



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS

GRADE 9

First published 2024

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

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

LESSON ALLOCATION AT 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
	Pastoral /Religious Instructional Program	1
Total		40 + 1

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. Careers in 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 Rugby
	2.5. Descant Recorder
	2.6 Basketball
	2.7 Play
	2.8 Contemporary Dance
Optional	2.9 Swimming (Optional)
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports

1.0 FOUNDATIONS OF CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Foundations of Creative Arts and Sports	1.1. Careers in Creative Arts and Sports (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify careers in Creative Arts and Sports, b) create a photo slide showing careers in Creative Arts and Sports, c) outline entrepreneurial opportunities in Creative Arts and Sports, d) appreciate careers in Creative Arts and Sports.	The learner is guided to: <ul style="list-style-type: none"> ● research, using digital devices or print material, to identify and discuss careers in Creative Arts and Sports, ● interact with actual or virtual Creative Arts spaces (theatre, recording studio, festivals, cultural and sports centres) to observe roles performed by the personnel, ● collect virtual photos of professions in Creative Arts and Sports activities, ● use available digital software to make a photo slide of Creative Arts and Sports activities with emphasis on <i>harmony</i> and <i>unity</i>, by; <ul style="list-style-type: none"> -image quality -pasting, -resizing and -captioning, ● animate the photo slide while focussing on slide transition effects, 	What are the career opportunities related to Creative Arts and Sports?

			<ul style="list-style-type: none"> ● save in an e-folder and present the photo slide on a digital platform, ● critique own and others' digital photo slide, ● acknowledge own and others' talents and areas of career interest in Creative Arts and Sports. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: the learner enhances communication during research and collaborating while discussing careers in Creative Arts and Sports. ● Learning to learn: the learner develops research skills as they search and organise information on careers in Creative Arts and Sports. ● Creativity and Imagination: the learner creates an artistic photo slide showing careers in Creative Arts and Sports ● Digital literacy: the learner develops digital literacy as they create the digital brochure, the e-folder on careers in Creative arts and Sports and presenting on a digital platform. ● Self-efficacy: the learner identifies and utilises own talents in digital literacy while researching and organizing information on careers in Creative Arts and Sports. 				
<p>Values</p> <ul style="list-style-type: none"> ● Respect: the learner accommodates others opinions as they discuss the different personnel in Creative Arts and Sports in groups. ● Unity: the learner works with others in groups as they search for information on careers and personnel in Creative Arts and Sports. ● Responsibility: the learner uses digital devices appropriately while observing netiquette. 				

Pertinent and Contemporary Issues (PCIs)

- **Life Skills education:** the learner gains decision making skills as they explore different careers in Creative Arts and Sports, with a view of identifying a career of interest.
- **Social cohesion:** the learner visits various Creative Arts and Sports spaces to interact with different personnel involved in Performing Arts activities.
- **Poverty eradication:** the learner gains knowledge on use of money earned by engaging in paid performances, tournaments or Art exhibitions.

Link to other Learning areas

- **Pre-Tech (Computer studies and Business)** the learner enhances digital skills as they research careers and develops entrepreneurial skills learnt in business studies and they engage in income earning performances.

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)	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) describe the principles of Visual Art, b) describe the elements of a play c) perform activities demonstrating the components of fitness, d) execute basic elements of Music, e) describe features of contemporary dance, f) appreciate the basic elements of Creative Arts and sports. 	The learner is guided to: <ul style="list-style-type: none"> ● explore the principles of Art (<i>unity and harmony</i>) from actual or virtual 3-Dimensional artworks, ● present the findings on the principles of 3-Dimensional artworks in class, ● watch actual or virtual play performance to identify the elements of a play ● discuss on basic elements of play;(<i>theme, characters, plot, conflict, resolution, setting, language</i>), ● observe actual or virtual activities of fitness that show <i>power</i> and <i>reaction time</i> in physical fitness, ● demonstrate fitness exercises that enhance power and reaction time, ● practise activities that enhance power and reaction time using music, 	<ol style="list-style-type: none"> 1. Why should athletes avoid performance enhancers to develop physical fitness? 2. Why is contemporary dance popular among the youth?

			<ul style="list-style-type: none">● play, sing listen to, or study the score of a simple pieces of music to identify elements of music,● watch actual and virtual tutorials to represent pitch in staff notation (<i>the grand stave, lines and spaces on the grand stave, the scale of F major, the keyboard, intervals of perfect 5th</i>)● represent <i>rhythm</i> by writing signs for <i>tied and dotted notes</i>(<i>dotted minim, dotted crotchet, dotted quaver</i>),● study a music excerpt to define and execute dynamics (<i>crescendo and diminuendo</i>), <i>timbre</i>, and form (<i>rondo and theme and variation</i>), tempo <i>accelerando and rallentando</i>, and texture (<i>homophonic</i>) in music,● repeatedly play/sing technical exercises (scales of C, G and F ascending and descending and their tonic arpeggios and sight reading simple melodies in C, G and F major) for aural recognition of basic elements of pitch,	
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			<ul style="list-style-type: none"> ● watch actual or virtual performances of contemporary dance to describe its features (<i>story, use of body in space, technique, music, costumes, choreography</i>), ● share finding on the basic elements of contemporary dance, ● appreciate the role played by Creative Arts and Sports in society. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: the learner articulates and shares their understanding of various creative arts genres with peers and educators. ● Learning to Learn: the learner engages in independent research to understand the unique aspects of Creative Arts and Sports genres. ● Critical Thinking and Problem Solving: the learner engages in analysis of components and their roles in Creative Arts and Sports. 				
<p>Values</p> <ul style="list-style-type: none"> ● Unity: the learner strengthens teamwork as they collaboratively research and do presentations on the components of Creative Arts and Sports. ● Citizenship: the learner shares knowledge on contemporary music from different parts of the world. 				
<p>Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> ● Mental Health: learners participate in Creative Arts and Sports performances for fun and enjoyment to promote mental health and wellbeing. 				

- **Identifying and nurturing of gifts and talents:** the learner identifies different components of Creative Arts and Sports.

Link to other learning areas:

Mathematics: as the learner interacts with mathematical patterns to create rhythm in music.

Assessment Rubric for Strand 1.0 Foundations of Creative Arts and Sports

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify careers in Creative Arts and Sports (Visual Arts, Physical Education and Sports, Music and Theatre)	Identifies careers in Creative Arts and Sports with details in all the 5 areas	Identifies careers in Creative Arts and Sports in all of the 5 areas.	Identifies careers in Creative Arts and Sports in 2-3 areas.	Identifies very few careers in Creative Arts and Sports in less than 2 areas.
Ability to describe components of Creative Arts and Sports Stages of film production (pre, production and post production), features of contemporary dance (story, use of body in space, technique, music, costumes, choreography)	Describes 9 components of Creative Arts and Sports clearly and with examples .	Describes 9 components of Creative Arts and Sports clearly.	Describes 5-8 components of Creative Arts and Sports clearly.	Describes 4 or less components of Creative Arts and Sports.
Ability to execute components of Creative Arts and Sports	Ability to execute 10 components of Creative	Ability to execute 10 components of	Ability to execute 5-9 components of	Ability to execute less than 5

<i>Components of fitness (power and reaction time), Principles of Visual Art (unity and harmony), photo slide, elements of music (pitch, rhythm, dynamics, form and texture)</i>	Arts and Sports in detail.	Creative Arts and Sports.	Creative Arts and Sports.	components of Creative Arts and Sports.
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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>(12 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe the effect of note extension on rhythmic patterns,</p> <p>b) compose a two-bar rhythmic patterns in $\frac{4}{4}$ time,</p> <p>c) notate two-bar rhythms in $\frac{4}{4}$ time,</p> <p>d) perform rhythmic patterns in $\frac{4}{4}$ time for synchronised movements in basketball routines,</p> <p>f) appreciate rhythmic patterns as a means of creating interest</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to, sing or play tunes involving dotted notes (<i>dotted minim, the dotted crotchet and quaver, the dotted quaver and semiquaver</i>) and their corresponding rests, to outline effects of note extension in rhythmic patterns, ● beat time to familiar tunes in $\frac{4}{4}$ time considering (<i>the crotchet as principle beat, accented and weak beats</i>), group notes of given two-bar rhythmic patterns involving dotted notes in $\frac{4}{4}$ time, ● compose 2-bar rhythmic patterns involving dotted notes (<i>dotted minim, the dotted crotchet and quaver, the dotted quaver and semiquaver</i>) and their corresponding rests, in $\frac{4}{4}$ time, ● write rhythmic created rhythmic patterns on monotone and from dictation, 	<ol style="list-style-type: none"> 1. How can various note combinations be used to form rhythms in simple time? 2. How does one improvise accompaniment patterns for Sports?

		<p>in Creative Arts and Sports.</p>	<ul style="list-style-type: none"> ● sight read two-bar rhythms involving dotted notes in $\frac{4}{4}$ time using French rhythm names, ● play two-part and imitative rhythmic patterns in $\frac{4}{4}$ time, using body percussion (clapping, tapping, stamping) and percussion instruments, ● improvise rhythmic patterns to given tunes with rhythms involving dotted notes in $\frac{4}{4}$ time, ● perform rhythmic patterns in $\frac{4}{4}$ time for synchronised movements in basketball routines, ● make a portfolio of all rhythmic patterns explored, ● appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner, through effective communication, articulates and discusses the effect of note extension in rhythmic patterns, with peers. Collaborative discussions help refine ideas and enhance the overall understanding of rhythmic elements. ● Learning to learn: The learner actively seeks to understand and apply notation conventions to represent rhythm in music. 				

- **Critical Thinking and Problem Solving:** The learner creatively solves problems related to achieving the desired solutions on rhythmic structure in creating rhythmic patterns,
- **Creativity and Imagination:** The learner embraces creativity by exploring innovative factors such as unconventional instruments, unique combinations of beats, or experimental rhythmic elements as they create rhythmic patterns.

Values

- **Peace:** the learner while engaging in the creative process of composing a rhythm fosters a peaceful state of mind, allowing free and peaceful expression through music.
- **Unity:** the learner in collaborating with others on rhythm composition projects creates a harmonious atmosphere.
- **Responsibility:** the learner takes responsibility for their part in the ensemble while playing in unison or in two-part music, ensuring a coordinated and responsible musical performance.
- **Social Justice:** the learner in creating, improvising and notating rhythms with diverse influences - notation and interaction with games- contributes to social justice by acknowledging and celebrating cultural diversity in music.

Pertinent and Contemporary Issues PCIs

- **Social Cohesion:** the learner appreciates social diversity by listening to music from different communities and backgrounds for notation.
- **Ethnic and racial relations:** the learner is acquainted with world music by learning notation and music interpretation.
- **Health education:** the learner gets insight into personal hygiene by cleaning and maintaining the instruments for use in playing rhythmic patterns.

Link to other Learning areas

- **Mathematics:** is involved in understanding the mathematical aspects of rhythm, such as beats per minute, time signatures, and mathematical relationships between dotted rhythmic elements.
- **Integrated Science:** Understanding the science of sound helps learners accurately notate rhythms, considering the physical properties of sound.

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>2.2 Athletics (18 lessons)</p>	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> a) describe the phases in Triple jump, b) perform Triple jump for skill acquisition, c) create a mosaic composition of a Kenyan athlete, d) perform skills for long distance running, e) acknowledge own and others' efforts in long distance races. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe a live or virtual performance of triple jump to describe the phases, ● demonstrate the approach, take off , flight (<i>hop, step and jump</i>) and landing phases in triple jump, ● use drills to practise the hop, step and jump in triple jump, ● identify and create a mosaic composition of a Kenyan athlete in a long distance race with emphasis on the (<i>material, theme characteristics, colour, juxtaposition, monomedia, choice of support/surface</i>) ● clean working areas and have all tools and materials used safely kept away, ● use the mosaic composition in describing the long distance races, alongside a live or virtual performance focusing on techniques 	<p>How do the running techniques compare among different long distance runners?</p>

			<p>(<i>start, arm action, stride, pacing and breathing</i>) for discussion,</p> <ul style="list-style-type: none"> ● demonstrate and practise long distance running techniques, ● use drills to practise technique used in long distance running while observing safety, ● observe others perform the triple jump and long distance running and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: the learner observes peers performing triple jump and long distance running skills and gives feedback to enhance confidence. ● Self-efficacy: the learner shows confidence in taking up new challenges and belief in performing new skills in athletics. ● Critical thinking and problem solving: learners make decisions and decide on the skill to apply at a particular phase while running long distance. ● Creativity and imagination: the learner creates an artistic themed mosaic composition for describing the long distance races. 				
<p>Values</p> <ul style="list-style-type: none"> ● Love: the learner shows love for the country as they identify and appreciate a Kenyan athlete and make a mosaic composition. ● Responsibility: the learner cares for self and others, as they participate in skills for long distance running and triple jump while observing safety. 				
<p>Pertinent and Contemporary Issues</p>				

- **Social Cohesion-** the learner engages in various creative arts and sports activities, appreciating the diverse cultures and values from different communities to enhance social cohesion.
- **Citizenship:** learner appreciates Kenyan athletes as they create mosaic compositions of their favourite Kenyan athletes.

Link to other learning areas

- **English:** language skills are applied when learners discuss different techniques in long-distance races, enhancing their ability to express ideas clearly.
- **Mathematics:** Analysing the pacing, speed, and strategies involved in long-distance races incorporates mathematical concepts into the learning process.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.3 Composing Melody (10 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the method of variation in composing melody, b) compose two-bar melodies in F Major and $\frac{4}{4}$ time, c) notate two-bar, melodies in $\frac{4}{4}$ time, d) perform melodies in F Major and $\frac{4}{4}$ time, e) value the use of melody in Creative Arts and Sports. 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● sing familiar tunes with 2 to 4 phrases using tonic sol-fa to describe how variation has been achieved in the different phrases of the melody (rhythmic, melodic, dynamics variation), ● perform technical <i>exercises</i> (<i>note B flat, scale of F major and its tonic arpeggio</i>) regularly to recognise the key of F major, ● improvise 2-bar answering phrases with a <i>variation in rhythm</i> (<i>involving the dotted minim, the dotted crotchet and quaver, the dotted quaver and semiquaver</i>) and their corresponding rests,, to opening phrases in $\frac{4}{4}$ time and in F major, ● improvise 2-bar opening phrases with variation in pitches (<i>melodic</i> 	<ol style="list-style-type: none"> 1. How can a melody be made interesting? 2. How is pre-game chant performed?

			<p>variation), to given answering phrases in $\frac{4}{4}$ time and F major,</p> <ul style="list-style-type: none"> ● create a four-bar melody in F major and in $\frac{4}{4}$ with varied phrases, ● write composed melodies adding phrase marks to the four-bar melodies indicating dynamics as loud (<i>forte-f</i>) for one phrase and soft (<i>piano-p</i>) for the other, ● sight read the melodies composed by self and others using voice/descant recorder, ● compose a four-bar pre-game chant, ● appreciate melodies written by self and others. 	
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Core Competencies to be developed

- **Creativity and Imagination:** The learner explores innovative techniques to create variation in melodies. Imagination plays a key role in envisioning and applying creative approaches to enhance melodic expression.
- **Critical Thinking and Problem Solving:** The learner creatively resolves tasks in melody improvisation, composition and notation.
- **Learning to Learn:** developed as the learner applies knowledge gained from research, experimentation and notation in the creative processes involved . The ability to adapt and incorporate new insights enhances the quality of melody composition.

- **Communication and Collaboration:** The learner communicates with peers, discussing and sharing insights on various techniques used to create melodies in simple time and in F major. Collaborative discussions enhance the understanding of diverse approaches to musical variation.

Values:

- **Unity:** is fostered as the learner collaborates with others in discussions about variation techniques in melody writing. There's a sense of shared purpose and a collective effort to understand how different elements contribute to the unity in a melody.
- **Responsibility:** as the learner ensures accuracy and clarity in representing melodies, taking responsibility for conveying musical ideas effectively.
- **Integrity:** as the learner strives to be true to their artistic vision, avoiding plagiarism and embracing originality in the creation of melodies.

Pertinent and Contemporary Issues (PCIs):

- **Citizenship Education:** demonstrated as the learner makes reference to songs and pieces of music from local and international spaces, and through using music notation in composing and writing their melodies,
- **Safety and Security:** achieved when the learner observes cyber security and safety as they explore online spaces and other spaces for guidance on melody writing.

Link to other learning areas:

- **Mathematics:** is involved in understanding the mathematical aspects of rhythm, such as beats per minute, time signatures, and mathematical relationships between different melodic elements.
- **Integrated Science:** Understanding the science of sound helps learners accurately notate melodies, considering the physical properties of sound.

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 Rugby (18 lessons)	By the end of the Sub Strand the learners should be able to: <ol style="list-style-type: none"> a) distinguish passes in Rugby for skill acquisition, b) perform passing skills in Rugby for skill acquisition, c) perform kicks in Rugby for skill acquisition, d) model a dummy clay trophy for appreciating a winner in a game, e) value own and others efforts in applying passing and kicking skills for fun and enjoyment 	The learner is guided to: <ul style="list-style-type: none"> ● watch a live, or virtual Rugby game to observe passes (<i>spin, pop and basic</i>), and kicks (<i>place and drop</i>) ● demonstrate passing skills in Rugby, ● use drills to practise the passes in Rugby, ● demonstrate kicking skills in Rugby, ● use drills to practise the drop and place kick techniques in rugby, ● use the skills of passing and kicking to play a modified game in Rugby while observing safety. ● model a dummy clay trophy using the coil and pinch techniques while observing safety, 	<ol style="list-style-type: none"> 1. What are the best ways to advance a ball in a game of Rugby? 2. How can cracking of clay items be avoided?

			<ul style="list-style-type: none"> ● leave to dry in a cool place away from wind or direct sunlight, ● finish the trophy using painting or vanishing or both, ● clean working areas and have all tools and materials used safely kept away, ● critique own and others' modelled trophies. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner communicates effectively by understanding and articulating the various types of passes in Rugby. ● Digital Literacy: the learner interacts with digital devices to observe virtual performances in Rugby, to enhance digital citizenship and appropriate use of technology. ● Creativity and Imagination: the learner devises creative ways of advancing the ball with passes to outsmart the opponents during play and creatively model a dummy clay trophy. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity: The learner upholds a high standard of integrity by respecting the rules of the game and engaging in skill acquisition with honesty and transparency. ● Unity: The learner actively collaborates with teammates, emphasising unity in executing passing drills to achieve collective skill acquisition. ● Responsibility: as the learner adheres to safety guidelines and actively seeks opportunities to improve kicking skills in a responsible manner and also engage in clearing the working environment after making the dummy trophy. 				

Pertinent and Contemporary Issues (PCIs):

- **Health promotion issues-** the learner enhances health and wellbeing while engaging in Rugby games to reduce the chances of lifestyle diseases.
- **Life skills** - the learner develops the skill of coping with emotion when they play a modified Rugby game safely.

Link to other learning areas:

- **Integrated Science:** Exploring the science behind different kicking techniques incorporates principles of force, motion, and anatomy.
- **English:** language skills are utilised when learners communicate and distinguish types of passes in Rugby, enhancing their ability to express ideas clearly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.5. Descant Recorder (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) play technical exercises in F Major from staff notation, b) create a book jacket for a music book, c) perform a solo piece in F major on a descant recorder, applying appropriate playing techniques, d) play a part in simple duets in F major on a descant recorder, e) value playing music on the descant recorder.	Learner is guided to: <ul style="list-style-type: none"> ● read, and interpret <i>fingering charts</i> to play the notes F, G, A, B <i>flat</i> , C, D, E. and F¹ on a descant for aural recognition, ● play technical exercises (<i>scale of F Major ascending and descending, tonic arpeggio in F and simple melodies in the scale of F Major</i>) in staff notation,, ● explore virtual and actual samples of book jackets for inspiration, ● use an A4 paper size for the book jacket layout, ● create illustrations on the book jacket to include; <i>Name, class, admission number, subject/ title of book, the main illustration be descant recorder other illustrations be variety of music notes from the scale of F Major.</i> 	What is the importance of applying technique when playing instrumental music?

			<ul style="list-style-type: none"> ● decorate the book jacket using paper craft techniques, ● use the book jacket to cover a music exercise book, ● clean working areas and have all tools and materials used safely kept away, ● tune the recorder, ● watch actual or virtual instrumental tutorials to demonstrate and explain techniques (fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance) of playing a descant recorder, ● explore actual or virtual demonstrations of playing techniques of descant recorder to explain performance directions for dynamics (<i>crescendo and diminuendo</i>) and tempo (<i>accelerando, rallentando/ritardando and atempo</i>), ● Play simple melodies in 4-4 time, and in F major observing performance 	
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			<p>directions for repeat, dynamics, expression and tempo,</p> <ul style="list-style-type: none"> ● perform a solo piece of music in F Major, ● play an own part on recorder in <i>duets</i>, to visually and aurally recognise homophonic texture, ● play simple tunes for game activities,, ● use digital devices to record group performances for sharing and review 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner, while executing the instrumental solo piece, showcasing their book jackets, exhibits a high levels personal growth as a sense of accomplishment in their artistic abilities. ● Creativity and Imagination: the learner skillfully and uniquely designs and decorates a book jacket for their music book. ● Citizenship: the learner, through performance, contributes positively to the cultural landscape, demonstrating cultural sensitivity and awareness, thus embodying good citizenship through musical expression. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: the learner develops respect for others opinions while rehearsing and playing the recorder and when critiquing own and other’s book jackets. ● Responsibility: the learner acquires self-discipline while play own parts in duets and leave working areas organised and clean. ● Social justice: the learner and peers share roles fairly in executing musical duties towards playing the descant recorder. 				

Pertinent and Contemporary Issues PCIS:

- **Safety and security;** learners observe safety as they clean and play instruments,
- **Poverty eradication;** learners learn different ways in which creative arts and sports can help with income generation.
- **Self-awareness:** learners are able to identify skills they are at good at and connect them with their talents in instrumental playing.

Link to other Learning areas:

- **Integrated Science:** Understanding the science of sound production enhances the learner's comprehension of playing techniques, especially regarding the impact on the quality of sound.
- **Pre-technical and Business Studies:** the learner acquires concepts and procedures for understanding technical aspects in assembling, playing, caring for and maintaining the Descant Recorder they play. .

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Creating and Performing in Creative Arts and Sports	2.6 Basketball (20 lessons)	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> create a team identification logo on a placard for a basketball team, perform passes in basketball for skill acquisition, execute dribbling in basketball for skill acquisition, appreciate each other's effort in using basketball skills in a mini game. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> examine actual or virtual samples of sports logos for inspiration and sketch a logo for a basketball team, use the sketched logo to make a basketball team identification placard with emphasis on: <ul style="list-style-type: none"> <i>-team name or slogan,</i> <i>-placement of the logo and images, two contrasting colours,</i> finish by decorating the placard using found objects. clean working areas and have all tools and materials used safely kept away, watch a live or virtual Basketball game and observe the <i>passing</i> and <i>dribbling</i> skills in Basketball, demonstrate the overhead, bounce and chest passes in Basketball, demonstrate high and low dribbling in Basketball , 	<ol style="list-style-type: none"> What recyclable materials can be used to decorate a team identification placard? Why is it important to combine passing and dribbling in Basketball?

			<ul style="list-style-type: none"> ● use drills to practise passing and dribbling skills while observing safety, ● use bounce, overhead and chest passes in basketball in a mini basketball game, ● play a mini Basketball game while using the decorated placard during the game as they cheer each other. 	
<p>Core Competencies</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: the learner assesses defensive strategies, anticipates opponents' moves, and adapts their dribbling techniques accordingly, showcasing critical thinking skills. ● Creativity and Imagination: the learner creates a team identification logo on a placard for a basketball team and decorate using found objects. ● Communication: the learner communicates when practising different basketball passes. ● Collaboration: the learner shares ideas on the different basketball passes, making placards and cheering their teams. 				
<p>Values</p> <ul style="list-style-type: none"> ● Unity: the learner values the contributions of each team member, recognizing that unity enhances overall team performance. ● Integrity: the learner exhibits integrity by following the rules and ethical guidelines of the game. They prioritise fair play and honesty during skill acquisition, ensuring that their progress aligns with principles of integrity. ● Responsibility: the learner ensures all tools and equipment used are stored well, and organises the class, room or field after making the dummy trophy.. 				

Pertinent and Contemporary Issues PCIS:

- **Health promotion issues:** as the learner gains physical fitness through games for prevention of lifestyle diseases
- **Safety and Security:** as learners observe safety measures during mini games and handling sharp tools while trimming and fixing the placards.

Link to other learning areas

- **Home Science and Agriculture:** Exploring colour combinations, natural dyes and their sources and understanding the properties of different fabrics during tie-dye connects to Home Science and Agriculture principles.
- **Mathematics:** Dribbling involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles during dribbling, reinforcing practical mathematical application.

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 Play (20 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance, d) decorate a stage prop using the collage technique, e) recognise play performance as a channel of addressing societal issues. 	The learner is guided to: <ul style="list-style-type: none"> ● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>), ● brainstorm, in groups, an idea for a short play, ● create a short play script using the play elements (theme, characters, plot, setting, conflict, language) ● select relevant prop(s), costumes and music for the play performance, ● collect found materials for collage technique to create a prop for the play with emphasis on the theme, ● create the prop with focus on <i>pasting, different materials, combined with painting, and superimposition,</i> ● finish, present and use the decorated prop in a play performance, 	<ol style="list-style-type: none"> 1. How can a play performance be made believable to an audience? 2. Why is it important to decorate props to be used for performance?

			<ul style="list-style-type: none"> ● perform breathing, vocal and physical warm up activities in preparation for play performance, ● enact a role in play performances, ● rehearse the play (paying attention to use of voice, body, movement, space, use of props, music, and costume) ● perform the play before an audience, ● record experiences onto a journal. 	
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Core Competencies to be developed:

- **Communication:** the learner speaks clearly during class discussions and when acting in a play.
- **Collaboration:** the learner participates in group activities when creating and performing in a play and when decorating fabric using collage technique.
- **Creativity and Imagination:** the learner sharpens observation skills of the environment to note challenges in society and to experiment with new ideas for addressing these challenges using play performance. The learner applies inventive and artistic skills when decorating fabric using collage technique.
- **Critical thinking and problem solving:** the learner develops problem identification skills and conflict resolution mechanisms when creating and performing a play.
- **Self-efficacy:** the learner develops task management and execution skills in the course of rehearsing and performing a play and when decorating fabric using collage technique.
- **Citizenship:** the learner develops a sense of civic mindedness and social awareness in creating and performing plays which address societal concerns.
- **Digital literacy:** the learner interacts with digital devices when selecting and using music for the play performance.

Values:

- **Responsibility:** the learner develops skills of self-drive, accountability and determination while decorating fabric, creating and performing a play.
- **Social Justice:** the learner fosters fairness and justice while working in groups and through creation of fictional works.
- **Peace:** the learner works in harmony with others during fabric decoration, rehearsal and performance sessions.
- **Integrity:** the learner is equipped with the value of honesty through the creation of own original works devoid of plagiarism.
- **Unity:** the learner develops works in pairs and groups when decorating fabric and producing a play.

Pertinent and Contemporary Issues (PCIs):

- **learner support programmes:** the learner identifies and natures talent in acting or any other role in play performance.
- **Life skills education:** the learner gains self-esteem and assertiveness while decorating fabric and while performing on stage.
- **Citizenship Education:** the learner uses the play performance space to create awareness about societal issues.

Link to other Learning areas:

- **English and Kiswahili:** the learner takes part in class discussions using these languages as media for communication.
- **Pre-technical Studies:** the learner uses computer literacy skills to manipulate digital gadgets in play creation and performance.
- **Religious Studies:** the learner performs plays which advocate for social and moral values in society.

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 Contemporary Dance (20 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe techniques used in contemporary dance, b) create a 3-5-minute contemporary dance routine c) perform a 3-5-minute contemporary dance routine to an audience, d) decorate a costume using batik technique, e) appreciate the use of contemporary dance as a means for self-expression. 	The learner is guided to: <ul style="list-style-type: none"> • watch real or virtual performances to discuss techniques used in contemporary dance (<i>leg work, versatility, fall and recovery, and release</i>), • brainstorm an idea on a Pertinent and Contemporary issue in the local community for a dance story, • create milestones for the contemporary dance story, • execute warm up exercises for body balance, stability and flexibility, • select suitable contemporary dance techniques and styles (even from other genres such as African styles, jazz, modern, ballet) for the routine, 	How can contemporary dance be made interesting?

			<ul style="list-style-type: none"> • block dance movements and patterns for effective use of time, space, action and energy, • select and use appropriate music (<i>recorded music, songs, beatboxing, body percussion</i>) for the dance routine, • select and use appropriate costumes, props and make-up for the routine, • explore virtual or actual demonstration of batik fabric decoration technique for skill development. • decorate own clothes/fabrics using batik to create a costume for contemporary dance performance by; <ul style="list-style-type: none"> -preparing the fabric (cleaning), - melting the wax - waxing the fabric - crackling the fabric - preparing dye bath - dyeing - drying 	
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			<p>- dewaxing</p> <p><i>NB: Safety should be emphasised when heating and using wax,</i></p> <ul style="list-style-type: none">• finish the costume appropriately by frilling <i>the edges</i>, or <i>knotting the edges</i>• clean working areas and have all tools and materials used safely kept away,• use the decorated costume in a performance, where applicable,• rehearse the dance routine,• write a synopsis outlining milestones of the dance,• perform a contemporary dance, in a troupe, to tell a story to an audience,• record the dance routine using digital devices for future references.	
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Core Competencies to be developed:

- **Self-efficacy:** the learner boosts self-esteem, self-expression and mastery of concepts in dance creation.
- **Digital literacy:** the learner gains skills on the use of technological devices to create different visual and audio materials using appropriate ICT tools for dance creation.
- **Communication:** the learner fluently communicates research findings and listens to narratives on pertinent issues in the society that can be addressed using contemporary dance.
- **Collaboration:** the learner presents research findings, rehearses and performs the dance routine as a troupe.
- **Creativity and imagination:** the learner applies artistic and innovative abilities to decorate a costume using batik technique.

Values:

- **Respect:** the learner gains respect for others' opinions while creating and sharing on dance creation.
- **Responsibility:** the learner acquires self-discipline as when creating contemporary dance within the timeline given.
- **Social justice:** the learner gains appreciation for modern and contemporary dance styles from diverse cultures and historical periods.

Pertinent and Contemporary Issues (PCIs):

- **Social Cohesion:** the learner appreciates diversity by creating dances on national themes.
- **Ethnic and racial relations:** the learner is acquainted with diverse dance techniques in various ethnic and racial cultures that enables them nurture respect for varied cultures of the world.
- **Health education:** the learner gets insight into various thematic health concerns like, HIV/AIDS, alcohol and substance abuse, lifestyle diseases, personal hygiene, among others as they sketch storylines for contemporary dance performance.

Link to other Learning areas

- **Social Studies:** the learner gains interest and develops interest in issues in the society like good governance, child rights, human rights and responsibilities that relate to the subject.

- **Pre-technical Studies:** the learner uses ICT devices to research from the internet and watch contemporary dance performances.
- **English or Kiswahili:** the learner applies writing skills in scripting the dance story.

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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. Swimming (Optional)	<p>By the end of the Sub Strand the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the body position in water entry in swimming, b) describe the phases in butterfly stroke in swimming, c) demonstrate a standing dive in swimming, d) demonstrate butterfly stroke in swimming for skill acquisition, e) create a flipbook animation with a scenic background, f) appreciate swimming as a life skill. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch a live or virtual demonstration to note: <ul style="list-style-type: none"> - water entry/standing dive (<i>body position and arm position</i>) - butterfly stroke (<i>body movement, arm and leg action, glide, breathing and recovery</i>) • demonstrate the phases of standing dive, • perform a standing dive while observing safety, • demonstrate the phases of butterfly stroke, • perform the butterfly stroke observing the coordination of arm, leg action and breathing, • use drills to practise the phases of standing dive and butterfly stroke, • draw a sequence of two moving characters with a scenic 	<p>How can swimming skills be performed safely?</p>

			<p>background to create a Flip Book Animation focussing on;</p> <ul style="list-style-type: none"> -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), <ul style="list-style-type: none"> ● finish and present the flip book with focus on: <ul style="list-style-type: none"> -craftsmanship in use of materials and tools, -collating the papers, -binding of papers (using string/stapling), ● 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, ● critique own and others' digital animated films. <p>NB - observe safety while performing the standing and the butterfly stroke</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy- Developing confidence through mastery and performing of skills 				

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| <ul style="list-style-type: none">● Learn to learn- exposing learners to research and inquiry in creative arts and sports.● Communication and collaboration; learners work in groups to practise different skills during the lesson. |
| Values <ul style="list-style-type: none">● Unity-working in teams as they play and sing during the lesson.● Working in collaboration in projects in performing Arts● Responsibility-Handling the equipment with care keeping them well after use.● Respect; taking turns to demonstrate skills in sports and while playing music instruments. |
| Pertinent and Contemporary Issues (PCI,s): <ul style="list-style-type: none">● lifestyle diseases: physical fitness is attained during play of a hockey game.● safety and security; wearing protective gear while playing hockey and ensuring that the open space is free of obstacles like stones that may harm the learners.● Self-awareness: learners are able to identify skills they are good at and be able to apply them in a game |
| Resources: Swimming pool, whistle, floaters, notebook, pen, stopwatch |

Assessment Rubric For Strand 2.0 Creating and Performing In Creative Arts And Sport

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe creating and performing features in Creative Arts and Sports. contemporary dance techniques (<i>leg work, versatility, fall, recovery, and release</i>),	Describes all 10 aspects of creating and performing in Creative Arts and Sports accurately citing relevant illustrations.	Describes all 10 aspects of creating and performing in Creative Arts and Sports accurately.	Describes 5-9 aspects of creating and performing in Creative Arts and Sports leaving out minor details.	Describes 4 or less aspects of creating and performing in Creative Arts and Sports leaving out major details.
Ability to create items in Creative Arts and Sports: (<i>rhythm, melody, mosaic, modelling a dummy trophy, book jacket, logo on a placard, screenplay, traditional flipbook animation, contemporary dance routine, batik,</i>	Creates the 10 items in Creative Arts and Sports creatively.	Creates the 10 items in Creative Arts and Sports.	Creates 5-9 items in Creative Arts and Sports.	Creates 4 or less items in Creative Arts and Sports.
Ability to perform skills in Creative Arts and Sports:	Performs the 24 skills in Creative Arts and Sports	Performs the 24 items in Creative	Performs 12-24 items in Creative	Performs 11 or less items in Creative

<p><i>rhythm creation and notation, triple jump (hop, step and jump), long distance running (start, arm action, pacing, stride and breathing), melody writing, passes in rugby (spin , pop and basic), kicks in rugby (place and drop), descant recorder playing, passes in basketball (overhead, bounce and chest), dribbling in basketball, (high and low), skills in contemporary dance</i></p>	<p>creatively.</p>	<p>Arts and Sports.</p>	<p>Arts and Sports.</p>	<p>Arts and Sports.</p>
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Assessment Rubric for Swimming (Optional)

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the body position in water entry in swimming.	Describes the body position in water entry in swimming in great detail.	Describes the body position in water entry in swimming,	Describes the body position in water entry in swimming omitting minor detail,	Describes the body position in water entry in swimming omitting major details,
Ability to describe the phases in butterfly stroke in swimming,	Describes the phases in butterfly stroke in swimming in great detail.	Describes the phases in butterfly stroke in swimming.	Describes the phases in butterfly stroke in swimming omitting minor detail,	Describes the phases in butterfly stroke in swimming omitting major details,
Ability to perform a standing dive in swimming,	Demonstrates (in or out of water) a standing dive in swimming smoothly.	Demonstrates (in or out of water) a standing dive in swimming,	Demonstrates (in or out of water) a standing dive in swimming with minor flaws.	Demonstrates (in or out of water) a standing dive in swimming with major flaws,
Ability to demonstrate butterfly stroke in swimming for skill acquisition	Demonstrates (in or out of water) butterfly stroke in swimming for skill acquisition with great coordination.	Demonstrates (in or out of water) butterfly stroke in swimming for skill acquisition	Demonstrates (in or out of water) butterfly stroke in swimming for skill acquisition with minor flaws.	Demonstrates (in or out of water) butterfly stroke in swimming for skill acquisition with major flaws.

Ability to create a flipbook animation with a scenic background	creates a flipbook animation with a scenic background skilfully.	Creates a flipbook animation with a scenic background.	Creates a flipbook animation with a scenic background with minor flaws	Creates a flipbook animation with a scenic background with major flaws
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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)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) examine the criteria for evaluating Creative Arts and Sports, b) evaluate a play performance, c) analyse skills in rugby, d) analyse a simple solo vocal or instrumental piece of music, e) evaluate a contemporary dance performance, f) evaluate an exhibition with both 2D and 3D artworks, 	The learner is guided to: <ul style="list-style-type: none"> • brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports (rugby, contemporary dance and 2D and 3D art exhibition), • watch, listen to, read or observe selected Creative Arts and Sports performances for analysis. • analyse a given play performance to evaluate theme, setting, conflict, resolution, use of voice, use of body movement, internalisation, audience involvement, props, costume, overall impression • analyse a given descant recorder with either of the following: <i>media of performance (solo pieces or duets), melodic structure in AB or ABA form, key of C, G or F</i> 	Why is analysis an important skill in Creative Arts and Sports?

		<p>g) appreciate the role of analysis in adding value to Creative Arts and Sports,</p>	<p><i>major, in simple time (2-4, 3-4 or 4-4), performance directions for tempo (fast, slow, accelerando and diminuendo), expression (staccato and legato) and dynamics (m, p, mp or mf)</i></p> <ul style="list-style-type: none"> • -analyse a given game of rugby paying attention to: • passes (pop, spin and basic) and kicking (drop and place kick), • analyse a given contemporary dance routine to evaluate the following: story, technique, movement, music, costume and props, • analyse an exhibition with both 2D and 3D artworks for self-reflection while 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>), 	
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			<ul style="list-style-type: none"> - theme - what is the artist saying), - Judgement: Evaluating the exhibited artworks. 	
<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 in these arts. ● 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. 				
<p>Values</p> <ul style="list-style-type: none"> ● 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 with integrity, ensuring honest and principled assessments that contribute to the ethical critique of artistic expression. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Life Skills: the learner develops analytical and creative thinking as they discuss and critique the Creative Arts and Sports areas. ● Learner Support Programmes: the learner exercises fair play as they critique and give honest opinions respectfully of own and other's displayed disciplines. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● English and Kiswahili: language skills are essential in articulating and expressing thoughts when examining and discussing 				

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. (<i>Rugby, mosaic artwork, solo vocal music, contemporary dance</i>)	Examines the criteria for evaluating the 5 areas in Creative Arts and Sports in areas depth.	Examines the criteria for evaluating the 5 areas in Creative Arts and Sports correctly.	Examines the criteria for evaluating 3-4 areas in Creative Arts and Sports.	Examines the criteria for evaluating 2 or less areas in Creative Arts and Sports
Ability to analyse performances or pieces in Creative Arts and Sports, (<i>solo vocal music, game of rugby, mosaic artwork (organisation of the work, subject matter, theme), modelling of dummy trophy (organisation of the work, subject matter, theme),</i>	Analyses all the 6 performances or pieces in Creative Arts and Sports critically.	Analyses all the 6 performances or pieces in Creative Arts and Sports.	Analyses 3 to 5 performances or pieces in Creative Arts and Sports.	Analyses less than 2 or less performances or pieces in Creative Arts and Sports .

<i>contemporary dance)</i>				
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APPENDIX I: GUIDELINES FOR GRADE 9 COMMUNITY SERVICE-LEARNING PROJECT

Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

Milestone	Description
Milestone 1	<p>Problem Identification</p> <p>Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none">• Environmental degradation• Lifestyle diseases, Communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues

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	Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback
Milestone 6	Reflection Learners review all project work to learn from the challenges faced. 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.

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

Assessment of CSL integrated Project

Assessment for the integrated CSL group projects 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 group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, 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
1.0 Foundations of Creative Arts and Sports	1.1. Careers in Creative Arts and Sports	<ul style="list-style-type: none"> ● digital devices ● drawing tools ● drawing 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. ● Interactive Classroom Display Walkthrough: Application of knowledge in a real-world context. ● Individual Written test: Mastery of theoretical 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"> ● digital devices ● drawing tools ● drawing materials. ● fingering charts ● sample Arts works 	<ul style="list-style-type: none"> ● Peer Review and Feedback: Collaboration, communication, and constructive feedback. ● Practical Demonstrations: Application of skills in physical activities. ● Observation Checklist: Coordination, teamwork, and engagement. ● Creative Expression Assessment: Expression of creativity in arts and performance. ● Final Project Evaluation Rubric: Holistic assessment. 	<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 and attending music or drama concerts within the school and its environs.
<p>2.0 Creating and Performing in Creative Arts and Sports</p>	<p>2.1. Composing Rhythm</p>	<ul style="list-style-type: none"> ● Manuscript papers ● percussive surfaces ● digital devices ● drawing tools ● drawing materials 	<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 	<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

		<ul style="list-style-type: none"> ● sheet music ● descant recorder 	<p>execution.</p> <ul style="list-style-type: none"> ● 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 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- 	<p>suitable to their context and reality.</p> <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, and fair play. ● Creative Arts
	2.2 Athletics	<ul style="list-style-type: none"> ● Tape measure ● Field makers ● wooden clappers, ● stop watches ● signalling flags ● cutting tools ● adhesives ● whistle ● tesserae (uniform material for sticking) 		
	2.3. Composing Melody	<ul style="list-style-type: none"> ● sheet music ● percussive surfaces ● descant recorder ● digital devices 		

		<ul style="list-style-type: none"> ● audio devices 	<p>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>	<p>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.</p> <ul style="list-style-type: none"> ● School assembly activities – performing, watching or listening to performances during school assemblies. ● School events: performing during events such as
	2.4 Rugby	<ul style="list-style-type: none"> ● digital devices ● Whistle ● rugby ball ● markers ● open field ● clay ● containers ● finishing materials (varnish and paint) 		
	2.5.Descant Recorder	<ul style="list-style-type: none"> ● digital devices ● digital tuner ● descant recorder ● fingering chart ● sheet music 		
	2.6 Basketball	<ul style="list-style-type: none"> ● water colour, ● containers ● brushes, ● drawing tools, 		

		<ul style="list-style-type: none"> ● drawing materials ● basketball, ● Hard surface for playing Basketball ● whistle ● field markers 		<p>parents, prize giving, career and sports day among others.</p> <ul style="list-style-type: none"> ● Scout/Girl guide activities - participating in the school band by playing musical instruments. ● 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.
	<p>2.7 Contemporary Dance</p>	<ul style="list-style-type: none"> ● audio-visual recorders, ● digital devices ● dancing space ● costumes ● wax ● containers ● source of heat ● double container for melting wax ● dewaxing materials ● dyes ● sisal bristle brushes 		

		<ul style="list-style-type: none"> ● found cloth / fabric 		<ul style="list-style-type: none"> ● Participating during Cultural day/week- learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues.
3.0 Appreciation in Creative Arts and Sports	3.1 Analysis of Creative Arts and Sports	<ul style="list-style-type: none"> ● digital devices ● own 2D and 3D Arts works ● videos of Rugby games ● a recording of a simple solo piece of music ● mounting boards ● adhesives ● display materials ● writing materials and tools. 	<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, Football game, Storytelling performances) ● 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. 	

			<ul style="list-style-type: none">● 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: Comprehensive individual evaluation. Assess the thoroughness and depth of their individual evaluations.	
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