



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS

GRADE 8

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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. 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 |
|--------------|---------------------------------|-------------------|
| | English | 5 |
| | Kiswahili / Kenya Sign Language | 4 |
| | Mathematics | 5 |
| | Religious Education | 4 |
| | Social Studies | 4 |
| | Integrated Science | 5 |
| | Pre-Technical Studies | 4 |
| | Agriculture and Nutrition | 4 |
| | Creative Arts and Sports | 5 |
| Total | | 40 |

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

LEVEL LEARNING OUTCOMES

By 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 co-existence.
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 Netball |
| | 2.5. Descant Recorder |
| | 2.6 Volleyball |
| | 2.7 Verse |
| | 2.8 Kenyan Folk 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: INTRODUCTION TO CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|--|
| 1.0 Foundations of Creative Arts | 1.1. Introduction to Creative Arts and Sports (8 lessons) <ul style="list-style-type: none"> ● Roles of Creative Arts and Sports ● Creating a Storyboard | By the end of the Sub Strand, the learner should be able to: a) describe the roles of Creative Arts and Sports in society, b) make a storyboard highlighting the roles of Creative Arts and Sports in society, c) appreciate the role played by Creative Arts and Sports in society. | The learner is guided to: <ul style="list-style-type: none"> ● brainstorm and outline the social (<i>cohesion, Identity, Culture preservation, health, citizenship, patriotism, entertainment</i>) and economic (<i>eradicating poverty, creating employment</i>) roles of Creative Arts and Sports in society, ● collect and cut the pictures of Creative Arts and Sports activities creatively, ● prepare the surface by painting (<i>splattering, wash</i>), ● use the pictures collected to make a photographic storyboard by pasting them on the painted surface, ● decorate the storyboard with found beads or any other creative materials, ● display the storyboard in the | What is the importance of Creative Arts and Sports in society? |

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| | | | classroom, make observations and give each other feedback. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner, through exploration in their groups will articulate the role of creative arts and sports, using communication skills. • Critical Thinking and Problem Solving: the learner evaluates social and economic perspectives to identify societal roles of Creative Arts and Sports. • Citizenship: the learner fosters a sense of civic responsibility and appreciates the role of creative Arts and Sports in contributing positively to society. • Creativity and Imagination: the learner skillfully pastes pictures and decorates the storyboard created on roles of Creative Arts and Sports. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner, in explaining the role of Creative Arts and Sports, fosters a sense of togetherness, peace and collaboration in a diverse society. • Responsibility: the learner acquires a sense of duty in the collaborative process of making a photographic storyboard and cleaning the working surfaces after the tasks. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Poverty Eradication: the learner acquires skills for creating art works for sale and productions as they explore economic role of Creative Arts and Sports • Decision Making Skills: in exploring the roles of Creative Arts and Society, the learner develops problem solving and resolution skills to societal challenges. | | | | |

Link to other Learning areas:

- **Agriculture and Nutrition:** the roles of Creative Arts and Sports in society include issues such as personal well-being, health, and lifestyle choices.
- **English:** the learner enhances English language proficiency by articulating the roles of Creative Arts and Sports in society.
- **Social Studies:** the learner gets insights into the cultural, historical, and societal roles of Creative Arts and Sports, fostering a deeper understanding of human behaviour in the society.

| 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 (8 lessons) <ul style="list-style-type: none"> ● Principles of Visual Art ● Elements of a play ● Endurance and agility components of fitness ● Elements of Music ● Elements of dance | By the end of the Sub Strand the learner should be able to: describe the principles of Visual Art, a) describe the elements of a play, b) perform activities that enhance endurance and agility components of fitness, c) execute basic elements of Music, d) describe elements of dance, e) appreciate the basic elements of Creative Arts and Sports. | The learner is guided to: <ul style="list-style-type: none"> ● watch actual or virtual displays of 2-Dimensional artworks and describe the principles of: (<i>dominance and proportion</i>), ● sketch illustrations to demonstrate dominance and proportion, ● watch a play performance and explore reference materials to discuss basic elements of play; <i>theme, characters, plot, language and setting</i> ● make a class presentation demonstrating theme, characters, plot, language and setting in a play, ● watch an actual or virtual fitness session to perform activities showing endurance and agility, ● demonstrate fitness activities that enhance endurance and agility, | What are the components of Creative Arts and Sports? |

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| | | | <ul style="list-style-type: none"> ● practise activities that enhance endurance and agility using music, ● represent <i>pitch</i> on staff notation by drawing the <i>bass staff</i>, , <i>identifying notes G, A, B, C, D, E, F, G and A on the bass staff, ledger line -middle C, and the keyboard, and constructing the scale of C and G, intervals up to a perfect 4th)</i> ● represent <i>rhythm</i> using staff notation by drawing signs for the note values (semibreve, minim, crotchet, quaver and semiquaver), ● study a music excerpt to define <i>dynamics, timbre, and form (ABA, strophic and through composed)</i> in music, ● repeatedly play/sing technical exercises (singing or playing scales C, and G and arpeggios and singing back simple melodies in C, and G major) for aural recognition of basic elements in music, | |
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| | | | <ul style="list-style-type: none"> ● watch virtual or actual presentations of a folk dance to describe elements of dance (<i>body, action, space and time</i>), ● give feedback on experiences on foundational elements of Creative Arts and Sports in society. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner gains new knowledge on elements of Creative Arts and Sports, confidence building the learner's confidence in their abilities. ● Digital Literacy: the learner uses digital tools for graphic design or virtual art platforms, they hone their digital skills by incorporating technology into the creation and presentation of visual art. ● Communication and Collaboration: The learner hones their teamwork skills, during group fitness activities, fostering a supportive workout environment. ● Learning to Learn: the learner hones the research and adaptation skills, while seeking information on various fitness components and exploring diverse exercise routines facilitating continuous improvement. ● Digital Literacy: the learners enhance proficiency in utilising digital resources for musical exploration while using digital tools for sheet music, tuning apps, or virtual rehearsals. ● Communication and Collaboration: as the learner Participates in group art projects, they hone their learner's ability to effectively communicate artistic ideas and collaborate with peers. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Love: the learner expresses genuine enjoyment and affection for fitness activities, demonstrating a love for maintaining a healthy lifestyle. ● Unity: the learner Collaborates with peers during group fitness sessions, fostering a sense of unity and mutual support | | | | |

among participants.

- **Respect:** the learner respects the diverse musical influences within a group, acknowledging and valuing the individual contributions of each musician.
- **Patriotism:** the learner describes elements of local folk dances with a sense of cultural pride, contributing to a patriotic celebration of diverse cultural expressions.

Pertinent and Contemporary Issues (PCIs):

- **Identifying and nurturing gifts and talents:** the learner identifies different categories of Creative Arts and Sports to explore own talents.
- **Financial Literacy:** as the learner outlines economic roles of Creative Arts and Sports in the society.

Link to other learning areas:

- **Mathematics:** the learner applies mathematical concepts when using calculations for measuring heart rate.

Assessment Rubric for Strand 1.0 Foundations of Creative Arts and Sports

| Level Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|--|--|--|---|
| Ability to explain the role of Creative Arts and Sports : Social: (cohesion, identity, culture preservation, health, citizenship, patriotism, entertainment). Economic: poverty eradication and creating employment | Explains the 9 roles of Creative Arts and Sports in detail. | Explains the 9 roles of Creative Arts and Sports. | Explains 4-8 roles of Creative Arts and Sports. | Explains less than 4 roles of Creative Arts and Sports. |
| Ability to execute components of Creative Arts and Sports: (Elements and principles of Visual Arts (dominance, proportion), components of fitness (endurance and agility) elements of Music (dynamics, timbre, form), elements of dance (body,, action, space, time, energy) | Executes the 12 components of Creative Arts and Sports with ease | Executes the 12 components of Creative Arts and Sports | Executes 5-11 components of Creative Arts and Sports | Executes less than 5 components of Creative Arts and Sports |

2.0 CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS:

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|--|---|--|--|---|
| 2.0 Creating and Performing in Creative Arts and Sports | 2.1. Composing rhythm (10 lessons) <ul style="list-style-type: none"> • Composing four-bar • Rhythmic patterns in 3-4 time | By the end of the Sub Strand, the learner should be able to: describe 3 4 time in music, a) compose a four-bar b) rhythmic patterns in 3-4 time, c) write rhythmic patterns in 3-4 time, d) play four-bar rhythmic patterns in 3 4 time, e) appreciate rhythm as a means of coordination of movements in performances. | Learner is guided to: <ul style="list-style-type: none"> • listen to, sing or play familiar tunes in 3 4 time to describe these time pattern, • listen to rhythmic patterns in 3 4 time and identify the main beat, • explore rhythm games to recognize rhythms in 3 4 time, • group notes equivalent to three crotchet beats using different colours to make rhythmic patterns in 3 4 time, • write rhythmic patterns on monotone from dictation, • compose and write rhythmic patterns on monotone using <i>the staff, single line and free space</i>), inserting bar lines, • tap or clap four-bar rhythmic patterns in 3-4 time as they | <ol style="list-style-type: none"> 1. How does one acquire the skill of composing rhythm in music? 2. What is the role of music in day to day life? |

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| | | | <p>recite the corresponding French rhythm names,</p> <ul style="list-style-type: none"> ● improvise rhythmic patterns in 3-4 time to accompany movements (<i>clapping, tapping, marching to rhythm, swaying and swinging</i>) in a warm-up routine for long distance races, ● perform the warm-up routine while reciting French rhythm names (<i>Taa-aa-aa-aa, Taa-aa, Taa, Ta-te, Tafa-te and Ta-tefe</i>) of the accompanying rhythmic patterns in 3-4 time, ● appreciate rhythm as a means of coordination of movements. | |
| <p>Core competencies</p> <ul style="list-style-type: none"> ● Creativity and imagination: achieved when the learner formulates rhythmic patterns in 3-4 time to accompany warm-up routines for long distance races. ● Critical thinking and problem solving: developed as the learner creates, represents and interprets rhythm using notation signs. ● Communication and collaboration: the learner works collaboratively, listening to each other and speaking articulately as they come up with ideas on how to create rhythmic patterns in 3-4 time. | | | | |

Values:

- **Responsibility:** the learner develops skills of self-drive and accountability while creating and performing rhythms in 3 4 time.
- **Social Justice:** the learner acquires fairness while playing rhythm games with others.
- **Unity:** the learner works in harmony with others while creating and performing rhythms on monotone.
- **Integrity:** the learner is equipped with the value of honesty as they interact with already created rhythmic patterns and create their own original ones, devoid of plagiarism.

Pertinent and Contemporary Issues (PCIs):

- **Safety and security:** learners handle instruments such as scissors carefully to avoid hurting themselves when creating materials for playing rhythm games.

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.

| 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 (12 lessons) <ul style="list-style-type: none"> ● Middle distance races ● Photomontage | By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> a) describe the characteristics of photomontage technique, b) create a photomontage of athletes running, c) perform middle distance skills for mastery, d) acknowledge own and others' effort in middle distance running for enjoyment. | The learner is guided to: <ul style="list-style-type: none"> ● explore actual or virtual samples of photomontage to take note of the characteristics (<i>use of pictures, superimposition, emphasis on shape</i>), ● observe actual or virtual images of middle distance running focusing on <i>curved or staggered start, stride length, pacing and recovery</i>, ● collect an assortment of photos ● create a photomontage of a runner with focus on the <i>subject, posture and centre of interest</i>, by <ul style="list-style-type: none"> - <i>creatively trimming the photos,</i> - <i>preparing the</i> | <ol style="list-style-type: none"> 1. What are the uses of photomontage? 2. How do running techniques affect performance in middle distance races? |

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| | | | <p><i>support/surface,</i></p> <ul style="list-style-type: none"> - <i>pasting the photos on the support,</i> - <i>finishing and presenting creatively,</i> ● display and critique own and others' photomontage. ● demonstrate start and running skills in middle distance races, ● use drills to safely practise the skills of middle distance races, ● share experiences of running middle distance races. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking: the learner fosters critical thinking skills while critiquing others' photomontages. ● Learning to Learn: the learner embraces the challenge of creating photomontage, observe learners and demonstrate running skills. ● Creativity and Imagination: the learner creates and presents an artistic photomontage composition of athletes running. ● Digital Literacy: the learner employs digital tools to observe photomontage and athletes running. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learner takes responsibility for ensuring a clean environment around the working areas as they create | | | | |

the photomontage.

- **Respect:** the learner acknowledges the diverse backgrounds and abilities of each other, demonstrating respect for individual differences in performing skills in middle distance running.
- **Patriotism:** the learner shows patriotism by sharing experiences of running middle distance races and representing the school and appreciates athletes of national level in the process of making the photomontage.

Pertinent and Contemporary Issues PCIs:

- **Self-awareness:** learners boost their self-esteem as they participate in athletic activities
- **Safety and security:** learners observe safety while participating in running drills.
- **Gender issues:** learners appreciate peers from different cultural backgrounds, and gender as they choose different gender on the photomontage composition.
- **Environmental Sustainability:** as the learners recycle found materials to use in creating the photomontage composition.
- **Global Citizenship:** the learner appreciates local and international athletes in the process of making photomontage.

Link to other learning areas:

- **English:** The learner enhances English language skills by articulating comprehensive descriptions of photomontage. This includes the use of appropriate terminologies.
- **Mathematics:** Describing middle distance races involves understanding and quantifying elements such as speed, time, and distance, fostering connections with mathematical concepts and measurements.

| 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 (10 lessons)</p> <ul style="list-style-type: none"> ● Question and answer phrases of a melody ● Four-bar melodies in G Major and 3-4 time. | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) describe methods of varying a melody, b) compose four-bar melodies in G Major, c) perform simple pieces of music in G Major, d) 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 using tonic sol-fa to describe methods of extending a melody (<i>exact repetition, and varied repetition</i>), ● listen to or sing familiar tunes in 3 4 time to tap the main beat, ● perform technical skills (<i>scale of G major and its tonic arpeggio, short pieces for sight reading</i>) to recognise the key of G major, ● improvise 2-bar answering phrases to given opening phrases in 3 4 time, using either exact repetition or varied repetition, ● improvise 2-bar opening phrases to given answering phrases in 3 4 time and G major using either exact repetition or varied repetition, ● create a four-bar melody in G major, in 3-4 time, with intervals | <ol style="list-style-type: none"> 1. How can melody be made interesting? 2. How is melody used in day-to-day life? |

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| | | | <p>not exceeding a major perfect 4th,</p> <ul style="list-style-type: none"> ● add phrase marks to four-bar melodies indicating the dynamics loud (<i>forte-</i>) and soft (<i>piano-p</i>) appropriately, ● sight read the melodies composed using voice/descant recorder/any other western instrument, ● compose a four-bar game- chants in G Major ● use a digital device to notate and play back composed melodies, ● perform and record composed melodies and share with others for feedback, ● acknowledge melodies written by self and others. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner gains confidence by composing and notating four-bar melodies in 3 4 time, a mastery of musical expression. ● Learning to Learn: the learner, through composing four-bar melodies 3-4 time, demonstrates a capacity to learn and adapt to songwriting and instrumental music composition in different musical styles. ● Digital Literacy: the learner employs digital tools and software for composing, notating, and recording melodies. ● Communication and Collaboration: the learner engages in effective communication to express their musical ideas during the process of explaining how variation is achieved in melody writing. | | | | |

Values:

- **Integrity:** the learner upholds integrity by creating original melodies, respecting others' intellectual property, and acknowledging influences on their compositions.
- **Respect:** the learner gives feedback using respectful language, and valuing diverse perspectives and contributions made to their own 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 Western 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:** Musical composition involves mathematical concepts such as rhythm, timing, structure/symmetry, that a learner applies to intervals, time signature and note values in creating melodies.
- **English and Kiswahili:** the learner enhances language skills by articulating the principles of melodic variation in both English and Kiswahili.
- **Social Studies:** the learner cultural influences on melody writing and musical composition provides opportunities to explore social studies aspects related to music, fostering cultural awareness.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|--|--|--|--|--|
| 2.0 Creating and Performing in Creative Arts and Sports | 2.4 Netball (10 lessons) <ul style="list-style-type: none"> • Passes (<i>Overhead pass, Chest pass</i>) • Footwork (<i>landing, pivoting</i>) • Dodging and marking | By the end of the Sub Strand the learner should be able to: a) explain the execution of different passes in Netball, b) perform passes in netball for skill acquisition, c) execute dodging and marking in Netball for skill development, d) perform footwork skills in Netball game situation e) appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | The learner is guided to: <ul style="list-style-type: none"> • observe a virtual or actual Netball game for analysis of skills and demonstrate execution of the passes observed, • demonstrate dodging and marking in pairs, • use drills, in groups to practise passing(<i>overhead and chest pass</i>) the ball while dodging and marking, • demonstrate footwork skills (<i>landing and pivoting</i>), • use drills to practise footwork skills while observing safety, • apply overhead and chest passes, dodging and marking and footwork skills to play a mini game. | <ol style="list-style-type: none"> 1. What is the importance of dodging and marking skill in a game of Netball? 2. What footwork options does a player have after landing with a ball in a Netball game? |

Core Competencies

- **Learning to Learn:** the learner analyses and demonstrates what has been observed.
- **Critical Thinking and Problem Solving:** the learner applies all skills learnt in Netball, showcasing critical thinking skills.
- **Communication:** the learner communicates when practising different passes.
- **Collaboration:** the learner shares ideas on the different Netball skills in teams.
- **Digital Literacy:** the learner strengthens digital literacy through accessing information virtually to execution of Netball passes.

Values:

- **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 as they play in teams for fun and enjoyment. They prioritise fair play during skill acquisition, ensuring that their progress aligns with principles of integrity.

Pertinent and Contemporary Issues PCIs:

- **Health promotion issues:** the learner gains physical fitness through performance and practise for prevention of lifestyle diseases
- **Citizenship education:** as the learners interact in their groups while practising drills.

Link to other learning areas

- **Mathematics:** passing the ball involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles, reinforcing practical mathematical application.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question |
|--|---|--|---|--|
| 2.0 Creating and Performing in Creative Arts and Sports | 2.5 Descant recorder or any other Western instrument (14 lessons) <ul style="list-style-type: none"> ● Playing a descant recorder or any other solo instrument ● Technique poster ● Solo piece in G Major | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) explain techniques of playing a descant recorder or any other solo instrument, b) create a poster on Western solo instrumental playing technique, c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument. | Learner is guided to: <ul style="list-style-type: none"> ● read, and interpret <i>fingering charts</i> to play the notes G, A, B, C, D, E. F#, and G¹ on a descant recorder or any other Western solo instruments to master the fingering technique, ● watch actual or virtual instrumental tutorials to demonstrate and explain techniques (<i>fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance</i>) of playing a descant recorder or any other solo Western instrument, ● take photos of each others' portraits while playing the notes G, A, B, C, D, E. F#, and G¹ on descant recorder or any other Western instrument with emphasis on posture, fingering and movement, ● arrange the photos to form pitches of simple melodies and play them, ● use digital tools to crop, resize and | <ol style="list-style-type: none"> 1. What is the importance of applying technique when playing instruments? 2. How do artistic illustrations enhance interpretation of music? |

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| | | | <p>organise the photographs to compose a technique poster,</p> <ul style="list-style-type: none"> ● caption the photographs with letters G-G written on a treble and bass staff accordingly, ● display and critique own and others' posters for feedback, ● tune the recorder or solo Western instrument, ● practice playing the note F#, ● play, repeatedly, technical exercises (<i>scale of G major ascending and descending, tonic arpeggios in C and G major and brief sight reading exercises</i>) for warm-up, ● read to interpret performance directions for repeat (<i>da capo al fine, dal segno al fine</i>), articulation (<i>accent and fermata</i>), dynamics (moderately loud (<i>mf</i>) and moderately soft (<i>mp</i>)) and tempo (<i>andante, allegro and adagio</i>), on solo pieces of music. ● perform simple solo pieces in 3-4 time, and in ABA, strophic or through composed form, on a descant recorder or any other solo instrument with | |
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| | | | <p>appropriate playing technique,</p> <ul style="list-style-type: none"> ● observe performance directions for repeat (<i>da capo al fine, dal segno al fine</i>), articulation (<i>accent</i> and <i>fermata</i>), dynamics (moderately loud (<i>mf</i>) and moderately soft (<i>mp</i>) and tempo (<i>andante, allegro and adagio</i>), on pieces of music played, ● comment on each other's posters and performance technique. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: the learner listens and speaks effectively and works with peers and instructors, sharing insights into the techniques of playing a descant recorder or solo instrument, and in making the playing technique poster, ● Digital Literacy: the learner employs digital tools to design and create a digital playing technique poster. ● Creativity and Imagination: the learner creates a visually appealing poster depicting a musician playing a descant recorder or another Western instrument. ● Learning to Learn: the learner plays technical exercises and applies the technique of <i>legato</i> and <i>staccato</i> and exhibits a capacity to adapt playing styles, and integrate acquired knowledge to tackle future creation and performance challenges in their musical practice. ● Self-Efficacy: the learner demonstrates their confidence and competence in executing a musical performance, creating melody and making a technique poster. | | | | |
| <p>Pertinent and Contemporary Issues PCIs:</p> <ul style="list-style-type: none"> ● Citizenship Education: the learner develops global citizenship by playing Western solo musical instruments and by using Western music notation. | | | | |

- **Social Cohesion:** as a learner appreciates constructive criticism during poster making, melody creation, rehearsals and presentations for harmonious existence.

Link to other Learning areas

- **Mathematics:** the act of performing a solo piece involves understanding and applying rhythmic patterns, which are related to mathematical concepts such as timing, beats, and sequences.
- **Integrated Science:** learning to tune and play a musical instrument involves understanding the physics of sound production. Integrated science principles can be applied to comprehend how sound waves are created and transmitted.

| 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 Volleyball (10 lessons) <ul style="list-style-type: none"> ● Service (<i>overarm volleying</i>) ● Volley ● drawing human figure | By the end of the Sub Strand, the learner should be able to: a) differentiate between the overarm and jump service in Volleyball, b) draw human figures of players serving or volleying a ball, c) serve the ball using the jump serve over a net, d) perform the volley for skill acquisition, e) appraise others' efforts when applying serving and volleying skills in Volleyball. | The learner is guided to: <ul style="list-style-type: none"> ● observe virtual or actual performances of a volleyball game and identify skills of serving the ball, ● draw human figures of volleyball players with emphasis on actions of (<i>serving or volleying</i>), ● shade the drawing using a pointillism technique, ● finish the drawing creatively, ● exhibit and critique the human figure drawings, ● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball, ● use drills to practise overarm and jump serves techniques in Volleyball, ● demonstrate volleying skill in Volleyball, | What are the ways of shading human figure drawings? |

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| | | | <ul style="list-style-type: none"> ● use drills to practise volleying in Volleyball, ● play a mini Volleyball game while observing safety, ● apply skills learnt in a mini Volleyball game and appraise each other. | |
| <p>Core competencies;</p> <ul style="list-style-type: none"> ● Communication: the learner actively participates in discussions when critiquing the human figures drawn. ● Creativity and imagination: The learner creatively draws human figures of volleyball players. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect: the learner objectively critiquing each other's drawings of human figures. ● Responsibility: by the learner ensuring working areas are clean after drawing the human figures. | | | | |
| <p>Pertinent and Contemporary Issues PCIs:</p> <ul style="list-style-type: none"> ● Health promotion issues: the learner participates in the physical activities thus acquiring fitness and health. ● Life skills: the learner accept their strengths and weaknesses in learning new skills ● Safety and security: the learner observes safety during play of the volleyball game. | | | | |
| <p>Link to other learning areas ·</p> <ul style="list-style-type: none"> ● Integrated Science: the learner delves into integrated science, connecting theoretical knowledge to practical application in sports as they move different parts of the body during physical activity. ● Mathematics: executing serving skills involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles to serve the ball over the net. | | | | |

| 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) <ul style="list-style-type: none"> ● Writing a play ● Collage technique ● Performing a play | 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</i> | <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? |

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| | | | <p><i>superimposition,</i></p> <ul style="list-style-type: none"> ● finish, present and use the decorated prop in a play performance, ● 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. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● 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 Swimming (15 lessons) <ul style="list-style-type: none"> ● Breaststroke ● Water treading | By the end of the Sub strand the learner should be able to: <ol style="list-style-type: none"> a) describe the body position in breaststroke, b) describe the body position in water treading, c) perform breaststroke in swimming for skill acquisition, d) perform water treading skill in swimming, e) acknowledge own and others' efforts while performing water treading and breast stroke skills in swimming. | The learner is guided to: <ul style="list-style-type: none"> ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety, ● observe others as they apply the skills of water treading and breast stroke and give feedback, | Why are swimming skills considered as survival skills? |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: The learner uses digital devices to access information related to breaststroke and water treading skills. ● Learning to Learn: The learner seeks and receives feedback for improvement as they observe each other, reflects on their performance, and embraces opportunities for improvement. ● Communication and Collaboration: While practising swimming skills, the learner engages in effective communication with peers and instructors and receiving feedback. | | | | |

Values:

- **Integrity:** the learner upholds principles of integrity by respecting the rules and guidelines of swimming.
- **Responsibility:** The learner takes responsibility for their safety and the safety of others by adhering to safety guidelines.

Pertinent and Contemporary Issues

- **Health promotion issues:** the learner enhances health and wellbeing through physical fitness attained during swimming.
- **Life skills:** the learner acquires survival skills in water safety.
- **Learner support programmes:** as learners are equipped with skills in swimming that can even be used as a recreational activity.
- **Socio-economic and environmental issues:** as a learner is equipped with water safety and security skills.

Links to other learning areas:

- **Agriculture and Nutrition:** use of water for swimming and learning survival skills during swimming activities raises awareness of water conservation, connecting the learning outcomes to agricultural concepts related to resource management.
- **English and Kiswahili:** the learner enhances language skills as they describe body positions in swimming in both English and Kiswahili.

| 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 Dance (15 lessons) <ul style="list-style-type: none"> ● Classification ● Creating ● Performing ● Body makeup | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) classify folk dances from Kenyan communities, b) devise a folk dance from a Kenyan community, c) create body make up using improvised paint, d) perform a folk dance from a Kenyan community, e) appreciate different cultures through performing folk dances from diverse Kenyan communities | Learner is guided to: <ul style="list-style-type: none"> ● explore live or virtual folk dance performances from diverse Kenyan communities to <i>describe</i> and categorise them according to; <i>community, gender and age of participants, occasion, purpose, and themes,</i> ● select an appropriate folk dance from a given Kenyan community for performance, ● select a theme on a societal issue, ● watch actual or virtual performances of the selected folk dance to explore dance movements, singing, instrumentation, costumes, body make-up, props, mood, and context of performance and performers, ● devise a dance by selecting and sequencing dance movements, | <ol style="list-style-type: none"> 1. How do folk dances represent Kenyan culture? 2. What makes a good folk dance performance? |

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| | | | <p>songs, instrumentation, costumes, body make-up, and props for the selected dance,</p> <ul style="list-style-type: none"> ● take a role in rehearsing a group folk dance ensuring appropriate dance performance technique ● explore virtual or actual demonstrations of make-up designs to make body make-up. ● decorate each other's bodies for the dance performance, ● create a written/oral synopsis highlighting the title, theme, community, gender and occasion of performance, and function of dance, ● take a role in performing a group folk dance before an audience, ● give feedback on own and others' make-up and dance techniques. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner enhances listening and speaking skills when classifying Kenyan folk dances in group activities. ● Learning to Learn: The learner acquires new knowledge about painting and Kenyan cultural dance forms. This fosters a mindset of continuous learning. | | | | |

- **Critical Thinking and Problem Solving:** the learner applies critical thinking and evaluation skills when classifying and selecting folk dances.
- **Citizenship:** The learner's participation in performance of Kenyan folk dances reflects a sense of cultural citizenship through preservation and celebration of Kenya's rich cultural heritage.
- **Self-Efficacy:** the learner builds a belief in own creative ability while engaged in body painting work and folk dance performance.

Values:

- **Respect:** the learner, demonstrates respect for the diverse cultural expressions within Kenyan communities fostering an appreciation for the richness of cultural heritage and encourages tolerance.
- **Peace:** the learner collaborates with peers in a harmonious manner when doing body painting, and classification, creation and performance of Kenyan folk dances.
- **Unity:** the learner takes a role in when the group is devising, rehearsing and performing a folk dance thereby reinforcing a sense of togetherness.
- **Patriotism:** the learner participates in the performance of a Kenyan folk dance to exemplify patriotism by presenting and contributing to the visibility of Kenyan cultural traditions.

Pertinent and Contemporary Issues (PCIs):

- **Safety and security:** the learner observes safety when improvising and using paints and when dancing.
- **Self Esteem:** the learner displays and talks about own work during paint making and improvisation for body make-up.
- **Education for sustainable development:** the learner devises and performs a folk dance on a societal issue.

Link to other Learning areas:

- **Mathematics:** Folk dance involves patterns and rhythmic movements. The learner can explore mathematical concepts related to sequences, patterns, and counting, enhancing their mathematical understanding.
- **Social Science:** the learner explores traditions, rituals, and social structures embedded in the folk dances from Kenya.

- **Agriculture and Nutrition:** Costume acquisition aligns with Agriculture and Nutrition with regard to textile and clothing design, showcasing practical skills in artistic expression.
- **English:** the learner describes and classifies Kenyan folk dances using speaking and writing skills, and uses body painting and dancing to communicate nonverbally.

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| <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. <i>3-4 (simple triple) time, characteristics of photomontage, variation techniques in melody netball passess, techniques of playing descant recorder, differentiating volleyball skills, format of a play script, body positions of breaststroke and water treading, classification of dances from Kenyan communities.</i></p> | <p>Describes 10 aspects of creating and performing in Creative Arts and Sports accurately with examples.</p> | <p>Describes 10 aspects of creating and performing in Creative Arts and Sports accurately.</p> | <p>Describes 5-9 aspects of creating and performing in Creative Arts and Sports leaving out minor details.</p> | <p>Describes 4 or less 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: <i>Compose rhythms, photomontage, compose melody, poster, drawing a</i></p> | <p>Creates the 9 items in Creative Arts and Sports imaginatively.</p> | <p>Creates the 9 items in Creative Arts and Sports.</p> | <p>Creates 5-8 items in Creative Arts and Sports.</p> | <p>Creates 4 or less items in Creative Arts and Sports.</p> |

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| <p><i>human figure, decorate a prop, create a play, devising a folk dance, body makeup.</i></p> | | | | |
| <p>Ability to perform specific forms of Creative Arts and Sports: <i>rhythmic pattern in 3-4 pattern, middle distance running skills, simple pieces of music in G major, chest passes and overhead pass in Netball, dodging and marking, footwork, solo piece in G major, overarm and jump serve in Volleyball, volley, act a role in a play, water trading, breaststroke, folkdance.</i></p> | <p>Performs the 15 items in Creative Arts and Sports with ease.</p> | <p>Performs the 15 items in Creative Arts and Sports.</p> | <p>Performs 7-14 items in Creative Arts and Sports.</p> | <p>Performs 6 or less items in Creative Arts and Sports.</p> |

3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS: ANALYSIS OF 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: a) examine the criteria for evaluating Creative Arts and Sports, b) analyse a netball game, c) analyse a folk dance from a Kenyan community, d) evaluate a play performance, e) evaluate a 3D Visual art work, f) appreciate the role of analysis in adding value to Creative Arts and Sports, | The learner is guided to: <ul style="list-style-type: none"> ● brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports (netball, Kenyan folk dance, play and 3-D Arts), ● watch, listen to, read or observe selected Creative Arts and Sports performances for analysis, ● watch a recorded or live presentation of a given Kenyan folk dance performance and analyse it paying attention to: <i>community of origin, occasion of performance, purpose, participants, media of performance, structure (beginning, middle, climax, end), body movements,</i> | Why is analysis an important skill in Creative Arts and Sports? |

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| | | | <p><i>singing, props, costumes and make-up, instrumentation, style (solo, solo-response,, group) mood, and messages,</i></p> <ul style="list-style-type: none"> ● watch an actual or virtual netball game and analyse it paying attention to passes (overhead and chest pass), footwork, marking and dodging, ● watch a given play performance to evaluate elements such as theme, setting, conflict, resolution, use of voice, use of body movement, internalisation, audience involvement, props, costume, overall impression ● analyse a 3D artwork 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 | |
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| | | | <p>saying)</p> <ul style="list-style-type: none"> ● 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. | | | | |
| <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 exhibits 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"> ● Decision Making Skill: the learner applies analytical skills when evaluating Creative Arts and Sports performances. ● Learner Support Programmes: the learner by analysing Creative Arts and Sport performances, engages in activities that can lead to a career in Arts in criticism and sports commentary. | | | | |

Link to other learning areas:

- **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

| 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 examine the criteria for evaluating Creative Arts and Sports, | Examines the criteria for evaluating Creative Arts and Sports, community in depth. | Examines the criteria for evaluating Creative Arts and Sports, community. | Examines the criteria for evaluating Creative Arts and Sports, community while missing out on minor details. | Examines the criteria for evaluating Creative Arts and Sports, community while missing out on major details. |
| Ability to analyse creative arts and sports items: <i>-Netball game</i> | Analyses the 4 items in Creative Arts and Sports critically. | Analyses the 4 items in Creative Arts and Sports. | Analyses 2-3 items in Creative Arts and Sports. | Analyses less than 2 items in Creative Arts and Sports. |

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| <ul style="list-style-type: none">- a folk dance- a 3D visual artwork- a play performance | | | | |
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APPENDIX 1: STRAND 2.0 COMMUNITY SERVICE LEARNING PROJECT

Introduction

In Grade 8, 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 projects. 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 **one common** integrated class CSL project following a 6-step milestone approach as follows:

| Milestone | Description |
|------------------|---|
| Milestone 1 | Problem Identification Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: Environmental degradation Lifestyle diseases, Communicable and non-communicable diseases Poverty Violence and conflicts in the community Food security issues |

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| 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 project 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 project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, 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. Introduction to Creative Arts and Sports | old newspapers/ magazines, glue, mounting surfaces, cutting tools, digital equipment | <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. • Peer Review and Feedback: Collaboration, communication, and constructive feedback. • Practical Demonstrations: | <p>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> <p>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.</p> <p>Concerts – Participating in and attending music or drama concerts within the school and its environs.</p> <p>Project work – The learners will be guided to consider the various</p> |
| | 1.2. Components of Creative Arts and Sports | digital devices, realia, musical instruments, space for physical activities, manuscript drawing tools | | |

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| | | | <p>Application of skills in physical 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>PCIs provided in the subjects in Grade 8 and choose one suitable to their context and reality.</p> <p>Music, Art, Sports and Drama clubs -participating in Music, Art, Sports and Drama club activities within the school</p> <p>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.</p> <p>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.</p> <p>School assembly activities –</p> |
| <p>2.0 Creating and Performing in Creative Arts and Sports</p> | <p>2.1. Composing rhythm</p> | <ul style="list-style-type: none"> • recordings • printable rhythm worksheets • improvisation guides • manuscript books, • writing tools • writing materials • improvisation exercises • music games | <p>Portfolio Assessment: Compilation of individual creations. Evaluate the diversity, creativity, and technical skill demonstrated in their work.</p> <p>Peer Critique and Presentation: Communication and peer evaluation, constructive feedback, considering creativity, originality, and technical execution.</p> <p>Expert Panel Evaluation: Expert opinion and constructive feedback through a panel discussion or a review session.</p> | |
| | <p>2.2 Athletics</p> | <p>stop watch, whistle, markers,</p> | | |

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| | | open spaces/track, glue assortment of photos cutting tools | <p>Creation Journal Reflections: Individual reflection on the creative process. Evaluate the depth of reflection and self-awareness.</p> <p>Performance Showcase: Live performances, exhibitions or recorded presentations.</p> <p>Technical Skill Assessment: Proficiency in specific techniques through a practical demonstration or a series of specific tasks.</p> <p>Written Test: Theoretical understanding and knowledge.</p> <p>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.</p> <p>Rubric-Based Assessment: Criteria-based evaluation Holistic or Analytic. Analytic (Detailed) rubric that covers specific criteria relevant to each type of creation.</p> | <p>performing, watching or listening to performances during school assemblies.</p> <p>School events: performing during events such as parents, prize giving, career and sports day among others.</p> <p>Scout/Girl guide activities - participating in the school band by playing musical instruments.</p> <p>Performing troupes or ensembles- Learners form small groups for performance.</p> <p>Festivals/Inter -house/class competitions- performing and learning from art, music, dance, theatre and sports competitions held in and out of school.</p> <p>Participating during Cultural day/week- learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues.</p> |
| 2.3. Composing Melody | pitching instruments, writing materials writing tools, digital gadgets. | | | |
| 2.4 Netball | paper, water colour, mounting surfaces, brushes, drawing tools, netball, pitch | | | |
| 2.5. Descant Recorder | ballpoint pen, paper/surface descant recorder or any other Western instrument, sheet music, | | | |

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| | | digital tuners. | This can include elements such as creativity, technical skill, originality, and overall presentation. |
| | 2.6 Volleyball | markers, whistle, colours, volleyball net, drawing tools drawing materials | |
| | 2.7 Play | markers, paper drawing tools (pencil/pen) variety of materials glue cutting tools colour props costumes performance space digital tools reference materials play script video clips ICT devices | |

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| | 2.8 Swimming | Swimming watch, whistle | | |
| | 2.9 Kenyan Folk Dance | folk songs· paint (improvised), containers, brushes water, bristle brushes, gloves props costume makeups | | |
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports | 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 | |

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| | | | <p>performances. (Folk music, game, netball, play 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 | |
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| | | | <p>their ability to offer insightful critiques and suggestions for improvement.</p> <ul style="list-style-type: none">● 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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