



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS

GRADE 7

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

iii) Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

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

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
Total		40

* 1 lesson is set aside for the Pastoral/Religious Instruction Programme.

LEVEL LEARNING OUTCOMES

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

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious coexistence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Creative Arts and Sports Curriculum is a multidisciplinary learning area encompassing Sports, Visual Arts, and Performing Arts. This curriculum is anchored in Howard Gardner's Multiple Intelligence theory (1983), that recognizes the diverse intelligences of learners by accommodating varied ways of learning through, creating, performing, and analysing. Furthermore, this curriculum is informed by John Dewey's Social Constructivism Theory, which emphasises an immersive and participatory approach to learning that gives learners the freedom to express their ideas, feelings, and skills.

The curriculum is organised into three Strand: Foundations of Creative Arts and Sports, Creating and Performing in Creative Arts and Sports, and Appreciation in Creative Arts and Sports. The curriculum emphasises the development of practical, fine, and gross motor abilities. This concept stimulates critical thinking, lateral thinking, advanced analysis, and problem-solving skills—all of which are beneficial to the learner's overall growth.

A pivotal aspect of this curriculum is the integration of Information and Communication Technology (ICT) into the learning process. Proficiency in digital skills has been aligned with contemporary educational needs. Moreover, elements of

entrepreneurship have been embedded in the curriculum to acquaint the learner with potential careers in the creative and sports industry.

The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports.

The curriculum further lays a foundation for the acquisition of essential skills, preparing learners for a seamless transition to the Arts and Sports Science pathway at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Explore individual abilities in Creative Arts and Sports to nurture talent for self-expression and personal development.
2. Exhibit positive intrapersonal and interpersonal skills of communication during activities in Creative Arts and Sports.
3. Cultivate social values, moral principles in Creative Arts and Sports for peaceful coexistence.
4. Manage resources in the physical environment for sustainable development.
5. Promote health and wellness through participation in Creative Arts and Sports activities.
6. Embrace ethics and etiquette in producing Creative Arts and Sports items to enhance good citizenship
7. Participate in Creative Arts and Sports activities to appreciate Kenya's diverse cultures for harmonious coexistence.
8. Address Pertinent and Contemporary Issues through Creative Arts and Sports.
9. Apply digital skills in learning and production in Creative Arts and Sports.

SUMMARY OF STRAND AND SUB STRAND

STRAND	SUB STRAND
1.0 Foundations of Creative Arts and Sports	1.1. Introduction to Creative Arts and Sports
	1.2. Components of Creative Arts and Sports
2.0 Creating and Performing in Creative Arts and Sports	2.1. Composing rhythm
	2.2 Athletics
	2.3. Composing Melody
	2.4 Handball
	2.5. Western Solo Instruments
	2.6 Football
	2.7 Storytelling
	2.8 Kenyan Folk song
OPTIONAL	2.9 Swimming (Optional)
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports

STRAND 1.0 FOUNDATIONS OF CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Foundations of Creative Arts and Sports	1.1. Introduction to Creative Arts and Sports (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe categories of Creative Arts and Sports, b) outline the relationships among the categories of Creative Arts and Sports, c) create a chart on the categories of the Creative Arts and Sports, d) appreciate the categories of Creative Arts and Sports.	The learner is guided to: <ul style="list-style-type: none"> ● watch, in groups, actual or virtual activities of Creative Arts and Sports to describe the categories <i>Visual Arts, Music and dance, drama and film and Sports</i> ● collaboratively collect images of creative Arts and sports activities, share materials and paste them on a manila paper under each category to make a collage, ● decorate the chart neatly using found materials, ● display the chart in the classroom, ● discuss the relationships among the categories of Creative Arts and Sports (<i>functions, execution, visual, presentation, competition, audience, attire, themes, team effort</i>), 	How are the categories of the Creative Arts and Sports related?

			<ul style="list-style-type: none"> ● give feedback on own and others' displayed charts on the categories of Creative Arts and Sports. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: the learner uses digital devices to explore, collect and present information on the categories and relationships of creative Arts and Sports. ● Communication and Collaboration: the learner exhibits communication skills as they give feedback on their own and others as works in groups to research and come up with ideas on categories of Creative Arts and Sports. ● Creativity and imagination: the learner innovatively combines materials to make, decorate and display the artistic chart on categories of Creative Arts and Sports. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: the learner cooperates with group members in making, decorating and displaying an artistic chart on categories of Creative Arts and Sports. ● Love: the learner shares the available materials while exploring and making a chart in Creative Arts and Sports. ● Respect: the learner appreciates others' views during discussions on relationships among the Creative Arts and Sports categories. 				
<ul style="list-style-type: none"> ● Pertinent and Contemporary Issues (PCIs): ● Social cohesion: the learner cooperates with others in group activities while exploring actual or virtual activities in Creative Arts and Sports. ● Social Awareness skills: the learner develops effective communication skills during group discussions on categories of Creative Arts and Sports. ● Environmental education: the learner uses appropriate found materials from the environment when making the chart. 				

Link to other Learning areas:

- **English:** the learner utilises language and communication skills as they discuss, and present, enhancing their linguistic capabilities.
- **Social Science:** the learner interacts with diverse societal and cultural contexts as they research the components and elements Creative Arts and Sports.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Foundations of Creative Arts and Sports	1.2. Components of Creative Arts and Sports (10 lessons) <ul style="list-style-type: none"> • Elements and principles of Visual Arts, • Elements of a story • Coordination and strength in physical fitness, • Rhythm and Pitch in music 	By the end of the Sub Strand the learner should be able to: a) describe the components of Visual Arts, b) describe elements of a story, c) perform activities demonstrating the components of fitness, d) execute basic elements of Music, e) appreciate the components of Creative Arts and Sports.	The learner is guided to: <ul style="list-style-type: none"> • collect samples of artworks to identify elements (<i>colour, tone/value</i>) and principles (<i>balance, rhythm and movement</i>) of Visual Arts, • discuss the elements of a story: <i>character, setting, plot and theme</i>, • observe actual or virtual activities of fitness that show <i>coordination</i> and <i>strength</i> in physical fitness, • demonstrate fitness exercises that enhance coordination and strength, • practise activities that enhance coordination and strength using music, • sing familiar tunes to recognize and execute basic elements of music: rhythm, (<i>semibreve, minim, crotchet and quaver and their</i> 	<ol style="list-style-type: none"> 1. How are the components of Creative Arts and Sports inter-related? 2. How are components of Creative Arts and Sports applied?

			<p><i>corresponding rests) and pitch (treble staff with ledger line- C, the notes A to G, the keyboard, the scale of C major, and melodic intervals of the major 2nd and major 3rd on the treble staff),</i></p> <ul style="list-style-type: none"> ● watch videos/films to appreciate how the components of creative Arts and Sports relate to each other. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: the learner develops effective verbal expression and written communication skills while discussing the elements of storytelling. ● Collaboration: the learner embraces teamwork and mutual support while singing familiar tunes. ● Digital Literacy: the learner interacts with digital devices while watching virtual activities of fitness and watching videos to appreciate how the components of Creative Arts and Sports relate to each other. ● Critical Thinking and Problem Solving: the learner applies critical thinking to demonstrate fitness exercises from the observations made related to personal fitness. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learner takes responsibility for their health and well-being by participating in fitness activities. ● Unity: the learner works together with others to achieve common goals in group activities, fostering a supportive and inclusive environment. ● Citizenship: the learner appreciates diverse musical expressions thus fostering a sense of citizenship. 				

Pertinent and Contemporary Issues (PCIs):

- **Lifestyle diseases:** The learner performs fitness activities to reduce the chances of lifestyle diseases.

Link to other Learning Areas:

- **English and Kiswahili:** the learner enhances language comprehension and interpretation skills during group discussions and presentations.
- **Mathematics:** the learner employs learnt mathematical principles of rhythm, values, timing, during music notation.

Assessment Rubric for Strand 1.0 Foundations of Creative Arts and Sports

Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicator				
Ability to describe the categories of Creative Arts and Sports <i>(Visual Arts , Music and dance, Drama and film Sports</i>	Describes the 4 categories of Creative Arts and Sports in detail	Describes the 4 categories of Creative Arts and Sports	Describes 2-3 categories of Creative Arts and Sports	Describes less than 2 categories of Creative Arts and Sports

<p>Ability to execute components of Creative Arts and Sports <i>(Elements and principles of Visual Arts, Elements of a story, Components of fitness and Elements of Music)</i></p>	<p>Executes the 4 components of Creative Arts and Sports in detail</p>	<p>Executes the 4 components of Creative Arts and Sports</p>	<p>Executes the 2-3 components of Creative Arts and Sports</p>	<p>Executes less than 2 components of Creative Arts and Sports</p>
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STRAND 2.0 CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Creating and Performing in Creative Arts and Sports</p>	<p>2.1 Composing rhythm</p> <p>(10 lessons)</p> <ul style="list-style-type: none"> • Time signature, • Repetition of note • Values and rests, • Variation of note • Values and rests • Body movements • French rhythm names 	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> a) outline factors to consider in creating a rhythmic pattern, b) compose a four- bar rhythmic pattern in $\frac{2}{4}$ time, c) write rhythmic patterns in $\frac{2}{4}$ time, d) sight read rhythmic patterns on monotone, e) appreciate rhythmic patterns created by self and others. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch virtual or live spaces to listen to simple tunes and outline factors to consider in creating a rhythmic pattern (<i>time signature, repetition of note values and rests, variation of note values and rests</i>), • write notes equivalent to two crotchet beats using different <i>colours</i> to make $\frac{2}{4}$ time, • write rhythmic patterns on monotone from dictation, • improvise rhythmic patterns for a warm-up routine, • select body movements (<i>clapping, tapping, marching to rhythm, swaying and swinging</i>) to accompany the rhythmic patterns for warm-up, • perform the warm-up while reciting the rhythmic patterns using French 	<ol style="list-style-type: none"> 1. What constitutes rhythm in music? 2. How are rhythmic patterns used in sports?

			rhythm names (<i>Taa-aa-aa-aa, Taa-aa, Taa, Ta-te, Tafa-te</i> and <i>Ta-tefe</i>), <ul style="list-style-type: none"> ● appreciate rhythmic patterns created by self and others. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: as the learner articulates ideas and collaborates with peers to refine their understanding of the concept of rhythm. ● Learning to Learn: the learner acquires knowledge in rhythm as a fundamental component of musical creation, performance and analysis. ● Critical thinking and Problem-solving: as the learner composes and improvises rhythmic patterns to accompany warm-up routines. 				
<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as the learner composes rhythm, the commitment to conveying this musical element with precision reflects a sense of integrity in their approach to musical expression. ● Responsibility: as the learner composes four-bar rhythmic patterns, taking responsibility for individual contributions to the composition process is crucial in ensuring a sense of responsibility for their part in the musical collaboration. ● Respect: as the learner engages in the creative and collaborative process of valuing each other's ideas and contributions to demonstrate respect among musicians to create a positive and respectful musical environment. ● Unity: as the learner improvises rhythmic patterns, the collaborative nature of responding to others' contributions promotes a sense of togetherness in creating a musical experience. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Lifestyle diseases: The learner performs rhythms to various movements to reduce the chances of lifestyle diseases. ● Self-esteem: the learner creates new rhythmic patterns for self-satisfaction. 				

Link to other Learning areas:

- **English:** Writing about the factors involved in creating rhythmic patterns contributes to English language skills. This task involves the use of descriptive language, explanation, and the organisation of ideas.
- **Mathematics:** Identifying mathematical elements in rhythm, such as beats and timing, connects to mathematical concepts. The learner may analyse and quantify aspects of rhythmic creation.
- **Integrated Science:** Experimenting with the properties of sound during improvisation connects to integrated science. The learner may explore the scientific aspects of creating different rhythmic sounds.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.2 Athletics (14 lessons) <ul style="list-style-type: none"> • Javelin appearance • Carving a javelin • Javelin throw 	By the end of the Sub Strand, the learner should be able to: a) carve a javelin according to the right specification, b) execute a javelin throw following the throwing phases for skill acquisition, c) appreciate each other's carved javelin and throwing effort.	The learner is guided to: <ul style="list-style-type: none"> • observe actual or virtual images of a javelin with focus on; (<i>general shape, length, thickness and weight</i>), • select and explore suitable materials and tools for carving a javelin implement, • carve a javelin while observing the following: <ul style="list-style-type: none"> - sketching image, - carve out the negative parts of the javelin focusing on the shape and pointedness, - craftsmanship, - finish the javelin using appropriate techniques (<i>sanding, texturing or varnishing</i>), -safety while handling tools and materials, 	<ol style="list-style-type: none"> 1. Which safety considerations are important in carving and throwing a javelin? 2. What found materials can be used to make a javelin while conserving the environment?

			<p>-display and critique own and others' javelin,</p> <ul style="list-style-type: none"> ● use the available digital devices or text to observe javelin throw and note the following phases; <i>(carry, approach run, cross over, release and follow through),</i> ● demonstrate the javelin throw while observing safety, ● practise javelin throw while observing the five phases and the basic rules, ● acknowledge others' effort by giving feedback on the carved javelin and throwing effort. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: the learner demonstrates craftsmanship in carving a javelin implement according to the right specifications, ● Creativity and Imagination: the learner selects found materials from environment to use in carving the javelin implement, ● Self-efficacy: the learner develops self-efficacy, when carving a javelin implement according to the right specifications and executing a javelin throw following the phases correctly. 				

Values:

- **Unity:** the learner assists each other in safely executing a javelin throw.
- **Integrity:** the learner upholds integrity by adhering to basic rules, while practising a javelin throw.
- **Responsibility:** the learner demonstrates responsibility by ensuring precision and adherence to specifications in carving a javelin.

Pertinent and Contemporary Issues (PCIs):

- **Safety and Security:** observed when the learner uses carving tools to create a javelin implement,
- **Environmental conservation:** the learner uses found materials to carve a javelin implement while conserving the environment.

Link to other learning areas:

- **Mathematics:** learner uses mathematical concepts such as weight and length in javelin carving and execution.
- **English and Kiswahili:** Learner expresses their observations, understanding, and findings on a javelin in well-structured and articulate ways employing learnt language skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Creating and Performing in Creative Arts and Sports</p>	<p>2.3 Composing Melody</p> <p>(10 lessons)</p> <ul style="list-style-type: none"> • Qualities of a good melody • Melodies in G major (creating and performing) • Creating card design 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) outline the qualities of a good melody, b) compose four-bar melodies in C major, c) create a card design inspired by the composed melody, d) perform simple pieces of music in C major e) appreciate the use of melody in Creative Arts and Sports for expression. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • sing familiar tunes to outline the qualities of a good melody (<i>singable - with leaps of a 3rd, has identifiable shape/contour, symmetry, starts on d, m or s, and ends on d</i>), • compose and notate 2-bar question and 2-bar answer phrases of a melody, • create and notate four- bar melodies in C major and in $\frac{2}{4}$ time using the treble staff, • sight read 4-bar melodies in C major using voice/descant recorder/any other western instrument, • design a decorated one-fold window seasonal card inspired by the melody composed, <ul style="list-style-type: none"> -cut out a window on the front page of card - create illustrations inspired by the melody inside the window, -embellish the window with found objects (paper, buttons, beads, straws) and music notation signs, -include the melody 	<p>How do Musical, Visual Arts and Physical Fitness skills contribute to composing melody?</p>

			<ul style="list-style-type: none"> ● <i>-sign the card using calligraphy.</i> perform simple pieces of music in C major using voice/descant recorder/any other western instrument, ● perform melodies with Curwen hand signs and other gestures or body movements (<i>clapping. tapping, marching to rhythm, swaying and swinging</i>) to create a warm-up routine. ● give feedback on melodies composed and cards designed by self and others. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner gains confidence through creating melodies that bear acceptable qualities. ● Learning to Learn: the learner learns music notation and designs the seasonal melody card, and thus develops a novel approach to expressing musical concepts. ● Digital Literacy: is enhanced by using digital notation software, gaining proficiency in contemporary music creation tools, and navigating digital platforms. ● Communication and Collaboration: as the learner composes melody, effective communication is fostered through discussions with peers, sharing perspectives, and engaging in group analyses, contributing to a collaborative understanding of musical elements. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: the learner values diverse perspectives and opinions from others about the qualities of a good melody. ● Patriotism: the learner incorporates Western and Kenyan cultural elements into their artistic expressions when designing the melody card using locally found objects and composing melody, as a sign of pride and connection to their cultural identity. 				

- **Responsibility:** the learner shows commitment to the creative processes involved in melody composing, which include learning to sight read melodies, designing melody cards and giving feedback on melodies created by self and others.
- **Unity:** the learner works with others to collect materials to design melody cards, perform parts of the melodies and present them, emphasising collaborative creativity.
- **Love:** learners passionately explore and appraise each other's creations for qualities that qualify them as good melodies and well-designed cards, to show their connection to music experience and to each other.

Pertinent and Contemporary Issues (PCIs):

- **Citizenship:** the learner acquires global citizenship, by writing music using Western Music notation, an internationally acceptable and conventional means of Music representation,
- **Environmental Education:** the learner uses appropriate found materials from the environment when embellishing the melody card.
- **Learner Support Programmes:** the learner, when creating melody and designing a melodic card, nurtures their artistic and musical talent.

Link to other Learning Areas:

- **Mathematics:** Musical notation involves mathematical concepts such as rhythm, timing and understanding musical patterns, providing a cross-disciplinary application of mathematical principles.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.4 Handball (10 lessons) <ul style="list-style-type: none"> • Weaving a handball net • Passes • Dribbling • Jump shot 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) describe the steps of making a larks' head knot, b) weave a hand ball goal net using lark's head macrame knots, c) demonstrate the passing skills in handball, d) execute dribbling in handball for skill acquisition, e) execute jump shot in handball, f) appreciate each other's effort in weaving, passing, shooting and dribbling in handball. 	Learner is guided to: <ul style="list-style-type: none"> • observe and discuss virtual or actual demonstrations of steps of making lark's head macramé knots, • observe virtual or actual samples of 4 basic macramé knots used for weaving, (<i>the larks head, half hitch, square, spiral/half knots</i>), • collaboratively practise tying the knots, • collaboratively, weave a handball goal net while observing <i>the knots, size of the net and finishing</i>, • fix the net onto goal posts and use in practising shooting in a handball game, • watch a virtual or observe a demonstration of passes (<i>side pass, jump pass and flick pass</i>), shooting (<i>jump shot</i>) and 	How does playing handball enhance health?

			<p>dribbling in handball,</p> <ul style="list-style-type: none"> ● perform passing skill in a handball game, ● practise dribbling skills (<i>high and low</i>) in handball game, ● practise jump shot using drills, ● apply passing, dribbling and shooting skills in a mini game while observing safety and without gender bias, ● value each other's effort in weaving, passing, shooting and dribbling in handball. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: the learner develops confidence and belief in their skills and ability while engaging in a game of handball. ● Digital literacy: as the learners observe virtual samples of macrame and watch virtual demonstration of passes. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learner exhibits responsibility by taking ownership of the net weaving, and taking responsibility for fixing and caring for it. ● Creativity and Imagination: the learner improvises materials to use in weaving the handball net using the macrame knots. ● Unity: the learner fosters unity and mutual support among teammates as they collaboratively weave a handball net. ● Respect: the learner appreciates the need for respect of each other as they practise and perform handball skills thus emphasising the importance of sportsmanship. 				

Pertinent and Contemporary Issues (PCIs):

- **Self-awareness:** the learner develops self-esteem and interpersonal relationships enhancing their abilities while playing handball games.
- **Social economic issues:** safety and security as they learn how to play together safely.
- **Gender:** the learner plays without discrimination and appreciates each other's sexuality without bias to intersex persons during play.

Link to other learning areas:

- **Integrated Science:** Understanding the biomechanics behind the force applied in shooting skills, involving concepts related to motion and energy.
- **Mathematics:** The execution of dribbling skills in handball involves spatial awareness, angles, and force application, connecting to mathematical concepts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 Creating and Performing in Creative Arts and Sports</p>	<p>2.5. Western Solo Instrument (10 lessons)</p> <ul style="list-style-type: none"> • Techniques of playing a descant recorder • Stencil motif of a descant recorder • Tuning • Performing 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explain the techniques of playing a descant recorder or any other Western instrument b) create a stencil of a descant recorder or any other Western instrument for printing, c) tune a Western instrument for a performance, d) perform a solo instrumental piece in C Major, e) appreciate playing music on the descant recorder or any other Western solo instrument. 	<p>The learner guided to:</p> <ul style="list-style-type: none"> • observe an actual or virtual demonstrations of techniques (<i>appropriate playing posture, blowing, fingering, tonguing, strumming, picking, clarity of tone quality and embouchure</i>) to playing the descant recorder or any other Western instrument, • observe an actual or virtual tutorials on tuning of a recorder or any other Western instrument and tune it appropriately, • create a stencil motif of a descant recorder or a solo Western instrument by; <ul style="list-style-type: none"> -sketching on strong paper, -marking non image and 	<ol style="list-style-type: none"> 1. How are the various instrumental techniques applied in playing Western solo instruments? 2. What is the value of sight reading music?

			<p><i>image,</i> <i>-cut out non image parts</i></p> <ul style="list-style-type: none"> ● print the motif using the repeat pattern by on paper/fabric, ● interpret fingering charts play the notes C, D, E. F. G, A, B and C, ● practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique, ● observe performance directions for repeat (repeat marks, 1st and 2nd repeat) articulation (<i>legato</i> and <i>staccato</i>), dynamics (loud and soft) and tempo (fast and slow), ● perform a solo piece in C major in 2-4 time, 	
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			<ul style="list-style-type: none"> ● appreciate solo Western Instrumental Music performances for enjoyment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner, while executing solo pieces, exhibits self-efficacy, fostering personal growth. ● Digital Literacy: the learner demonstrates digital literacy in preparing and sharing musical ideas, accessing sheet music, online tutorials, and other collaborative spaces. ● Learning to Learn: the learner consistently practises, adjusts, and seeks feedback, reflecting a self-directed and adaptive learning approach. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner collaborates with peers during rehearsals, fostering a sense of togetherness in the pursuit of musical knowledge. ● Respect: the learner demonstrates an appreciation Western Music traditions and is respectful in approaching this artistic expression. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-awareness: the learner develops self-esteem and interpersonal relationships enhancing their abilities while practising playing the technical exercises. ● the learner 				
<p>Link to other Learning areas</p> <ul style="list-style-type: none"> ● Mathematics: mathematical concepts of timing, beats, and sequences are applied in rhythmic patterns and melodic intervals in performance of solo instrumental pieces. ● Integrated Science: principles of sound and soundwaves transmission are used in playing music instruments. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.6 Football (12 lessons) <ul style="list-style-type: none"> • Pictorial composition • Trapping • Dribbling 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) paint an imaginary composition of a football field with players in action, b) execute trapping skill in football c) perform dribbling skill in football, d) value team effort in a football game. 	Learner is guided to: <ul style="list-style-type: none"> • paint an imaginative pictorial composition of a football match to show: <ul style="list-style-type: none"> -the field (<i>atmospheric perspective</i>) with emphasis on; -warm colours (<i>progression</i>) -cool colours (<i>recession</i>) - players in action, • display and give feedback on each other's painted football fields. • watch a virtual or live football demonstration to discuss trapping skill (<i>foot, thigh and chest</i>) and dribbling skill (<i>inside and outside of the foot</i>). • demonstrate the skills of trapping • demonstrate dribbling skills • Practise, in groups, trapping and dribbling for ball control • Use the skills of trapping and 	<ol style="list-style-type: none"> 1. How can colours be used to show distance? 2. Why is ball control important in a football match?

			<p>dribbling in a conditioned game while observing safety.</p> <ul style="list-style-type: none"> ● give each other feedback on the execution of the skills in football. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: As the learner demonstrates dribbling and trapping in football, they enhance communication skills by articulating the intricacies of these techniques. ● Learning to Learn: the learner acquires and refines new skills related to artistic skills in painting and ball control in football. ● Self-Efficacy: Performing trapping skills contributes to self-confidence as the learner showcase their ability to execute fundamental football skills. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as the learner paints a landscape composition of a football field, they take ownership of creating a visually appealing representation and ensuring a clean working environment. ● Unity: as the learner performs football skills, they contribute to a positive and cooperative atmosphere, emphasising the importance of working together. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Physical fitness: as the learner keeps fit while playing football for promotion of a healthy lifestyle. ● Friendship formation and interpersonal relationship: as the learners interact and make new friends during play. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling (18 lessons) <ul style="list-style-type: none"> • Storytelling techniques • Composing a story • Flipbook animation • Performing a story 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe techniques used in storytelling, b) compose a 3 to 5-minute story addressing an issue in society, c) create a flipbook animation for storytelling, d) perform a 3 to 5-minute story before an audience, e) realise storytelling as a means of communication. 	The learner is guided to: <ul style="list-style-type: none"> • watch live/recorded narration clips to discuss storytelling techniques (<i>use of voice, use of body, use of songs, audience involvement, props and costumes</i>), • explore to identify a pertinent and contemporary issue in society for storytelling, • develop, in groups, a character/characters for a story, • arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, • draw a sequence of a moving character to create a Flip Book Animation focussing on; <ul style="list-style-type: none"> -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), • finish and present the flip book with focus on: 	<ol style="list-style-type: none"> 1. How can storytelling be made interesting? 2. How can flip book animation be used in storytelling?

			<p><i>-craftsmanship in use of materials and tools,</i> <i>-collating the papers,</i> <i>-binding of papers (using string/stapling),</i></p> <ul style="list-style-type: none"> ● manipulate the flip book by emphasising on; <ul style="list-style-type: none"> -frequency of image(s) -speed of flick per second to animate the story, ● explore vocal and physical warm up exercises in in readiness for storytelling, ● rehearse the short story for performance, ● present a short story to an audience, ● record the narration and avail it on a digital platform. 	
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Core Competencies to be developed:

- **Communication:** the learner speaks clearly and engagingly during class discussions and when performing stories.
- **Collaboration:** the learner contributes to group activities when creating and performing stories.
- **Self-efficacy:** the learner develops resource mobilisation skills when collecting materials for flipbook animation and for storytelling. In performing a story, the learner builds confidence and self-esteem.
- **Learning to Learn:** the learner is equipped with concepts, knowledge, and skills relevant for continued learning and life.
- **Digital literacy:** the learner interacts with ICT gadgets to research and watch digital content relating to narratives and film

book animation.

Values:

- **Respect:** the learner accommodates others' views when creating and performing the short story.
- **Peace:** the learner works in harmony with others during the rehearsal sessions and performance.
- **Integrity:** the learner is equipped with the value of honesty through creation of own original works devoid of plagiarism.
- **Unity:** the learner works in groups when creating and performing stories.

Pertinent and Contemporary Issues (PCIs):

- **Social Cohesion:** the learner acquires group cohesion skills while working with other team members.
- **Life skills education:** the learner gains communication skills through performances of stories.
- **Career guidance:** the learner derives skills in the preparation of costumes and props from locally available materials and technology.

Link to other Learning areas:

- **English and Kiswahili:** the learner takes part in class discussions using these languages as a medium of communication.
- **Indigenous Languages:** the learner uses these languages as a medium of communication as they interact with some resource persons from the community.
- **Social Science:** the learner explores social science concepts by narrating stories that reflect different historical periods, cultural practices, or societal issues.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.8 Swimming (15 lessons) <ul style="list-style-type: none"> • Painting a human form • Pencil dive • Backstroke 	By the end of the Sub Strand the learner should be able to: a) paint a human form in a backstroke position, b) execute a water entry skill in swimming using a pencil dive, c) perform backstroke skill in swimming for skill development, d) appreciate your own and others' effort in executing backstroke skill.	Learner is guided to: <ul style="list-style-type: none"> • paint a composition of a swimmer in water with emphasis on (<i>body position and balance</i>) using wash and brush stroke techniques, • display and give feedback on own and others' paintings. • watch a virtual or live demonstration of backstroke and water entry skill (<i>pencil dive</i>), • demonstrate a pencil dive (<i>feet first</i>), • demonstrate flutter kicks, arm action and breathing while in supine position, • practise drills for backstroke focusing on coordination, • engage in water games for enjoyment and to enhance skill development, • Observe others and give feedback on the execution of the backstroke skill. 	<ol style="list-style-type: none"> 1. How can drawing be used to enhance water safety awareness? 2. Why are water safety skills important?

Core Competencies to be developed:

- **Collaboration:** the learner works with others when reviewing the displays and while executing the skills of backstroke to give feedback.
- **Critical Thinking and Problem solving:** as the learner paints human form in water and executes the specific movements and techniques involved in pencil dive skill.
- **Learning to Learn:** Performing pencil dive and backstroke as the learner acquires and applies practical skills in a water safety context.

Values:

- **Unity:** the learner contributes to a positive and cooperative environment, emphasising the importance of collective well-being as they display their painting and give each other feedback.
- **Responsibility:** as the learner executes the water entry and backstroke skills while ensuring safety of self and others and cleanliness of the work environment while painting.

Pertinent and Contemporary Issues (PCIs):

- **Lifestyle diseases:** the learners develop physical fitness to enhance health and well-being as he engages in swimming activities.
- **Safety:** the learners observe safety while performing the pencil dive.

Link to other learning area:

- **Social Studies:** Performing water treading may connect to social science concepts related to water safety practices, cultural aspects of swimming, or historical perspectives on aquatic activities.
- **Mathematics:** using the correct trajectory involved in a pencil dive connects to mathematical concepts.
- **English and Kiswahili:** giving each other feedback in displays and execution of skills involves effective verbal communication.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.9 Kenyan Folk songs (15 lessons) <ul style="list-style-type: none"> • Decorating a costume • Classification • Performing 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) classify folk songs in Kenyan communities, b) improvise materials for a folk song performance, c) decorate a costume using the block printing technique, d) perform a folksong from a Kenyan community, e) appreciate folk songs performance as means of cultural preservation. 	Learner is guided to: <ul style="list-style-type: none"> • watch actual or virtual performances of folk songs, to describe components of folk songs from Kenyan communities, • brainstorm to classify the folk songs according to community of origin, occasion, purpose, participants and messages/themes), • visit an actual or virtual cultural centre to watch and select a solo or group folk song from any Kenyan community for performance, • collect found materials (costumes, props, make-up, and ornaments) for a folksong performance, • take a role in rehearsing a solo or group folk song: <ul style="list-style-type: none"> -adhering to performance techniques (<i>voice projection and balance, phrasing, tempo,</i> 	<ol style="list-style-type: none"> 1. What is the role of folk songs in Kenyan society? 2. How can performances of Kenyan folk songs be made interesting?

			<p><i>tone, dynamics, expression and interpretation, gestures and movement, intensity, mood, idiom/authenticity)</i></p> <ul style="list-style-type: none"> - incorporating appropriate movements and instrumental accompaniment, - using appropriate costumes, props, and make-up ● study actual or virtual samples of alternate patterns in block printing, ● design a motif from geometric (inorganic) shapes to be used in creating an alternate repeat pattern for block printing, ● prepare the block using the inorganic motif by; <ul style="list-style-type: none"> - transferring the design onto the block, - cutting out the non-image parts leaving the image (motif) parts raised, ● make registration marks on the fabric, ● prepare printing ink and surface, 	
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			<ul style="list-style-type: none"> ● print the alternate repeat pattern on costume using the dabbing method, ● fix the ink by ironing the fabric, ● use the printed costume for performance, ● rehearse the folk song with appropriate singing and movements, ● create a written/aural synopsis with information on the; background of the song, purpose, and participants, ● take up a role in performing the folk song before an audience, ● appreciate folk song performances as a form of cultural expression. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: by performing folk songs from different Kenyan cultures, the learner recognizes and appreciates cultural diversity in Kenya, thus fostering a sense of shared responsibility in preserving and promoting cultural heritage. ● Critical thinking: is demonstrated as the learner interprets the significance of each component in a folk song, fostering a deeper understanding of cultural and musical expressions. ● Learning to Learn: is enhanced as the learner researches and adapts folk song performance and costume decoration techniques, demonstrating an openness to new ideas and methods. ● Creativity and Imagination: the learner explores and combines unique techniques in decorating the costumes by block 				

printing, and selecting songs and materials for performance,

- **Digital literacy** is developed when the learner explores digital platforms to research, document and share folk song performances.
- **Communication and Collaboration:** are honed as the learner speaks articulately and interacts with others to create various components of folk songs.

Values:

- **Unity:** expressed as the learner collaborates with others to improvise costumes, collect found materials, rehearse and perform folk song as a shared cultural experience.
- **Patriotism:** is encouraged as the learner showcases a pride in presenting the folk song, contributing to the celebration and recognition of Kenyan cultural heritage,
- **Integrity:** is demonstrated as the learner improvises and decorates costumes that ensure authenticity and decency, and acknowledges the origin of the songs during the folk songs' presentations,
- **Respect** is demonstrated as the learner performs and appreciates folksongs from diverse Kenyan cultures, thus recognizing the diversity in performance technique and musical expression.

Pertinent and Contemporary Issues (PCIs):

- **Citizenship Education:** the learner performs folk songs whose content promotes cultural awareness.
- **Social Awareness:** the learner understands the existence of folks songs as a means of cultural expression and encounters new themes and content while searching for and performing folk songs from different Kenyan communities,

Link to other Learning areas

- **Social Science:** Classification of Folk songs involves understanding the cultural and social context of different Kenyan communities, linking to social science.
- **Languages (English, Kiswahili):** Describing and communicating the ideas for costume improvisation requires effective communication skills, linking to language arts components in both English and Kiswahili.

Assessment Rubric for Strand 2.0 Creating and Performing in Creative Arts and Sports

<p style="text-align: center;">Level</p> <p>Indicator</p>	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Ability to describe creating and performing skills in Creative Arts and Sports.</p>	<p>Describes all aspects of creating and performing in Creative Arts and Sports accurately citing relevant illustrations.</p>	<p>Describes aspects of creating and performing in Creative Arts and Sports accurately.</p>	<p>Describes aspects of creating and performing in Creative Arts and Sports leaving out minor details.</p>	<p>Describes aspects of creating and performing in Creative Arts and Sports leaving out major details.</p>
<p>Ability to create items in Creative Arts and Sports:</p> <ul style="list-style-type: none"> <i>i. Compose rhythms</i> <i>ii. Carve a javelin</i> <i>iii. Compose melody</i> <i>iv. Weaving a handball net</i> <i>v. Draw a descant recorder</i> <i>vi. Paint a landscape of a football field</i> <i>vii. Create a short story</i> <i>viii. Create a flip book animation</i> <i>ix. Painting a human form</i> 	<p>Creates the 11 items in Creative Arts and Sports creatively.</p>	<p>Creates the 11 items in Creative Arts and Sports.</p>	<p>Creates 6-10 items in Creative Arts and Sports.</p>	<p>Creates 5 or less items in Creative Arts and Sports.</p>

<p><i>swimming</i></p> <p><i>x. Decorate a costume using block printing technique</i></p> <p><i>xi. Improvising materials for folk songs.</i></p>				
<p>Ability to perform specific forms of Creative Arts and Sports:</p> <p><i>i. Sight read rhythmic patterns</i></p> <p><i>ii. Execute a javelin throw</i></p> <p><i>iii. Perform simple pieces of music in C major</i></p> <p><i>iv. Passing skills in Handball</i></p> <p><i>v. Shooting in handball</i></p> <p><i>vi. Dribbling in handball</i></p> <p><i>vii. Perform a western solo instrument piece in C major</i></p> <p><i>viii. Trapping in in football</i></p> <p><i>ix. Dribbling in football</i></p> <p><i>x. Perform a story</i></p> <p><i>xi. Execute a water entry skill</i></p>	<p>Performs the 14 items in Creative Arts and Sports creatively.</p>	<p>Performs the 14 items in Creative Arts and Sports.</p>	<p>Performs 7-13 items in Creative Arts and Sports.</p>	<p>Performs 6 or less items in Creative Arts and Sports.</p>

<i>xii. Backstroke skill</i>				
<i>xiii. Perform a folk song</i>				
<i>xiv. Tune a western instrument</i>				

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STRAND 3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports (18 lessons) • Criteria for evaluation • Analysis for each category	By the end of the Sub Strand, the learner should be able to: a) examine the criteria for evaluating Creative Arts and Sports, b) analyse a football game for skill development, c) analyse a folk song from a Kenyan community, d) evaluate a storytelling performance, e) evaluate a 2D art work, f) appreciate the role of analysis in Creative Arts and Sports,	The learner is guided to: • brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports (football, folksong, narrative and 2-D Arts), • watch, listen to, read or observe selected Creative Arts or football performances, • analyse a given folk song paying attention to: media of performance, structure, community of origin, participants, singing, messages, role of props, body movements, purpose, costumes, accompaniment and mood, • Play football game and analyse it football paying attention to trapping and dribbling while observing safety, • analyse a given storytelling performance to evaluate elements such as theme, plot, confidence of the	Why is analysis an important skill in Creative Arts and Sports?

			<p>performer(s), use of voice, use of body, use of costume and props, audience involvement, time management</p> <ul style="list-style-type: none"> ● analyse a landscape painting paying attention to: <ul style="list-style-type: none"> - organisation of the work <i>balance, proportion, dominance</i>), - subject matter (what is happening - <i>topic</i>), theme - what is the artist saying), ● judgement: Evaluating the Artwork. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner gains confidence in their ability to evaluate and appreciate diverse forms of artistic expression as they apply their knowledge and skills to assess the artistic merits of visual representations. ● Citizenship: the learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song. ● Learning to Learn: demonstrated as the learner adapts to new information, seeks further knowledge, and refines their evaluation skills throughout the process of evaluating Creative Arts and Sports. 				

Values:

- **Unity:** Through collaborative efforts in understanding diverse perspectives, the learner contributes to a sense of unity within the learning community.
- **Patriotism:** The learner showcases patriotism by exploring and celebrating the cultural richness embedded in a Kenyan folk song, contributing to the preservation and appreciation of local heritage.
- **Integrity:** The learner approaches the evaluation task in art work with integrity, ensuring honest assessments that contribute to the ethical critique of artistic expression.

Pertinent and Contemporary Issues (PCIs):

- **Peer Education and Mentorship:** the learner shares knowledge through review of others' performances.
- **Safety:** the learner plays a game of football and observes safety for each other.
- **Life Skills and Human Sexuality:** the learner gains analytical and creative thinking when discussing and evaluating own and others displayed 2D artworks.

Link to other learning areas:

- **English and Kiswahili:** language skills are essential in articulating and expressing thoughts when examining, discussing and giving feedback on the criteria for Creative Arts and Sports evaluation.
- **Social Studies:** perspectives can be applied to understand the historical, cultural, and societal context of the folk song and its significance within the community.

Assessment Rubric for Strand 3.0 Appreciation in Creative Arts and Sports

Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the criteria for evaluating Creative Arts and Sports.	Examines the criteria for evaluating Creative Arts and Sports in depth.	Examines the criteria for evaluating Creative Arts and Sports correctly.	Examines the criteria for evaluating Creative Arts and Sports with minor omissions.	Examines the criteria for evaluating Creative Arts and Sports with many omissions.
Ability to analyse performances or pieces in Creative Arts and Sports (<i>folk song, football game, storytelling, 2D artwork</i>)	Analyses all performances or pieces in Creative Arts and Sports critically.	Analyses all performances or pieces in Creative Arts and Sports.	Analyses 2 to 3 performances or pieces in Creative Arts and Sports.	Analyses less than 2 performances or pieces in Creative Arts and Sports.

APPENDIX I: GUIDELINES FOR INTEGRATING CSL AT JUNIOR SCHOOL

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	Problem Identification Learners study their community to understand the challenges faced and their effects on community members.
Milestone 2	Designing a solution Learners create an intervention to address the challenge identified.
Milestone 3	Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	Implementation The learners execute the project and keep evidence of work done.

Milestone 5	<p>Showcasing /Exhibition and Report Writing</p> <p>Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback</p> <p>Learners write a report detailing their project activities and learnings from feedback</p>
Milestone 6	<p>Reflection</p> <p>Learners review all project work to learn from the challenges faced.</p> <p>They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p>

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

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

STRAND	SUB STRAND	SUGGESTED ASSESSMENT RESOURCES	SUGGESTED ASSESSMENT METHODS	NON-FORMAL ACTIVITIES
<p>1.0 Foundations of Creative Arts and Sports</p>	<p>1.1. Introduction to Creative Arts and Sports</p>	<ul style="list-style-type: none"> ● Manilla paper ● Colours ● ICT devices ● cutting tools ● found/recycled materials 	<ul style="list-style-type: none"> ● Portfolio Assessment: Compilation of individual and group work. ● Individual Reflections and Self-Assessment: Personal understanding and growth. ● Group Presentation and Panel Discussion: Comprehensive understanding and ability to articulate concepts. 	<ul style="list-style-type: none"> ● Field visits - visiting Cultural, Art, Music centres and performing theatres, to learn folk songs, folk dances, musical instruments, verses, skits and narrative, Art work. Attend live performances for basic analysis.
	<p>1.2. Components of Creative Arts and Sports</p>	<ul style="list-style-type: none"> ● Found materials ● Sample pictures ● Videos ● Keyboard ● Open field 	<ul style="list-style-type: none"> ● Interactive Classroom Display Walkthrough: Application of knowledge in a real-world context. ● Individual Written test: Mastery of theoretical concepts. ● Peer Review and Feedback: Collaboration, communication, and constructive feedback. ● Practical Demonstrations: Application of skills in physical 	<ul style="list-style-type: none"> ● Apprenticeship - connections with artists, athletes and sportsmen in the community, learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports. ● Concerts – Participating in

			<p>activities.</p> <ul style="list-style-type: none"> ● Observation Checklist: Coordination, teamwork, and engagement. ● Creative Expression Assessment: Expression of creativity in arts and performance. ● Final Project Evaluation Rubric: Holistic assessment. 	<p>and attending music or drama 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 subjects in Grade 7 and choose one suitable to their context and reality.
<p>2.0 Creating and Performing in Creative Arts and Sports</p>	<p>2.1. Composing rhythm</p>	<ul style="list-style-type: none"> ● Instructional Videos ● Interactive Worksheets ● Notation Software Tutorials ● Interactive Notation Apps ● Printable Rhythm Worksheets ● Improvisation Guides ● Improvisation Exercises 	<ul style="list-style-type: none"> ● Portfolio Assessment: Compilation of individual creations. Evaluate the diversity, creativity, and technical skill demonstrated in their work. ● Peer Critique and Presentation: Communication and peer evaluation, constructive feedback, considering creativity, originality, and technical execution. ● Expert Panel Evaluation: Expert opinion and constructive feedback through a panel discussion or a review session. ● Creation Journal Reflections: Individual reflection on the creative process. Evaluate the depth of 	<ul style="list-style-type: none"> ● Music, Art, Sports and Drama clubs -participating in Music, Art, Sports and Drama club activities within the school ● Sports Mini Tournaments: Hosting a mini tournament where learners form teams and compete in friendly matches. learners can learn and practise the basics, engage in skill-building drills, developing sportsmanship, teamwork,

		<ul style="list-style-type: none"> ● Music Games 		
	2.2 Athletics	<ul style="list-style-type: none"> ● Javelin ● Tape measure ● Field makers ● Wood ● Carving tools ● Colour ● Finishing tools ● Brush ● Mixing containers 	<ul style="list-style-type: none"> ● reflection and self-awareness. ● Performance Showcase: Live performances, exhibitions or recorded presentations. ● Technical Skill Assessment: Proficiency in specific techniques through a practical demonstration or a series of specific tasks. ● Written Test: Theoretical understanding and knowledge. ● Collaborative Project Assessment: Collaboration and teamwork. Evaluate their ability to work effectively as a team, share responsibilities, and contribute to the overall success of the project. ● Rubric-Based Assessment: Criteria-based evaluation Holistic or Analytic. Analytic (Detailed) rubric that covers specific criteria relevant to each type of creation. This can include elements such as creativity, technical skill, originality, and overall presentation. 	<p>and fair play.</p> <ul style="list-style-type: none"> ● Creative Arts Exhibition: Plan a creative arts exhibition where learners showcase their artistic talents. This can include displaying paintings, drawings, sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays. ● School assembly activities – performing, watching or listening to performances during school assemblies. ● School events: performing during events such as parents, prize giving, career and sports day among others. ● Scout/Girl guide activities - participating in the school band by playing musical instruments.
	2.3. Composing Melody	<ul style="list-style-type: none"> ● Drawing tools ● Eraser ● Music excerpts ● Manuscript books 		
	2.4 Handball	<ul style="list-style-type: none"> ● Handball ● Goal net ● Whistle ● Markers 		
	2.5. Western Solo	<ul style="list-style-type: none"> ● Ballpoint pen ● Paper/surface 		

	Instruments	<ul style="list-style-type: none"> ● Descant recorder/western Musical instrument 		<ul style="list-style-type: none"> ● Performing troupes or ensembles- Learner form small groups for performance. ● Festivals/Inter - house/class competitions- performing and learning from art, music, dance, theatre and sports competitions held in and out of school. ● Participating during Cultural day/week- learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues.
	2.6 Football	<ul style="list-style-type: none"> ● Surface ● Water colours ● Brush ● Football ● Whistle ● Field makers 		
	2.7 Storytelling	<ul style="list-style-type: none"> ● Paper ● Drawing tools (pencil/pen) ● Cutting tools ● Colour ● Props ● Costumes ● Performance space ● Digital tools ● Reference materials 		
	2.8 Swimming	<ul style="list-style-type: none"> ● Surface 		

		<ul style="list-style-type: none"> ● Pencil ● Swimming facility ● Floaters ● Water colours ● Paint brushes ● Paper 		
	2.9 Kenyan Folk song	<ul style="list-style-type: none"> ● Stop watch ● Whistle ● Pen ● Notebook ● Paper motif ● Cutting tools ● Paste ● Printing surface 		
3.0 Appreciation in Creative Arts and Sports	Analysis of Creative Arts and Sports	<ul style="list-style-type: none"> ● Painting ● Sheet Music Scores ● Live or virtual match ● Pen notebook 	<ul style="list-style-type: none"> ● Criteria Interpretation Brainstorming Session: Ability to interpret and discuss criteria for evaluating different categories. Assess their understanding and ability to articulate evaluation criteria. ● Performance Analysis: Reflective analysis of selected Creative Arts and Sports performances. (Folksong, 	

			<p>Football game, Storytelling performances)</p> <ul style="list-style-type: none"> ● Painting Evaluation: Evaluation of visual artworks. Assess their ability to evaluate the organisation of the work (balance, proportion, dominance), subject matter, theme, and overall judgement of the artwork. ● Group Analysis and Presentation: Collaborative analysis and presentation skills. Assess their collaborative skills and the depth of their understanding. ● Critical Judgement Essays: Critical analysis and judgement in written form providing critical judgement on specific Creative Arts and Sports categories. ● Peer Review and Feedback: Peer evaluation and constructive feedback. Assess their ability to offer insightful critiques and suggestions for improvement. ● Interactive Classroom Discussion: Verbal articulation of analyses. Assess their ability to articulate their thoughts and respond to questions. ● Individual Evaluation Project: 	
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			Comprehensive individual evaluation. Assess the thoroughness and depth of their individual evaluations.	
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