



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 3

First Published in 2017

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

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

LEVEL LEARNING OUTCOMES

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

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

ESSENCE STATEMENT

The Creative Arts Activities learning area encompasses Music, Art and Craft and Physical Education. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore and experiment with different learning materials. The learner is allowed to explore, create, perform and appreciate different forms of Creative Arts. This learning area is anchored in John Dewey's Social constructivism theory which posits that learning should be experiential, participatory and should arise from learners' interests. The learning area provides means through which the learner explores their own and others' cultures, to discover and interpret the world around them. In line with the emerging trends in learning, current and emerging technologies will be integrated in the learning process through inclusion of activities such as recording, creating, communicating, enhancing concepts and re-interpreting ideas. Overall, the learner will be equipped with requisite foundational knowledge, skills, attitudes and values to progress to the upper primary. The learner will also sharpen their potential to participate in social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Grade Three, the learner should be able to:-

- a) appreciate own and others Artworks, Music and Physical Education Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Artworks, Music and Physical Education Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Physical Education Activities of self and others,
- d) create Artworks, perform Music and Physical Education Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Artworks, Music and Physical Education Activities for communication and collaboration,
- f) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand
1.0 Creating and Exploration	1.1 Painting
	1.2 Rhythm
	1.3 Melody
	1.4 Modelling and Ornament Making.
2.0 Performing and Display	2.1 Pushing and Pulling
	2.2 Rounds
	2.3 Skipping
	2.4 Dribbling
	2.5 Playing Musical Instrument (String)
	2.6 Forward Roll and V-balance
	2.7 Water Safety
3.0 Appreciation	3.1 The Kenya National Anthem

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creation and Exploration	1.1 Picture Making (17 lessons)	By the end of the sub strand, the learner should be able to: a) identify sample picture for inspiration, b) draw simple forms inspired by creative activities, c) mix colours using painting techniques to make pictures, d) paint simple forms inspired by creative activities, e) value made pictures for expression.	Learner is guided to: <ul style="list-style-type: none"> ● explore actual or virtual pictures made using drawing and painting techniques focusing on; <ul style="list-style-type: none"> - <i>material and tools used,</i> - <i>shape/forms in the picture,</i> - <i>colours used,</i> ● draw simple irregular forms such as human/animal, a musical instrument or a sport item, ● create texture on the form by rubbing on varied surfaces (<i>smooth and rough surfaces</i>) ● Explore colours mixing techniques in painting using (<i>Red, Blue, Yellow</i>) <ul style="list-style-type: none"> - blotting on folded paper, - blowing liquid colours using an improvised tube/straws - marbling with colours mixed with soapy water, - spraying colours using old brushes. ● paint simple forms inspired by creative activities using a brush, 	How are pictures used in our environment?

			<ul style="list-style-type: none"> ● paint using finger or hand to imitate various forms in the environment to create a composition (<i>on paper of fabric</i>), ● display their pictures for peers feedback. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: The learner searches for or watches virtual pictures made using drawing and painting techniques. ● Creativity and imagination: The learner explores colours mixing techniques in painting. 				
Values: <ul style="list-style-type: none"> ● Unity: The learner respects others' opinions while talking about their own and peers' pictures. ● Social justice: The learner shares resources and responsibilities equitably while mixing coloured water paints. ● Integrity: The learner utilizes resources prudently while painting a single stringed musical instrument. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Health promotion issues: The learner clears the working area and washes hands after paint using finger or hand to imitate various forms in the environment. 				
Link to other subjects: <ul style="list-style-type: none"> ● Environmental Activities: The learner paint using finger or hand to imitate various forms in the environment. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Exploration	1.2 Rhythm (17 lessons)	By the end of the sub strand the learner should be able to: a) identify simple rhythmic patterns in simple melodies, b) recite simple rhythmic patterns as they maintain beat, c) play simple rhythmic accompaniments to simple songs, d) move in rhythm around basic shapes drawn on the floor, e) create repeat patterns for rhythm acquisition, f) appreciate performing rhythms for skill development.	Learner is guided to: <ul style="list-style-type: none"> ● in groups, sing simple familiar songs for familiarisation with rhythmic patterns (<i>short and long sounds</i>), ● in groups, listen to or watch live or recorded performances of songs and clap simple rhythmic patterns (<i>short and long sounds</i>) ● in pairs, take turns to recite short and long sounds using French rhythm names ● individually, play simple body percussion rhythmic accompaniments to familiar songs (<i>clapping, tapping, snapping, stamping</i>), ● in groups, draw geometric basic shapes on the ground and move in rhythm on the shapes drawn (<i>skipping, sliding, galloping</i>) to accompany a familiar song, 	How are rhythms created?

			<ul style="list-style-type: none"> ● individually, recite rhythmic chants as they, <i>clap, tap snap, stamp</i> for enjoyment, ● in groups, sing game chants with repetitive movements and actions for rhythmic enforcement, ● in pairs, take turns to recite short and long sounds using French rhythm names, ● use digital devices to record the performances for future use. ● explore virtual sources to identify a random and an all over patterns, ● draw random doodles on plain papers, ● create irregular texture patterns in the doodle, by rubbing on differently textured surfaces, ● individually, hand print creatively on a paper or fabric to create a random repeat pattern using hand, 	
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			<ul style="list-style-type: none"> ● print an all over repeat pattern alternating colours to suggest rhythm, using <ul style="list-style-type: none"> - a leaf - block (banana stalk, maize cob, among others) 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination: The learner create irregular texture patterns in the doodle, by rubbing on differently textured surfaces. ● Self- efficacy: The learner confidently sings simple songs, makes repetitive movements to maintain beat. ● Critical thinking and problem solving: The learner in groups, draws geometric basic shapes on the ground and moves in rhythm on the shapes drawn to accompany a familiar song. 				
Values: <ul style="list-style-type: none"> ● Responsibility: The learner takes care of the digital devices as they record the rhythmic chant performances for future use. ● Respect: The learner gives chance to peers as they take turns to recite short and long sounds using French rhythm names. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Life skills: The learner applies skills acquired to safely and rhythmically move while skipping, sliding and galloping around basic shapes drawn on the ground. 				

- Social cohesion: The learner portrays team spirit as they work in pairs to recite short and long sounds using French rhythm names.

Link to other subjects:

- Mathematics: The learner applies knowledge and skill gained in Mathematics to count and maintain beats as they move in rhythm on the shapes drawn to accompany a familiar song.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
CREATING AND EXPLORATION	1.3 Melody (18 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify melodic variations in simple tunes for skill acquisition, b) improvise simple melodic variations on familiar tunes as a foundation of melodic composition, c) apply performance directions in simple tunes with variations for enjoyment, d) appreciate creating melodies using different variation techniques. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, keenly listen to or watch live or recorded performances of simple songs and talk about melodic variations, (<i>change of rhythm, change of tempo, change of volume intensity, change of text, change of pitch</i>), ● in groups, find out electronic media different simple ways of varying melodies (<i>change of rhythm, change of tempo, change of volume intensity, change of text, change of pitch</i>), ● In groups, sing simple familiar tunes using various variations (<i>change of rhythm, change of tempo, change of volume intensity, change of text, change of pitch</i>), ● In groups, create melodic patterns from differently pitched objects 	Which variations are used in a song to make it more interesting?

			<p>such as voiced or tuned percussions (<i>bottles filled with water to different levels or two-tone wood blocks among others</i>),</p> <ul style="list-style-type: none"> ● In groups, perform the created melodic patterns observing performance directions: <i>tempo (slow and fast)</i>, <i>dynamics: (loud and soft)</i>, ● In groups, perform and record the created melodies before an audience for feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner keenly listens to or watches live or recorded performances of simple songs and talks about melodic variations. ● Creativity and imagination: The learner creates melodic patterns from differently pitched objects such as voiced and tuned percussions. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: The learner performs and records the improvised melodies before an audience for feedback. ● Unity: The learner in groups researches from print and electronic media different simple ways of varying melodies. ● Patriotism: The learner takes pride in singing familiar tunes from diverse Kenyan communities. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Safety and security: The learner observes their safety as they create melodic patterns from differently pitched objects such as voiced or tuned percussion. 				

- Social cohesion: The learner portrays team spirit as they find out from the electronic media different simple ways of varying melodies.

Link to other subjects:

- Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects such as voiced or tuned percussion.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
CREATING AND EXPLORATION	1.4 Modelling and Ornament Making. (17 lessons)	By the end of the sub strand the learner should be able to: a) identify modelled items for familiarity, b) model simple items for performing, c) make ornaments by modelling for musical performance, d) perform a song using modelled item as prop for expression, e) appraise own and others modelled items for appreciation.	Learner is guided to; <ul style="list-style-type: none"> • in groups, explore virtual and actual samples of modelled items using clay or papier mache, • in groups, prepare clay or papier mache for modelling items • in pairs, explore pinch and pellet technique to make simple forms • individually, decorate by incising and embedding • individually model beads using papier mache or clay and allow to dry • fire the clay beads in an improvised kiln (<i>tins, jikos, open pit</i>) as you observe safety 	How are ornaments made?

			<ul style="list-style-type: none"> ● paint the beads in two different colours ● make a single stranded necklace and a matching bracelet, ● explore varied recyclable materials to make ornament for creativity, ● body paint and dorn in ornaments to perform a song for expression, ● display items made for peers feedback. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: The learner work together prepare clay or papier mache for modelling items ● Creativity and imagination: The learner creates make a single stranded necklace and a matching bracelet, 				
Values: <ul style="list-style-type: none"> ● Respect: The learner give positive feedback as they display items made. ● Unity: The learner in groups in groups, prepare clay or papier mache for modelling items. ● Patriotism: The learner takes pride in making ornaments using recyclable materials from the local community. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Safety and security: The learner observes their safety as they fire the clay beads in an improvised kiln. 				

<ul style="list-style-type: none"> • Social cohesion: The learner portrays team spirit as they explore pinch and pellet technique to make simple forms in pairs.
Link to other subjects: <ul style="list-style-type: none"> • Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects such as voiced or tuned percussion.

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify and draw sample picture, mix colours and paint simple forms inspired by creative activities.	Identifies and artistically draws sample picture, mixes colours and creatively paints simple forms inspired by creative activities.	Identifies and draws sample picture, mixes colours and paints simple forms inspired by creative activities.	Identifies and draws sample picture, mixes colours and paints simple forms inspired by creative activities with a few flaws. (<i>accuracy and neatness</i>)	Identifies and draws sample picture, mixes colours and paints simple forms inspired by creative activities with many flaws.

				<i>(accuracy and neatness)</i>
Ability to identify, recite and play simple rhythmic patterns and move in rhythm around basic shapes drawn on the floor for skill development.	Identifies, artistically recites, and creatively plays simple rhythmic patterns and consistently moves in rhythm around basic shapes drawn on the floor for skill development.	Identifies, recites, and plays simple rhythmic patterns and moves in rhythm around basic shapes drawn on the floor for skill development.	Identifies, recites, and plays a few simple rhythmic patterns and moves in rhythm around basic shapes drawn on the floor for skill development with a few flaws. <i>(coordination, maintaining beat and tempo)</i>	Identifies, recites, and plays simple rhythmic patterns and moves in rhythm around basic shapes drawn on the floor for skill development with many flaws. <i>(coordination, maintaining beat and tempo)</i>
Ability to identify and improvise melodic variations in simple tunes, and apply performance directions for enjoyment.	Identifies and artistically improvises melodic variations in simple tunes, and creatively applies performance directions for enjoyment.	Identifies and improvises melodic variations in simple tunes, and applies performance directions for enjoyment.	Identifies and improvises a few melodic variations in simple tunes, and with a few inaccuracies applies performance directions for enjoyment. <i>(misinterpretation and, overlooking of some of the instructions)</i>	Identifies and improvises a few melodic variations in simple tunes only with guidance, and applies performance directions for enjoyment with many inaccuracies.

				<i>(misinterpretation and, overlooking of some of the instructions)</i>
Ability to identify and model items, make ornaments and perform a song using modelled item as prop for expression.	Identifies and creatively models items, artistically makes ornaments and performs a song using modelled item as prop for expression.	Identifies and models items, makes ornaments and performs a song using modelled item as prop for expression.	Identifies and models items, makes ornaments and performs a song using modelled item as prop for expression with a few inaccuracies.(neatness/ pitch/ coordination)	Identifies and models items, makes ornaments and performs a song using modelled item as prop for expression with many inaccuracies. .(neatness, pitch and coordination)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
PERFORMING AND DISPLAY	2.1 Pushing and Pulling (17 lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify different directions of pushing and pulling for body and space awareness through practice, plait three strand ropes to be used for pulling, create a simple photo montage on pushing and pulling perform pulling and pushing in different directions for strength and flexibility, sing action songs while pulling and pushing for practice, 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, download and watch virtual or recorded clips and discuss the different directions of pushing and pulling, individually, mention different directions identified from the virtual or recorded clips watched, in groups, identify and collect reusable locally available materials that can be used to make three strand ropes, in groups, plait three strand ropes to be used for pulling using the locally available materials, collect materials and tools for making a photomontage (<i>old magazine or newspaper based on pushing and pulling, scissors, adhesive</i>) 	Which items are used in pulling?

		f) enjoy pushing and pulling for strength and flexibility.	<ul style="list-style-type: none"> ● cut out the pictures and paste them side by side on a support to make a simple composition, ● in groups, sing simple action songs that can be sung while pulling and pushing, ● in pairs, perform pulling and pushing in different directions as instructed while singing simple action songs, ● in pairs, performing pulling and pushing while singing for peer assessment and practice. 	
Core Competencies: <ul style="list-style-type: none"> ● Communication and collaboration: The learner discusses different directions of pushing and pulling, and demonstrates the different pushing and pulling directions in groups. ● Creativity and Imagination: The learner makes a three strands rope to be used in pushing and pulling. ● Digital literacy: The learner uses a link provided to download recorded clips showing different directions of pushing and pulling. 				
Values: <ul style="list-style-type: none"> ● Responsibility: The learner clears the working areas after making three strand ropes to be used for pulling and stores them. ● Unity: The learner cooperates with others as they work in groups. ● Respect: The learner portrays positive regard for self and others as they work in groups. 				

Pertinent and Contemporary Issues:

Socio-economic and environmental issues: The learner individually observes safety while playing creative games involving pushing and pulling.

Link to other subjects:

- Environmental Activities: The learner pulls and pushes in different levels, directions and pathways.
- Religious Activities: The learner applies values during group work.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 PERFORMING AND DISPLAY	2.2 Rounds (17 lessons)	By the end of the sub strand, the learner should be able to: a) identify a variety of rounds for skill development, b) sing own part in a round on a specific theme for skill development, c) weave simple mat to be used in rounds performance,	Learner is guided to: <ul style="list-style-type: none">● individually, download a variety of virtual or recorded clips on simple rounds and talk about the round songs,● in groups, weave simple props using recyclable materials to be used while singing rounds,● in groups, identify and collect simple locally	How are rounds sung?

		<p>d) sing rounds with appropriate body movements for flexibility and coordination,</p> <p>e) appreciate singing rounds from diverse cultures for enjoyment.</p>	<p>available materials that can be used to make props to be used while singing rounds,</p> <ul style="list-style-type: none"> ● in groups, make simple props using locally available materials to be used while singing rounds, ● individually, sing own part in a round on a specific theme for skill development, ● in groups, sing rounds with appropriate body movements (<i>swaying, clapping, snapping, walking, turning, jumping, swinging or tapping</i>), ● in groups, take turns to sing the round as others give feedback and record future reference. 	
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Core Competencies:

- Communication and collaboration: The learner talks about the round songs, and prepares paints for painting in groups, and makes simple props using locally available materials.
- Digital literacy: The learner downloads a variety of virtual and recorded clips on simple round songs.
- Self- efficacy: The learner sings own part in round songs on a specific theme for skill development,

Values:

- Responsibility: The learner clears the working areas after improvising paints for painting illustration on round songs.
- Unity: The learner cooperates with others in groups while singing own part in round songs.
- Respect: The learner portrays positive regard for self and others as they work in groups.

Pertinent and Contemporary Issues:

- Personal hygiene: The learner observes safety and hygiene while improvising paints for painting simple illustrations and making props
- Self-awareness and self-esteem: The learner sings round songs with appropriate body movements in groups.
- Social cohesion: The learner takes own part while singing round songs in groups.

Link to other subjects:

- Environmental Activities: The learner identifies and collects locally reusable materials for making paints and props.
- Religious Activities: The learner applies values during group work.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 PERFORMING AND DISPLAY	2.3 Skipping (17 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify different ways of skipping in different directions for space and body awareness through practice, skip in different directions for skill acquisition, make patterns while skipping in different ways for creativity, sing simple songs when playing games that involve skipping in different directions for fitness, 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward, backward, right and left</i>), individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) individually skip in different pathways(<i>line, curved, circular, zigzag</i>) in groups skip in different pathways, 	How is skipping done?

		e) appreciate skipping in different directions for balance and strength.	<ul style="list-style-type: none"> • in groups, skip while making patterns formation using lines and geometric shapes, • in groups sing action songs while skipping, making line patterns and basic geometric shapes, • in groups observe rules and safety while playing games involving skipping, • in groups sing action songs while skipping in different ways for enjoyment. 	
Core Competencies: Creativity and imagination: The learner makes pattern formations using lines and basic geometric shapes. Self- efficacy: The learner individually skips confidently in different ways.				
Values: Unity: The learner cooperates with group members while performing skipping. Peace: The learner avoids hurting others by observing rules while playing games involving skipping.				
Pertinent and Contemporary Issues: Gender issues in education; The learner shows respect for gender equality while playing games.				
Link to other subjects: Religious activities: The learner applies values during skipping.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.0 PERFORMING AND DISPLAY	2.4 Dribbling (17 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify different dribbling directions for space awareness through practice, make a kite for performing warm up activities, perform dribbling an improvised ball in different directions for skill acquisition sing action song while dribbling a ball in different directions, enjoy playing games that involve dribbling in different directions. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups collect locally available reusable materials (<i>carrier bags, papers, dry leaves, old cloth, old sock, polythene bags</i>), individually, make a kite for performing warm up activities in groups use locally available reusable materials to improvise individually dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>), in groups dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>) 	How is dribbling a ball done in various directions?

			<ul style="list-style-type: none"> ● in groups sing action songs while dribbling the ball to different directions, ● in groups observe rules and safety while playing simple games that involve dribbling in different directions, ● in groups perform dribbling in different directions and give self and other group members feedback 	
Core Competencies to be developed: Critical thinking and problem solving: The learner individually uses locally available materials to improvise balls and use them practice dribbling skill. Communication and collaboration: The learner interacts with group members while improvising the ball and playing simple games.				
Values: Love: The learner in groups share the collected locally available materials. Respect: The learner appreciates peers' ideas during feedback on dribbling.				
Pertinent and Contemporary Issues: Socio economic and environmental conservation: The learner uses reusable locally available materials to improvise a ball.				
Link to other subjects: Environmental activities: The learner kicks the ball to different campus points.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String) (17 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify Kenyan single string musical instruments for cultural appreciation,, b) improvise a single stringed musical instrument, c) decorate fabric using applique technique for self expression, d) play an improvised string instrument for skill acquisition, 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded Kenyan instrumental performances and identify single string instruments (<i>fiddles, ground bows and mouth bows</i>) ● in groups, discuss the various local names of Kenyan single string instruments, (<i>fiddles, ground bows and mouth bows</i>) ● Individually draw a Kenyan single stringed musical instrument, ● in groups, discuss simple reusable materials for improvising a single stringed musical instrument (<i>plastic bottles, strings, sticks among others</i>) 	<ol style="list-style-type: none"> 1. How are string instruments played? 2. Which materials are used for improvising a musical string instrument?

		<p>e) make different body movements while playing string instrument,</p> <p>f) enjoy singing games while playing an improvised wind instrument.</p>	<ul style="list-style-type: none"> ● in groups, improvise a Kenyan single stringed instrument using assemblage technique (<i>fiddle, ground bow or mouth bow</i>) and observe safety and hygiene by washing hands and cleaning the working area, ● individually, imitate playing the string instruments, (<i>fiddles, ground bows and mouth bows</i>) ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>), ● in groups, collect and wash reusable fabrics for making applique art, ● cut shapes from differently coloured fabrics and mount them on another fabric to make a picture, ● in groups, sing and make different body movements 	
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			while playing the improvised string instrument, <ul style="list-style-type: none"> • individually, practice playing the improvised string instrument for fluency and enjoyment, • in groups, use digital devices to record and play string instruments for enjoyment 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: The learner visually and aurally identifies and talks about the string instruments from the recordings and pictures. • Creativity and imagination: The learner in groups, sings and makes different body movements while playing the improvised string instrument. • Self- efficacy: The learner confidently plays the improvised string instrument. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner takes care of digital devices as they record and play string musical instruments for enjoyment. • Unity: The learner cooperates with others as they work in pairs to identify and talk about the string instruments from the recordings and pictures. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Environmental conservation: The learner responsibly uses locally available materials to improvise string instruments • Self-awareness and self-esteem: The learner draws and plays the string instrument for skill acquisition. 				

Link to other subjects:

- Environmental activities: The learner identifies string instruments from different Kenyan communities.
- Religious Activities: The learner applies values during playing the string instrument.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
PERFORMING AND DISPLAY	2.6 Forward Roll and V-balance (17 lessons)	By the end of the sub-strand the learner should be able to: a) identify different directions the body moves and faces when performing forward roll and V-balance respectively through practice, b) make markers for use during forward roll and V-balance performance using painting technique,	Learner is guided to: <ul style="list-style-type: none">● in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance● in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>),	Which body parts are used in an egg roll?

		<p>c) perform forward roll and V-balance in different directions in the marked area for skill acquisition,</p> <p>d) sing action songs while performing forward roll and V-balance to different directions,</p> <p>e) enjoy performing forward roll and V-balance in different directions.</p>	<ul style="list-style-type: none"> ● in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), ● in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (<i>coloured papers, pieces of clothes and any other suitable material</i>), ● in groups, improvise the markers using the collected reusable materials and paint them, ● in groups, mark the field using the improvised markers and perform forward roll and V-balance: - <i>forward roll (forward, , left, and right)</i>, 	
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			<p>- <i>V-balance</i> ((forward, , left, and right),</p> <ul style="list-style-type: none"> ● in groups, sing action songs while performing forward roll and V-balance, ● in groups, enjoy performing forward roll and V-balance for peer assessment. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> ● Creativity and imagination: The learner identifies simple reusable materials, and improvises markers. ● Communication and Collaboration: The learner talks about different ways the body moves and faces when performing forward roll and V-balance. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love: The learner shares simple reusable materials. ● Unity: The learner works in groups. ● Respect: The learner portrays positive regard for self and others as they work in groups. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Personal Hygiene: The learner cleans the working and stores markers after performance. ● Environmental conservation: The learner collects reusable materials. 				

Link to other subjects:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 PERFORMING AND DISPLAY	2.7 Water Safety (17 lessons)	By the end of the sub strand, the learner should be able to: a) identify variety of objects that can sink in water for classification, b) colour objects that can sink in water for identification, c) picks coloured submerged objects in shallow ends for water confidence, d) enjoy picking submerged object in shallow ends.	Learner is guided to: <ul style="list-style-type: none"> • individually speaks clearly and audibly while identifying objects that can sink in water, • in pairs walk around the learning environment collaboratively collecting reusable objects that can sink in water as they observe safety precautions (stones, pieces of wood, glasses, bottles, metals, coins), • in groups cooperate and observe safety precautions with others as they wash the collected reusable objects that can sink in water, • in groups displays humility and positive regards for self and others as they creatively colour objects that can sink in water, • individually picks the coloured submerged objects in water, 	Why is it safe to swim in a swimming pool?

			<ul style="list-style-type: none"> in groups collaboratively and creatively sing action songs audibly and clearly while picking submerged coloured objects in shallow ends. 	
Core Competencies to be developed: Communication and collaboration: The learner speaks clearly and audibly while identifying objects that can sink in water. Creativity and imagination: The learner creatively colour objects that can sink in water.				
Values: Unity: The learner cooperates with others while washing and colouring the collected objects. Respect: The learner displays humility and positive regard for self and others when colouring objects that can sink in water.				
Pertinent and Contemporary Issues: Life skills: The learner observes safety precautions when picking submerged objects in water.				
Link to other subjects: Mathematics Activities: The learner applies skills learnt in counting objects that can sink in water.				

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify different directions of pushing and pulling, make three strand ropes for pulling using plaiting technique, perform pulling and pushing in different directions, and sing action songs while pulling and pushing.	Identifies a variety of different directions of pushing and pulling, neatly makes a three strand rope for pulling using plaiting technique, performs pulling and pushing in all directions, and expressively sings action songs while pulling and pushing.	Identifies different directions of pushing and pulling, makes a three strand rope for pulling using plaiting technique, performs pulling and pushing in many different directions, and sings action songs while pulling and pushing.	Identifies a few directions of pushing and pulling, makes a three strand rope for pulling using plaiting technique, performs pulling and pushing in some directions, and sings action songs while pulling and pushing with a few challenges.	Identifies a few directions of pushing and pulling only with assistance, makes a three strand rope for pulling using plaiting technique, performs pulling and pushing in less than three directions, and sings action songs while pulling and pushing with many challenges.
Ability to identify a variety of rounds, sing own part in a round with appropriate body movements and weave simple mat to be used	Identifies a variety of rounds, expressively sings own part in a round with appropriate body movements	Identifies a variety of rounds, sings own part in a round with appropriate body movements and weaves simple mat	Identifies a variety of rounds, sings own part in a round with appropriate body movements and weaves simple mat to be used in rounds	Identifies a variety of rounds, sings own part in a round with appropriate body movements and weaves simple mat to be used in rounds

in rounds performance.	and artistically weaves simple mat to be used in rounds performance.	to be used in rounds performance.	performance with a few flaws (<i>maintaining pitch, tempo, rhythm, tone clarity and neatness</i>).	performance with many flaws (<i>maintaining pitch, tempo, rhythm, tone clarity and neatness</i>).
Ability to identify different directions of skipping, skip in different directions, make patterns while skipping in different directions, and sing simple songs while skipping.	Identifies a variety of directions of skipping, skip in all directions, make patterns while skipping in all directions, and expressively sing simple songs while skipping.	Identifies different ways of skipping, skip in different directions, make patterns while skipping in many directions, and sing simple songs while skipping.	Identifies some different ways of skipping, skip in some different directions, make patterns while skipping in some different directions, and sing simple songs while skipping with few challenges.(<i>coordination/ pitch or tempo</i>)	Identifies a few different ways of skipping, skip in less than three different directions, make patterns while skipping in less than three directions, and sing simple songs while skipping with many challenges (<i>coordination, pitch and tempo</i>)
Ability to identify different dribbling directions, improvise a ball using locally available reusable materials, perform dribbling in different directions, and sing action songs while dribbling a ball.	Identifies a variety of dribbling directions, neatly improvises a ball using a variety of locally available reusable materials, performs dribbling in all different directions, and expressively sings	Identifies different dribbling directions, improvises a ball using locally available reusable materials, performs dribbling in many directions, and sings action songs while dribbling a ball.	Identifies some dribbling directions, improvises a ball using locally available reusable materials but not neatly, performs dribbling in some directions, and sings action songs while dribbling a ball with few challenges (<i>coordination/ pitch/ tempo, neatness</i>)	Identifies very few dribbling directions, improvises a ball using locally available reusable materials but not neatly, performs dribbling in less than three directions, and sings action songs while dribbling a ball with many challenges (<i>coordination,</i>

	action songs while dribbling a ball.			<i>pitch, tempo and neatness)</i>
Ability to identify various string instruments, draw and colour a musical string instrument, improvise a string instrument, and use different body movements while playing string instrument.	Identifies a variety of string instruments, neatly draws and colours a musical string instrument, improvises a string instrument and plays with accurate finger coordination while making a variety of body movements.	Identifies various string instruments, draws and colours a musical string instrument, improvises a string instrument and plays with accurate finger coordination while making different body movements.	Identifies some string instruments, draws and colours a musical string instrument but not neatly, improvises a string instrument and plays with little finger coordination while making different body movements with few challenges.	Identifies very few string instruments, draws and colours a musical string instrument but not neatly, improvises a string instrument and plays with no finger coordination while making different body movements with many challenges.

Ability to identify different directions the body moves and faces when performing forward roll and V-balance, make markers using painting technique, perform forward roll and V-balance in different directions, and sing action songs while performing forward roll and V-balance.	Identifies a variety of directions the body moves and faces when performing forward roll and V-balance, improvises a variety of markers, performs forward roll and V-balance in all directions, and expressively sings action songs while performing forward roll and V-balance	Identifies different directions the body moves and faces when performing forward roll and V-balance, improvises markers, performs forward roll and V-balance in many directions, and sing action songs while performing forward roll and V-balance	Identifies some directions the body moves and faces when performing forward roll and V-balance, improvises a few markers, performs forward roll and V-balance in some directions, and sings action songs while performing forward roll and V-balance with few challenges.	Identifies very few directions the body moves and faces when performing forward roll and V-balance, improvises very few markers, performs forward roll and V-balance in less than three directions, and sings action songs while performing forward roll and V-balance with many challenges.
Ability to identify, colour and pick variety of objects that can sink in shallow ends for water confidence and enjoyment.	Identifies, creatively colours and picks variety of objects that can sink in shallow ends for water confidence and enjoyment.	Identifies, colours and picks variety of objects that can sink in shallow ends for water confidence and enjoyment.	Identifies, colours and picks variety of objects that can sink in shallow ends for water confidence and enjoyment with a few flaws.(neatness and coordination)	Identifies, colours and picks variety of objects that can sink in shallow ends for water confidence and enjoyment with many flaws. (neatness and coordination)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation	3.1 The Kenya National Anthem (21 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify text of the Kenya National Anthem in Kiswahili, b) sing the first stanza of the Kenya National Anthem observing the anthem etiquette, c) create the Kenyan Flag using mosaic technique d) appreciate performing the Kenya National Anthem for patriotism. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, keenly listen to or watch a live or recorded performances of the Kenya National Anthem and sing along, ● individually, listen to a recorded or a live performance of the Kenya National Anthem and write the text of the first stanza (<i>words of the first stanza in Kiswahili</i>), ● in groups, sing the first stanza of the Kenya National Anthem in Kiswahili, ● in groups talk about the special occasions when the Kenya National Anthem is performed, (during national holidays, when raising/hoisting the Kenyan National flag, during nation heads of states meeting) 	<ul style="list-style-type: none"> 1) How is the Kenya National Anthem performed? 2) Which occasions is the Kenya national anthem performed?

			<ul style="list-style-type: none"> ● in groups, take turns to perform the first stanza of Kenya National Anthem observing anthem etiquette, (<i>stand and face the flag if there is one, stand at attention among others</i>) ● collect appropriate locally available materials to make a mosaic of the Kenyan National flag, ● create a mosaic of the Kenyan National flag using appropriate colours, (<i>black, red green and white</i>) ● in groups, talk about the occasions when the Kenyan national flag is hoisted (<i>during national holidays, on school parades, during nation heads of states meeting among others</i>) ● display the improvised flag for peers feedback, ● role play raising the improvised flag while performing the first stanza of the Kenya national anthem observing the etiquette, 	
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			<ul style="list-style-type: none"> ● perform the first stanza of the Kenya national anthem on special occasions, ● record the performances for future reference. 	
Core Competencies to be developed: Communication and collaboration: The learner keenly listens to, and talks about the words of the Kenya National Anthem. Creativity and imagination: The learner improvises the Kenya National flag using appropriate colours. Citizenship: The learner takes pride in performing the Kenya National Anthem on special occasions.				
Values: Respect: The learner performs the first stanza of the Kenya national anthem observing the anthem etiquette. Unity: The learner in groups, take turns to perform the first stanza of Kenya National Anthem. Patriotism: The learner performs the first stanza of the Kenya National Anthem observing anthem etiquette.				
Pertinent and Contemporary Issues Life skills: The learner applies knowledge acquired in observing anthem etiquette in daily life.				
Link to other subjects: Kiswahili Language Activities: The learner sings the first stanza of the Kenyan National Anthem in Kiswahili.				

ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify the text of the Kenya National Anthem in Kiswahili, sing while observing the anthem etiquette and improvise the Kenyan Flag to show patriotism.	Identifies the text of the Kenya National Anthem in Kiswahili, expressively sings while consistently observing the anthem etiquette and creatively improvises the Kenyan Flag to show patriotism.	Identifies the text of the Kenya National Anthem in Kiswahili, sings while observing the anthem etiquette and improvises the Kenyan Flag to show patriotism.	Identifies the text of the Kenya National Anthem in Kiswahili, sings while observing the anthem etiquette and improvises the Kenyan Flag to show patriotism with a few inconsistencies. (<i>pitch, tempo, tone clarity, mastery of text, neatness, overlooking some of the performance etiquette</i>)	Identifies the text of the Kenya National Anthem in Kiswahili, sings while observing the anthem etiquette and improvises the Kenyan Flag to show patriotism with many inconsistencies. (<i>pitch, tempo, tone clarity, mastery of text, neatness, overlooking performance etiquette</i>)

APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
Creating and Exploration	1.1 Picture Making	<ul style="list-style-type: none"> • Oral tests • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Digital devices • Musical instruments • Pictures of birds, animals and objects • Reference books • Audio /visual recordings of musical sounds • Relevant virtual sites • Flash cards 	<ul style="list-style-type: none"> • 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 • Apprenticeship - connections with artists in the community in order to learn performing some of the artworks, making costumes,
	1.2 Rhythm	<ul style="list-style-type: none"> • Oral tests • Written tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books 	

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

		<ul style="list-style-type: none"> • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Relevant virtual sites • Reusable locally available material for making beads • Resource persons 	<p>Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school</p>
Performing and Display	2.1 Pushing and Pulling	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and pushing and pulling skills • Relevant virtual sites • Relevant props and costumes • Resource persons 	<ul style="list-style-type: none"> • 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 performances during school assemblies. • School events: performing during events such as

	2.2 Rounds	<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 rounds • Flash cards • Digital devices • Musical instruments • Relevant props and costumes • Reference books • Relevant virtual sites 	<p>parents, prize giving, and careers and sports day, among others.</p> <ul style="list-style-type: none"> • Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or ensembles- Learner forms small groups for performance in all Creative Arts disciplines.
	2.3 Skipping	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and skipping skills 	

			<ul style="list-style-type: none"> • Relevant virtual sites • Relevant props and costumes • Open space • Resource persons 	
	2.4 Dribbling	<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 • Group makers • Resource persons • Visual recordings of dribbling skills • Improvised balls • Reusable locally available material for making an improvised ball • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Relevant virtual sites 	

	2.5 Playing Musical Instrument (String)	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised fiddle, musical bows and mouth bows • Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments (fiddle, musical bows and mouth bows) • Pictures • Reference books 	
	2.6 Forward Roll and V-balance	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Fieldwork reports 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures 	

		<ul style="list-style-type: none"> • Participatory assessment 	<ul style="list-style-type: none"> • Reference books • Audio /visual recordings of music • Relevant virtual sites • Reusable locally available material for making improvised makers 	
	2.7 Water Safety	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Swimming facilities, • Stones, • Pieces of wood, • Glasses, • Bottles, • Metals, coins. • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites 	

3.0 Appreciation	3.1 The Kenya National Anthem	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment • Fieldwork reports 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of the Kenya National Anthem • Relevant virtual sites • Relevant props and costumes • Resource persons • Reusable locally available material for making improvised Kenyan national flag 	
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CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily

life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
<p>1) Preparation</p> <ul style="list-style-type: none">● Determine the activity for the learners● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity● Identify resources required for the activity (locally available materials)● Stagger the activities across the term (Set dates and time for the activities)● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community● Identify and develop assessment tools

2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

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

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

Assessment of the CSL Activity

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