



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

LOWER PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 2



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LESSON ALLOCATION AT LOWER PRIMARY

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



NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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



- 6. Promote respect for and development of Kenya's rich and varied cultures**
Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.
- 7. Promote international consciousness and foster positive attitudes towards other nations**
Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.
- 8. Good health and environmental protection**
Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LEVEL LEARNING OUTCOMES

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

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



ESSENCE STATEMENT

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

SUBJECT GENERAL LEARNING OUTCOMES

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

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



SUMMARY OF STRANDS AND SUB STRANDS

| Strand | Sub Strand |
|---------------------------------|---------------------------------------|
| Creating and Exploration | 1.1 Picture Making |
| | 1.2 Rhythm |
| | 1.3 Melody |
| Performing and Display | 2.1 Turning |
| | 2.2 African Style Singing Game |
| | 2.3 Hopping |
| | 2.4 Kicking |
| | 2.5 Playing Musical Instrument (Wind) |
| | 2.6 Rolls and Balances |
| | 2.7 Water Safety |
| 3.0 Appreciation | 3.1 African Style Singing Game |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(S) |
|-------------------------------------|--|---|---|-----------------------------------|
| 1.0 CREATING AND EXPLORATION | 1.1 Picture Making (19 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> identify shapes found in the environment, sing action songs on basic shapes for creativity, make various basic shape formations using body movements, draw simple forms using shapes to create a picture, paint simple shapes for self expression, create a collage picture of a sport item using simple shapes for creativity, appreciate picture making as means of self expression. | Learner is guided to: <ul style="list-style-type: none"> in groups, search for or watch video clips on shapes and talk about them: <i>(such as human, plants, animal and rocks, flowers, trees, houses, circle, square, rectangle, triangle, oval),</i> in groups, take a walk around the school environment and identify shapes of forms <i>(such as human, plants, animal and rocks, flowers, trees, houses, circle, square, rectangle, triangle, oval),</i> in groups, sing action songs incorporating movement and formation of shapes of forms they observe in the environment, individually draw basic geometric and organic shapes found in the environment <i>(human, plants, animal and rocks, flowers, trees, houses, circle, square, rectangle, triangle, oval),</i> individually paint human and animal figures for self expression, in groups, select appropriate locally available materials for making a collage picture of a sports item using simple shapes, | How are pictures made? |



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|---|--|--|---------------------------------------|--|
| | | | ● display artworks for peer feedback, | |
| Core Competencies to be Developed: | | | | |
| <ul style="list-style-type: none">● Communication and collaboration: The learner in groups, takes a walk around the school environment and clearly mentions basic organic shapes.● Creativity and imagination: The learner paints human and animal figures for self expression.● Digital literacy: The learner, uses digital devices to search for or watch video clips on basic shapes.● Citizenship: The learner takes pride in performing singing action games as they form patterns on basic shapes. | | | | |
| Values: | | | | |
| <ul style="list-style-type: none">● Love: The learner shares different ideas and opinions when discussing shapes and sharing drawing materials.● Unity: The learner displays team spirit as they rehearse and perform African style singing games.● Respect: The learner accepts diverse opinions of others as they display artworks for peer feedback. | | | | |
| Pertinent and Contemporary Issues: | | | | |
| Safety and Security: The learner in groups, demonstrates safety and security awareness as they take a walk around the school environment to identify basic organic shapes. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-------------------------------------|--------------------------------|--|---|-----------------------------------|
| 1.0 CREATING AND EXPLORATION | 1.2 Rhythm (19 lessons) | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify ways of creating rhythm for skill development, sing songs as they maintain beat for rhythmic development, make body movements to reflect various rhythms in simple songs, recite rhythmic chants for rhythmic development, create simple shape patterns using coloured papers for rhythm acquisition, appreciate rhythmic improvisation for rhythmic development. | <p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, watch live or recorded performances of various way of creating rhythms and talk about them (<i>singing, marching, walking, reciting, whistling, snapping, clapping, stamping, flapping, smacking, rubbing, clicking, humming, patting</i>), in groups, sing simple songs as they maintain the beat in (<i>marching, walking, reciting</i>), individually sing a simple song as they maintain beat using body percussions (<i>snapping, clapping, stamping, flapping, rubbing, rubbing, patting</i>), individually use body percussions to provide rhythmic accompaniments to familiar simple songs sung, in pairs, improvise rhythmic accompaniment to songs, select locally reusable paper for making simple shape while observing hygiene, make simple shape patterns using colored papers, in groups, sing simple songs as they make body movements to bring out various rhythms (<i>walking, twisting,</i> | <p>How are rhythms made?</p> |



| | | | | |
|--|--|--|--|--|
| | | | <p><i>turning, marching, nodding, stamping, skipping, hopping among others),</i></p> <ul style="list-style-type: none"> ● in groups, search for appropriate rhythmic chants for performance ● individually, recite rhythmic chants as they make body movements, ● in groups, recite rhythmic chants as they make body movements and perform before an audience, ● in groups, record the performance of recited rhythms for future reference. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner in groups, speaks clearly as they talk about live or recorded performances of various ways of creating rhythms. ● Creativity and imagination: The learner improvises rhythmic accompaniment to songs. ● Critical thinking and problem solving: The learner researches and selects locally available materials for making simple shape patterns. ● Learning to learn: The learner applies knowledge acquired in the previous grades to search for appropriate rhythmic chants for performance. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner takes care of the digital devices availed to them when recording the performances of the recited rhythms for future reference. ● Patriotism: The learner takes pride in searching for appropriate rhythmic chants for performance from diverse Kenyan communities. ● Unity: The learner displays team spirit as they work in pairs to improvise rhythmic accompaniment to songs. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Cyber Security: The learner observes security measures as they search for appropriate rhythmic chants for performance from the virtual sources. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Mathematics: The learner applies counting skills learnt to maintain beats in simple songs. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|--------------------------------|---|--|-----------------------------------|
| 1.0 CREATING AND EXPLORATION | 1.3 Melody (19 lessons) | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify short melodic sentences in simple tunes for skill development, b) sing simple melodic sentences for shape recognition, c) imitate simple melodies for enjoyment, d) use basic shapes for representation of melodic sentences in simple songs, e) make body movements to represent different melodic phrases in simple songs, f) appreciate simple phrases in forming a melody. | Learner is guided to: <ul style="list-style-type: none"> ● individually, listen to simple familiar tunes availed to them and sing along, ● in groups ,sing simple familiar tunes and identify melodic sentences (<i>similar and different phrases</i>) ● individually, imitate simple familiar tunes played to them(humming, whistling, miming, among others) ● in pairs, use basic shapes to identify melodic sentences which are similar and different,(<i>similar and different phrases</i>) ● in pairs, listen to simple songs and take turns to identify highness and lowness, ● in groups, sing simple songs and make varied body movements to represent melodic phrases in the song and record the performances. | How are melodies varied? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner keenly listens to simple familiar tunes availed to them and sings along. ● Creativity and imagination: The learner in groups sings simple songs and makes varied body movements to represent melodic phrases. ● Critical thinking and problem solving: The learner uses basic shapes to identify melodic phrases which are similar and different | | | | |



- Learning to learn: The learner applies knowledge and skills acquired in lower grades to sing simple songs and make varied body movements to represent melodic phrases.

Values:

- Respect: The learner gives change to peers as they work in pairs to identify high and low sounds in the songs.
- Unity: The learner in groups sings simple songs and makes varied body movements to represent melodic phrases in the song.

Pertinent and Contemporary Issues:

- Peace Education: The learner sings familiar songs that convey peace messages

Link to other subjects:

- Language Activities: The learner in groups sings simple familiar tunes in different languages to identify melodic phrases.



ASSESSMENT RUBRIC

| LEVEL INDICATOR | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|--|--|---|---|
| Ability to identify basic shapes, sing action songs, make body movement formations, draw, paint simple shapes and create a collage picture of a sport item for creativity. | Identifies all basic shapes, expressively sings action songs, creatively makes body movement formations, draws, paints simple shapes and creates a collage picture of a sport item for creativity. | Identifies all basic shapes, sings action songs, makes body movement formations, draws, paints simple shapes and creates a collage picture of a sport item for creativity. | Identifies a few basic shapes, sings action songs, makes body movement formations, draws, paints simple shapes and creates a collage picture of a sport item for creativity. | Identifies a few basic shapes only with assistance, sings action songs, makes body movement formations, draws, paints simple shapes and creates a collage picture of a sport item for creativity. |
| Ability to identify ways of creating rhythms, sing songs as they maintain beat, make body movements and paper hats, and recite rhythmic chants for rhythmic development. | Identifies ways of creating rhythms, artistically sings songs as they maintain beat, creatively makes body movements and paper hats, and recites rhythmic chants for rhythmic development. | Identifies ways of creating rhythms, sings songs as they maintain beat, makes body movements and paper hats, and recites rhythmic chants for rhythmic development. | Identifies a few ways of creating rhythms, sings songs as they maintain beat, makes body movements and paper hats, and recites rhythmic chants for rhythmic development with a few flaws (pitch, coordination, maintaining beat and tempo). | Identifies a few ways of creating rhythms only with assistance, sings songs as they maintain beat, makes body movements and paper hats, and recites rhythmic chants for rhythmic development with many flaws (pitch, coordination, maintaining beat and tempo). |
| Ability to identify and sing phrases in simple tunes, use basic shapes to identify melodic phrases ,draw basic shapes to represent highness or lowness of | Identifies all and expressively sings phrases in simple tunes, uses basic shapes to identify melodic | Identifies all and expressively sings phrases in simple tunes, uses basic shapes to identify melodic | Identifies a few and sings phrases in simple tunes, uses basic shapes to identify melodic phrases and | Identifies all and sings phrases in simple tunes, uses basic shapes to identify melodic phrases and makes body |



| | | | | |
|--|---|--|--|---|
| sound, and make body movements to represent different melodic phrases in simple songs. | phrases, and makes body movements to represent different melodic phrases in simple songs. | phrases and makes body movements to represent different melodic phrases in simple songs. | makes body movements to represent different melodic phrases in simple songs. | movements to represent different melodic phrases in simple songs. |
|--|---|--|--|---|

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|---------------------------------|--|---|--|
| 2.0 PERFORMANCE AND DISPLAY | 2.1 Turning (19 lessons) | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> identify the different directions of performing turning through practice, decorate a fabric to enhance sports costumes for self expression, make simple costumes to be used while turning in different directions, perform turning in different directions for body coordination, sing songs while making patterns using turning in different directions, appreciate turning as a basic skill for body coordination. | <p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, take turns to talk about various directions of turning (<i>left right, half, combination, full</i>), observe virtual or actual samples of decorated fabric using painting, individually, print using a stump to decorate small pieces of fabric , individually perform turning in different directions(<i>left, right, half, combination, full</i>) in groups, perform turning in different directions (<i>left, right and combination, full</i>) and pathways (<i>line, circular, curved, zigzag</i>), | <p>Why is turning an important skill for any player?</p> |



| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> ● sing action songs and make patterns while turning in different directions, ● individually, practice turning for enjoyment. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: The learner makes costumes for turning and performs turning in different levels and directions. ● Communication and collaboration: The learner in groups, takes turns to clearly talk about various directions of turning | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect: The learner appreciates diverse opinions while discussing various directions the body turns. ● Unity: The learner cooperates with others as they work in groups to perform turning in different directions. | | | | |
| <p>Pertinent and Contemporary issues:</p> <ul style="list-style-type: none"> ● Personal hygiene: The learner observes safety and hygiene while collecting appropriate materials for making costumes for turning activities. ● Self-awareness and self-esteem: The learner display confidence as they turn in different directions and pathways. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Environmental Activities: The learner turns to different directions and pathways. ● Religious Activities: The learner applies values during group work. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Inquiry Question(s) |
|--|---|---|--|--|
| <p>2.0 PERFORMING AND DISPLAY</p> | <p>2.2 African Style Singing Games. (20 lessons)</p> | <p>By the end of the sub strand the learner should be able to:</p> <p>a) identify ornaments and props for use while performing a singing game,</p> <p>b) make ornaments and props to use while performing singing games for skill acquisition,</p> <p>c) sing appropriate game songs in African style for enjoyment,</p> <p>d) perform a singing game in African style incorporating different body movements and game activities,</p> <p>e) appreciate performing African singing games.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, watch a live or recorded performance of singing game in African style and talk about: <ul style="list-style-type: none"> - <i>costumes used</i> , - <i>props</i>, - <i>musical instruments</i> - <i>body movements</i>, ● in groups, identify and collect locally available materials for making simple ornaments and props (<i>inedible seeds, buttons, soft rubber</i>) ● individually, make simple single strand beaded ornaments (necklaces, bracelets, armlet , anklets) ● in groups make props for performing the singing game, ● in groups, practice singing appropriate songs in African style singing games ● in groups, make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (<i>walking, swinging</i>, | <p>1) Which game songs are used in an African style singing game?</p> <p>2) Why are singing games performed?</p> |



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|--|--|--|---|--|
| | | | <p><i>swaying, turning, bending, skipping, running, jumping, hopping, sliding),</i></p> <ul style="list-style-type: none"> ● in groups, perform African singing games while making different line formations, ● in groups, perform an African singing game before an audience and virtually record the performances and share with peers for feedback, ● individually, display ornaments and props for positive critique by peers ● individually, store the ornaments in a working portfolio for future use, ● in groups, perform African singing games from diverse Kenyan communities for enjoyment. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner talks about ornaments and props observed in the performances of African style singing games. ● Creativity and imagination: The learner creatively makes simple single strand ornaments and props for performing the singing game. ● Self-efficacy: The learner makes a variety of body movements which are appropriate while performing the African singing game. ● Learning to learn: The learner performs a variety of singing games in African style in groups. ● Citizenship: The learner sings appropriate singing game songs in African style. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner takes different roles while performing the singing game. ● Love: The learner shares and uses appropriate, varied props and costumes in performing the singing game. | | | | |



| <ul style="list-style-type: none"> • Unity: The learner works with others in groups as they perform singing games. | | | | |
|---|-----------------------------|---|--|------------------------------------|
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Personal hygiene: The learner collects locally available materials for making simple paper costumes. • Self-awareness and self-esteem: The learner makes a variety of locomotor and non-locomotor movements which are appropriate while performing the singing game in African style. • Patriotism: as the learners perform African singing games from diverse Kenyan communities for enjoyment. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> • Indigenous Language Activities: as the learners sing varied indigenous songs in the African singing games. • Religious Activities: The learner applies values during group work. • Environmental Activities: The learner sings varied indigenous songs in the African singing games. | | | | |
| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(S) |
| 2.0 PERFORMING AND DISPLAY | 2.3 Hopping (19 lessons) | By the end of the sub strand, the learner should be able to: a) identify different directions of hopping through practice for space awareness, b) perform hopping in different directions for agility, c) make pattern formations while hopping in different directions for strength, d) sing action songs while hopping in different directions for self-esteem, | Learner is guided to: <ul style="list-style-type: none"> • in groups, hop and clearly talk about different directions of hopping for fitness, • individually, hop for height in different directions and pathways <i>-directions(forward, backward, to the right, to the left)</i> <i>-pathways(straight, curved, circular and zigzag)</i> • in groups, hop for height and distance in different directions and pathways, • individually, hop for distance in different directions and pathways, | Why is hopping activity important? |



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| | | <p>e) colour pictures of a hopping performance, f) appreciate hopping in different directions for fitness.</p> | <ul style="list-style-type: none"> ● colour pictures of hopping skills using varied dry media (<i>pencils, charcoal, crayons, pastels</i>) ● in groups, hop for distance in different directions and pathways, ● in groups, hop while making different line and basic shape formations, ● in pairs, take turns to practice hopping while making patterns,, ● in groups ,observe rules and safety while playing simple games using the hop skill while singing action songs, ● in groups, hop for height and distance in different directions and pathways for assessment. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: The learner collaboratively determines the suitable pattern to hop. ● Communication and collaboration: The learner participates in group work while hopping. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Love: The learner selflessly shares opinions and space while hopping in linear patterns. ● Unity: The learner cooperates with others as they work in groups while hopping. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Self esteem: The learner confidently takes part in sports and games that involve hopping skills. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Language activities: The learner clearly communicates with others as they hop in different directions for fitness. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested key Inquiry Question(S) |
|--|--|---|--|--|
| <p>2.0 PERFORMING AND DISPLAY</p> | <p>2.4 Kicking (19 lessons)</p> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify body parts that are used when kicking a ball to different directions through practice for body awareness, improvise a ball using papier mache technique, kick a ball in different directions for skill acquisition, sing action songs while kicking a ball in different directions for enjoyment, appreciate kicking the ball to different directions as a fundamental skill in games. | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, kick the ball and talk about different parts of the body that can be used, ● in groups, collect safe locally available reusable materials in the environment (<i>absorbent paper, glue, water</i>) ● individually, improvise a ball using papier mache technique as follows; <ul style="list-style-type: none"> - <i>shredding absorbent paper and mixing with water to a pulp state</i> - <i>adding paper glue and let it settle</i> - <i>create mould by crumbling dry paper to a ball shape</i> - <i>tying the crumbled paper with string</i> - <i>applying the papier mache around the ball</i> - <i>drying</i> ● individually, kick the ball in different levels and directions: <ul style="list-style-type: none"> - <i>level (low, medium, high)</i> - <i>direction (forward, sideways and backward),</i> ● in groups, practice kicking a ball in different pathways and directions - | <p>What is done when kicking a ball?</p> |



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| | | | <p>pathways (<i>circular, curved straight, zig zag</i>)</p> <ul style="list-style-type: none"> - direction (<i>forward, sideways and backwards</i>) <ul style="list-style-type: none"> ● in groups, sing action songs while kicking a ball in different directions, ● in groups, observe safety and rules while playing simple games using kicking as a skill, ● in groups, perform kicking in different directions and give feedback for self assessment.. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: The learner individually uses locally available materials to improvise different balls and use them to practice kicking skill. ● Communication and collaboration: The learner works with others in groups while kicking the ball in different directions and plays simple games using kicking as a skill. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Peace: The learner in groups practice kicking a ball in different pathways without hurting others. ● Integrity: The learner individually portrays self-discipline by observing the rules of the game. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Parental Engagement and Empowerment: as the parent supports a learner at home to improvise a ball and practices kicking. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Language activities: as a learner effectively communicates with others during group activities. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|---|--|-----------------------------------|
| 2.0 PERFORMING AND DISPLAY | 2.5 Playing Musical Instrument (Wind) (19 lessons) | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify various wind instruments for cultural expression, draw a musical wind instrument and decorate using mosaic technique, improvise a wind instrument for skill acquisition, play an improvised wind instrument for skill acquisition, make different body movements while playing wind instrument, enjoy playing an improvised wind instruments. | Learner is guided to: <ul style="list-style-type: none"> in groups, listen to and watch audio-visual recordings and pictures of varied music instruments, in pairs, visually and aurally identify and talk about the wind instruments from the recordings and pictures, individually, imitate playing the wind instruments, in groups, identify materials that can be used to decorate a wind instrument using mosaic technique (<i>flute</i>), individually, draw and decorate a wind instrument using mosaic technique (<i>using any locally available materials: paper, buttons, beads, adhesive</i>) in groups, identify locally available tools materials that can be used to make a wind instrument (<i>reeds, straws, maize stalks, pawpaw stalks, bamboo stems</i>) in groups, make a simple wind instrument, individually, play the improvised wind instrument (<i>apply the skills of holding and blowing</i>), in groups, make different body movements while playing the improvised wind instrument, individually, practice playing the improvised wind instrument for fluency, | How are wind instruments played? |



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| | | | <ul style="list-style-type: none">• Individually, practice playing the improvised wind instrument for fluency and enjoyment. | |
| Core Competencies to be developed: <ul style="list-style-type: none">• Communication and collaboration: The learner visually and aurally identifies and talks about the wind instruments from the recordings and pictures,• Creativity and imagination: The learner draws and decorates musical instruments using mosaic technique.• Self- efficacy: The learner plays the improvised wind instrument to accompany singing games. | | | | |
| Values: <ul style="list-style-type: none">• Responsibility: The learner clears the working area and stores the tools and materials used to improvise the wind instrument.• Unity: The learner cooperates with others as they work in groups. | | | | |
| Pertinent and Contemporary Issues: <ul style="list-style-type: none">• Environmental conservation: The learner responsibly uses locally available materials to improvise wind instruments• Self-awareness and self-esteem: The learner draws and plays the wind instrument for skill acquisition. | | | | |
| Link to other subjects: <ul style="list-style-type: none">• Environmental activities: The learner identifies wind instruments from different Kenyan communities.• Religious Activities: The learner applies values during playing the wind instrument. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>2.0 PERFORMANCE AND DISPLAY</p> | <p>2.6 Rolls and Balances (19 lessons)</p> | <p>By the end of the sub strand, the learner should be able to;</p> <p>a) identify different directions the body moves and faces when performing egg roll and swan balance respectively through practice,</p> <p>b) improvise markers for use during egg roll and swan balance performance</p> <p>c) perform egg roll and swan balance in different directions,</p> <p>d) sing action songs while performing egg roll and swan balance to different directions,</p> <p>e) enjoy performing egg roll and swan balance in different directions.</p> | <p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, perform egg roll and clearly talk about different directions the body moves, (<i>forward, backward, left, and right</i>), ● in groups, perform swan balance and clearly talk about different directions the body faces, (<i>forward, backward, left, and right</i>), ● in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (<i>coloured papers, pieces of clothes and any other suitable material</i>), ● in groups, improvise the markers using the collected reusable materials, ● in groups, mark the field using the improvised markers and perform egg roll and swan balance: <ul style="list-style-type: none"> - egg roll (<i>forward, backward, left, and right</i>), - Swan balance (<i>forward, backward, left, and right</i>), ● in groups, sing action songs while performing egg roll and swan balance, | <p>1) Which body parts are used in performing an egg rolls and balances?</p> |



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| | | | <ul style="list-style-type: none"> • in groups, enjoy performing egg roll and swan balance for peer assessment. | |
| <p>Core Competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner identifies simple reusable materials, and improvises markers. • Communication and Collaboration: The learner talks about different directions the body moves and faces when performing egg roll and Swan balance. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Love: The learner shares simple reusable materials. • Unity: The learner works in groups. • Respect: The learner portrays positive regard for self and others as they work in groups. | | | | |
| <p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion issues: The learner observes safety and security when collecting materials to be used. • Environmental conservation: The learner collects reusable materials. | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> • Environmental activities: The learner observes hygiene while collecting and sharing simple reusable materials. • Religious Activities: The learner applies values while working in groups. | | | | |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested key Inquiry Question(S) |
|---|--------------------------------------|---|--|-----------------------------------|
| 2.0 PERFORMING AND DISPLAY | 2.7 Water safety (19 lessons) | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify games that can be played in water for fun, b) improvise floaters for use in water for safety, c) identify simple songs that can be sung during water play activities, d) float in water using mushroom technique for water safety, e) play water games with peers for water confidence, f) make geometric shapes and lines patterns as they play water games for creativity, g) appreciate playing water games for recreation and fitness. | Learner is guided to: <ul style="list-style-type: none"> ● in groups talk about games that can be played in water for enjoyment, ● in groups, identify reusable locally available materials that can be used to make improvised floaters (tubes, plastic jericans), ● in groups, make simple floaters using the locally available materials using assemblage technique, ● in groups, identify and sing simple songs that can be sung during water play activities, ● individually, enter into the water using feet first technique, ● individually use mushroom flotation technique, ● in groups, play water games and sing simple songs for enjoyment , ● in groups, enjoy floating on water using mushroom technique for peer assessment. | Which games are played in water? |
| Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination: The learner in groups explores line patterns and makes geometric shapes while playing water games. ● Self-efficacy: The learner observes safety and hygiene while playing water games. ● Learning to learn: The learner applies mushroom flotation technique while playing water games. | | | | |

**Values:**

- Social justice: The learner in groups cooperate in exploring line patterns to make geometric shapes while playing water games.
- Responsibility: The learner observes safety precautions while playing water games.

Pertinent and Contemporary Issues:

- Self esteem: The learner confidently floats using mushroom float technique and plays water games.

Link to other subjects:

- Environmental Activities: The learner observes pool hygiene.



ASSESSMENT RUBRIC

| LEVEL INDICATOR | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
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| Ability to identify different directions of turning, make simple costumes, perform turning in different directions, and sing songs while making patterns using turning. | Identifies a variety of directions of turning, make simple costumes with a good finish, perform turning in different directions, and expressively sing songs while making patterns using turning. | Identifies different directions of turning, make simple costumes, perform turning in different directions, and sing songs while making patterns using turning. | Identifies some directions of turning, make simple costumes, perform turning in different directions, and sing songs while making patterns using turning with few challenges. | Identifies very few directions of turning, make simple costumes, perform turning in different directions, and sing songs while making patterns using turning with many challenges. |
| Ability to identify ornaments and props, make ornaments and props, sing appropriate game songs in African style, and make different body movements while performing the singing game. | Identifies a variety of ornaments and props, beautifully makes ornaments and props, expressively sings appropriate game songs in African style, and makes all body movements while performing the singing game. | Identifies the ornaments and props, makes ornaments and props, sings appropriate game songs in African style, and makes most body movements while performing the singing game. | Identifies some ornaments and props, makes ornaments and props, sings appropriate game songs in African style, and makes some body movements while performing the singing game with few challenges. | Identifies very few ornaments and props, makes ornaments and props, sings appropriate game songs in African style, and makes less than three body movements while performing the singing game with many challenges. |
| Ability to identify different directions of hopping, perform hopping in different directions, make pattern formations | Identifies a variety of directions of hopping, performs hopping in all directions, makes all pattern formations while | Identifies different directions of hopping, performs hopping in most directions, makes most pattern formations | Identifies some directions of hopping, performs hopping in some directions, makes patterns in some | Identifies very few directions of hopping, performs hopping in very few directions, makes less than three pattern formations |



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| while hopping, and sing action songs while hopping. | hopping, and expressively sings action songs while hopping. | while hopping, and sings action songs while hopping. | formations while hopping, and sing action songs while hopping with few challenges. | while hopping, and sings action songs while hopping with many challenges. |
| Ability to identify body parts that are used when kicking a ball, improvise a ball by papier mache technique using locally available reusable materials, kick a ball in different directions, and sing action songs while kicking a ball. | Identifies a variety of body parts that are used when kicking a ball, improvises a ball by papier mache technique using a variety of locally available reusable materials, kicks a ball in all directions, and expressively sings action songs while kicking a ball. | Identifies body parts that are used when kicking a ball, improvises a ball by papier mache technique using many locally available reusable materials, kicks a ball in many directions, and sings action songs while kicking a ball. | Identifies some body parts that are used when kicking a ball, improvises a ball by papier mache technique using some locally available reusable materials, kicks a ball in some directions, and sings action songs while kicking a ball with few challenges. | Identifies very few body parts that are used when kicking a ball, improvises a ball by papier mache technique using very few locally available reusable materials, kicks a ball in less than three directions, and sings action songs while kicking a ball with many challenges. |
| Ability to identify various wind instruments, draw and decorate a musical wind instrument using mosaic technique, improvise and play a wind instrument, and make different body movements while playing wind instrument. | Identifies a variety of wind instruments, neatly draws and decorates a musical wind instrument using mosaic technique, improvises and plays a wind instrument with deep sustained breaths, and makes a variety of body movements while playing the wind instrument. | Identifies various wind instruments, draws and decorates a musical wind instrument using mosaic technique, improvises and plays a wind instrument with controlled breaths, and makes different body movements while playing wind instrument. | Identifies some wind instruments, draws and decorates a musical wind instrument using mosaic technique but not neatly, improvises and plays a wind instrument with uncontrolled breaths, and makes different body movements while playing wind instrument with few challenges. | Identifies less than three wind instruments, draws and decorates a musical wind instrument using mosaic technique but not neatly, improvises and plays a wind instrument with uncontrolled breaths, and makes different body movements while playing wind instrument with few challenges with many challenges. |



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| <p>Ability to identify different directions the body moves and faces when performing egg roll and swan balance, improvise markers, perform egg roll and swan balance in different directions, and sing action songs while performing egg roll and swan balance.</p> | <p>identifies a variety of directions the body moves and faces when performing egg roll and swan balance, improvises a variety of markers, performs egg roll and swan balance in all directions, and expressively sings action songs while performing egg roll and swan balance.</p> | <p>identifies different directions the body moves and faces when performing egg roll and swan balance, improvise markers, perform egg roll and swan balance in many directions, and sing action songs while performing egg roll and swan balance.</p> | <p>identifies some directions the body moves and faces when performing egg roll and swan balance, improvises a few markers, performs egg roll and swan balance in some directions, and sings action songs while performing egg roll and swan balance with few challenges.</p> | <p>identifies very few directions the body moves and faces when performing egg roll and swan balance, improvises very few markers, performs egg roll and swan balance in less than three directions, and sings action songs while performing egg roll and swan balance with many challenges.</p> |
| <p>Ability to identify games that can be played in water, improvise floaters for use, float, play in water using mushroom technique for water safety and make geometric shapes and lines patterns as they play water games.</p> | <p>Identifies games that can be played in water, creatively improvises floaters for use, floats, and plays in water using mushroom technique for water safety and artistically makes geometric shapes and lines patterns as they play water games.</p> | <p>Identifies games that can be played in water, improvises floaters for use, floats, and plays in water using mushroom technique for water safety and makes geometric shapes and lines patterns as they play water games.</p> | <p>Identifies games that can be played in water, improvises floaters for use, floats, and plays in water using mushroom technique for water safety and makes geometric shapes and lines patterns as they play water games with a few flaws. (coordination, neatness)</p> | <p>Identifies games that can be played in water, improvises floaters for use, floats, and plays in water using mushroom technique for water safety and makes geometric shapes and lines patterns as they play water games only when guided.</p> |



| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Inquiry Question(S) |
|-----------------------------|--|---|---|---|
| 3.0 APPRECIATION | 3.1 African Style Singing Game (19 lessons) | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify songs used in the African style singing game performance, b) identify roles of the performers in the African style singing game, c) identify costumes used in the African style singing game performances, d) identify props used in the African style singing game, e) imitate activities involved in the African style singing game, f) identify basic shapes and pattern formations used in African style singing games, g) appreciate performances of African style singing games for cultural awareness. | Learner is guided to: <ul style="list-style-type: none"> ● in groups watch recorded or live performances of African singing games and identify songs in the performance, ● in groups, watch recorded or live performances of African singing games and identify various roles of performers (singers, leaders, dancers) ● in groups, talk about various roles of performers in the African singing games watched, ● individually find out and give a verbal report on the various roles played by the performers in the African singing games from parents/guardians/peers/teachers among others, ● in groups, watch a live or recorded African style singing game and identify costumes and props used ● in groups, describe costumes used in the performance (<i>colour, name, material used to make the costumes</i>), ● individually imitate various activities involved in the African style singing game performance | What makes African singing games interesting? |



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| | | | <p>watched (<i>singing, body movements and role playing</i>)</p> <ul style="list-style-type: none"> • in pairs discuss various pattern formations involved in the African style singing games | |
| <p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner imitates and performs various activities involved in African style singing games. • Communication and collaboration: The learner speaks clearly while discussing roles of performers in the African singing game. • Digital literacy: The learner searches and watches recorded performances of African singing games. • Citizenship: The learner expresses pride while performing African singing games. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner appreciates diverse opinions while discussing how costumes are used while performing African singing games. • Unity: The learner displays team spirit as they talk about various roles of performers in the African singing games watched. | | | | |
| <p>Pertinent and Contemporary issues:</p> <ul style="list-style-type: none"> • Social cohesion: The learner displays team spirit as they work in pairs to discuss various pattern formations involved in the African style singing game | | | | |
| <p>Link to other subjects:</p> <ul style="list-style-type: none"> • Environmental Activities: The learner applies knowledge and skills learnt in Environmental activities to search for African style singing games. | | | | |



ASSESSMENT RUBRIC

| LEVEL INDICATOR | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|--|---|--|
| Ability to identify roles of the performers, (<i>singers, dancers, leaders</i>) props, basic shapes and describe costumes (<i>colour, name material</i>) and imitate game activities (<i>singing, body movements, role playing</i>) in the African style singing game. | Identifies all roles of the performers, (<i>singers, dancers, leaders</i>) all props, all basic shapes and describes all costumes (<i>colour, name materials</i>) and imitate game activities (<i>singing, body movements, role playing</i>) in the African style singing game. | Identifies two roles of the performers, (<i>singers, dancers, leaders</i>) props, basic shapes and describes all costumes (<i>colour, name material</i>) and imitate game activities (<i>singing, body movements, role playing</i>) in the African style singing game. | Identifies one role of the performers, (<i>singers, dancers, leaders</i>) props, basic shapes and describes a few costumes (<i>colour, name material</i>) and imitate game activities (<i>singing, body movements, role playing</i>) in the African style singing game. | Identifies none of roles of performers, (<i>singers, dancers, leaders</i>) props, basic shapes and describes none of the costumes (<i>colour, name material</i>) and imitate game activities (<i>singing, body movements, role playing</i>) in the African style singing game. |



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

| Strand | Sub Strand | Suggested Assessment Methods | Suggested Learning Resources | Non-Formal Activities |
|---------------------------------|---------------------------|--|--|---|
| Creating and Exploration | 1.1 Picture Making | <ul style="list-style-type: none"> • Oral tests • Written tests • Fieldwork reports • Participatory assessment • Peer assessment | <ul style="list-style-type: none"> • Digital devices • Musical instruments • Pictures of basic shapes • Reference books • Audio /visual recordings of music • Coloured pencils, crayons, or any other suitable materials to draw basic shapes found in the environment • Paper • Relevant virtual sites • Flash cards | <ul style="list-style-type: none"> • Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes • Live Performances and Exhibitions-Attend live performances and exhibitions for appreciation • Apprenticeship - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts • Concerts – Participating in and attending music |
| | 1.2 Rhythm | <ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment | <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites | |



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| | | | <ul style="list-style-type: none"> • Reusable locally available material for making an improvised paper hats • Resource persons | <p>concerts within the school and its environs.</p> <ul style="list-style-type: none"> • Project work – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality. • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school • Creative Arts Competitions -Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school • Participating during Cultural day or week-learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. • School assembly activities – performing, watching, or listening to performances during school assemblies. |
| | 1.3 Melody | <ul style="list-style-type: none"> • Oral test • Aural tests • Written tests • Practical tests • Peer assessment | <ul style="list-style-type: none"> • Percussion instruments • Flash cards • Audio/visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites | |
| Performing and Display | 2.1 Turning | <ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment | <ul style="list-style-type: none"> • Open space • Field makers • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and turning skills • Relevant virtual sites • Relevant props and costumes | |
| | 2.2 African Style Singing Game | <ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment | <ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of African style singing games | |



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| | | | <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Relevant props and costumes • Reference books • Relevant virtual sites • Reusable locally available material for making necklace, bracelets, armlets and anklets (non-edible seeds, bottle tops, used straws, strings, pair of scissors, nails, reeds, ropes, paper, cloth, adhesives) | <ul style="list-style-type: none"> • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or ensembles- Learner forms small groups for performance in all Creative Arts disciplines. |
| | 2.3 Hopping | <ul style="list-style-type: none"> • Oral tests • Written tests • Fieldwork reports • Participatory assessment • Peer assessment | <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Relevant props and costumes • Open space • Resource persons • Reusable locally available material for colouring pictures of hopping skills | |



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| | | | using varied dry media (pencils, charcoal, crayons, pastels) | |
| | 2.4 Kicking | <ul style="list-style-type: none"> • Field work reports • Participatory assessment • Oral presentations • Self-assessment | <ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Group makers • Resource persons • Visual recordings of kicking skills • Improvised balls • Reusable locally available material for making an improvised ball • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Relevant virtual sites | |
| | 2.5 Playing Musical Instrument (Wind) | <ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment | <ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised flutes • Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments | |



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| | | | <ul style="list-style-type: none"> • Pictures • Reference books | |
| | 2.6 Rolls and Balances | <ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment | <ul style="list-style-type: none"> • Resource persons • Open space • Field markers • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites | |
| | 2.7 Water Safety | <ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment | <ul style="list-style-type: none"> • Swimming facility, ropes, • balls, • floaters, • balloons, • poles • Resource persons • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites | |
| 3.0 Appreciation | 3.1 African Style Singing Game | <ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests | <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments | |



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|--|--|--|--|--|
| | | <ul style="list-style-type: none">• Peer assessment• Practical tests• Participatory assessment• Peer assessment | <ul style="list-style-type: none">• Pictures• Reference books• Audio /visual recordings of African style singing games• Relevant virtual sites• Relevant props and costumes• Resource persons | |
|--|--|--|--|--|



CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools



2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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



Assessment of the CSL Activity

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