playing skills-holding, blowing</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify wind musical instruments from indigenous Kenyan communities, b) improvise a wind instrument using locally available materials, c) produce sound on an improvised musical wind instrument, d) enjoy playing an improvised musical wind instrument. 	The learner is guided to: <ul style="list-style-type: none"> • watch audio- visual recordings or look at pictures of varied music instruments and identify flutes from indigenous Kenyan communities, • visually and aurally identify and talk about the flutes from the recordings and pictures, • imitate how to play flutes, • collaboratively collect appropriate materials and improvise a simple wind instrument, clearing and disposing off waste appropriately • practise playing the improvised wind instrument applying the skills of holding and blowing, for enjoyment, • display the improvised flute for peer critique. 	Why are wind instruments played?

Core Competencies to be developed:

- Communication and Collaboration: the learner identifies and clearly talks about the wind instruments from recordings and pictures.
- Creativity and Imagination: the learner improvises and decorates the wind musical instrument.
- Self-efficacy: the learner gains confidence as they practice playing the improvised wind instrument.

Values:

- Responsibility: the learner clears the working area and stores the tools and materials used to improvise the wind instrument.
- Unity: the learner cooperates with others as they work in groups.

Pertinent and Contemporary Issues (PCIs):

Environmental conservation: The learner responsibly uses locally available materials to improvise wind instruments.

Link to other learning areas:

Environmental activities: the learner conserves the environment by sourcing for materials for making wind instruments responsibly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Modelling (Coiling technique) (10 lessons) <ul style="list-style-type: none"> • <i>Coil method</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify items made by coil method, b) model items using the coil method, c) appreciate modelling using the coiling technique. 	The learner is guided to: <ul style="list-style-type: none"> • collaboratively, observe actual or virtual items modelled using the coil method, • collect materials and tools for use in the coil method modelling, • model simple objects using the coiling method, • showcase and talk about their own and others' work. 	<ol style="list-style-type: none"> 1. What items in the Inquiry Corner are modelled using the coil method? 2. What materials are used for modelling?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner actively engages in showcasing, discussing, and appreciating both their own and others' coil method modelled items. • Critical Thinking and Problem Solving: the learner analyses suitable materials and tools for modelling. • Creativity and Imagination: the learner crafts items using the coil method. 				

Values:

- Love: the learner showcases and talks about their own and others' work.
- Unity: as learner collaboratively, observe actual or virtual items modelled using coil method.

Pertinent and Contemporary Issues (PCIs):

- Health education: the learner observes hygiene during and after modelling.
- Life skills: the learner develops self-awareness and self-esteem through display of their work.

Link to other learning areas:

- English Language Activities: the learner, through narrating and discussing their coil method modelled items.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.7 Songs (10 lessons) <ul style="list-style-type: none"> • <i>Topical songs</i> • <i>Message</i> • <i>Performance techniques;</i> <ul style="list-style-type: none"> - <i>Accuracy of tune</i> - <i>Clarity of words</i> - <i>Gestures Facial expressions</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify a topical song for knowledge acquisition, b) describe the message of a given topical song, c) perform a topical song applying performance techniques, d) appreciate the importance of performing topical songs. 	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual performances of topical songs and describe what a topical song is, • collaboratively listen to the words /perform age-appropriate topical songs and talk about their message, • brainstorm and demonstrate the performance techniques to consider while singing, • sing topical songs on pertinent issues such as hygiene and road safety in unison focusing on performance techniques to convey the desired message; • perform a topical song to peers for feedback. • perform a topical song during school events. 	Why are topical songs performed?

Core Competencies to be developed:

- Communication and Collaboration: the learner actively engages in listening to and speaking about a topical song.
- Critical Thinking and Problem Solving: the learner analyses and identifies the message of a topical song.
- Creativity and Imagination: the learner applies appropriate performance techniques while performing a topical song to convey the desired message.

Values:

- Unity: the learner collaborates with peers in discussing the performance of topical songs appreciating diversity in unique artistic expressions.
- Responsibility: the learner takes their own part in performance of a topical song.

Pertinent and Contemporary Issues (PCIs):

- Health education: the learner discusses messages of topical songs on pertinent issues such as hygiene.
- Life skills: the learner develops self-awareness and self-esteem through the performance of topical songs that boosts their confidence by providing them with an opportunity to express their feelings, ideas and emotions.
- Safety: the learner discusses messages of topical songs on pertinent issues such as road safety.

Link to other learning areas:

- English Language Activities: the learner uses speaking skills to discuss the message of topical songs.
- Environmental Activities: the learner promotes environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display <ul style="list-style-type: none"> - singing games in Western style, - using props in a singing game - kick a ball in different directions - make a single strand bracelet - an egg roll - a swan balance - an improvised wind instrument - produce sound on a wind instrument - model simple forms - topical songs 	Performs and/or displays the 10 items in Creative Activities skilfully	Performs and/or displays the 10 items in Creative Activities	Performs and/or displays the 6-9 items in Creative Activities.	Performs and/or displays 1-5 items in Creative Activities.

STRAND 3: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.1 Singing Games- Western Style (18 lessons) <ul style="list-style-type: none"> • <i>Participants</i> • <i>Songs</i> • <i>Costumes</i> • <i>Props</i> • <i>Formations</i> • <i>Message</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the participants in a Western style singing game performance, b) identify costumes used in a Western style singing game performance, c) identify props used in a Western style singing game, d) describe the message in a singing game, e) appreciate the aspects in the performances of a singing game in Western style. 	The learner is guided to: <ul style="list-style-type: none"> • watch live or recorded performances in Western style singing games from different Western countries and talk about the participants, • name costumes and props used in a singing game performance, • talk about the body movements used in a singing game performance, • watch a live/recorded singing game and talk about its message. 	What makes a western singing game interesting?

Core Competencies to be developed:

Communication and collaboration: the learner speaks clearly about a Western singing game performance outlining its aspects and listens attentively to peers' opinions on the same.

Values:

- Integrity: the learner observes language etiquette as they describe body movements in Western style singing games.
- Unity: the learner works together with peers during group performances and rehearsals of Western singing games.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: the learner watches and discusses singing games from different countries with peers.

Link to other learning areas:

English Language Activities: the learner uses the speaking skills to describe props and costumes in Western singing game performances.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.2 Water safety Awareness (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) recognise different water points in the school environment, b) perform singing games on water safety around water points in school, c) narrate ways of applying water safety precautions in the school, d) appreciate water safety at school for life skills.	The learner is guided to: <ul style="list-style-type: none"> • walk around the school and observe water points with peers, • sing water safety songs, • talk about the dangers of water points at school, • talk about school precaution measures for water safety • talk about safety around water points at school with peers. 	<ol style="list-style-type: none"> 1. Why is water safety in the school environment important? 2. Which safety precautions should be taken when near water points in the school?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learner talks about how to be safe around water points in the school environment. • Learning to learn: the learner keenly observes safety measures around water points at school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: the learner appreciates the safety precautions set by the school as they walk around the school. • Responsibility: the learner observes safety around water points at school with peers. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: the learner observes safety precautions around water points at school. • Disaster risk reduction: the learner uses the skills acquired in water safety during incidents such as floods. 				
<p>Link to other learning areas: Environmental Activities: the learner observes water safety around the school environment and learns about water safety.</p>				

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - participants in a singing game - costumes in a singing game - games in a singing game - props in a singing game - message in a singing game - water points in school - water safety precautions in school. 	Identifies and/or explains the 7 items in appreciating Creative activities elaborately.	Identifies and/or explains the 7 items in appreciating Creative activities accurately	Identifies and/or explains the 4-6 items in appreciating Creative Activities.	Identifies and/or explains the 1-3 items in appreciating Creative Activities.

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

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 CREATING AND EXECUTING	1.1 Hopping	<ul style="list-style-type: none"> • Demonstrations • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Patterns of different shapes • Digital devices • Pictures • visual recordings of performance in hopping • Relevant virtual sites • Open space • Resource persons 	<ul style="list-style-type: none"> • Creative Arts Competitions -Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school • Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes • Live Performances and Exhibitions- Attend live performances and exhibitions for appreciation • Project work – The learners will be guided to consider the various
	1.2 Drawing and Painting	<ul style="list-style-type: none"> • Practical tests • Oral tests • Written tests • Peer Assessment • Display/showcase 	<ul style="list-style-type: none"> • Digital devices • Pictures • Reference books • Relevant virtual sites • 	
	1.3 Rhythm and Pattern Making	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Peer Assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books 	

			<ul style="list-style-type: none"> • Audio /visual recordings of music • Relevant virtual sites • Reusable locally available material for making an improvised paper hats • Resource persons 	<p>PCIs provided in the learning area and choose one suitable to their context and reality.</p> <ul style="list-style-type: none"> • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school
	1.4 Turning	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and turning skills • Relevant virtual sites • Relevant props and costumes 	<ul style="list-style-type: none"> • Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. • School assembly activities – performing, watching, or listening to

	1.5 Mosaic	<ul style="list-style-type: none"> • Peer Assessment • Oral tests • Practical tests • Showcase 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons 	<p>performances during school assemblies.</p> <ul style="list-style-type: none"> • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout or Girl Guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or Ensembles-Learner forms small groups for performance in all Creative Arts disciplines.
	1.6 Melody	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Resource persons 	
Performing and Displaying	2.1 Singing Games-Western style	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of singing games • Flashcards • Digital devices • Musical instruments • Pictures 	

			<ul style="list-style-type: none"> • Relevant props and costumes • Reference books • Relevant virtual sites • Relevant props and costumes 	
	2.2 Kicking	<ul style="list-style-type: none"> • Field work reports • Participatory assessment • Oral presentations • Self-assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Group makers • Resource persons • Visual recordings of kicking skills • Improvised balls • Reusable locally available material for making an improvised ball • Flashcards • Digital devices • Musical instruments • Pictures • Reference books • Relevant virtual sites 	

	2.3 Plaited Ornaments	<ul style="list-style-type: none"> • Oral tests • Peer assessment • Practical tests • Participatory assessment • Showcase 	<ul style="list-style-type: none"> • Flashcards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons • Reusable locally available material for making ornaments 	
	2.4 Egg Roll and Swan Balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Open space • Field markers • Flashcards • Digital devices • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites 	
	2.5 Wind Musical Instruments	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Checklist • Observation schedule • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised flutes • Resource persons 	

			<ul style="list-style-type: none"> • Visual recordings of musical instrument • Flashcards • Digital devices • Musical instruments • Pictures • Reference books 	
	2.6 Modelling	<ul style="list-style-type: none"> • Oral tests • Written tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Pictures • Reference books • Reusable locally available material for modelling • Resource persons 	
	2.7 Songs	<ul style="list-style-type: none"> • Oral tests • Aural tests • Project • Observation schedule • Checklist 	<ul style="list-style-type: none"> • Recordings of age-appropriate topical songs • Pitching instrument • Digital devices 	

3.0 Appreciation	3.1 Singing Games- Western Style	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of African-style singing games • Relevant virtual sites • Relevant props and costumes • Resource persons 	
	3.2 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Pictures • Reference books • Relevant virtual sites 	