



REPUBLIC OF KENYA

PRE-PRIMARY 1 & 2 CURRICULUM DESIGN

LEARNING AREA: PSYCHOMOTOR AND CREATIVE ACTIVITIES FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2017

All rights reserves. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9966-31-746-9

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “an engaged, an empowered and ethical citizen “while the mission is to “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

FRED MATIANG’I PHD, EGH
CABINET SECRETARY
MINISTRY OF EDUCATION

TABLE OF CONTENTS

INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cut across all the activity areas. Learning at the pre- primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities/Kenyan Sign Language	5
2.	Mathematical Activities	5
3.	Environmental Activities	5
4.	Psychomotor and Creative Activities for learners with hearing impairment	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	25

Note:

1. The time allocated for each activity area is 30 minutes.
2. There should 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

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 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 instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare the 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 develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfillment

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 Kenya 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 community service learning.

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

Education should instill 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 empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards 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.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

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

1. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts
2. Demonstrate basic literacy and numeracy skills for learning
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, nutrition, sanitation, safety and nutrition to promote health and well being
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living for balanced living

Essence Statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore, experiment and interact with the immediate environment. This enables the learner to acquire skills to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

General Learning Outcomes

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

- a) Appreciates own and others Artworks, Music and Movement Activities from the past and present within their social context and cultures.
- b) Express feelings, ideas, emotions and experiences through Artworks, Music and Movement Activities for therapeutic purposes.
- c) Develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities of self and others.
- d) Create Artworks, perform Music and Movement Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment.
- e) Use appropriate language in responding to Artworks, Music and Movement 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.

PRE PRIMARY 1

1. ART AND CRAFT

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	1.1. Drawing Scribbling and doodling 3 Lessons	By the end of the sub-strand the learner should be able to: a) develop simple pictures using scribbling; techniques for fine muscle development; b) develop simple pictures using doodling techniques for eye hand co-ordination; c) appreciate own and others drawn work .	<ul style="list-style-type: none">• Provide learner with drawing materials.• Guide learners on how to hold drawing tools.• Guide learners to develop simple pictures using scribbling technique.• Guide learners to develop simple pictures using doodling technique.• Display their work and comment on own and others work.	<ol style="list-style-type: none">1. What would you like to draw?2. What do you see in the environment?3. What materials do you use for drawing?
Core Competences <ul style="list-style-type: none">• Creativity and imagination• Self-efficacy• Communication and collaboration• Digital literacy				
Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety Education For Sustainable Development: Health Education			Link to Core Values <ul style="list-style-type: none">• Co-operation• Turn taking	
Links to other learning areas <ul style="list-style-type: none">• Mathematics• Environmental			Community service learning <ul style="list-style-type: none">• Mentorship	
Non-formal activity to support learning through application <ul style="list-style-type: none">• Have painting activities			Assessment: Observation, signed questions and answers	
Resources: materials from local environment e.g. charcoal, papers, pencil, crayon, digital images				

N/B Learners can experiment with different colours and shapes

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>The learner is:</p> <ul style="list-style-type: none"> • Able to handle drawing tools correctly. • Able to scribble with drawing tools. • Able to doodle with tools. • Able to comment on own and others work. 	<p>The learner is:</p> <ul style="list-style-type: none"> • Able to handle drawing tools correctly. • Able to scribble with drawing tools. • Able to doodle with tools. • Not able to comment on work. 	<p>The learner:</p> <ul style="list-style-type: none"> • Attempts to handle drawing tool correctly. • Attempts to scribble with drawing tools. • Attempts to doodle with tools. • Not able to comment on work. 	<p>The learner:</p> <ul style="list-style-type: none"> • Has a difficulty in handling drawing tools. • Has a challenge in scribbling or doodling. • Has a difficulty in commenting on own and others' work.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	1.2 Drawing Dot joining 3 Lessons	By the end of the sub-strand the learner should be able to: a) Develop simple pictures by dot joining techniques for enjoyment; b) draw simple pictures using drawing materials for creativity; c) appreciate own and others drawn work .	<ul style="list-style-type: none"> • Provide learner with dotted online/ visual images. • Guide learners on how to hold drawing tools. • Guide to earners to develop simple pictures by joining dots. • Display their work and discuss own and others work. 	<ol style="list-style-type: none"> 1. What would you like to draw? 2. What do you see in the environment? 3. How do they look like? 4. What do you like about your drawn work?
Core Competences <ul style="list-style-type: none"> • Creativity and imagination • Self-efficacy • Communication and collaboration • Digital literacy 				

Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety Education For Sustainable Development: Health Education	Link to Core Values <ul style="list-style-type: none"> • Co-operation • Turn taking
Links to other learning Activity areas <ul style="list-style-type: none"> • Mathematics • Environmental 	Community service learning <ul style="list-style-type: none"> • Mentorship
Non-formal activity to support learning through application <ul style="list-style-type: none"> • Have painting activities 	Assessment: Observation, signed questions and answers
Resources: materials from local environment e.g. charcoal, papers, pencil, crayon, digital images N/B Learners can experiment with different colours and shapes	

Assessment Rubric

Exceeding Above Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is: <ul style="list-style-type: none"> • Able to handle drawing tool correctly. • Able to complete joining up dots to make a picture. • Able to comment on own and others work. 	The learner: <ul style="list-style-type: none"> • Able to handle drawing tools correctly. • Able to complete joining up dots to make a picture. • Not able to comment on own and others' work. 	The learner: <ul style="list-style-type: none"> • Attempts to handle drawing tools correctly. • Attempts to join some dots correctly. • Not able to comment on own and others' work 	The learner: <ul style="list-style-type: none"> • Has difficulties in handling drawing tools. • Has difficulties in joining dots. • Has challenges in commenting on own and others' work.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	2.1 Colouring 3 Lessons	By the end of the sub-strand the learner should be able to: a) Identify common colours in the environment for colouring pictures; b) learners apply colour on plants pictures for aesthetic value;	<ul style="list-style-type: none"> • Guide learners to identify colors in the environment. • Guide learners to collect materials of different colour from the environment. 	1. Which colour do you like most? 2. What colours are found in the environment?

		c) appreciate own and others' coloured work.	<ul style="list-style-type: none">• Assist group leaders to distribute papers to learners in groups.• Guide learners to colour drawn items.• Guide to display and discuss their work.	
Core competence <ul style="list-style-type: none">• Creativity and imagination• Critical thinking• Communication and collaboration• Self efficacy• Digital Literacy				
Link to Pertinent and Contemporary Issues Education For Sustainable Development: Disaster Risk Reduction; Safety			Link to Values <ul style="list-style-type: none">• Sharing/love• Responsibility	
Links to other learning Activity areas <ul style="list-style-type: none">• Environmental Activities• Language Activities			Community service learning <ul style="list-style-type: none">• Plant flowers	
Non-formal activity to support learning through application Nature walk			Assessment: Observation, signed questions and answers	
Resources: materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon, digital images N/B Learners can experiment with different colours and shapes				

Assessment Rubric

Exceeding Above Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>The learner is able to successfully:</p> <ul style="list-style-type: none"> Recognize common colours from the environment. Colour drawn items. Describe own and others' work. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Recognize common colours from the environment. Colour drawn items. Somehow describes own and others' work. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Recognize some common colours. Colour drawn item with assistance. Has difficulty describing own and others' work. 	<p>The learner:</p> <ul style="list-style-type: none"> Has difficulty in recognizing common colours. Attempts to colour drawn item.' Has difficulty describing own and others' work.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	2.2 Colouring 3 Lessons	By the end of the sub-strand the learner should be able to: a) identify different colours from the environment; b) learners apply colour on animal pictures for aesthetic value; c) appreciate own and others' coloured work.	<ul style="list-style-type: none"> Guide learners to identify colors in the environment. Guide learners to collect materials of different colour from the environment. Assist group leaders to distribute papers to learners in groups. Guide learners to color drawn items. Guide to display and discuss their colored. 	<ol style="list-style-type: none"> Which colour do you like most? What colour are found in the environment?
Core competence <ul style="list-style-type: none"> Creativity and imagination Critical thinking Communication and collaboration Self efficacy Digital Literacy 				
Link to Pertinent and Contemporary Issues			Link to Values	

Education For Sustainable Development: Disaster Risk Reduction; Safety	<ul style="list-style-type: none"> • Sharing/love • Responsibility
Links to other learning Activity areas <ul style="list-style-type: none"> • Environmental Activities • Language Activities 	Community service learning <ul style="list-style-type: none"> • Plant flowers
Non-formal activity to support learning through application Nature walk	Assessment: Observation, signed questions answers.
Resources: materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon, digital images N/B Learners can experiment with different colours and shapes	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to successfully: <ul style="list-style-type: none"> • Recognize common colours from the environment. • Colour drawn items. • Describe own and others' work. 	The learner is able to: <ul style="list-style-type: none"> • Recognize common colours from the environment. • Colour drawn items. • Somehow describes own and others' work. 	The learner: <ul style="list-style-type: none"> • Recognize some common colours. • Colour drawn item with assistance. • Has difficulty describing own and others' work. 	The learner: <ul style="list-style-type: none"> • Has difficulty in recognizing common colours. • Attempts to colour drawn item. • Has difficulty describing his or her coloured work.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	3.1 Painting (Finger painting) 2 Lessons	By the end of the sub-strand the learner should be able to: a) identify painting tools; b) create images using finger painting techniques for enjoyment; c) perform free choice painting on paper for enjoyment; d) appreciate own and others painted work.	<ul style="list-style-type: none">• Guide learners to select painting materials.• Guide learners to use one colour.• Guide learners to create images using fingers.• Guide learners to paint according to their own interest.• Display own painted work• Guide learner to share comments.	<ol style="list-style-type: none">1. What do you use for painting?2. What do you do after painting?
Core Competence <ul style="list-style-type: none">• Creativity and Imagination• Self-efficacy• Communication and Collaboration				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none">• Education For Sustainable Development: Disaster Risk Reduction; Safety• Health Education			Link to Core Values <ul style="list-style-type: none">• Co-operation• Turn taking	
Links to other learning Activity areas: <ul style="list-style-type: none">• Environmental and Language Activities			Suggested Community service learning <ul style="list-style-type: none">• Mentorship	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Have painting activities			Suggested Assessment: Assessment: Observation, signed questions and answers	
Resources: materials from local environment e.g. Leaves, flowers, soil, charcoal, papers, pencil, crayon, digital images N/B Learners can experiment with different colours and shapes				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>Able to:</p> <ul style="list-style-type: none"> Identify different painting tools. Appreciate the use of painting tools. Create very clear images using finger technique. Perform free choice painting successfully. 	<p>Able to:</p> <ul style="list-style-type: none"> Identify some painting tools. Create patterns using finger painting technique. Perform free choice painting. 	<ul style="list-style-type: none"> Attempt identifying painting tools. Fairly creates some patterns using finger painting technique. Fairly perform free choice painting. 	<ul style="list-style-type: none"> Has challenges in identifying painting tools. Has challenges in creating finger painting patterns. Has challenges in performing free choice painting.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	1.3 Painting (Shape Painting) 3 Lessons	By the end of the sub-strand the learner should be able to: a) Apply paint on shapes for enjoyment; b) perform free choice painting on paper for enjoyment; c) appreciate own and others painted work.	<ul style="list-style-type: none"> Guide learners to select painting materials. Guide learners to use one colour. Guide learners to draw shape. Guide learners to apply paint on shapes using brushes. Display own painted work. Guide learner to share comments. 	1. What do you use for painting? 2. What do you do after painting?
Core Competence <ul style="list-style-type: none"> Creativity and Imagination Self-efficacy Communication and Collaboration 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Education For Sustainable Development: Disaster Risk Reduction; Safety 			Link to Core Values <ul style="list-style-type: none"> Co-operation Turn taking 	

<ul style="list-style-type: none"> • Health Education 	
Links to other learning Activity areas: <ul style="list-style-type: none"> • Environmental and Language Activities 	Suggested Community service learning <ul style="list-style-type: none"> • Mentorship
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have painting activities 	Suggested Assessment: Assessment: Observation, signed questions and answers

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
Able to: <ul style="list-style-type: none"> • Identify different painting tools. • Appreciate the use of painting tools. • Apply colour on shape using brush correctly. • Perform free choice painting successfully. 	Able to: <ul style="list-style-type: none"> • Identify painting tools. • Apply colour on shape using brush. • Perform free choice painting 	<ul style="list-style-type: none"> • Attempt to identify painting tools. • Attempts to apply colour on shape using brush. • Fairly perform free choice painting. 	<ul style="list-style-type: none"> • Has challenges identifying painting tools. • Has challenges using painting tools. • Has challenges applying colour using brush. • Has challenges performing free choice painting.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 PRINTING	Pattern Making 4 lessons	By the end of the sub-strand the leaner should be able to: a) Identify printing materials; b) make patterns using objects for creativity; c) appreciate own and others painted work.	<ul style="list-style-type: none">• Guide learners to select printing materials.• Guide learners to use one colour.• Guide learners to apply paint on objects using brushes/sponge.• Learners create patterns using different objects.• Display own painted work.• Guide learner to share comments.	<ol style="list-style-type: none">1. Which colour do you like for making patterns?2. Which materials do you use for making patterns?3. Which printing do you like?
Core Competence <ul style="list-style-type: none">• Creativity and Imagination• Self-efficacy• Communication and Collaboration• Digital Literacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none">• Education For Sustainable Development: Disaster Risk Reduction; Safety• Health Education			Link to Core Values <ul style="list-style-type: none">• Co-operation• Turn taking	
Links to other learning Activity areas: <ul style="list-style-type: none">• Environmental and Language Activities			Suggested Community service learning <ul style="list-style-type: none">• Mentorship	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Have painting activities			Suggested Assessment: Observation, signed questions and answers.	
Resources: materials from local environment e.g. Leaves, flowers, soil, brush, sponge, papers, pencil, crayon, digital image, videos N/B Learners can experiment with different colours and shapes.				

Assessment Rubric

Exceeding Above Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>Able to:</p> <ul style="list-style-type: none"> Identify different printing tools. Appreciate the use of printing tools. Create patterns using finger and others objects technique successfully. Perform free choice printing successfully. 	<p>Able to:</p> <ul style="list-style-type: none"> Identify printing tools. Create some patterns using finger printing technique and other objects. Perform free choice printing. 	<ul style="list-style-type: none"> Attempts to identify printing tools. Fairly creates some patterns using finger and other objects printing technique. Fairly performs free choice printing. 	<ul style="list-style-type: none"> Has challenges identifying printing tools. Has challenges using printing tools. Has challenges in creating printing patterns. Has challenges performing free choice printing.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
4.0 PICTURE MAKING TECHNIQUES	4.1 Mosaic 4 Lessons	By the end of the sub-strand the learner should be able to: a) Identify locally available materials for making mosaic pictorials for fun; b) create a simple pictorial using paper cuts for enjoyment; c) appreciate the use of locally available materials in creating pictorials.	<ul style="list-style-type: none"> Guide learners to collect materials for making mosaic items. Guide group leaders to distribute materials to learners to create simple mosaic items. Observe safety when using materials. Guided in appreciating own and others work as learners express their emotions. 	<ol style="list-style-type: none"> What should we use to make mosaic items? Which material do you like most?
Core Competence <ul style="list-style-type: none"> Creativity and Imagination Self efficacy 				

<ul style="list-style-type: none"> • Critical thinking and problem solving • Digital Literacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Financial literacy • Health Education; hygiene 	Link to Core Values <ul style="list-style-type: none"> • Responsibility
Links to other learning Activity areas: <ul style="list-style-type: none"> • Language, Environment, Mathematics 	Suggested Community service learning <ul style="list-style-type: none"> • Visit neighborhood and collect materials
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Fun day 	Suggested Assessment <ul style="list-style-type: none"> • Observation , self assessment, signed questions and answers
Resources: materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue N/B Learners can experiment with different colours and shapes	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
Able to: <ul style="list-style-type: none"> • Identify local materials for making mosaic pictures. • Create simple clear pictures using mosaic technique. • Observe safety when using materials. • Give meaning to own and others' mosaic work by signing. 	Able to: <ul style="list-style-type: none"> • Identify local materials for making mosaic pictures. • Create simple pictures using mosaic technique. • Observe safety when using materials. • Sign about own and others' work. 	Able to: <ul style="list-style-type: none"> • Identify some local material for making mosaic pictures. • Attempts to create simple mosaic items. • Attempts to sign about own and others' work. • Observes some safety when using materials. 	<ul style="list-style-type: none"> • Has challenges identifying local materials used for making mosaic pictures. • Has difficulties observing safety when using materials. • Has challenges creating simple mosaic pictures.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
PICTURE MAKING TECHNIQUES	4.2 Collage 5 Lessons	By the end of the sub-strand the leaner should be able to:	<ul style="list-style-type: none">• Guide learners to collect materials from their immediate environment.• Guide learners into groups for material sharing.• Guide learners to stick different materials on the paper using glue, wheat flour or sap.• Insure learners observe safety when using collage materials.• Guide learners to appreciate their own and others work.• Learners store finished items in the cupboard.• Learners clean up the working area	<ol style="list-style-type: none">1. Where do we get materials for making collage?2. What materials do you use to make collage?3. Which items do you like making?
		a) identify materials used in creating collage pictures for fun;		
		b) create a simple collage picture using a variety locally materials for enjoyment;		
		c) appreciate their own and others work.		
Core Competence <ul style="list-style-type: none">• Communication and collaboration• Self-efficacy• Digital Literacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none">• Education For Sustainable Development: Disaster Risk Reduction; safety• Life skill; coping with emotion			Link to Core Values <ul style="list-style-type: none">• Sharing/love• Co-operation	
Link to other learning areas: <ul style="list-style-type: none">• Environmental, Mathematics, Language			Suggested Community service learning <ul style="list-style-type: none">• Visit neighbourhood and collect materials	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Group craft activities			Suggested Assessment <ul style="list-style-type: none">• Observation• Signed questions and answers• Self assessment	
Resources: materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue, sand, egg shells, seeds, photographs, videos. N/B Learners can experiment with different colours and shapes				

Assessment Rubric

Exceeding Above Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>Able to:</p> <ul style="list-style-type: none"> Identify materials used in making collage Select and stick different materials to make simple clear collage items successfully. Express feelings on own and others' work. Observe safety when using materials. 	<p>Able to:</p> <ul style="list-style-type: none"> Collect materials from the immediate environment. Create simple collage items using collage technique. Observe safety when using materials. Express feelings on own and others' work. 	<ul style="list-style-type: none"> Attempts to identify local materials for making collage. Attempts to create simple collage items. Attempts to observe safety when using materials. Attempts to express feelings on own and others' work. 	<ul style="list-style-type: none"> Displays challenges in identifying materials from the environment. Has difficulties creating simple collage pictures. Has challenges expressing feelings on own and others' work.

5.0 Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
6.0 MODELLING	5.1 Modelling using ball technique 2 Lessons	By the end of the sub-strand the learner should be able to: a) identify materials for modeling objects for familiarization; b) model simple objects using ball technique for fine motor development; c) model freely for fun; d) display finished objects for appreciating own and others work.	<ul style="list-style-type: none"> Guide learners identify materials for modelling. Guide learners into working groups. Guide learners to use clay, plasticine, dough, paper mache, for modelling. Learners display, appreciate own and others' work. 	<ol style="list-style-type: none"> What materials do you use for modelling? What do you like modelling?

Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration • Self efficacy • Digital literacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: DRR; Safety • Health Education: Hygiene 	Link to Core Values <ul style="list-style-type: none"> • Sharing/love • Co-operation • Responsibility
Links to other learning Activity areas: <ul style="list-style-type: none"> • Language • Environmental • Mathematics • CRE, IRE, HRE 	Suggested Community service learning <ul style="list-style-type: none"> • Improve school ground
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Have modeling activities 	Suggested Assessment Observation Signed questions and answers Self assessment
Resources: materials from local environment e.g. clay, Plastacine ,sponge, paper machier, pencil, glue, digital images	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: <ul style="list-style-type: none"> • Successfully identify two modeling techniques. • Model successfully using slab and ball techniques. • Model successfully a complete object. 	Able to: <ul style="list-style-type: none"> • Identify one modeling technique. • Use any one of the following modeling methods slab or ball. • Model an average object. 	<ul style="list-style-type: none"> • Fairly identify one modeling technique. • Fairly Model using one of the following methods slab or ball. • Models unfinished object. 	<ul style="list-style-type: none"> • Has challenges identifying any modelling technique without assistance. • Model any form of item which cannot be identified by the two methods. • Has difficulty modelling any object.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
MODELLING	5.2 Modeling using slab technique 3 Lessons	By the end of the sub-strand the leaner should be able to: a) Model simple objects using slab technique for fine motor development; b) model freely for fun; c) display finished objects for appreciation of own and others work.	<ul style="list-style-type: none">• Guide learners to identify materials for modelling.• Guide learners into working groups.• Guide learners to use clay, plasticine/ paper machier, for modeling.• Learners display, and appreciate own and others’ work.	<ol style="list-style-type: none">1. What materials do you use for modelling2. What shape do you like modelling3. How do you model?
Core Competence <ul style="list-style-type: none">• Creativity and imagination• Communication and collaboration• Self efficacy• Digital Literacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none">• Education For Sustainable Development: Safety• Health Education: Hygiene			Link to Core Values <ul style="list-style-type: none">• Sharing/love• Co-operation• Respect	
Links to other learning Activity areas: <ul style="list-style-type: none">• Language• Environmental• Mathematics• CRE, IRE, HRE			Suggested Community service learning <ul style="list-style-type: none">• Improve school ground by planting flowers in the items made using slab technique.	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Have modeling activities			Suggested Assessment Observation Signed questions and answers Self assessment	
Resources: materials from local environment e.g. clay, Plastasine ,sponge, paper machier, glue, digital images				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>Able to:</p> <ul style="list-style-type: none"> Can successfully identify two modelling techniques. Model successfully using slab and ball technique. Able to appreciate own and others work. 	<p>Able to:</p> <ul style="list-style-type: none"> Identify one modelling technique. Successfully model an object. Appreciate own and others' work. 	<ul style="list-style-type: none"> Fairly identify one modeling technique. Fairly models using one of the techniques or ball slab. Models incomplete object. 	<ul style="list-style-type: none"> Has difficulties identifying any modelling technique. Has difficulties modelling any object.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
5.0 PAPER CRAFT	<p>Weaving</p> <p>8 lessons</p>	<p>By the end of the subject strand the learner should be able to:</p> <ol style="list-style-type: none"> Identify materials for weaving for familiarization; cut paper for use in weaving; weave for fun and creatively; weave using papers for fun; appreciate own and others work. 	<ul style="list-style-type: none"> Learners identify weaving materials. Learners to cut papers freely. Guide learners on how to cut material for weaving. Learners work in pairs, small groups as they practice weaving. Learners observe safety as they work in groups. Learners display their work and gallery walk. 	<ol style="list-style-type: none"> Which item do you enjoy weaving? Which materials do you use for weaving? What do you use the woven materials for?
<p>Core Competence</p> <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Self-efficacy Critical thinking and problem solving 				

<ul style="list-style-type: none"> Digital Literacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Life skills; effective communication 	Link to Core Values <ul style="list-style-type: none"> Responsibility Cooperation Sharing/love
Links to other learning Activity areas: <ul style="list-style-type: none"> Language, Environmental, Mathematics 	Suggested Community service learning <ul style="list-style-type: none"> Collecting litters
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group craft activities 	Suggested Assessment Observation, signed questions and answer, self assessment

Assessment Rubric

Indicators	Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
Weaving	Able to: <ul style="list-style-type: none"> Perform different skills of cutting papers successfully. Cut papers correctly and neat. Use cut paper to weave correctly. Enjoy own and others finished work. 	Able to: <ul style="list-style-type: none"> Perform different skills of cutting papers. Cut paper correctly. Weave correctly. Enjoy own work and others' work. 	<ul style="list-style-type: none"> Try to perform skills of cutting papers. Attempts to cut papers. Tries to weave. Enjoys own work. 	<ul style="list-style-type: none"> Has difficulty performing any skill of cutting. Needs assistance in cutting. No attempt to weave unassisted. Not able to enjoy cutting or weaving.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
PAPER CRAFT	Paper folding	By the end of the sub-strand the learners should be able to: <ol style="list-style-type: none"> Identify different ways of folding papers for creativity; make items using folding techniques for enjoyment; 	<ul style="list-style-type: none"> Learners fold papers freely in different ways. Guide learners on different ways of folding papers. Learners practice making items using paper folding technique in pairs and small groups. 	<ol style="list-style-type: none"> What items do you enjoy making? Which ways do you fold the paper? Which items do you make using paper folding?

		c) Appreciate paper folding for fun.	<ul style="list-style-type: none"> Express their emotions as they display their work. 	
Core Competence <ul style="list-style-type: none"> Creativity and imagination Communication and collaboration Self-efficacy Critical thinking and problem solving Digital literacy 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Life skills; effective communication 			Link to Core Values <ul style="list-style-type: none"> Responsibility Co-operation Sharing/love 	
Links to other learning Activity areas: <ul style="list-style-type: none"> Language Environmental Mathematics 			Suggested Community service learning <ul style="list-style-type: none"> Collecting litters 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group craft activities 			Suggested Assessment Observation Signed questions and answers Self-assessment	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
Able to: <ul style="list-style-type: none"> Identify different techniques of folding papers correctly. Make items using papers successfully. Make items using paper folding technique independently and accurately. 	Able to: <ul style="list-style-type: none"> Identify techniques of folding papers. Make items using paper. Make items using paper folding technique independently. 	Able to: <ul style="list-style-type: none"> Fairly identify techniques of folding papers. With assistance can make items using paper. Attempts to make some items using paper folding technique. 	<ul style="list-style-type: none"> Has difficulties identifying techniques of folding papers. Attempt to make items using paper with challenges. Has difficulties making items using paper folding techniques.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
6.0 CREATING SHAPES AND FORMS USING ICT	6.1 Creating shapes and forms 10 lessons	By the end of the sub-strand the learner should be able to: a) Interact with the gadgets freely for familiarization; b) Display the ability to operate the gadgets for creating shapes; c) Create shapes using electronic gadgets for creativity; d) Appreciate own created shapes for fun.	<ul style="list-style-type: none"> • Guide learners to operate electronic gadgets (open, close, connect to power, start, shut). • Guide learners to open relevant ICT. Application (Program). • Guide learners to create shapes using ICT application. • Learners to observe, care and safety on the use of ICT devices. • Learners to store ICT devices. 	<ol style="list-style-type: none"> 1. What electronic gadget did you use to create forms and shapes? 2. What shape can you create? 3. How did you operate electronic gadgets to create shapes and forms?
Core Competence Creativity and imagination Learning to learn Critical thinking and problem solving Digital literacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety 			Link to Core Values <ul style="list-style-type: none"> • Responsibility, Respect 	
Link to other learning areas: <ul style="list-style-type: none"> • Mathematics, Language 			Suggested Community service learning <ul style="list-style-type: none"> • Interact with parents and other siblings 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Visit a supermarket 			Suggested Assessment Observation, own assessment, signed questions and answers	
Resources: ICT Devices (Ipad, desktop computer. Laptop				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> Name electronic gadgets accurately. Open relevant ICT programmes with ease. Uses the gadgets confidently. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Name electronic gadgets. Open relevant ICT programmes. Use the gadgets. 	<ul style="list-style-type: none"> Attempts to name some electronic gadgets. Uses the gadgets with assistance. 	<ul style="list-style-type: none"> Has difficulties naming electronic gadgets. Has difficulties using electronic gadgets.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
7.0 CONSTRUCTION	7.1 3D forms 4 Lessons	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> Identify materials for construction; construct simple 3D objects for creativity; handling materials for interaction; display their work appreciation. 	<ol style="list-style-type: none"> Learners collect materials from the environment. Learners interact with materials as they make objects. Learners construct 3D Objects and simple playing materials. Learners display and appreciate own and others' work. Learners to be guided on safety precautions when collecting and -working with materials. Express their emotions as they display work. Store and care for materials. 	<ol style="list-style-type: none"> How do you make 3d forms? What should you consider when collecting materials?

Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Communication and collaboration • Critical thinking • Self efficacy • Digital literacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Health Education: Hygiene • Financial Literacy • Value their items 	Link to Core Values <ul style="list-style-type: none"> • Coping with emotions, co-operation, responsibility, sharing
Links to other learning Activity areas: Mathematics, Language, Environmental	Suggested Community service learning: Visit a carpentry workshop near their school.
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Cooking (kalongo) 	Suggested Assessment: Observation, signed questions and answers
Resources: soft wire, carton boxes, banana stock, digital images.	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: <ul style="list-style-type: none"> • Identify materials for construction with ease. • Collect materials from the environment for creativity. • Able to construct excellent simple 3D's objects for creativity. 	Able to: <ul style="list-style-type: none"> • Identify materials for construction. • Collect materials from the environment. • Construct simple 3D's objects for enjoyment. 	Able to: <ul style="list-style-type: none"> • Identify some materials for construction. • Collect materials with assistance. • Construct simple 3D's objects but with assistance. 	<ul style="list-style-type: none"> • Has difficulties in identifying materials for construction. • Has difficulties in collecting materials from the environment for familiarization. • Has challenges in constructing simple 3D's objects.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
8.0 ORNAMENTS	Beading 4 Lessons	By the end of the sub-strand the learner should be able to: a) Identify materials used for beading; b) make beads using locally available materials for aesthetics; c) appreciate own and others finished beading work.	<ul style="list-style-type: none"> • Learners to collect locally available materials. • Learners to sort the materials to use. • Learners to be guided on how to bead. • Learners to work in pairs and small groups to make beads. • Observe safety as they bead • Learners to express their appreciation as they display their work. 	<ol style="list-style-type: none"> 1. What materials do you need for beading? 2. What item can you make from beads?
Core Competence <ul style="list-style-type: none"> • Creativity and imagination • Critical thinking • Communication and collaboration • Self efficacy • Digital literacy 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Disaster Risk Reduction; Safety • Financial Literacy • Health Education: Hygiene 			Link to Core Values <ul style="list-style-type: none"> • Sharing/love • Responsibility 	
Links to other learning Activity areas: <ul style="list-style-type: none"> • Mathematics • Environmental • Language 			Suggested Community service learning <ul style="list-style-type: none"> • Collecting material at home and within the environment 	
Non-Formal Activity to support learning through application:			Suggested Assessment Observation, self assessment, signed questions and answers	

<ul style="list-style-type: none"> Group craft activities 	
Resources: ICT Devices (Beads, raw soft seed, thread, digital images.)	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> Identify materials for beading from the environment with ease. Make a pattern using beads. Appreciate the finished work. 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Identify materials for beading from the environment. Make beads freely. Appreciates the finished work. 	<p>Able to:</p> <ul style="list-style-type: none"> Can identify materials for beading with assistance. Make beads with assistance. Attempts to appreciate the finished work. 	<ul style="list-style-type: none"> Has challenges identifying materials for beading. Has challenges appreciating the finished work. Has difficulties making beads.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
7.0 ORNAMENTS	7.1 Bracelet Making 4 lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Identify different materials for making bracelets for innovation; make simple bracelets using locally available materials for creativity; appreciate own and others finished work. 	Guide learners to; <ul style="list-style-type: none"> Collect materials from the environment. Sort materials for bracelets making. Make bracelets of their choice in pairs or small groups. Observe safety during materials collection and in making bracelets. Display the made bracelets. 	<ol style="list-style-type: none"> What materials did you collect from the environment? Who did you work with?
Core Competence <ul style="list-style-type: none"> Communication and collaboration 				

<ul style="list-style-type: none"> • Self-efficacy • Critical thinking and problem solving • Digital literacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education For Sustainable Development: Environmental awareness 	Link to Core Values <ul style="list-style-type: none"> • Unity, love
Links to other learning Activity areas: <ul style="list-style-type: none"> • Mathematics • Environmental • Language 	Suggested Community service learning <ul style="list-style-type: none"> • Nature walk to collect materials
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Role play 	Suggested Assessment: Observation of children's activities, Signed questions and answers,
Resources: Soft wires, beads, thread, soft raw seeds, digital images.	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: <ul style="list-style-type: none"> • Identify materials for making bracelets creatively. • Make simple bracelets from locally available materials • The learner has the ability to explain own and others' finished work 	Able to: <ul style="list-style-type: none"> • Identify materials for making bracelets. • Make simple bracelets from locally available materials. • The learner can explain own finished work. 	Able to: <ul style="list-style-type: none"> • Identify some materials for making bracelets for enjoyment. • Make simple bracelets with assistance. • Explain finished with assistance. 	<ul style="list-style-type: none"> • Attempts to identify materials with assistance. • Has challenges making simple bracelets. • Has difficulties explaining own work.

2. MUSIC

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
8.0 PERFORMANCE	8 .2 Signed singing games 5 Lessons	By the end of the sub-strand the learner should be able to: a) Identify simple singing games for enjoyment; b) perform simple signed singing games for fun; c) Perform simple signed singing games using props; d) Appreciate their culture as they perform.	<ul style="list-style-type: none"> • Watch videos of children performing different singing games. • Guide learners to perform signed singing games freely. • Guide learners to identify props to accompany signed singing games. • Guide learners to perform signed singing games in groups and in pairs. 	<ol style="list-style-type: none"> 1. Which singing games do you enjoy most? 2. Which costumes do you use?
Core Competence <ul style="list-style-type: none"> • Communication and collaboration – as they work in pairs and small groups • Self-efficacy – as learners perform signed singing games • Digital literacy – use of electronic gadgets • Citizenship – perform singing games from different cultures • Digital literacy 				
Links to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Collaboration and unity 			Links to Core Values <ul style="list-style-type: none"> • Citizenship and diversity 	
Links to other learning Activity areas: <ul style="list-style-type: none"> • Language • Mathematics • Environmental • Religious activities 			Suggested Community Service Invite a resource person to enlighten them about the morals and values in the singing game	
Non-formal activity to support learning Music festivals and fun days			Suggested Assessment <ul style="list-style-type: none"> • Observation, observation checklist, walk and watch Suggested learning resources: videos, recorded music festival items, resource persons.	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> Identify by sign naming simple singing games in their country. Perform simple signed singing games successfully. Enjoy different singing games. 	<p>Able to:</p> <ul style="list-style-type: none"> Identify by sign naming simple signed singing games in their country. Attempt performing simple signed singing games with props. Enjoys different singing games. 	<ul style="list-style-type: none"> Attempt signed singing games in their language. Attempts simple signed singing games with props. Shows some signs of enjoyment as they sign sing and perform different signing games. 	<ul style="list-style-type: none"> Has difficulties signing singing games. Has challenges in performing signed singing games. Has difficulties in enjoying singing games.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
8.0 PERFORMANCE	8.3 Play simple music 5 Lessons	By the end of the sub-strand the learners should be able to: a) Identify various ICT devices that produce music for fun; b) watch and perform music for enjoyment; c) appreciate self and other's performed music.	<ul style="list-style-type: none"> Learners to be guided to name various electronic gadgets. Operate, musical ICT devices. Perform simple music from various ICT devices. Coordinate parts of the body as they play music from various ICT devices. Observe safety as they use, care, operate and store electronic gadgets. 	1. Which music do you like playing? 2. Whom do you enjoy playing with?
Core Competence <ul style="list-style-type: none"> Self- efficacy; As they perform simple music Critical thinking – identify various games 				

<ul style="list-style-type: none"> • Communication and collaboration-as they work with one another • Digital literacy: Watch video music. 	
Link to PCI <ul style="list-style-type: none"> • EDUCATION FOR SUSTAINABLE DEVELOPMENT; Safety 	Link to Core Values <ul style="list-style-type: none"> • Unity
Link to other activity areas <ul style="list-style-type: none"> • Mathematics, Language, Religious activities and Environmental 	Suggested Community Service Learning <ul style="list-style-type: none"> • Invite a resource person to teach games
Non-formal activity to support learning Drama festival	Suggested Assessment <ul style="list-style-type: none"> • Observation, signed questions and answers, observation checklist, walk as you observe Suggested resources: Audio recorders, radios, televisions, mobile phones and resource persons, laptop, desktops.

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
Able to: <ul style="list-style-type: none"> • Identify at least four ICT devices that produce music. • Successfully operate ICT devices that produce music. • Listen to and perform music from an electronic media with ease. • Co-ordinate parts of the body as they respond to music very well. 	Able to: <ul style="list-style-type: none"> • Identify at least three ICT devices that produce music. • Operate ICT devices that produce music. • Watch music from an electronic media. • Co-ordinates parts of the body as they respond to music. 	Able to: <ul style="list-style-type: none"> • Identify at least two ICT devices that produce music. • Watch and perform music from an electronic media. • Attempt operating an electronic media. • Fairly attempt to respond music by coordinating the body. 	<ul style="list-style-type: none"> • Has difficulties identifying ICT device that produces music. • Shows minimal response to music from an ICT device. • Has challenges in responding to music by the use of body.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
9.0 RHYTHM	9,1 Creating and composing rhythmic patterns 12 Lessons	By the end of the sub-strand the learner should be able to: a) Produce rhythmic patterns using body for strength and body coordination; b) create various rhythmic patterns for talent development; c) play simple percussion instruments for fun.	Guide learners to: <ul style="list-style-type: none"> Create free rhythmic patterns. Watch films on different rhythmic patterns from videos and films. Identify percussion instruments. Practice playing simple percussion instruments in pairs and in small groups. Observe safety as they play and store materials. 	<ol style="list-style-type: none"> What percussion instruments do we use to create rhythmic patterns? Which percussion instruments did you use? How do you play different percussion instruments?
Core Competence <ul style="list-style-type: none"> Digital literacy – as they watch films and videos Critical thinking and problem solving Imagination and creativity Communication and collaboration Digital Literacy 				
Education For Sustainable Development – Disaster Risk Reduction; Safety				
Link to Pertinent and Contemporary Issues			Link to Core Values	
<ul style="list-style-type: none"> Patriotism 			<ul style="list-style-type: none"> Appreciation 	
Links to other learning Activity areas:			Suggested Community service learning	
<ul style="list-style-type: none"> Environmental and Language 			<ul style="list-style-type: none"> Playing percussion with their siblings 	
Non-Formal Activity to support learning through application:			Suggested Assessment: Signed questions and answers, observation	
<ul style="list-style-type: none"> Music Festival 			Suggested Resources: Resource person, digital images, tins, bottles, metal rings, bottle tops etc.	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
<p>The learner is able to:</p> <ul style="list-style-type: none"> Produce rhythmic pattern using body successfully. Display creativity of various rhythmic patterns for talent development. Play percussion instrument creatively. 	<ul style="list-style-type: none"> Able to produce rhythmic patterns using body. Displays various rhythmic patterns for talent development. Play percussion instruments. 	<ul style="list-style-type: none"> Attempts to produce rhythmic patterns using body. Attempts to display some rhythmic patterns. Attempts to play percussion instruments. 	<ul style="list-style-type: none"> Has difficulties producing rhythmic patterns using body. Has challenges in displaying rhythmic pattern. Has difficulties in playing percussion instruments.

3. OUTDOOR ACTIVITIES

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
10.0 BASIC MOTOR SKILLS	10.1 Locomotive 30 Lessons	By the end of the sub-strand the learner should be able to: a) acquire the skills of crawling and swinging for feasibility and strength; b) demonstrate the ability to crawl and swing for enjoyment; c) Have fun as they crawl and swing in turns.	<ul style="list-style-type: none"> Guide the learners to crawl and swing. Learners have opportunity for free performance. Guide them to observe safety as they perform activities. Guide them on how to deal with emotions. Learners would perform the activities in groups and in pairs. 	<ol style="list-style-type: none"> Which activity do you enjoy most? Which activity would like to perform? Whom do you like playing with?
Core Competence <ul style="list-style-type: none"> Critical thinking and problem solving – as learners perform the activities 				

<ul style="list-style-type: none"> Learn to learn as they mentor each other Digital literacy 	
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Life skills – coping with emotions Education For Sustainable Development – Safety 	Link to Core Values <ul style="list-style-type: none"> Social justice
Links to other learning Activity areas: <ul style="list-style-type: none"> Language Environmental Religious Activities 	Suggested Community service learning <ul style="list-style-type: none"> Visit community recreation places and enjoy swinging
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Fun day 	Suggested Assessment <ul style="list-style-type: none"> Observation, signed questions and answers, observation schedule Suggested resources: Balls, bean bags, digital images.

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is: <ul style="list-style-type: none"> Able to demonstrate all crawling and swinging skills. Able to swing perfectly and crawl independently. Able to share play equipment's in groups successfully. 	<ul style="list-style-type: none"> Able to identify any of the two skills of crawling and swinging. Able to swing and crawl. Able to play in groups of two pairs. 	<ul style="list-style-type: none"> Able to identify one of the two skills of crawling and swinging. Able to swing with assistance and crawl with assistance. Able to play alone. 	<ul style="list-style-type: none"> Has difficulties identifying any of the two skills crawling and swinging. Has difficulties to swing and crawl without assistance. Has challenges in playing with others.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
10.0 BASIC MOTOR SKILLS	10.2 Non locomotive 30 Lessons	By the end of the sub-strand the learner should be able to: a) Acquire stretching and bending skills for muscle development;	<ul style="list-style-type: none"> Learners to stretch and bend freely. Learners guided to perform stretching and bending 	1. Which activity did you perform? 2. Which activity did you enjoy?

		b) bending and stretching for body co-ordination; c) have fun as they stretch and bend.	activities. • Organize learners to observe safety precautions as they stretch and bend. • Learners appreciate own and others talents.	3. How did you feel as your partner performed the activities?
Core Competence • Communication and collaboration – when working in groups • Self efficacy – as they express their emotions during performance • Digital literacy				
Link to Pertinent and Contemporary Issues • Education for Sustainable Development – Safety • Life Skills – assertiveness			Link to Core Values • Responsibility	
Links to other learning Activity areas: • Language • Environmental • Religious Activities			Suggested Community service learning • Learn from their siblings at school and at home	
Non-Formal Activity to support learning through application: • Gymnastics/fun games			Suggested Assessment • Observation, observation checklist, question and answers, peer assessment	
			Suggested resources: Watch different digital images relevant to the activity	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: • Stretch and bend accurately. • Show the effective development of fine and gross motor skills. • Follow the styles/steps of doing activities well. • Change from one activity to the	Able to: • Stretch and bend. • Fairly display effectively development of fine and gross motor skills in activities. • Follow direction of doing	• The motor skills fairly developed but cannot do activities accurately. • Follow directions for some activities. • Gets fatigued fast.	• Has very little muscle control. • Gets fatigued very fast • Has challenges in following directions of doing activities well.

other i.e. bending, stretching and squatting.	activities fairly well i.e. bend, stretch etc.		
---	--	--	--

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
10.0 BASIC MOTOR SKILLS	10.3 Manipulative Skills 30 Lessons	By the end of the sub-strand the learner should be able to: a) Acquire a range of manipulative skills for talent development; b) perform various manipulative activities for enjoyment; c) have fun as they practice various manipulative skills; d) develop awareness of different strength required for manipulating different objects.	<ul style="list-style-type: none"> Collect items/materials from the immediate environment that they can use for manipulation. Learners practice throwing and catching objects freely. Guide learners on the safety precautions to be followed during throwing and catching. 	<ol style="list-style-type: none"> What did you enjoy doing? Which materials did you use?
Core Competence Communication and collaboration – when collecting materials, when playing in groups in pairs and taking turns Critical thinking and problem solving – when throwing and catching and kicking different Self-efficacy – as they take turns and appreciate own and others Digital literacy: Watch the activities.				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> Financial literacy Education for sustainable development; observation safety Life skills – coping with emotions 			Link to Core Values <ul style="list-style-type: none"> Responsibility and Sharing 	
Links to other learning Activity areas:			Suggested Community service learning	

<ul style="list-style-type: none"> Religious Activities, Language and Environmental 	<ul style="list-style-type: none"> Art display
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Observation 	Suggested Assessment Observation

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: <ul style="list-style-type: none"> Perform various manipulative activities correctly. Practice various manipulative skills confidently. 	Able to: <ul style="list-style-type: none"> Perform various manipulative activities. Practice various manipulative skills. 	<ul style="list-style-type: none"> Attempts manipulative skills Attempts performing various manipulative activities With assistance practice various manipulative activities. 	<ul style="list-style-type: none"> Not able to attempt manipulative activities. Has difficulty in manipulative activities. Has challenges in practicing various manipulative activities.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
11.0 SWIMMING	11.1 Pool safety hygiene 30 lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> identify basic water safety rules in the pool for mastery; apply basic water safety rule in the pool for personal safety; have fun as they role play basic water safety rules in the pool; display ability to use safety materials in water for security. 	<ul style="list-style-type: none"> Guide learners on the basic water safety rules to observe in the pool. Learner could watch a film on swimming safety gears. Guide learners to use improvised pools as they observe safety rules. Take turns as they practicing safety rules in the pool. Appreciate own and others efforts. 	<ol style="list-style-type: none"> Which safety rules should you observe in the pool? What should you do before getting into a swimming pool? Which materials do you use in the pool for safety?
Core Competence				

<ul style="list-style-type: none"> • Self-efficacy • Communication and collaboration • Digital literacy 	
Link to pertinent and contemporary issues <ul style="list-style-type: none"> • Education for sustainable development: Disaster risk reduction; safety 	Link to Core Values <ul style="list-style-type: none"> • Responsibility
Link to other learning areas: <ul style="list-style-type: none"> • Environmental • Language Activities 	Suggested Community service learning <ul style="list-style-type: none"> • Share with peers basic safety rules
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Swimming competition 	Suggested Assessment: Observation, signed questions and answers, observation checklist Suggested Resources: Swimming pool, digital images, improvised swimming pool.

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: <ul style="list-style-type: none"> • Successfully identify basic water safety rules. • Apply basic water safety rules accurately. • Display ability to use safety materials confidently. • Enjoys using basic water rules and safety materials. 	Able to: <ul style="list-style-type: none"> • Identify basic water safety rules. • Apply basic water safety rules. • Display ability to use safety materials. • Enjoys using basic water rules. 	<ul style="list-style-type: none"> • With assistance can identify basic water safety rules. • Attempts to apply basic water safety rules. • Uses safety materials. • Enjoys basic water rules with assistance. 	<ul style="list-style-type: none"> • Has difficulty identifying rules. • Applies with difficulties basic rules. • May display ability to use safety rules. • Fairly enjoys basic safety rules and materials.

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
11.0 SWIMMING	11.2 Water	By the end of the sub-strand the learner should be able:	<ul style="list-style-type: none"> • Guide learners to interact with water freely. 	1. What are some of the improvised

	orientation 15 lessons	a) demonstrate ability to take care of themselves when playing with water for personal safety; b) demonstrate basic swimming skills for talent development; c) have fun when playing in water.	<ul style="list-style-type: none"> • Guide them to practice basic safety precautions when playing with water. • Guide learners to adjust themselves while in water in the pool. • Sign sing routine songs as they enter and exit water. • Guide learners to demonstrate basic swimming styles in turns. 	pools you used? 2. How do you feel while in water? 3. What do you do before entering the pool?
Core Competence <ul style="list-style-type: none"> • Critical thinking and problem solving • Digital literacy 				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none"> • Education for Sustainable Development – Safety • Life skills – making choices • LSP – Sports and Games • Health Education – personal hygiene 			Link to Core Values <ul style="list-style-type: none"> • Responsibility 	
Links to other learning Activity areas: <ul style="list-style-type: none"> • Environmental, Language 			Suggested Community service learning <ul style="list-style-type: none"> • A nature walk to a river/poor 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Picnics 			Suggested Assessment: Signed questions and answers, observation, checklist. Suggested Resources: Swimming pool, digital images, improvised swimming pool.	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The learner is able to: <ul style="list-style-type: none"> • Follow the rules for safety successfully. • Take care of him/herself 	<ul style="list-style-type: none"> • Able to take care of him/herself when playing in water. • Swim without being guided 	<ul style="list-style-type: none"> • Attempts to take care of himself/herself when playing in water. • Swim with assistance. 	<ul style="list-style-type: none"> • Has difficulties in taking care of himself/herself when playing in water. • Has challenges in

well when playing in water. <ul style="list-style-type: none">Swim for talent development with confidence.		for fun. <ul style="list-style-type: none">Able to follow rules for safety.	<ul style="list-style-type: none">Able to follow some rules.	swimming. <ul style="list-style-type: none">Has difficulties following the rules.
Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
12.0 FUN GAMES	12.1 Traditional games 15 Lessons	By the end of the sub-strand the learner should be able to: a) Identify various traditional and modern games for performance; b) perform different traditional games for enjoyment; c) perform various game for fun.	Guide learners to; <ul style="list-style-type: none">Collect materials from home and neighborhood.Identify various traditional and modern games played in the environment.Perform traditional and modern games in pairs, small groups and whole class.Observe safety when playing various traditional and modern games.Practice proper storage of playing materials.	<ol style="list-style-type: none">Where do we get the materials for traditional and modern games?What types of games do you played?How did you play the games?Which games do you enjoy playing?
Core Competence <ul style="list-style-type: none">Communication and collaborationImagination and creativitySelf-efficacyDigital literacy				
Link to Pertinent and Contemporary Issues <ul style="list-style-type: none">Financial literacy – proper storage of materials			Link to Core Values <ul style="list-style-type: none">Respect	
Links to other learning Activity areas: <ul style="list-style-type: none">Environmental and Language			Suggested Community service learning <ul style="list-style-type: none">Invite a resource person to teach modern and traditional games	
Non-Formal Activity to support learning through application:			Suggested Assessment	

<ul style="list-style-type: none"> • Visit old people 	Signed questions and answers, observation Suggested Resources: Resource person, digital images.
--	---

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectations	Below Expectation
The leaner is able to: <ul style="list-style-type: none"> • Successfully identify games within the environment. • Perform the games successfully. • Perform games with props correctly. 	<ul style="list-style-type: none"> • Able to identify games within the environment. • Able to perform the games. • Able to perform games with props. 	<ul style="list-style-type: none"> • Attempts to identify game within the environment with assistance. • Attempts to perform the games with assistance. • Attempts to perform games with props. 	<ul style="list-style-type: none"> • Has challenges identifying games within the environment. • Has challenges in performing games. • Has difficulties performing games with props.

PRE PRIMARY 2

ART ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	1.1 Drawing from observation 3 Lessons	By the end of the sub-strand, the learner should be able to; a) use appropriate tools to draw simple pictures; b) draw simple representation from observation; c) appreciate each other's, drawing.	<ul style="list-style-type: none"> • Learners to be guided on how to use drawing tools. • Learners to be observe personal safety as they handle and sharpen pencils. • Learners to be encouraged to draw pictures within margin • Learners draw simple picture from observation. • Learners to discuss their drawings in pairs and groups • Learners could be guided to draw pictures using ICT devices. 	<ol style="list-style-type: none"> 1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?
Core-Competence: Creativity and imagination				
Link to PCIs <ul style="list-style-type: none"> • Education for sustainable development (ESD): Disaster Risk Reduction (DRR) – Safety as they handle drawing tools. 			Link to Values: love	
Links to other Activity Areas: Mathematics, Language and Environmental Activities.			Suggested Community Service Learning Building collaborative relationships between school and families as they discuss their completed work with parents	
Suggested Non-formal Activity to support learning through application: <ul style="list-style-type: none"> • Display finished work within the classroom. 			Suggested assessment: <ul style="list-style-type: none"> • Observation /demonstration, • Open-ended signed questions • Self assessment, 	

	• Portfolio.
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Can do all drawing activities successfully: • Handles drawing tools well • Draws picture from observation • Draws to express feeling • Draws within margin 	<ul style="list-style-type: none"> • Can handle drawing tools well • Makes picture not complete • Draws within margin 	<ul style="list-style-type: none"> • Attempts to handle drawing tools • Attempts to make picture • Draws out of margin 	<ul style="list-style-type: none"> • Scribbles • Draws out of margin

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	1.2 Drawing from memory 3 Lesson	By the end of the sub-strand, the learner should be able to: a) identify drawing materials; b) use appropriate tools to draw simple pictures; c) draw symbolic representation of things found in the classroom from memory; d) appreciate each other's, drawing.	<ul style="list-style-type: none"> • Guide learners to identify drawing materials • Learners to be guided on how to use drawing tools. • Learners draw simple picture from memory • Learners could be guided to take a photo of their drawn pictures using different devices • Learners to be encouraged to draw pictures within margin • Learners to discuss their drawings in pairs and groups • Learners to be observe personal safety as they handle and sharpen pencils. • Learners could draw using the 	<ol style="list-style-type: none"> 1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?

			tools available in ICT devices	
Core-Competence: Creativity and imagination				
Link to PCIs • ESD-DRR; Safety;			Link to Values: unity	
Links to other Activity Areas: Mathematics, Language and Environmental Activities			Suggested Community Service Learning Building collaborative relationships between school and families as they discuss their completed work with parents	
Suggested Non-formal Activity to support learning through application: • Display finished work within the classroom			Suggested assessment: • Observation /demonstration, • Open-ended signed questions, • Self assessment, • Portfolio.	
Suggested Resources: Drawing reference books; e-Books, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Can do all drawing activities successfully. Able to identify drawing materials. Able to handle drawing tools Draws pictures from memory with ease. Draws to express feelings successfully. 	<ul style="list-style-type: none"> Able to identify some drawing materials. Able to handle drawing tools well. Makes incomplete pictures. Draws within margin. Able to express feelings. Able to draw pictures 	<ul style="list-style-type: none"> Attempts to identify drawing materials. Attempts to handle drawing tools. Attempts to make picture. Draws out of margin. Learner has difficulty drawing pictures from memory. 	<ul style="list-style-type: none"> Has difficulties identifying drawing materials. Have challenges when scribbling. Draws out of margin. Learner is not able to draw pictures from memory. Learner is not able to

<ul style="list-style-type: none"> Draws within margin 	from memory.	<ul style="list-style-type: none"> Learner has difficulty expressing feelings. 	express feelings.
---	--------------	---	-------------------

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making techniques	1.3 Printing 4 Lessons	By the end of the sub-strand the learner should be able to,. a) identify printing materials; b) develop simple printing tools; c) create patterns using different objects for creativity; d) appreciate own and other pupils work.	<ul style="list-style-type: none"> Guide learners to identify local materials used for printing. Guide the learner to pick materials for printing. Guide the learner to apply solution on an object and register the first print for creativity. Guide the learner register subsequent prints into a pattern as others observe. Guide learners to work in groups to enhance collaboration Guide learners to display printed materials. Learners could be guided to take photos of their printed materials using mobile phones or digital cameras. 	<ol style="list-style-type: none"> Which materials do you use for printing? Which materials do you use for making printing patterns? Which printing do you like?
Core Competence <ul style="list-style-type: none"> Creativity and Imagination Self-efficacy Communication and Collaboration 				
Link to PCIs <ul style="list-style-type: none"> ESD:DRR; Safety Health Education, Hygiene 			Link to Core Values <ul style="list-style-type: none"> Co-operation Turn taking 	
Link to other Activity Areas:			Suggested Community service learning	

<ul style="list-style-type: none"> Environmental and Language Activities 	<ul style="list-style-type: none"> Mentorship 	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Have painting activities 	Suggested Assessment Observation, self-assessment, Signed questions and answers	
Suggested Resources Cardboard, newspapers, brush, colours, mobile phone, digital cameras		

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify all printing tools. develop simple printing tools. Successfully creates patterns using fingers and others objects technique. Performs free choice successfully. 	<ul style="list-style-type: none"> Identifies some printing tools Attempts developing simple printing tools. Creates some patterns using finger printing technique fairly. Perform some free choice successfully. 	<ul style="list-style-type: none"> Attempts identifying printing tools. Fairly attempts developing simple printing tools Fairly creates some patterns using finger and other objects printing technique Fairly performs free choice successfully. 	<ul style="list-style-type: none"> Exhibits difficulties in using printing tools. Has challenges developing simple printing tools. Has difficulties creating patterns using finger and other objects printing technique.

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	1.4 Colouring 6 lessons	By the end of the sub-strand the learner should be able to: a) recognize common colours in the environment for use in colouring; b) display ability to use colour media freely for enjoyment; c) appreciate and sign about	<ul style="list-style-type: none"> Guide learners to identify colours of different objects around them. Learners could be guided to observe the different colours in various computing devices Learners to do free colouring individually or in groups as they observe personal safety. 	1. Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring?

		their work.	<ul style="list-style-type: none">• Learners clear working area in turns and store the colouring materials.• Guide learners to display their work.• Learner could be guided to take photos of their coloured drawings.• Encourage learners to sign about their displayed work.• Learners could be guided to use computer drawing tools to colour some generated shapes.	
Core-Competence <ul style="list-style-type: none">• Imagination and creativity• Self-efficiency				
Link to PCIs and Values: <ul style="list-style-type: none">• Health education: Hygiene• ESD: DRR;• Financial literacy:			Links to Values Responsibility	
Links to other Activity Areas: <ul style="list-style-type: none">• Environmental Activities• Language Activities			Suggested Community Service Learning <ul style="list-style-type: none">• Draw and colour found objects from their community.• Culture and Diversity; artwork reflecting a broad spectrum of cultures.	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Make colours from locally available material			Suggested assessment <ul style="list-style-type: none">• Open-ended signed questions• Portfolio,• Self assessment, Rating forms,	
Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D App, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops.				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Recognizes common colours in the environment Able to colour successfully Signs about work done with ease 	<ul style="list-style-type: none"> Able to recognize common colours Able to colour successfully Attempts to sign about art work done 	<ul style="list-style-type: none"> Able to recognize some colours Colours with assistance Has difficult signing about work done 	<ul style="list-style-type: none"> Needs assistance in almost all areas i.e. <ul style="list-style-type: none"> recognition of common colours Colouring Signing about their work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	1.5 Painting 4 lessons	By the end of the sub-strand the learner should be able to; a) identify painting materials; b) paint freely on paper for familiarization of materials; c) use finger technique for painting; d) paint freely for enjoyment; e) appreciate own and others painted work.	<ul style="list-style-type: none"> Guide Learners to identify painting materials Organize learner to paint freely in pairs/groups Learners to paint objects using finger technique. Learners to appreciate own and others paintings Learners could be guided to take photos of their paintings. 	<ol style="list-style-type: none"> Why do we paint? What do we use to paint? What can we paint?
Core-Competence <ul style="list-style-type: none"> Critical thinking and problem solving Imagination and creativity: Self-efficacy: Life skills 				
Health Education: Personal Hygiene				
Link to PCIs: ESD:DRR; Safety			Links to Values: Responsibility and love	
Links to other Activity Areas:			Suggested Community Service Learning	

Environmental, CRE, Language Activities	<ul style="list-style-type: none"> Paint found objects from their community.
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Supported learning at home and within community to enhance painting skills 	Suggested assessment: <ul style="list-style-type: none"> Observation; demonstration, signed questions and answers, portfolio
Suggested Resources: Brushes washable paints, water paints, Tempera paints, water colour pencils, palette, brushes, smock/apron, old newspaper, water colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library, mobile phones, digital cameras	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify all painting materials Uses painting tools appropriately Uses paints to express feeling successfully Appreciate own and others work 	<ul style="list-style-type: none"> Can identify all painting materials Uses some painting tools Use some paints to express feelings Attempts to appreciate own and others work. 	<ul style="list-style-type: none"> Able to identify some painting materials. Attempts to use paints Attempts to appreciate own and others work. 	<ul style="list-style-type: none"> Has difficulties identifying painting materials. Has difficulties appreciating own and others work.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	1.5 Mosaic 4 lessons	By the end of the sub-strand the learner should be able to: a) identify materials for making mosaic; b) make mosaic pictures using locally available materials for aesthetics; c) make collage pictures using locally available materials for enjoyment;	<ul style="list-style-type: none"> Guide learners to identify materials for making mosaic. Guide learners into working groups for collaboration. Assign group leaders to collect materials. Guide learners in preparing working surface. Guide learners to creatively make 	<ol style="list-style-type: none"> Why do we make pictures? Where do we get materials for mosaic pictures What materials do we use for mosaic

		d) appreciate the use of locally available materials for making mosaic.	mosaic pictures from the collected. materials. <ul style="list-style-type: none">• Learners could be guided to take photographs of their finished mosaic pictures• Guide learners to appreciate each other’s work.• Learners to pick and keep materials safely and neatly.	
Core-Competence <ul style="list-style-type: none">• Self-efficacy:• Communication and collaboration:• Critical thinking and problem solving;				
Link to PCIs <ul style="list-style-type: none">• Life skill: Skills of knowing and living with oneself• Self: Self-esteem• ESD: Financial literacy			Link to Values <ul style="list-style-type: none">• Co-operation	
Links to other Activity Areas: <ul style="list-style-type: none">• Environmental, CRE, Language, Mathematics Activities			Suggested Community Service Learning <ul style="list-style-type: none">• Collect materials from the community for use in school to make mosaic picture	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Exhibit their work during academic/parents day			Suggested assessment: <ul style="list-style-type: none">• Observation, Open-ended signed questions,• Self assessment,• Portfolio	
Suggested Resources Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, digital cameras, mobile phones				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to identify the correct mosaic material successfully. • Able to make mosaic picture successfully. • Able to use glue and tools well. • Able to appreciate own and others mosaic work. 	<ul style="list-style-type: none"> • Able to identify mosaic material. • Able to make some mosaic pictures. • Attempts to appreciate own and others mosaic work. 	<ul style="list-style-type: none"> • Attempts to identify mosaic material. • Attempts to use glue and tools. • Attempts to make mosaic picture. 	<ul style="list-style-type: none"> • Has difficulties identifying mosaic material. • Has challenges using glue and tools. • Has difficulties making mosaic pictures.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	1.6 Collage 4 lessons	By the end of the sub-strand the learner should be able to; a) identify material for making collage; b) make collage pictures using locally available materials for aesthetics; c) make collage pictures using locally available materials for enjoyment; d) appreciate their own and other pupils work and develop self-esteem.	<ul style="list-style-type: none"> • Learner observes a picture made out of different materials. • Guide learners to identify materials for making Collage. • Guide learners into working groups for collaboration. • Assign group leaders to collect materials. • Guide learners in preparing working surface. • Guide learners to creatively make Collage pictures from the collected materials. • Learners could be guided to take photos of the finished collage pictures. • Guide learners to appreciate 	<ol style="list-style-type: none"> 1. How can we make pictures? 2. Where do we get materials for making collage? 3. How can we use different materials to make pictures?

			own and other’s work. <ul style="list-style-type: none">Learners to pick and keep materials safely and neatly.	
Core-Competence <ul style="list-style-type: none">Creativity and imaginationCommunication and collaborationCritical thinking and problem solvingSelf efficacy.				
Link to PCIs <ul style="list-style-type: none">ESD: DRR safety.			Links to Values Responsibility, love and sharing.	
Links to other Activity Areas: <ul style="list-style-type: none">EnvironmentalMathematics			Suggested Community Service Learning <ul style="list-style-type: none">Involve the community in collecting and assembling of materials to be used in school.	
Suggested Non-Formal Activity to support learning through application: Review their projects with family and reflect on favorite techniques or materials they have used and the technique and artists they have learned about.			Suggested assessment: <ul style="list-style-type: none">Observation,Open ended signed questions,Checklist,Portfolio	
Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils laptops, digital cameras, mobile phones.				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify materials for collage Sticks the different types of material well Makes a very colourful collage picture Works with others well and appreciates own and 	<ul style="list-style-type: none"> Able to identify materials for collage. Stick different types of material. To complete a picture Make a colourful picture using collage technique Appreciates own and others 	<ul style="list-style-type: none"> Able to identify materials for collage Glues some materials Leaves some empty spaces Not very interested in what others are doing 	<ul style="list-style-type: none"> Sticking of material is a challenge. Needs a lot of assistance to complete making a collage

others work.	work.		
--------------	-------	--	--

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	2.1 Ball Technique 2 lessons	By the end of the sub-strand the learner should be able to: a) identify different types of materials used in modelling; b) model items using ball techniques; c) model for enjoyment; d) express their ideas, feelings and emotions through modelling.	<ul style="list-style-type: none"> Identify different types of materials used in modelling. Collect and interact with the modelling materials and tools. Learners could be shown a video on how the ball technique is used while modelling. Guide learners into working groups. Guide group leaders to distribute modelling materials Guide to make objects using ball technique. Guide learners to display, appreciate own and others work. Guide learners to clear working area and wash their hands. 	<ol style="list-style-type: none"> What type of materials do you use for modelling? What type of materials do you enjoy modelling with? Where do you get modelling materials? What do you like modelling?
Core-Competence <ul style="list-style-type: none"> Self-efficacy Critical thinking and problem solving Digital literacy 				
Link to PCIs: Life-skills; Skills of knowing and living with others – Interpersonal relationships Health education: Hygiene			Link to Values Responsibility and respect	
Links to other Activity Areas: <ul style="list-style-type: none"> Environmental Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> Caring for the environment through recycling of used paper. 	

<ul style="list-style-type: none"> • Religious Education • Language Activities • Mathematics Activities 	
Suggested Non-Formal Activity to support learning through application: Form an art club and make items using ball techniques.	Suggested assessment: <ul style="list-style-type: none"> • Observation, • Walk and watch, • Observe to conversation as they work, • collecting information and reporting
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to identify modeling materials correctly. • Able to model items using ball technique successfully. • Able to appreciate own and others work. 	<ul style="list-style-type: none"> • Able to identify modeling materials. • Manipulate material successfully. • Makes items using ball technique. • Talks about the work done. • Appreciate their own and others work. 	<ul style="list-style-type: none"> • Able to identify some modeling materials. • Attempts to model items using ball technique. • Able to work with others with assistance 	<ul style="list-style-type: none"> • Has a challenge in identifying modelling materials. • Attempts to model items using ball technique with assistance. • Have difficulties in appreciating own and others work.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	2.2 Coil Technique 2 lessons	By the end of the sub-strand the learner should be able to: a) identify different types of material used in coil	<ul style="list-style-type: none"> • Guide learners to Identify different types of material used in Coil technique. • Guide learners into working 	1. What type of materials do you use for modelling? 2. What type of

		technique; b) model items using coil technique; c) model for enjoyment d) express their ideas, feelings and emotions through modelling.	groups. • Guide group leaders to distribute modelling materials. • Guide to make objects using coil technique. • Learners could be guided to take photographs of their finished objects. • Guide learners to display, appreciate own and others work. • Guide learners to clear working area and wash their hands.	materials do you enjoy modelling with? 3. Where do you get modelling materials? 4. What objects can you make using coil technique?
Core-Competence • Self-efficacy • Critical thinking and problem solving • Digital literacy				
Link to PCIs Health education: Hygiene – Washing hands after the activity.			Link to Values Responsibility and unity	
Links to other Activity Areas: • Environmental Activities • Religious Education • Language Activities • Mathematics Activities			Suggested Community Service Learning • Caring for the environment through recycling of used paper.	
Suggested Non-Formal Activity to support learning through application: Form groups to develop articles using coil technique.			Suggested assessment: • Observation, • Walk and watch, • Discuss as they work, • Collecting information and recording.	
Suggested Resources: clay, plasticine, papier-mâché, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops, digital cameras, mobile phone				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to identify modelling materials for coil technique successfully. • Able to model different items using coil technique. • Able to appreciate own and others work 	<ul style="list-style-type: none"> • Able to identify modeling materials for coil technique • Able to make items using coil technique • Able to appreciate own and others work. 	<ul style="list-style-type: none"> • Able to identify some modelling materials for coil technique. • Attempts to model using coil technique. • Can work with others with assistance. • Attempts to appreciate own and others work. 	<ul style="list-style-type: none"> • Attempts to identify materials for modelling • Attempts to model with assistance. • Has challenges appreciating own and others work.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	2.3 Slab Technique 2 lessons	By the end of the sub-strand the learner should be able to: a) identify different types of material used in slab technique; b) model items using slab technique; c) model for enjoyment d) express their ideas, feelings and emotions through modelling.	<ul style="list-style-type: none"> • Guide learners to identify different types of materials used in slab technique. • Guide learners into working groups. • Guide group leaders to distribute modelling materials. • Guide to make objects using slab technique. • Learners could be guided to take photos of the finished products. • Guide learners to display, appreciate own and others work. 	<ol style="list-style-type: none"> 1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials? 4. What do you like modelling? 5. What can you make using slab technique?

			<ul style="list-style-type: none">• Guide learners to clear working area and wash their hands.	
Core-Competence <ul style="list-style-type: none">• Self-efficacy• Critical thinking and problem solving• Digital literacy				
Link to PCIs: Health education: Hygiene –as they wash hands after activity.			Link to Values Responsibility	
Links to other Activity Areas: <ul style="list-style-type: none">• Environmental Activities• Religious Education• Language Activities• Mathematics Activities			Suggested Community Service Learning <ul style="list-style-type: none">• Caring for the environment through recycling of used paper.	
Suggested Non-Formal Activity to support learning through application: Form groups to develop articles using slab technique.			Suggested assessment: <ul style="list-style-type: none">• Observation,• Walk and watch,• Discuss as they work,• Collecting information and reporting	
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops. Digital cameras, mobile phones				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to identify modeling materials for slab technique. • Able to model different items using slab technique successfully. • Able to appreciate own and others work. 	<ul style="list-style-type: none"> • Able to identify modeling materials for slab technique. • Able to make some items using slab technique. • Discuss their own and others work. 	<ul style="list-style-type: none"> • Able to identify modeling materials for slab technique. • Attempts to discuss own and others work. 	<ul style="list-style-type: none"> • Has challenges in identifying modelling materials for slab technique. • Has challenges in discussing own and others work.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Paper Craft	3.1 Paper Folding 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify different methods of folding papers for creativity; b) make items using folding techniques for problem solving; c) make items using paper folding techniques for fun.	<ul style="list-style-type: none"> • Guide the learner to identify different methods of folding papers for creativity. • The learner observes different objects made out of folding techniques. • Learners could be guided to observe video clips on folding techniques. • Practice in groups how to make items using paper folding techniques. • Learner fold paper to make items of their choice, • Guide learners to display their work. • Guide learners in discussing their art work. 	<ol style="list-style-type: none"> 1. Where can we get papers to use in paper folding activities? 2. What items do we make by folding papers? 3. Which items do you like making most using paper?
Core-Competence <ul style="list-style-type: none"> • Critical thinking and problem solving • Communication and collaboration • Creativity and imagination. • Digital literacy 				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship: Social cohesion as they work in groups. • Life skills: Skills of knowing and living with oneself and interpersonal relationships 			Link to Values <ul style="list-style-type: none"> • Unity • Responsibility • Respect 	
Links to other Activity Areas:			Suggested Community Service Learning	

<ul style="list-style-type: none"> Environmental activities, languageMathematics 	<ul style="list-style-type: none"> Recycling paper to enhance cleanliness in the environment.
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Organised hobby/talent day show 	Suggested assessment <ul style="list-style-type: none"> Observation, Open-ended questions, Portfolio, Self assessment.
Suggested Resources Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers, videos, DVD players, television sets	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify different types of folding paper. Fold paper to make different items. Play with joy using articles made using paper folding techniques. 	<ul style="list-style-type: none"> Able to identify paper for folding. Folds paper and make items. Enjoy making items using paper. 	<ul style="list-style-type: none"> Identifies some paper for folding. Attempts to make paper items with assistance. 	<ul style="list-style-type: none"> Has challenges in identifying paper for folding. Has difficulties in folding paper items.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Creating Shapes and Forms Using ICT	4.1 Creating shape and forms. 9 lessons	By the end of the sub-strand the learner should be able to: a) identify drawing icons for familiarization with digital devices; b) use digital device to create shapes and forms; c) appreciate the use of ICT in creating shapes and forms.	<ul style="list-style-type: none"> • Guide learners to access drawing icons from digital devices independently. • Guide learners to draw shapes and forms using ICT devices randomly. • Guide learners to create shapes and forms using digital devices. • Guide learners to use electronic devices independently while observing personal safety. • Guide learners to share experiences. 	<ol style="list-style-type: none"> 1. Which are the digital devices tools used in drawing? 2. What is your favourite shape? 3. Which form do you enjoy drawing most? 4. Which digital device do you like using?
Core-Competence to be developed Self efficacy: <ul style="list-style-type: none"> • Collaboration and communication • Imagination and creativity • Learning to learn • Self efficacy • Digital literacy 				
Link to PCIs <ul style="list-style-type: none"> • ESD-DRR; Safety – as they use electronic devices. • LSP 2- • Life skills: <ul style="list-style-type: none"> – Skills of knowing and living with oneself – self-esteem – Skills of knowing and living with others: Interpersonal relationships 			Links to Values <ul style="list-style-type: none"> • Responsibility • Caring • Sharing 	
Links to other Activity Areas:			Suggested Community Service Learning	

<ul style="list-style-type: none"> Mathematics, Language, Environmental Activities 	<ul style="list-style-type: none"> Work with parents and community to perfect their skills/ visit each other and share their gadgets
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Group art activities outside the classroom 	Suggested assessment: <ul style="list-style-type: none"> Portfolio, Graphs, Observation use rating forms, Video recording, Self assessment.
Suggested Resources: books, e learning, resource persons, computers and smart toys and appropriate software	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Display confidence in using drawing tools. Draws shapes and forms using electronic gadgets with ease. Colours shapes and forms using icons successfully. Able to work with minimum guidance. Able to assist others. 	<ul style="list-style-type: none"> Uses ICT drawing tools to create shapes and forms Colours shapes and forms. Needs some assistance at some point. 	<ul style="list-style-type: none"> Uses drawing tools with assistance. Draws shapes and forms but with assistance. 	<ul style="list-style-type: none"> Depend a lot on assistance to identify and use tools to draw shapes and forms.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 PAPER CRAFT	5.1 Weaving 6 Lessons	By the end of the sub-strand the learner should be able to: a) identify materials for weaving; b) make woven items using paper;	<ul style="list-style-type: none"> Identify materials for weaving. Learners could be guided watch videos of people weaving. Guide learners to cut paper strips for weaving. 	<ol style="list-style-type: none"> What do we use to make a twine weave? What are some of the tools used in weaving? Where can woven articles be used?

		c) appreciate the use of local materials for making woven articles.	<ul style="list-style-type: none">• Learners to weave simple item using twining technique.• Learners to use technique of their choice to weave articles.• Guide learners to display work and share comments.	4. What articles can we make through weaving?
Core-Competence Learning to learn <ul style="list-style-type: none">• Communication and Collaboration• Digital Literacy• Creativity and imagination				
Link to PCIs Life Skills: Skills of knowing and living with oneself – self esteem Life skills: Skills of knowing and living with others – interpersonal relationships			Link to core value: Respect Unity Responsibility.	
Links to other Activity Areas: Language, Mathematics and IRE			Suggested Community Service Learning <ul style="list-style-type: none">• Recycling paper to enhance cleanliness in the environment.	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Forming groups to make woven articles.			Suggested Assessment <ul style="list-style-type: none">• Observation, Checklist,• Question and answer,• Portfolio.	
Suggested Resources: Works of paper craft artists like Su Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning, videos, video players, TV sets, mobile phones				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Identifies different materials for weaving with ease 	<ul style="list-style-type: none"> • Identify materials for weaving. • Makes innovative weaves using paper. 	<ul style="list-style-type: none"> • Identify some materials for weaving. • Makes woven articles with 	<ul style="list-style-type: none"> • Displays difficulties in identifying materials for

<ul style="list-style-type: none"> • Makes innovative weaves using paper. • Discusses own and others work • Assists others. 	<ul style="list-style-type: none"> • Discuss own and others work. 	assistance. <ul style="list-style-type: none"> • Attempts to discuss own and others work. 	weaving. <ul style="list-style-type: none"> • Has challenges weaving articles using paper even with assistance.
--	--	--	--

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Construction	6.1 3-Dimensional forms 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify materials for construction; b) create forms in 3-D using locally found materials; c) handle construction materials for exploration and enjoyment; d) appreciate self and others work.	<ul style="list-style-type: none"> • Guide learners to identify materials for construction • Learner to familiarise with the found materials for making 3-D forms. • Learners could be guided to observe 3-D objects from laptop and mobile phone • Guide learners make 3D forms. • Learners arrange and rearrange the found objects to create the 3D items, observing personal safety. • Learners appreciate self and others work. • Guide learners to clean working area. 	1. What do you like making most? 2. What materials are used for construction? 3. Where do we get the materials for construction?
Core-Competence <ul style="list-style-type: none"> • Creativity and imagination • Critical thinking • Learning to learn • Digital literacy 				

Link to PCIs ESD: DRR; Safety – as they use materials for constructing 3D objects.	Links to Values <ul style="list-style-type: none"> • Unity • Responsibility • Sharing
Links to other Activity Areas: Environmental activities, Mathematics, Language Activities	Suggested Community Service Learning <ul style="list-style-type: none"> • Collecting materials within the school that can be observed when constructing 3D objects.
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> • Form groups for construction activities. 	Suggested Assessment <ul style="list-style-type: none"> • Observation • Question and answer • Self assessment • Portfolio
Suggested Resources: open-ended art materials/ assorted found materials, such as bottles, boxes, wooden blocks, wires and more; videos on 3D making, artifacts of renown artists, Resource persons, mobile phones, laptops	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Able to identify materials for constructing 3D objects from their environment. • Able to construct 3D objects using found materials. • Able to observe safety precaution as they construct 3D objects • Able to comment on self and others work. 	<ul style="list-style-type: none"> • Able to identify materials for constructing 3D objects from their environment • Able to construct 3D objects using found materials • Able to observe safety as they construct 3D objects. • Able to comment on own and others work. 	<ul style="list-style-type: none"> • Able to identify some materials for constructing 3D objects from their environment • Observe safety as they construct 3D objects • Able to construct 3D objects with assistance. 	<ul style="list-style-type: none"> • Has difficulties identifying 3D objects from the environment. • Has challenges constructing 3D objects even with assistance.

<ul style="list-style-type: none"> • Able to assist others in constructing 3D objects. 			
---	--	--	--

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Ornaments	7.1 Beading 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify locally available materials for beading; b) make an item using coloured beads; c) appreciate self and others work.	<ul style="list-style-type: none"> • Guide learners to identify locally available materials for beading. • Guide learners to sort and group the beads according to colour. • Guide learners to thread the beads in sequence to come up with prescribed ornament. • Learners could be guided to take photos of finished ornaments. • Learners to observe safety as they make the ornaments. • Guide learners to appreciate own and others work 	<ol style="list-style-type: none"> 1. Which materials can be used for beading? 2. Where do we get beading materials? 3. How can we make an ornament beautiful? 4. Which ornament do you like making most?
Core-Competence <ul style="list-style-type: none"> • Imagination and Creativity • Digital literacy • Communication and collaboration • Self efficacy 				
Link to PCIs <ul style="list-style-type: none"> • ESD –DRR – Safety • Life skills: Skills of knowing and living with oneself – self-esteem 			Links to Values <ul style="list-style-type: none"> • Patriotism • Unity • Co-operation 	

Links to other Activity Areas: Environmental activities, Mathematics Activities	Suggested Community Service Learning <ul style="list-style-type: none"> Make ornaments using locally available materials and use them for cultural functions and festivities
Non Formal	
Suggested Resources: open-ended art materials, assorted found materials, videos on 3D , artifacts of renown artist, resource persons, e-books, internet; art websites, assorted beads, locally available materials, mobile phones, digital cameras	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify all materials for beading. Able to make beads for his/her choice from locally available materials. Able to do beading sequentially without assistance. Able to describe own and others work. Able to assist other learners. 	<ul style="list-style-type: none"> Able to identify materials for beading. Able to make beads of his/her choice. Able to do beading sequentially with assistance Able to describe his/her own and others work. 	<ul style="list-style-type: none"> Able to identify few materials for beading. Attempts to bead sequentially with assistance. Attempts to describe own and others work. 	<ul style="list-style-type: none"> Has challenges identifying materials for beading. Has challenges beading sequentially even with assistance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Ornaments	7.2 Bracelets 4 lessons	By the end of the sub-strand the learner should be able to: a) identify local materials for making bracelets; b) make and decorate bracelets for friendship; c) making bracelets for enjoyment.	<ul style="list-style-type: none"> Guide learners to identify locally available materials for making bracelets. Learners could be guided to observe a video on decoration of bracelets. Guide learners to decorate bracelets using techniques of their choice. 	<ol style="list-style-type: none"> What are the beads strung on? What do you use to strung the beads? How do we make bracelets beautiful?

			<ul style="list-style-type: none">Observe safety as they make the bracelets.	
Core-Competence <ul style="list-style-type: none">Imagination and creativity; Selecting materialsCommunication and collaboration: Working togetherDigital literacy				
Link to PCIs ESD-DRR ; Safety – Safety when stringing Health Education ; - Observe cleanliness as they handle the beads			Link to Values <ul style="list-style-type: none">Sharing, co-operating, unity	
Links to other Activity Areas: Environmental activities, languageMathematics activity			Suggested Community Service Learning <ul style="list-style-type: none">Recycling material within the school	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none">Decorating activities and share			Suggested assessment: <ul style="list-style-type: none">Answering open ended questionsObservation; the students can demonstrate that they have in fact learned the skill of using their fine motor skills by demonstrating to the teacher.Portfolio,Self-assessment,records	
Suggested learning resources: paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads, ribbons, videos, laptops				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify different local materials for making bracelets. Able to use bracelets. materials for making ornaments. Able to make bracelets individually and in pairs 	<ul style="list-style-type: none"> Able to identify materials used for making bracelets. Able to make bracelets. Able to make bracelets in pairs and groups. Able to describe own and others work. 	<ul style="list-style-type: none"> Able to identify few materials used for making bracelets Attempt to make bracelets with assistance. Attempts to make bracelets in pairs with assistance. Attempts to describe own and others work with guidance. 	<ul style="list-style-type: none"> Has challenges in identifying materials used in making bracelets. Have difficulties in making bracelets even with assistance.

<ul style="list-style-type: none"> • Able to describe own and others work. • Able to assist others. 			
---	--	--	--

2 Music Activities

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.1 Dance 5 Lessons	By the end of the sub-strand the learner should be able to: a) Perform a free dancing style for enjoyment; b) dance in pairs and groups for co-operation; c) respond to changes in tempo and rhythms through body movement for enjoyment; d) perform traditional dances within the locality to enhance culture.	<ul style="list-style-type: none"> • Guide learners to dance freely in pairs, small groups or individually. • Learners could be guided to watch a video clip on free dancing style. • Organize learner to dance individually, in pairs and groups • Guide learners to observe a variety of dance. • Guide learners to respond to tempo and rhythms through body movement. • Guide learners to perform traditional dance using improvised costumes. 	<ol style="list-style-type: none"> 1. Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing?
Core-Competence <ul style="list-style-type: none"> • Communication and Collaboration • Digital literacy • Creativity and imagination 				
Link to PCIs <ul style="list-style-type: none"> • Citizenship: Social cohesion – as they dance to different traditional dances. 			Links to Value Respect Unity	

	Cooperation
Links to other Activity Areas: <ul style="list-style-type: none"> Language Activities Environment Activities Mathematics Activities 	Community Service Learning Musical artefacts
Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Clubs, Fun day 	Suggested Assessment: <ul style="list-style-type: none"> Observation and actions, checklist, self assessment.
Suggested Resources: Props, Cultural villages and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.\videos, TV sets, internet	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to perform a free dancing style. Responds well to changes in tempo and rhythm. Able to assist others in responding to tempo and rhythms. 	<ul style="list-style-type: none"> Able to perform free dancing styles. Responses to changes in tempo and rhythm. 	<ul style="list-style-type: none"> Responds to changes in tempo and rhythm with assistance. 	<ul style="list-style-type: none"> Has challenges in responding to tempo and rhythm even with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.3 Rhythmic Patterns 5 lessons	By the end of the sub-strand the learner should be able to: a) identify musical instruments used for performing rhythmic patterns e.g. percussions; b) display the ability to create rhythmic movements through dance, nodding and swaying	<ul style="list-style-type: none"> Guide learners to identify percussion instruments. Learners could be guided to observe photos showing the different percussion instruments. Organize learners in small 	<ol style="list-style-type: none"> Which rhythmic patterns (slow or fast) do you like playing? Which percussion instruments produce rhythmic pattern? Which is your favourite percussion

		for enjoyment; c) create rhythm using percussion instruments to enhance tempo; d) appreciate others talent as they perform rhythmic patterns using percussion instruments.	groups, pairs and individually to create rhythmic movements. <ul style="list-style-type: none">Learners create rhythmic patterns using percussion instruments individually in pairs and groups.Learners to appreciate self and others talents	instrument?
Core-Competence <ul style="list-style-type: none">Creativity and imaginationCritical thinkingSelf efficacyDigital literacyCommunication and collaborationLearning to learn				
Link to PCIs ESD: DRR; Safety – as they dance and use musical instruments.			Links to Values <ul style="list-style-type: none">PatriotismResponsibilityCare	
Links to other Activity Areas: <ul style="list-style-type: none">Language activities, Mathematics activitiesReligious Education Activities.			Community Service Learning <ul style="list-style-type: none">Perform in festivals, places of worship	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">Form dance clubs			Suggested Assessment: <ul style="list-style-type: none">Observation, question and answer	
Suggested Resources: drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to create rhythmic patterns well Identify several 	<ul style="list-style-type: none"> Identify percussion instruments that produce sound. 	<ul style="list-style-type: none"> Follow few rhythmic patterns accurately. Can coordinate the body fairly to 	<ul style="list-style-type: none"> May not create any rhythmic pattern. May have challenges in

percussion instruments that produce sound <ul style="list-style-type: none"> • Able to follow the sounds and coordinate patterns. • Assist others in co-ordinating rhythm patterns. • Assist others in co-ordination rhythm patterns. 	<ul style="list-style-type: none"> • Able to follow rhythmic patterns. • Show skills in creating patterns. • 	follow few patterns. <ul style="list-style-type: none"> • Can identify few percussion instruments used to make rhythmic patterns. 	Co-ordinating body parts to follow pattern. <ul style="list-style-type: none"> • Has difficulty in identify percussion instruments.
--	---	--	--

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.4 Signed Singing Games 5 Lessons	By the end of the sub-strand the learner should be able to: a) identify different singing games; b) perform varied signed singing games using props for enjoyment; c) express feelings through signed singing games for appreciation.	<ul style="list-style-type: none"> • watch videos of children performing different signing games • guide learners to perform signed singing games. • Guide learners to display the ability to use props from different communities. • Guide learners to have fun and enjoy as they sign sing and dance. • Learners to be encouraged to sign sing and dance cooperatively in pairs and small groups. 	<ol style="list-style-type: none"> 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games?
Core-Competence <ul style="list-style-type: none"> • Self efficacy • Communication and collaboration 				

<ul style="list-style-type: none"> • Creativity and imagination • Learning to learn 	
Link to PCIs: Life Skills – Skills of knowing and living with others; Interpersonal relationship Citizenship ; Our diversity; Social cohesion	Links to Values <ul style="list-style-type: none"> • Unity • Responsibility • Co-operation • Respect
Links to other Activity Areas: Mathematics, Language, Environmental Activities	Suggested Community Service Learning <ul style="list-style-type: none"> • Visit the elderly in community to learn songs and meanings.
Non-Formal Activity to support learning through application: Role play as they do the singing game	Suggested Assessment: <ul style="list-style-type: none"> • Signed questions • Observation • Self-assessment
Suggested Resources: Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • The learner is able to perform signed singing games and enjoy using props • Express feelings through signed singing games. • Assist others perform signed singing games. 	<ul style="list-style-type: none"> • The learner has the ability to perform signed singing games. • Display the ability to use prop in signed singing games. 	<ul style="list-style-type: none"> • Attempts to perform signed singing games. • Attempts to display ability to use props in signed singing games with assistance. 	<ul style="list-style-type: none"> • The learner has the ability to listen, hear and sing but may not have the ability to make sequential movements.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	8.5 Play simple musical instruments (5 Lessons)	By the end of the sub-strand the learner should be able to: a) identify various music ICT device for familiarization; b) play simple musical instruments for enjoyment. c) display ability to operate various musical ICT devices; d) play simple instruments and make movements.	<ul style="list-style-type: none"> • Guide learners to interact with ICT device. • Guide learners to play musical instruments. • Guide learners to play independently and cooperatively in pairs and small groups. • Encourage learners to assist one other in operating the gadgets. • Make movement from musical ICT devices. • Guide learners to observe safety and care of the gadgets. 	<ol style="list-style-type: none"> 1. What are some of the gadgets used for playing music? 2. Which gadgets do you enjoy playing music from? 3. How do you play music on/from the gadget you love? 4. Which is your favourite music?
Core-Competence <ul style="list-style-type: none"> • Creativity and Imagination • Learning to learn • Self efficacy • Communication and collaboration • Digital literacy 				
Link to PCIs: ESD: DRR; Safety – observe safety precautions when operating digital devices. Life Skills: Skills of knowing and living with others. Effective communication: As they operate the musical gadgets. ESD: Financial Literacy: Care for the gadgets			Link to Values: <ul style="list-style-type: none"> • Responsibility • Caring • Cooperation 	
Links to other Activity Areas: Mathematics, Language, Environmental Activities			Suggested Community Service Learning Visit old peoples' home and sing for them.	
Suggested Non Formal Activity to support learning through application: <ul style="list-style-type: none"> • Formation of Music clubs 			Suggested Assessment <ul style="list-style-type: none"> • Signed questions • Observation 	

<ul style="list-style-type: none"> Entertain in Church/Mosque/Temple 	
Suggested Resources: Electronic musical instruments, Source of power, resource person, mobile phones, tablets, Ipads	

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Has ability to listen to the music and make movements Has the ability to play simple music using electronic gadgets Has the ability to identify different electronic gadgets used to play music. Assists others in operating electronic musical gadgets. 	<ul style="list-style-type: none"> Has ability to identify musical ICT devices. Plays simple musical instrument. Operates musical ICT devices. Makes movements responding to music. Has ability to listen to music and interact with the gadgets Learn to play simple music and make movement 	<ul style="list-style-type: none"> Attempts to identify ICT musical instruments. Attempts to identify music and make movements. Attempts to operate ICT musical devices with assistance. 	<ul style="list-style-type: none"> Has challenges in identifying ICT musical instruments. Has challenges operating ICT musical instruments even with assistance.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 Listening and Responding	9.1 Musical Rhythms 5 Lessons	By the end of the sub-strand the learner should be able to: a) identify sounds from the environment for familiarisation; b) imitate sounds made from the environment for vocal development; c) appreciate sounds from the	<ul style="list-style-type: none"> Guide learners to interact with the sounds within the school environment. Guide learners to imitate the different sounds within the environment. Learners could be guided to record sound within their environment and play the 	1. Which musical sound do you enjoy listening to? 2. Where does the sound come from? 3. Which sound do you like to imitate?

		environment for correct response.	recorded sounds back <ul style="list-style-type: none">• Guide learners to name sources of sound from within the school environment.	
Core-Competence <ul style="list-style-type: none">• Communication and collaboration; interaction with one another.				
Link to PCIs: ESD: DRR; Safety			Link to Values <ul style="list-style-type: none">• Unity• Responsibility	
Links to other Activity Areas: Environmental activities, languageMathematics and CRE, IRE and HRE			Suggested Community Service Learning <ul style="list-style-type: none">• Collect litter	
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Nature Walk			Suggested assessment <ul style="list-style-type: none">• Listening,• Observation,• Question and answer	
Suggested Resources: Resource persons, e- books, internet; music websites, toys, videos, mobile phones, audio recorders				

Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • The learner has the ability to identify musical sounds from the environment. • Has the ability to imitate sound they hear. • Able to name the source of sound and differentiate. • Learner is able to dance to the musical sounds.. 	<ul style="list-style-type: none"> • Has the ability to listen to and identify musical sounds. • Is able to appreciate the music sounds from the environment and imitate the sounds. 	<ul style="list-style-type: none"> • Learner is able to name the source of music. • Has the ability to listen to musical sounds from the environment. 	<ul style="list-style-type: none"> • The learner is able to listen to and appreciate anyone of the musical sounds. • The learner is not able to imitate the musical sounds heard.

3. OUTDOOR ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	10.1 Locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to: a) identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response; b) climb and slide on playing objects for enjoyment; c) observe safety during climbing and sliding on playing objects.	<ul style="list-style-type: none"> • Guide learners to throw and catch, climb and slide. • Guide learners to watch a video showing children throwing, catching, climbing and sliding. • Encourage learners to throw and catch objects, e.g. balls, bean bags. • Organize learners in pairs, groups or individually, to play climbing sliding, throwing and catching games. • Guide learners on simple First Aid skills. 	<ol style="list-style-type: none"> 1. Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?
Core-Competence Self efficacy Learn to learn Digital literacy Communication and collaboration Creativity and imagination				
Link to PCIs: Life Skills: Skills of knowing and living with oneself – self-esteem Life skills; Skills of knowing and living with others – interpersonal relationships ESD: DRR; Safety – as they perform activities.			Link to Values: <ul style="list-style-type: none"> • Patience • Co-operation • Unity • Respect 	

Links to other Activity Areas: Language activity, Mathematical activity Environment activity	Suggested Community Service Learning Help the elderly hang and unhang things from high level.
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Having fun day for enjoyment 	Suggested assessment: <ul style="list-style-type: none"> Observation, checklists Question and answers, Progress records
Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean ball, videos, internet, laptops	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> The learner has the ability to climb and slide, throw and catch play objects successfully Able to observe safety as they perform activities. Has the ability to assist others. 	<ul style="list-style-type: none"> The learner is able to slide throw and catch objects well. Able to observe safety as they perform activities. 	<ul style="list-style-type: none"> Attempts to slide, throw and catch with assistance 	<ul style="list-style-type: none"> Has challenges in sliding catching, throwing even with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	10.2 Non-locomotive skills 30 Lessons	By the end of the sub-strand the learner should be able to: a) identify common terms used in turning and twisting activities for appropriate response; b) turning and twisting for flexibility; c) observe safety as they	<ul style="list-style-type: none"> Learners to play games related to turning and twisting. Organize learners to role play games related to turning and twisting in groups and pairs. Guide learners turning and twisting as they play 	<ol style="list-style-type: none"> What are the playing materials and equipment used in twisting and turning? How do we turn and twist? How do you feel when twist and turn?

		turn and twist.		
Core-Competence Communication and Collaboration Learning to learn Digital literacy				
Link to PCIs: ESD: DRR - Safety Citizenship: Social cohesion		Links to Values <ul style="list-style-type: none">• Appreciation• Unity• Respect• Co-operation		
Links to other Activity Areas: Language activity Environment activity.		Suggested Community Service Learning Participating in cultural celebrations and religious functions.		
Non-Formal Activity to support learning through application: <ul style="list-style-type: none">• Gymnastics – formation of gymnastics clubs.		Suggested assessment: Observation, question and answers,self assessment.		
Suggested Resources: Hola hoops, rings, round shaped sticks, whistles				

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • The learner: has the ability to stretch, bend and shake well • has the ability to coordinate body parts well • has the ability to observe safety while performing. • Has the ability to assist others to perform activities. 	The learner is: <ul style="list-style-type: none"> • Able to stretch bend and shake well. • Able to co-ordinate body parts well. • Able to observe safety as they perform. 	<ul style="list-style-type: none"> • Attempts to stretch, bend and shake. • Attempts to co-ordinate body parts well with assistance. • Attempts to observe safety as they perform. 	<ul style="list-style-type: none"> • Has challenges stretching, bending and shaking even with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	10.3 Manipulative Skills (Lessons)	By the end of the sub-strand the learner should be able to: a) kick freely for enjoyment; b) display the ability to balance the body for kicking technique; c) display manipulative skills through bouncing ball for distance estimation; d) bounce and kick balls safely; e) bounce and kick balls for enjoyment;	<ul style="list-style-type: none">• Guide learners to kick freely.• Encourage learners to practice kicking techniques.• Learners could be guided to watch videos showing he different kicking techniques• Organize learners in pairs and groups to display manipulative skills.• Guide learners to do more practise on kicking skills.• Guide learners to wash hands after play.	<ol style="list-style-type: none">1. What do you use for kicking and bouncing?2. Which game do you enjoy playing most?3. How can we make a ball that can bounce?
Core-Competence <ul style="list-style-type: none">• Self efficacy• Critical Thinking• Digital literacy• Communication and collaboration				
Link to PCIs: ESD: DRR; Safety – as they manipulate and kick balls. Education: Hygiene – washing of hands after play Health: - informing the teacher after an injury			Links to Values <ul style="list-style-type: none">• Sharing• Turn taking• Respect	
Links to other Activity Areas: Language activity Mathematical activity, Environment activity, Religious Education			Suggested Community Service Learning Collect appropriate waste materials to make balls.	
Non-Formal Activity to support learning through application: Participate in games day/sports day			Suggested assessment: <ul style="list-style-type: none">• Observation,• Question and answers, checklist	
Suggested Resources: Balls, balloons, tennis balls, resource person, videos, laptops, TV sets, DVD players				

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> The learner has the ability to kick, balls in a given direction. Bounce balls correctly. Observe safety during performance. Assist others in ball kicking activities. 	<ul style="list-style-type: none"> The learner has the ability to kick balls Bounces the ball. Observes safety during ball kicking and bouncing activities. 	<ul style="list-style-type: none"> The learner has the ability to kick a ball with assistance. well Has ability to bounce the ball with assistance. 	<ul style="list-style-type: none"> Has challenges in kicking and bouncing the ball even with assistance.

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 Swimming	11.1 Pool safety 30 Lessons	By the end of the sub-strand the learner should be able to: a) identify basic water safety and hygiene rules for application in the pool; b) demonstrate ability to follow safety rules accordingly.	<ul style="list-style-type: none"> Watch a video of people swimming. Guide learners in discussing the rules of basic water safety and hygiene in the pool. Encourage learners to follow safety rules accordingly 	<ol style="list-style-type: none"> Where do people swim? What is the importance of basic water rules?
Core-Competence <ul style="list-style-type: none"> Learning to learn Communication and collaboration Digital literacy 				
Link to PCIs : ESD-DRR; Safety			Link to Values <ul style="list-style-type: none"> Responsibility Care 	
Links to other Activity Areas: <ul style="list-style-type: none"> Environmental activity 			Suggested Community Service Learning <ul style="list-style-type: none"> Sharing experiences with others in the community. 	

<ul style="list-style-type: none"> Mathematics activity Language activity 	
Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Visit a local swimming/water pool and have a discussion with the pool attendant. 	Suggested Assessment <ul style="list-style-type: none"> Video tapes Observation Open ended questions
Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop	

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Learner has the ability to follow the safety rules. Has the basic water safety hygiene rules. Ability to interact with water in the pool. Ability to change into correct swimming attire. 	<ul style="list-style-type: none"> Learner has the ability to discuss the pool rules 	<ul style="list-style-type: none"> Learner attempts to discuss pool rules. 	<ul style="list-style-type: none"> Has difficulties in discussing pool rules.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 Swimming	11.2 Water Orientation 15 Lessons	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> Change into swim attire; confidently move around the pool in readiness for swimming; confidently interact with water; opening eyes confidently in water for safe swimming; identify basic floating techniques for swimming; 	<ul style="list-style-type: none"> guide learners to wear their swim attire. Guide learners to walk around the pool to adapt the environment. Learners could be guided to take photos of the swimming pool. Encourage learners to open eyes in water confidently. Learners could be guided 	<ol style="list-style-type: none"> How do you feel when walking in water? How do you feel when you put your head in water with eyes open? What do you like most about being in water?

		f) appreciate the use of water for recreation.	to watch videos showing the different floating. <ul style="list-style-type: none">• Guide learner on how to float and walk safely in water• Learners play games in the pool	
Core-Competence to be developed <ul style="list-style-type: none">• Critical thinking• Self efficacy• Communication and collaboration• Digital literacy				
Link to PCIs <ul style="list-style-type: none">• ESD-DRR; Safety – as they interact with water.• Health Education: Hygiene – as they use the pool.			Link to Values <ul style="list-style-type: none">• Responsibility• Respect	
Links to other Activity Areas: <ul style="list-style-type: none">• Environmental activity• Mathematics activity• Language activity			Suggested Community Service Learning <ul style="list-style-type: none">• Sharing with others experiences on swimming.	
Suggested Non-Formal Activity to support learning through application: Have a fun day for swimming in a local swimming pool.			ASSESSMENT: Observation, question and answer, self assessment.	
Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys, digital cameras, mobile phones, videos, laptops, TV sets, DVD players				

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> • Has attained confidence in moving around the pool. • Has the confidence in opening eyes in water. 	<ul style="list-style-type: none"> • Ability to move around the pool • Has confidence in opening eyes in water 	<ul style="list-style-type: none"> • Has the ability to move around the pools. • Attempts to open eyes in water, floating and playing 	<ul style="list-style-type: none"> • Has challenges interacting with water, opening eyes floating or playing games in water

<ul style="list-style-type: none"> Has the ability to float in water. Able to play games with materials in the pool. Assists others in the swimming pool. 	<ul style="list-style-type: none"> Has ability of in floating and playing games in water 	games with assistance.	even with assistance.
--	---	------------------------	-----------------------

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.0 Fun Games	12.1 Modern/ Traditional fun games. 15 Lessons	By the end of the sub-strand the learner should be able to; a) identify some fun games within their environment for play b) perform fun games for enjoyment c) appreciate and acknowledge each other as they perform the fun games	<ul style="list-style-type: none"> Guide learners to name some familiar fun games. Learners could be guided to watch some videos on familiar fun games organize learners in groups practice some fun games of their choice Learners to play and relate with others in fun games. 	<ol style="list-style-type: none"> Which fun game do you like most? How do we perform the following fun games; telling time, skittle, killing a rat game What are some of the activities done in fun games? Which fun game do you enjoy most?
Core-Competence <ul style="list-style-type: none"> Learning to learn Collaboration and communication Creativity and imagination Digital literacy 				
Link to PCIs: Skills of knowing and living with others – Interpersonal relationship			Link to Core Values <ul style="list-style-type: none"> Co-operation 	
Links to other Activity Areas: <ul style="list-style-type: none"> Language and Mathematics Activities 			Suggested Community Service Learning <ul style="list-style-type: none"> Learner to visit own community and source for fun games. 	

Suggested Non-Formal Activity to support learning through application: <ul style="list-style-type: none"> Participate in fun day organised in the school 	Suggested Assessment: Checklist, Observing/ demonstration, self-assessment, videos.
Suggested Resources: Music artifacts ,Resource person, costumes, instruments, internet sites on fun games, videos, library, TV sets, laptops, DVD players	

Assessment Rubrics

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
<ul style="list-style-type: none"> Able to identify various modern and traditional games. Identifies materials used in the games. Performs various modern traditional games successfully. Performs games with props. Assists others to perform. 	<ul style="list-style-type: none"> Able to identify games with the environment. Identifies materials used in the games Performs games accordingly. Performs games with props. 	<ul style="list-style-type: none"> Able to identify games with assistance May perform the games with assistance May attempt to perform using props with assistance. 	<ul style="list-style-type: none"> Has challenges in identifying traditional games even with assistance. Has difficulties performing modern traditional games and performing with props even with assistance.