REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGNS

LEARNING AREA:

MOVEMENT AND CREATIVE ACTIVITIES FOR LEARNERS WITH VISUAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2017

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FOREWORD

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

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

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contain the National Goals of Education and outcomes for Early Years Education (EYE), general outcomes for learning area and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the strands to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

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MINISTRY OF EDUCATION

INTRODUCTION

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognizance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes.

The curriculum designs are very critical and teachers must make reference to them consistently.

The Curriculum Designs for Lower Primary are in four volumes:

Volume One

- Kiswahili Activities
- Literacy
- English Activities

Volume Two

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

Volume Three

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

Volume Four

- Movement and Creative Activities

LEARNING AREAS TIME ALLOCATION

	Learning Area	**Lessons Per Week**
1	Literacy Activities	5
2	Kiswahili Language Activities/Kenya Sign Language	3
3	English Language Activities	3
4	Mathematical Activities	5
5	Environmental Activities	5
6	Hygiene and Nutrition Activities	2
7	Religious Activities	3
8	Movement and Creative Activities	8(*** 5 for PE)
9	Pastoral Programme of Instruction	1
	Total Lesson Per Week	**35**

NATIONAL GOALS OF EDUCATION

1. **Foster nationalism, patriotism, and promote national unity**

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfillment**

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

4 **Promote sound moral and religious values**

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

5. **Promote social equity and responsibility**

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

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

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. **Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By the end of early years' education, the learner should be able to:

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

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

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

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

d) Social Needs

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

e) Economic Needs

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

f) Technological and Industrial Needs

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

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

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

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Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. **good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

By the end of early years' education, the learner should be able to:

10. Demonstrate basic literacy and numeracy skills for learning.
11. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
12. Demonstrate appropriate etiquette in social relationships.
13. Apply creativity and critical thinking skills in problem solving.
14. Explore the immediate environment for learning and enjoyment.
15. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
16. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
17. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
18. Apply digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT FOR MOVEMENT AND CREATIVE ACTIVITIES

The learning area encompasses Art, Craft, Music and Movement. It offers the learner enjoyable and purposeful experiences with different learning materials and opportunities to explore, experiment, imagine, problem solve, invent, interpret and evaluate the process, think creatively and critically. This is anchored in Dewey's Social Constructivism Theory which posits that learning should be experiential, participatory and arise from the learner's interests.

This learning area provides a natural vehicle through which the learner can explore own and others' culture, discover and interpret the world around them.

In line with emerging trends in learning, current and emerging technologies will be integrated in learning experiences as a means of recording, creating, communicating, enhancing concepts and re-interpreting ideas.

Overall, the learner will be equipped with requisite knowledge, skills, attitudes and values to achieve their potential and to participate fully in their community and in society as a whole.

GENERAL LEARNING OUTCOMES

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

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

ART GRADE 1

Strand Suggested Time	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	**1.1Line** **(2 lessons)**	By the end of the sub strand, the learner should be able to; a) Identify different types of lines tactually and visually in the environment to use in drawing and manipulation; b) Create simple forms using a variety of lines through crayon, charcoal, malleable wires, twine thread, Braille writing tools; c) Create simple forms using a variety of lines through digital tools and discuss as learners with blindness listen; d) Appreciate use of lines in the environment.	• In groups learners could be guided to take environmental walks and or digital tours to identify types, visually and tactually of lines on objects e.g. straight lines, wavy lines, zigzag lines, curved lines. Learners with total blindness could be given orientation of the environment and be given verbal descriptions of lines. • Learners could be guided to experiment with crayons, charcoal, wires, twine thread and Braille writing tools in drawing varied lines. • Learners in groups could be guided to explore ICT drawing tools to draw varied lines learners with total blindness could be guided to use computers with voice output and appropriate contrast and font size for learners with low vision. • Learners could be guided to use lines to draw human and animal forms and manipulate tactual drawings of these forms	1. How do we identify types of lines and their characteristics in the environment? 2. How do we draw different types of lines? 3. How do learners react when using charcoal crayons, wires, thread and Braille writing tools when drawing?

			• Learners could be guided to display and talk about their own and others' work in relation to the different lines used in drawing.	

Core-competence to be developed:
The learner to acquire:

- Communication and collaboration skills in group work activities as they exchange ideas.
- Imagination and creativity skills as they express themselves through charcoal, wires, thread and Braille writing tools crayon media.
- Self-efficacy as they express themselves about their artwork during display sessions.
- Digital literacy skills as they draw lines using ICT drawing tools.

Links to PCI's: Life skills – Teacher to help learner to develop self-esteem and self-awareness through display of their work, allowing them to express their feelings, ideas and emotions.	**Links to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Links to other subject(s): In language activities, the learner can undertake handwriting exercises in which they can use various lines in forming letters of the alphabet and in their day to day Braille writing activities	**Suggested community Service Learning:** With the help of parents or care givers to practice on ways of making charcoal sticks and crayons sticks to use in drawing

Suggested Non-formal activity to support learning through application: The learner could be guided to undertake planting and watering of shrubs in the school compound as a way of reinforcing the value of care of plants as a resource used in making charcoal sticks and the importance of lines in their day to day activities	**Suggested assessment** Oral questions, discussion, observation, portfolios
Suggested Resources: Paper, charcoal sticks, crayons, computer, twine thread, wires, Braille writing tools	

Suggested Assessment rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Correctly identifies different types of lines in the environment and enjoys using them in drawing detailed linear forms using crayon and charcoal media.	Identifies different types of lines in the environment and uses them in drawing linear forms using crayon and charcoal media.	Identifies different types of lines in the environment but shows little interest in drawing linear forms using crayon and charcoal media.	Is distracted and shows no interest in drawing linear forms using crayon and charcoal media.

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
1.0 Drawing	**1.2 Shapes (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Identify different types of shapes in the environment to use	• In groups learners could be guided to take an environmental walk and or digital tour to identify	1. What shapes can you identify in the environment? 2. How do you draw

		in drawing and modelling; b) Draw and model different shapes observed and experienced in the environment using crayon, clay, plasticine, and or charcoal and or ICT tools; c) Have fun drawing and modelling different shapes experienced and observed from the environment.	different shapes. Learners with total blindness could be given digital devices with voice output. • Individual, learner could be guided to draw or model different shapes (from the environment e.g. cups, books, windows etc) using crayons and charcoal. • Individually and in groups/pairs, the learner could be guided to experiment with ICT tools to draw shapes. Learners with total blindness could be guided to use adapted ICT tools with voice output. • Individually, the learner could be guided to display and talk about own and others' work.	organic shapes and non-organic shapes?
Core-competence to be developed: The learner to acquire: • communication and collaboration skills in group work activities as they exchange ideas • imagination and creativity skills as they express themselves through crayon, charcoal media, wires, Braille thread and Braille writing tools or ICT tools • self-efficacy as they express themselves about their artwork during display sessions				

Links to PCI's : Learner to develop self-esteem and self-awareness through display of their work and allowing them to express their feelings, ideas and emotions.	**Links to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Links to other subject(s): In language activities, the learner can undertake handwriting exercises in which they use various lines in forming letters of the alphabet and Braille writing activities.	**Suggested community Service Learning to support learning through application:** With the help of parents or care givers to practice drawing and modelling of shapes in the ways of making charcoal sticks environment
Suggested Non-formal activity to support learning through application: The learner to sing simple songs and rhymes on shapes found in the environment	**Suggested assessment** Oral question, discussion, observation, portfolios, modelling, drawing
Suggested Resources: Papers, crayons, charcoal sticks, wires, twine thread and Braille writing tools, plasticine, clay textured surfaces in the environment and computer.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identifies varied types of shapes in the environment and enjoys drawing and modelling detailed shapes using crayon and or charcoal, wires, thread, Braille drawing tools	Identifies varied types of shapes in the environment and enjoys drawing and modelling them using crayon and or charcoal.	Identifies varied types of shapes but shows little interest to draw and model them using crayon and or charcoal, wires, thread, Braille writing tools	Is distracted and shows no interest in observing shapes in the environment or drawing and modelling them using crayon and charcoal media.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	**1.3 Texture (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Identify different types of textures to use in drawing; b) To rub charcoal and crayon over paper placed on smooth and rough surfaces to create texture and feel different textural surfaces; c) Appreciate texture of objects in their environment;	• Learners could be guided to take an environmental walk to experience texture through touch. Learners with total blindness could be given verbal descriptions of different surfaces. • Learners could be guided to rub over surfaces e.g. tree barks, coins, wood floors, walls, furniture, books and other surfaces • Learners could be guided to display and talk about their own and others' work (describing what they like and feel about the textural effects made on the paper) and other surfaces.	1. How do we identify texture? 2. How do we categorise texture for this level? 3. How do we create texture using crayons, sand, glue, tree barks, coins, sponge, charcoal?

Core-competence to be developed:
The learner to acquire:

- communication and collaboration skills in group work activities as they exchange ideas
- imagination and creativity skills as they express themselves through crayon and charcoal media
- self-efficacy as they express themselves about their artwork during display sessions

Links to PCI's:	Links to values:
Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions Financial literacy-Learner to appreciate value of coins in everyday life,	Learner to acquire the value of responsibility, respect and sharing during group work

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Links to other subject(s): English language activity to incorporate texture as a vocabulary.			**Suggested community Service Learning to support learning through application:** With the help of parents or care givers to ways of making taking care of different types of surfaces in terms in cleaning	
Suggested Non-formal activity to support learning through application The learner to sing songs or recite rhymes on the types of textures on objects around them			**Suggested Assessment** Oral questions, discussion, observation, portfolios	
Suggested Resources: Papers, crayons, charcoal sticks, tree barks, coins, sand, glue, sponge, feathers textured surfaces in the environment				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identifies different types of texture and enjoys creating and feeling well finished textural charcoal and crayon rubbings over paper placed on smooth and rough surfaces.	Identifies different types of texture and enjoys creating texture through by rubbing charcoal, and crayon over paper placed on smooth and rough surfaces and feeling different textural surfaces	Identifies different types of texture but shows little interest to create texture through rubbing charcoal and crayon over paper placed on smooth and rough surfaces and feeling different textural surfaces	Seems distracted and disinterested in creating texture through by rubbing charcoal and crayon over paper placed on smooth and rough surfaces and feeling different textural surfaces

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Paint and Colour	**2.1 Making improvised brushes** **(5 Lessons)**	By the end of the sub strand, the learner should be able to; a) Name materials that can be used to make improvised brushes; b) Make simple brushes from local materials; c) Use the improvised brushes to paint within the outlines of geometric shapes; d) Have fun and enjoyment as they make improvised brushes and use them to paint simple forms.	• Learners could be guided to identify and name materials used for making improvised brushes • Learners could be guided to collect materials used for making improvised brushes e.g. sisal, pieces of cloth, sponge etc • Learners could be guided to make improvised brushes using the materials collected • Learner in pairs or groups could be guided to use the improvised brushes to colour within the outlines of geometric shapes (e.g. Triangles, circles, rectangles). Learners with total blindness could work with sighted peers or aid to colour within outlines of actual geometric shapes • Learners could be guided to display and talk about their own and others work	1. What materials can be used to make improvised brushes? 2. How do you make improvised brushes?
Core-competence to be developed: Learners acquire: • Communication and collaboration in group work activities as they exchange ideas • critical thinking and problem solving as they sort and select materials for making brushes				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Imagination and creativity as they express themselves through colouring of outlined forms • Self-efficacy as they express themselves about their artwork during display sessions.				
Links to PCI's: Learners develop self-esteem and awareness through display of their work and allowing them to express their feelings; ideas and emotions Learners practice safety when using cutting tools as they improvise brushes			**Links to values:** Learner to acquire the value of responsibility, respect and sharing during group work	
Links to other subject(s): This lesson will enhance e the concept of geometric shapes as taught in mathematical activities.			**Suggested community Service Learning to support learning through application:** With the help of parents or care givers to practice making improvised brushes, brooms to use in painting and cleaning their environment.	
Suggested Non-formal activity to support learning through application: Learners can make brushes or brooms using locally available materials. Learners can undertake watering of shrubs growing in the school compound as a way of reinforcing the value of care of plants as a resource provided colouring matter.			**Suggested Assessment** Oral question, discussion, observation, portfolios	
Suggested Resources: Papers, pencils, powder paints, improvised brushes, sisal, grass, feathers				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly names local materials that can be used to make improvised brushes and enjoys making well finished brushes to paint within the outlines of geometric shapes.	Names local materials that can be used to make improvised brushes and enjoys using them to paint within the outlines of geometric shapes. Tactual geometrical outlines to be provided for learners with total blindness	Names local materials that can be used to make improvised brushes but shows little interest in making improvised brushes nor using them to paint within the outlines of geometric shapes.	Seems distracted and has no interest or ability to paint within the outlines of geometric shapes.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Pattern Making	**3.1 Line Patterns (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) observe objects with line patterns in the environment and in digital tools to help in creation of patterns (low vision); b) explore objects with line patterns tactually; c) create patterns in colour using lines in the environment (totally blind) and digital tools (low vision); d) enjoy creating linear patterns in colour and digital tools (low vision)	• In groups learners could be guided to observe types of line patterns in the environment and in digital tours. Learners with total blindness could be guided to touch types of lines and be given verbal descriptions of the lines and use adapted digital devises with voice output. • Learners could be guided to explore different linear patterns guided with tactual exploration and to create patterns using lines in colour and digital tools. Learners with total blindness could be guided to create patterns using	1. Where do we find patterns in our environment? 2. What patterns do you like? 3. How do you create patterns?

			adapted digital devices with voice output and be given verbal descriptions of patterns in colour • Learners could be guided to display different linear patterns	

Core-competence to be developed:
The learner to acquire:

- Communication and collaboration skills in group work activities as they exchange ideas.
- Imagination and creativity skills as they express themselves through making line patterns.
- Self-efficacy as they express themselves about their artwork during display sessions.

Links to PCI's : Learner to develop self-esteem and self-awareness through display of their work and allowing them to express their feelings, ideas and emotions. Learners practice safety when using cutting tools as they improvise brushes	**Links to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Links to other subject(s): Linear patterns can be incorporated in movement activities	**Suggested community Service Learning to support learning through application:** The learner with help of parents /guardians to design simple linear pattern cards for decoration at home. For learners with total blindness, the cards should be tactile
Suggested Non formal Activity to support learning through application Learners to create patterns during interclass competition. The school to organise in-house exhibitions	**Suggested assessment** Oral question, discussion, observation, portfolios

Suggested Resources:

Papers, pencils, powder paints, brushes, twine thread pieces of sticks/straws

Suggested Assessment Rubric			
Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes objects with line patterns in the environment and in digital tours and enjoys creating complex patterns in colour using lines. For learners with total blindness, the lines should be tactile for exploration	Observes objects with line patterns in the environment and in digital tours and enjoys creating patterns in colour using lines.	Observes objects with line patterns in the environment and in digital tours but lacks interest in creating patterns in colour using lines.	Seems distracted and has no interest or ability in creating patterns in colour using lines.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Pattern Making	**3.2 Dot Patterns (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe objects with dot patterns in the environment and in digital media to help in creation of patterns (low vision); b) Explore objects with tactual dot patterns in the environment and in digital media; c) Create tactual dot patterns for self-expression; d) Create dot patterns in colour or using digital tools for self-expression; e) Enjoy creating dot patterns. Learners with low vision). For learners with total blindness enjoy creating dot patterns by tactual	• In groups learners to be guided to observe types of dot patterns in the environment and in digital media. For learners with total blindness dot patterns should be tactile • Learners with total blindness could work with their sighted peers or aid to create patterns using dots. • Individually, the learner to create patterns using dots in colour or using digital tools • Learners display and talk about their patterns, and appreciate own and others' patterns.	1. Where can we find dot patterns around our school? 2. How do you create dot patterns?

<table>
<tr><th>Strand</th><th>Sub-Strand</th><th>Suggested Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Key Inquiry Question</th></tr>
<tr><td></td><td></td><td>cues.</td><td></td><td></td></tr>
<tr><td colspan="5">Core-competence to be developed:
The learner to acquire:
• Communication and collaboration skills in group work activities as they exchange ideas.
• Imagination and creativity skills as they express themselves through dot patterns.
• Self-efficacy as they express themselves about their artwork during display sessions.</td></tr>
<tr><td colspan="3">Links to PCI's:
Learner to develop self-esteem and self-awareness through display of their work and allowing them to express their feelings, ideas and emotions.</td><td colspan="2">Links to values:
Learner to acquire the value of responsibility, respect and sharing during group work</td></tr>
<tr><td colspan="3">Links to other subject(s):
English language activities can incorporate the term dots as part of the vocabulary</td><td colspan="2">Suggested community Service Learning to support learning through application:
The learner with help of parents/guardians to design simple dot pattern cards for decoration at home. For loaners with total blindness, the learner should be tactile</td></tr>
<tr><td colspan="3">Non-formal activity to support learning through application
Learners to create dot patterns and compete among themselves. The school to organise in-house exhibitions</td><td colspan="2">Suggested assessment
Oral question, discussion, observation, portfolios</td></tr>
<tr><td colspan="5">Suggested Resources:
Papers, coloured pencils, print media.</td></tr>
</table>

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes objects with dot patterns in the environment and in digital tours and enjoys creating complex patterns in colour using dots. For learners with total blindness, the dots should be tactile for exploration	Observes objects with dots patterns in the environment and in digital tours and enjoys creating patterns in colour using dots.	Observes objects with dot patterns in the environment and in digital tools but lacks interest in creating patterns in colour using dots.	Seems distracted and has no interest or ability in creating patterns in colour using dots.

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Pattern Making	**3.3Numeral patterns (2 lessons)**	By the end of the sub strand, the learner should be able to; a) observe numbers in the environment to motivate them in creating patterns (low vision); b) explore Braille numbers in the environment to motivate them in creating patterns; c) create coloured patterns using numerals for decoration d) create tactile patterns using Braille numerals for decoration; e) use digital tools to create numeral patterns for	• In groups, learners could be guided to identify numbers in the environment. Learners with total blindness could be guided to identify numbers in Braille. • Learners could be guided to experiment with numbers to create patterns in colour. • Learners could be guided to experiment with digital tools to create numeral patterns in colour. Learners with total blindness could be guided to use digital tools with voice output.	1. Are there patterns made using numerals around us? 2. How does one use numerals to create patterns?

		decoration; f) have fun as they create coloured braille numeral patterns.	• The learner to display and talk about own and others work to express ideas, feelings and emotions.	

Core-competence to be developed:
The learner to acquire:

- Communication and collaboration skills in group work activities as they exchange ideas.
- Imagination and creativity skills as they express themselves through numeral patterns.
- Self-efficacy as they express themselves about their artwork during display sessions.
- Digital literacy as they create numeral patterns using ICT tools.

Links to PCI's: Learner to develop self-esteem and self-awareness through display of their work and allowing them to express their feelings, ideas and emotions.	**Links to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Links to other subject(s): This activity will serve to enhance the concept of numbers taught in Mathematics activities.	**Suggested community Service Learning/Non-formal activity to support learning through application:** Learners with help of parents/guardians to design simple cards for identified needs e.g. get well cards, birthday, sorry cards, and Thank you cards. They can take these to orphanages, prisons, hospitals and senior citizens home, friends, parents etc. Learners with total blindness could do this using Braille numerals
Suggested Non-formal activity to support learning through application: Learners to create numeral patterns and compete against each other in in-house school exhibitions. For learners with total blindness, the numeral patterns to be in Braille.	**Suggested assessment** Oral question, discussion, observation, portfolios

Suggested Resources:
Papers, coloured pencils , print media, Braille writing tools

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes objects with numeral patterns in the environment and in digital tours and enjoys creating complex patterns in colour using numerals. For learners with total blindness, the numerals to be in Braille	Observes objects with numeral patterns in the environment and in digital tours and enjoys creating patterns in colour using numerals.	Observes objects with numeral patterns in the environment and in digital tours but lacks interest in creating patterns in colour using numerals.	Seems distracted and has no interest or ability in creating complex patterns in colour using numerals.

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
4.0 Paper Craft	**4.1 Rolling Technique (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe items made using rolling method in paper craft to help in creating paper decorations; b) Explore items made using rolling method c) Create decorations using rolling method of paper craft d) Have fun as they make paper decorations using rolling method of paper craft	• In groups, learners could be guided to observe and identify items made using rolling method in paper craft. • Individually, the learner to freely express themselves by creating decorations using rolling method. • The learner to display and talk about own and others work	1. Have you ever seen paper decorations? Learners with total blindness could be asked if they have touched paper decorations 2. How do we roll paper to make decorations?

Core Competences to be developed: The learner to acquire: • Imagination and creativity skills as they make decorations using rolling method in paper craft. • Self-efficacy as they make decorations using rolling method in paper craft.	
Link to PCIs: Learners to develop self-esteem and awareness through display of their work expressing themselves verbally.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work.
Link to other learning areas: English language activities to include twisting as a vocabulary.	**Suggested community Service Learning to support learning through application::** Learners with guidance of parent or guardians could create decorations for their places of worship for various celebrations.
Suggested Non formal Activity to support learning through application Learners participate in in-house exhibitions for display of their paper decorations.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested resources: Assorted paper, cutting tools, rulers, adhesives.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes items made using rolling method in paper craft and enjoys creating complex decorations using rolling method of paper craft. Learners with total blindness to explore items made using rolling method	Observes items made using rolling method in paper craft and enjoys creating decorations using rolling method of paper craft.	Observes items made using rolling method in paper craft but does not wholly enjoy creating decorations using rolling method of paper craft.	Seems distracted and has no interest or ability in creating decorations using rolling method of paper craft.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Paper Craft	**4.2 Twisting Technique (2 lessons)**	By the end of the sub strand, the learner should be able to; a) T Observe items made using twisting method in paper craft to help in creating paper decorations. (learners with low vision); b) explore items made using twisting method in paper craft helping; c) create decorations using twisting method of paper craft to help in creating paper decorations (learners with total blindness); d) have fun as they make paper decorations using twisting method of paper craft.	• In groups, learners could be guided to observe and identify items made using twisting method in paper craft. • Individually, the learner could be guided to freely express themselves by creating decorations using twisting method in paper craft. • Learner could be guided to display and talk about own and others work.	1. What type of decorations do we use during celebrations? 2. How do we twist paper to make a decoration using twisting method?

Core Competences to be developed:
The learner to acquire:

- Imagination and creativity skills as they make decorations using rolling method in paper craft.
- Self-efficacy as they make decorations using twisting method in paper craft.

Link to PCIs: Learners to develop self-esteem and awareness through display of their work and express themselves verbally.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work.
Link to other learning areas: English language activities to include twist as a vocabulary.	**Suggested community Service Learning activity to support learning through application:** Learners with help of parents/guardians could create decorations for their places of worship and other places in the community for specific events.

Suggested Non-formal activity to support learning through application: Learners to create toys using twisting technique and use during play.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested resources: Assorted paper, cutting tools, rulers, adhesives, sticks.	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes items made using twisting method in paper craft and enjoys creating complex decorations using twisting method of paper craft. Learners with total blindness could explore items made using twisting method.	Observes items made using twisting method in paper craft and enjoys creating decorations using twisting method of paper craft.	Observes items made using twisting method in paper craft but does not seem to wholly enjoy creating decorations using twisting method of paper craft.	Seems distracted and has no interest or ability in creating decorations using twisting method of paper craft.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Paper Craft	**4.3 Folding Technique (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe items made using folding method in paper craft to help in creating paper decorations (low vision); b) Explore items made using folding method in paper craft; c) Create decorations using folding method of paper craft; d) Have fun as they make paper decorations using folding method of paper craft in paper craft to help in creating paper decorations.	• In groups, learners could be guided to observe, explore and identify items made using folding method in paper craft. • Learner could be guided to freely express themselves by creating decorations using folding method in paper craft. • Learner could be guided to display and talk about own and others work.	1. What type of decorations do we use during celebrations? 2. How do we fold paper to make a decoration?

Core Competences to be developed:

- The learner to acquire imagination and creativity skills as they make decorations using folding method in paper craft.
- The learner to acquire self-efficacy as they make decorations using folding method in paper craft.

Link to PCIs: Learners develop self-esteem and awareness through display of their work expressing themselves verbally	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Link to other learning areas: English language activities to include fold as a vocabulary.	**Suggested community Service Learning activity to support learning through application:** Learners could create decorations for their places of worship and other places in the community during holidays and celebrations
Suggested Non-formal activity to support learning through application: Learners to create paper for display in in-house school exhibitions	**Suggested assessment** Oral question, discussion, observation, portfolios

Suggested resources: Assorted paper, cutting tools, rulers, adhesives

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes items made using folding method in paper craft and enjoys creating complex decorations using folding method of paper craft. Learners with total blindness could explore items made using folding method	Observes items made using folding method in paper craft and enjoys creating decorations using folding method of paper craft	Observes items made using folding method in paper craft but does not seem to wholly enjoy creating decorations using folding method of paper craft	Seems distracted and has no interest or ability in creating decorations using folding method of paper craft

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
5.0 Fabric Decoration	**5.1 Painting on fabric with fingers** **(2 lessons)**	By the end of the sub strand, the learner should be able to; a) observe finger painted fabric from teacher samples to help in creating decorations; b) explore finger painted fabric from teacher samples to help in creating decorations; c) use fingers to paint on fabric to create decorations; d) Have fun painting decorations on fabric.	▪ In groups learners could be guided to identify samples of finger painted fabric. Learners with total blindness be given verbal descriptions of the fabric as they touch. ▪ Individually learner could be guided to decorate fabric using fingers. ▪ Learners display and talk about own and others finger painted fabrics. Learners with	1. How fabric do painted with fingers look like? 2. What materials are used for finger painting on cloth? 3. How do we paint on cloth using fingers?

			blindness could be given commentaries about the displays.	

Core-competence to be developed:
The learner to acquire:

- Communication and collaboration skills while painting on fabric.
- Imagination and creativity while painting on fabric.
- Self-efficacy when expressing self about their displayed artwork.

Links to PCI's: The Learner to develop self-awareness, self-esteem and assertiveness as they display and talk about their work.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work.
Links to other subject(s): Environmental; colours used in fabric decoration could be related to colours found in the environment.	**Suggested community Service Learning activity**: Learners to exhibit the decorated fabrics during parent's day or any other suitable occasion at school.
Suggested Non-formal activity to support learning through application: Learners to create decorated fabrics and display in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios.

Suggested Resources:
Fabric, paint, dye, fingers, water, cleaning rugs, containers.

Suggested Assessment Rubric

Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes finger painted fabric from teacher samples and diligently uses fingers and enjoys painting elaborate decorations on fabric. Learners with total blindness with guidance from their sighted peers or aid explore finger painted fabric from teacher samples	Observes finger painted fabric from teacher and enjoys using fingers to paint on fabric to create decorations	Observes finger painted fabric from teacher samples but has little interest in painting decorations on fabric using fingers	Seems distracted and disinterested in painting decorations on fabric using fingers

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
5.0 Fabric Decoration	**5.2 Painting on fabric with brushes (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe brush painted fabric from teacher samples to help in creating decorations; b) Explore brush painted fabric from teacher samples to help in creating decorations; c) Use brush to paint on fabric to create decorations; d) Have fun painting decorations on fabric.	▪ In groups, learners could be guided to identify samples of brush painted fabric. ▪ Learner could be guided to decorate fabric using brushes. ▪ Learner could be guided to display and talk about own and others brush painted fabrics. Learners with blindness could be given a commentary on the displays.	1. How do fabrics painted with brushes look like? 2. How do we paint on cloth using brushes?
Core-competence to be developed: The learner to acquire: ▪ Communication and collaboration skills while painting on fabric.				

▪ Imagination and creativity while painting on fabric. ▪ Self-efficacy when expressing self about their displayed artwork.	
Links to PCI's: The Learner to develop self-awareness, self-esteem and assertiveness as they display and talk about their work.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work.
Links to other subject(s): English language activities can incorporate the term brushes in the vocabulary.	**Suggested community Service Learning activity**: Learners to exhibit the decorated fabrics during parents day or any other suitable occasion at school.
Suggested Non-formal activity to support learning through application: Learners to decorate fabric display in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested Resources: Fabric, paint, dye, bristle brushes, water, cleaning rugs.	

Suggested Assessment Rubric

Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes brush painted fabric from teacher samples and diligently uses brush to paint elaborate decorations on fabric.	Observes brush painted fabric from teacher and enjoys using brushes to paint on fabric to create decorations	Observes brush painted fabric from teacher samples but has little interest in painting decorations on fabric using brushes	Seems distracted and disinterested in painting decorations on fabric using brushes

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
5.0 Fabric Decoration	**5.3 Painting On Fabric With Sponge (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe sponge painted fabric from teacher samples to help in creating decorations (learners with low vision); b) Explore sponge painted fabric from the teacher samples to help in creating decorations (learners with total blindness); c) Use sponge to paint on fabric to create decorations; d) Have fun painting decorations on fabric.	▪ In groups, learners could be guided to identify samples of sponge painted fabric. Learners with total blindness could be given verbal descriptions of the fabric while noting the texture. ▪ Learner could be guided to decorate fabric using sponges ▪ Learner could be guided to display and talk about own and others sponge painted fabrics. Learners with blindness could be given commentaries on the displays.	1. How do fabrics painted with sponge look like? 2. What materials are used for sponge painting on cloth? 3. How do we paint on cloth using sponge?

Core-competence to be development:
The learner to acquire :
- Communication and collaboration as they display and talk about their work
- Imagination and creativity while painting on fabric.
- Self-efficacy when expressing self about their displayed artwork.

Links to PCI's:	Link to values:
The Learner to develop self-awareness, self-esteem and assertiveness as they display and talk about their work.	Learner to acquire the value of responsibility, respect and sharing during group work

Links to other subject(s):	Suggested community Service Learning/Non-formal activity:
English Language activities can incorporate the term sponge as part of the vocabulary.	Learners to exhibit the decorated fabrics during parents day or any other suitable occasion at school

Suggested Non-formal activity to support learning through application: Learners to decorate fabric and display in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested Resources: Fabric, paint ,dye, sponge, water, cleaning rugs, containers	

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Mounting Techniques	**6.1 Mosaic (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Identify and collect different types of material from the environment that can be used to create mosaic; b) Create simple pictures in mosaic using locally available materials; c) Learners with total blindness to do this with guidance from their sighted peers or aid through tactual cues; d) Have fun while creating simple pictures in mosaic.	• In groups learners could be guided to take nature walk in the environment to identify and collect materials that can be used to create mosaic.eg stones, pebbles, leaves papers, small plastic, egg shells etc. • In pairs or in groups learners could be guided to create simple pictures using mosaic technique. • The learner could be guided to display and talk about their own and others work. Learners with blindness could be given commentaries on the displays.	1. How do we identify materials used to create mosaic? 2. How do we create mosaic? 3. How do learners react when making mosaic?
Core Competencies to be developed: The learner to acquire: • Communication and collaboration skills when going out in groups to collect the materials for mosaic. • Imagination and creativity skills as they create mosaic pictures.				

Links to PCIs: Learner to develop self-awareness, self-esteem and assertiveness as they display and talk about their work.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Links to other learning areas: Environmental activities can emphasize on use of non-degradable materials from the environment.	**Suggested community Service Learning activity**: Learners with help of parents and guardians to engage in collecting materials (especially non degradable) in the environment as a way of keeping the community spaces clean. They can sort them in order to get the ones that can be used in mosaic techniques.
Suggested Non-formal activity to support learning through application: Learners to create mosaic pictures and display in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested Resources: Found materials, adhesives, mounting surfaces.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly identify and collect different types of material from the environment and enjoys creating complex pictures in mosaic using locally available materials	Identifies and collect different types of material from the environment and enjoys creating pictures in mosaic using locally available materials	Identifies and collect different types of material from the environment but seems not wholly interested in creating pictures in mosaic using locally available materials	Seems distracted and does not enjoy creating pictures in mosaic using locally available materials

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Decorating Forms	**7.1 Decorating plastic bottles using coloured paper (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe decorated plastic bottles to help in motivating them to decorate three dimensional (3D forms). Learners with low vision; b) Manipulate decorated plastic bottles to help in motivating them to decorate 3D forms; c) Decorate plastic bottles using coloured paper for self-expression. Learners with total blindness to do this with guidance from their sighted peers or aid; d) Have fun while decorating plastic bottles using coloured paper.	• In groups learners could be guided to observe and explore decorated bottles from teachers collection • Learners could be guided to collect and use coloured paper from the environment in decorating plastic bottles learners with total blindness could be given verbal descriptions of the colored paper • Learner could be guided to display and talk about their own and others work. Learners with total blindness could be given verbal commentaries on displays in class.	1. What kind of adhesive can be used in decorating plastic bottles using coloured paper? 2. Where can learners source coloured paper?

Core Competencies to be developed:
The learner to acquire:
- communication and collaboration skills when working in groups
- Imagination and creativity skills as they decorate plastic bottles

Links to PCIs:	Link to values:
Learner to develop self-awareness, self-esteem and assertiveness as they display and talk about their work.	Learner to acquire the value of responsibility, respect and sharing during group work.

Links to other learning areas: Environmental activities can emphasize on use of non-degradable materials from the environment.	**Suggested community Service Learning activity**: Learners to engage in collecting materials (especially non degradable) in the environment as a way of keeping the community spaces clean. They can sort them in order to get the ones that can be used in mosaic techniques.
Suggested Non-formal activity to support learning through application: Learners to create decorated forms display in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested Resources: Found materials, adhesives, mounting surfaces.	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes decorated forms from teacher's collection and decorate complex designs on 3D forms using coloured paper and neatly finish their work.	Observes decorated forms from teacher's collection and decorates 3D forms using coloured paper for self-expression with enjoyment	Observes decorated forms from teacher's but is not wholly interested decorating 3D forms using coloured paper	Not observant nor shows any interest and shows limited ability to decorate 3D forms using coloured paper

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 Ornaments	**8.1 Single stranded bracelets (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe beaded ornaments from teacher's samples to help in making bracelets using single strand beading. Leaners with low vision; b) Manipulate beaded ornaments from teacher's samples to help in making bracelets using single strand beading; c) Experiment with local materials to create bracelets using single strand beading; d) Enjoy making bracelets using single strand beading.	• In groups learners could be guided to identify samples of bracelets made using local techniques and materials for example, glass beads, plastic beads, clay beads, wooden beads, bone beads etc. • Learners could be guided to display, discuss and appreciate their work. Learners with total` blindness could be given verbal commentaries on the displays.	1. What materials can be used from the environment in making beads? 2. What materials are suitable for making beads at this level?

Core Competences to be developed:
The learner to acquire:

- imagination and creativity skills as they make bracelets
- Self-efficacy as they make bracelets.

Link to PCIs: Learners develop self-esteem and awareness through display of their work and to express themselves verbally.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work.
Links to other learning areas: English language activities can incorporate the term bracelet as part of the vocabulary.	**Suggested community Service Learning/ activity**: Learners could engage their parents and elderly persons in the community to learn beading techniques peculiar to their culture.

	A resource person can be invited to show learners how to make the beads and thread them.
Suggested Non-formal activity to support learning through application: Learners to create ornaments and display in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios
Suggested resources: Assorted beads, cutting tools, strings, needles.	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes beaded ornaments from teachers samples and enjoys experimenting with local materials to create well finished bracelets using single strand beading.	Observes beaded ornaments from teacher's samples and enjoys experimenting with local materials to create bracelets using single strand beading.	Observes beaded ornaments from teachers but does not wholly enjoy experimenting with local materials thus having a limited ability to create bracelets using single strand beading	Is distracted and does not enjoy experimenting with local materials leading to inability to create bracelets using single strand beading.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	**9.1 Toys** **(3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe samples of toys, material and tools from teacher's collection to motivate them make their own. Learners with low vision; b) Explore samples of toys, material and tools from teacher's collection to motivate them make their own work; c) Make simple toys using local materials for playing. Learners with total blindness to do this with guidance from their sighted peers or aid; d) Have fun as they make toys and play with them.	• In groups, learners could be guided to identify toys in their class nature corner. • Learners could be guided to make simple toys using locally available materials. • Learners to display and talk about own and others toys. Learners with blindness could be given verbal commentaries on the displays.	1. What toys are in class nature corner? 2. What materials and tools are used for constructing and assembling toys? 3. How do learners react to and appreciate toys?

Core Competence to be developed:

The learner to acquire;

- imagination and creativity as they design toys using locally available and found materials.
- Communication and collaboration skills while working with others.
- Self-efficacy when expressing self about their displayed artwork.

Link to PCI's	Link to values:
• The Learner to develop self- awareness, self-esteem and	Learner to acquire the value of responsibility, respect and sharing

assertiveness as they display and talk about their work. • Learner to be aware of safety as they construct and assemble toys.	during group work
Links to other learning areas: In environmental activities learners practice re-use of materials.	**Suggested community service learning activity to support learning through application:** With help of parents/guardians, learners to collect used items from the community to be used in assembling and constructing toys as a way of environmental clean-up.
Suggested Non-formal activity to support learning through application: Learners to create toys use them during play	**Suggested assessment** Oral question, discussion, observation, portfolios
Suggested Resources: Sample toys, found materials, strings, rubber bands	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes samples of toys, material and tools from teacher's collection and enjoys experimenting with them to make well finished toys using local materials.	Observes samples of toys, material and tools from teacher's collection and enjoys experimenting with them to make simple toys using local materials.	Observes samples of toys, material and tools from teachers collection and but does not seem to wholly enjoy making toys using local materials.	Is distracted and does not enjoy experimenting with local materials to make toys.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	**9.2 Kites** **(3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe samples of kites, material and tools from teacher's collection to motivate them make their own. (Learners with low vision); b) Manipulate samples of kits, material and tools from teacher's collection to motivate them make their own; c) Make simple kites using local materials for playing; d) Have fun as they make kites and play with them.	• In groups, learners could be guided to observe and manipulate samples of kites, material and tools from teachers collection. • Learners could be guided to make simple kites using locally available materials. • Learners could be guided to display and talk about own and others kites. Learners with blindness could be given verbal commentaries on the displays in class.	1. Have you ever seen or touched a kite? 2. How do you play with a kite? 3. What materials and tools are used for constructing and assembling kites?

Core Competence to be developed:

The learner to acquire:

- imagination and creativity as they design kites using locally available and found materials.
- Communication and collaboration skills while working with others.
- Self-efficacy when expressing self about their displayed artwork.

Link to PCI's :	**Link to values:**
• The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. • Learner to be aware of safety as they construct and assemble kites.	Learner to acquire the value of responsibility, respect and sharing during group work.

Links to other learning areas: In environmental activities re-use of materials is emphasized.	**Suggested community service learning activity to support learning through application:** With the help of parents/guardians, learners to collect used items from the community to be used in assembling and constructing toys as a way of environmental clean-up.
Suggested Non-formal activity to support learning through application: Learners to create kites and compete use them during play time.	**Suggested assessment** Oral question, discussion, observation, portfolios.
Suggested Resources: Found materials, strings, rubber bands, sample kites, paper.	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes kites, material and tools from teachers collection and enjoys experimenting with them to make well finished kites using local materials.	Observes samples of kites, material and tools from teachers collection and enjoys experimenting with them to make simple kites using local materials.	Observes samples of kites, material and tools from teachers collection and but does not wholly seem to enjoy experimenting with them to make kites using local materials.	Is distracted and does not enjoy experimenting with local materials leading to inability to make kites.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	**10.1 Plain weave in on a paper card loom (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe samples of plain weaves, material and tools from teachers collection to motivate them make their own; b) Explore samples plain weaves, material and tools from teachers collection to motivate to make their own. Learners with total blindness to weave with guidance from their own sighted peers or aid; c) weave simple table mats using plain weave in two colours on a paper card loom; d) Have fun as they weave simple table mats using plain weave in two colours on a paper card loom	• In groups, learners could be guided to explore and observe plain woven samples made using varied materials • In groups learners could be taken for environmental walks to collect coloured materials for weaving for example sisal, cotton straws, threads, wool yarn, fabric strips etc • Learners could be guided to weave simple table mats using plain weave in two colours on a paper card loom: Learners with total blindness could be given verbal descriptions of colours used and be given physical guidance as they weave. • Learner could be guided to display and talk about their own and others work.	1. How do we identify materials used in plain weaving? 2. What is the process of plain weaving on a paper card loom?
Core Competence to be developed: Learner to acquire: • Communication and collaboration while weaving and talking about their and others work • Imaginative and creativity while weaving. • Self-efficacy when expressing self about their displayed artwork.				
Link to PCI's: • Learner develop self- esteem awareness through			**Link to values:** Learner to acquire the value of responsibility, respect and sharing	

display of their work and allowing them to express their ideas	during group work
Links to other learning areas: In environmental activities , the learner will be sensitized on re-using waste material In language activities, learners could learn names of colours found on objects in the environment	**Suggested community service learning activity to support learning through application:** Learners could be given a project to look for materials at home and with the aid of family and community members to weave functional articles that can be sold as a way of introducing financial literacy in relationship to creativity.
Suggested Non-formal activity to support learning through application: Learners to weave items and display in in-house school exhibitions	**Suggested assessment** Oral question, discussion, observation, portfolios
Suggested Resources: Raffia, grass, sisal, thread, wool, polythene papers etc	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes samples of plain weaves, material and tools from teachers collection and enjoys weaving complex table mats using plain weave in two colors on a paper card loom	Observes samples of plain weaves, material and tools from teacher's collection and enjoys weaving table mats using plain weave in two colours. on a paper card loom	Observes samples of plain weaves, material and tools from teachers collection but does not seem to wholly enjoy weaving table mats using plain weave in two colours on a paper card loom	Seems distracted and disinterested and has no ability to weave simple table mats using plain weave in two colours a paper card loom

<table>
<tr><th>Strand</th><th>Sub Strand</th><th>Specific Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Key Inquiry Questions</th></tr>
<tr><td>11.0 Modelling</td><td>11.1 Pinch method (3 lessons)</td><td>a) Observe items made using pinch method, materials and tools from the teachers collection to motivate them make their own (leaners with low vision);
b) Explore items made using pinch method, materials and tools from the teacher’s collection;
c) Model simple objects using pinch method to acquire modelling skill;
d) Have fun as they model objects using pinch method.</td><td>▪ Learners could be guided to observe and manipulate items made using pinch method, materials and tools from the teachers collection.
▪ Learners could be guided to model shapes using clay of plasticine through pinching technique.
▪ Learners could be guided to display and talk about their own and others work.</td><td>1. How do we identify materials for modelling in the environment?
2. How do we model clay or plasticine into shapes?
3. How do learners react when modelling shapes using pinch method?</td></tr>
<tr><td colspan="5">Core-competence to be developed:
Learner to acquire:
• communication and collaboration while modeling and talking about their and others work
▪ Imaginative and creativity while modeling.
▪ Self-efficacy when expressing self about their displayed artwork.</td></tr>
<tr><td colspan="3">Links to PCI’s:
Learners develop self-confidence as they talk about their own finished products and others.</td><td colspan="2">Link to values:
Learner to acquire the value of responsibility, respect and sharing during group work.</td></tr>
<tr><td colspan="2">Links to other subject(s):
English language activity can incorporate the word pinch as part of the vocabulary.</td><td colspan="3">Suggested community Service Learning activity to support learning through application:
Learners can be guided by parents/guardians or resource persons in community to model and decorate items using local techniques.</td></tr>
<tr><td colspan="2"></td><td colspan="3">Suggested assessment</td></tr>
</table>

Suggested Non-formal activity to support learning through application: Learners to model items and display in in-house school exhibitions.	Oral question, discussion, observation, portfolios.
Suggested Resources: Clay, water, sample pinch items, plasticine	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes items made using pinch method, materials and tools from the teachers collection and enjoys modelling complex objects using pinch method. Learners with total blindness explore items made using pinch method materials and tools from teacher's collection	Observes items made using pinch method, materials and tools from the teachers collection and enjoys modelling simple objects using pinch method	Observes items made using pinch method, materials and tools from the teachers collection but is not wholly interested in modelling simple objects using pinch method	Seems distracted and disinterested and has no ability to model simple objects using pinch method

Strand	**Sub Strand**	**Specific Learning Outcome**	**Suggested Learning Experiences**	**Key Inquiry Question**
11.0 Modelling	**11.2 Coiling method (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore items made using coil method, materials and	▪ Learners could be guided to observe items made using coil method, materials and tools from the teachers collection.	1. How do we identify tools and materials for modelling? 2. How to we model clay into shapes using coil method? 3. How do learners react when

		tools from the teachers collection to motivate them make their own; b) Model simple objects using coil method to acquire modelling skill; c) Have fun as they model objects using coil method.	▪ In pairs or groups learners could be guided to model free shapes by exploring clay through coiling method. ▪ Learners could be guided to display and talk about their own and others work.	modelling using coil method?

Core-competence to be development:
Learner to acquire:

- communication and collaboration while modeling and talking about their and others work
- Imagination and creativity while modeling.
- Self-efficacy when expressing self about their displayed artwork.

Links to PCI's: Learners to observe hygiene and safely while collecting clay in the environment.	**Link to values:** Learner to acquire the value of responsibility, respect and sharing during group work
Links to other subject(s): Mathematics activity area- coil modelled shapes modelled can be used for identification of numbers.	**Suggested community Service Learning activity**: Learners can be guided by parents/guardians or resource persons in community to model and decorate items using local techniques
Suggested Non-formal activity to support learning through application: Learners to model items and display them in in-house school exhibitions.	**Suggested assessment** Oral question, discussion, observation, portfolios.

Suggested Resources:
Clay, water, plasticine, sticks, surfaces.

Suggested Assessment Rubric

Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes items made using coil method, materials and tools from the teachers collection and enjoys modelling complex objects using coil method.	Observes items made using coil method, materials and tools from the teachers collection and enjoys modelling simple objects using coil method.	Observes items made using coil method, materials and tools from the teachers collection but not wholly interested in modelling simple objects using coil method.	Seems distracted and disinterested and has no ability to model simple objects using coil method.

MUSIC GRADE 1

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Performing	**1.1 Songs (7 lessons)**	By the end of the sub strand the learner should be able to: a) Name types of songs performed for different purposes in the community; b) Sing a variety of simple songs in unison from different cultures and time for enjoyment cultural preservation and advancement; c) Demonstrate the steady beat (pulse) by tapping, stamping, clapping when singing familiar songs for beat familiarization; d) Sing verse 1 of the Kenya national anthem in English and/or Kiswahili for cohesion and peaceful co-existence; e) state the official occasions during which the national anthem is performed for self-esteem; f) Apply expressive elements of music through singing for communication; g) Express ideas, feelings and emotions through singing for creativity; h) Appreciate and enjoy singing songs from diverse cultures; i) Appreciate singing songs from diverse cultures for enjoyment;	• Learners could be guided to name types of songs performed in the community. • Learners could be guided to listen to and watch a variety of live or recorded songs and be probed to identify possible occasions of when the songs are performed. Learners with total blindness could be provided with audios clips or digital devices with sound output. • Learners could be guided to sing various types of songs e.g. story songs, lullabies, patriotic songs, action songs, sacred songs and other topical songs on pertinent and contemporary issues paying attention to accuracy in pitch and rhythm. • Learners could be guided to apply expressive elements of music (loud, soft, fast, slow) while singing different types of songs	1. During which activities do you sing while at home? 2. Which songs do you like singing? 3. Why do you sing? 4. How do you feel when you sing? 5. What do the songs that you sing talk about? 6. When do we sing the Kenya National anthem?

			• Learners could be guided to identify and discuss salient issues in topical and patriotic songs such as social cohesion, health • Learners could be guided in identifying the beat in familiar songs by tapping, clapping and stamping and vary the tempo and dynamics to express feelings, ideas and emotions while singing. • In groups, learners could be guided in singing and dramatizing story and action songs • Individually and in groups learners could be guided to sing verse 1 of the Kenya National anthem paying attention to accuracy in words, rhythm and pitch • In pairs or groups learners could be guided to sing songs from diverse cultural sources.	
Core Competences to be developed: Communication and Collaboration, tap, clap to rhythm while learners sing. Creativity and Imagination while dramatizing story songs.				

<table>
<tr><td colspan="2">Citizenship as learners sing patriotic songs., Critical thinking and Problem solving</td></tr>
<tr><td>Link to PCIs:

Life skills: coping with emotions: expressing feelings and emotions through singing, ESD: Topical songs on: safety & security, parts of the body, waste management, fire, ESD: DRR: Topical songs</td><td>Link to Values:

Respect, Responsibility, sharing, Team work, cooperation</td></tr>
<tr><td>Links to other learning areas :

Language activities: Actions songs,

Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues, Math activities: Action songs on Number work, Religious Education: sacred songs</td><td>Suggested Community Service Learning activities:

• Participating in singing in the community e.g. places of worship, family occasions.
• Visiting a school for learners with special needs neighbourhood and share singing sessions.
• Performing topical songs during community events.</td></tr>
<tr><td>Suggested Non formal Activity to support learning:

• Visits/field trips to music and cultural centres
• Performing during various school events (such as assembly), and Kenya music festivals
• Visiting older citizens to learn Kenyan folk songs and other types of songs</td><td>Suggested assessment:

Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</td></tr>
<tr><td colspan="2">Suggested Resources
• Audio-visual excerpts of a variety of songs
• Audio visual equipment
• Musical instruments
• Memory cards
• Smart phones
• Flash discs
• Music print material i.e. Music scores of songs and the Kenya National Anthem, music scores in Braille</td></tr>
</table>

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Confidently and accurately sings a wide range of simple songs in unison and verse 1 of the Kenya National anthem in English or Kiswahili executing all the elements of music expressing feelings ideas and emotions.	Accurately sings a wide range of simple songs in unison and Sings verse 1 of the Kenya National anthem in English or Kiswahili executing elements of music expressing feelings ideas and emotions.	Sings some simple songs in unison and Sings verse 1 of the Kenya National anthem in English or Kiswahili executing elements of music expressing feelings ideas and emotions.	Exhibits difficulty singing a wide range of simple songs in unison and verse 1 of the Kenya National anthem in English or Kiswahili executing elements of music expressing feelings ideas and emotions.

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Performing	**1.2 Singing Games** **(5 lessons)**	By the end of the Sub strand the learner should be able to: a) Perform various singing games drawn from the local culture for enjoyment; b) Apply the aspects of singing, movement, props and costumes in performing singing games for creativity and imagination. Use body contact accompanied by verbal instructions c) Observe safety during performance of singing games; d) Observe precautions during performance of singing games for safety; e) Practice game etiquette and share available resources equitably during performance of singing games f) Practice etiquette during performance of singing games and share available resources for equitably for integrity g) Appreciate and enjoy performing singing games from the local cultures h) Appreciate performing singing games	• Learners could be guided to watch or listen to a variety of live or recorded singing games from the locality. learners with total blindness could be given verbal descriptions of the clips. • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing safety. Learners with visual impairment could be guided on how to make movement according to rhythm by demonstrating, doing together and allowing them to do. Use body contact accompanied by verbal instructions • Practice and performance of singing games to be done in pairs and in groups. • In groups learners practice game etiquette and share available resources equitably during	1. Do you sing as you play? 2. What songs do you sing during play? 3. Name some of the materials or objects used during play. 4. What roles do you like taking during play?

		form the local culture for enjoyment	performance of singing games. • In groups and individually learners are guided in performing singing games from the local cultures.	
Core Competences to be developed: Communication and Collaboration as learners perform singing games together. Critical thinking and Problem solving as learners share available resources in class. Self-efficacy while practicing singing games with etiquette.				
Link to PCIs: : Life Skills: Core living values: self- awareness, respect, self-confidence, assertiveness, responsibility, inclusion, integrity, unity, peace: Performing Singing games			**Link to Values:** Respect, Responsibility, Team work, love, sharing , cooperation	
Links to other learning areas : Language activities- parts of the body, mathematical activities- numbers, Environmental studies- environmental management, water conservation, safety and security, soil conservation, Animal issues, Religious Education- sacred songs			**Suggested Community Service Learning activities:** • Visiting the older citizens to help out in various activities as well as get to learn traditional singing games by interacting with other children	
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals and national days • Participate in singing games at home during play • Watching or listening to singing games on audio visual equipment at home with parental guidance (TV - in children programs)			**Suggested assessment:** Oral questions, portfolio, observation, adjudication, check lists	
Suggested Resources • Audio-visual excerpts of singing games				

• Audio-visual equipment • Costumes and props

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Confidently and effectively performs singing games drawn from the local cultures applying movements, props and costumes and displays a wide range of performance skills	Effectively performs singing games drawn from the local cultures applying movements, props and costumes displaying considerable range of performance skills	Effectively performs a few singing games drawn from the local cultures applying movements, props and costumes displaying limited range of performance skills	Lacks the skills of performing singing games drawn for diverse cultures has difficulty applying movement, props and costumes

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
1.0 Performing	**1.3 Musical Instruments (4 lessons)**	By the end of the Sub strand the learner should be able to: a) Name different types of percussion instruments that can be used to accompany singing and dancing; b) Improvise body percussions to accompany songs for creativity; c) Improvise percussion instruments using locally available materials;	• Learners could be guided to look at and explore real instruments, videos and pictures and be guided in identifying them. Learners with total blindness could be given verbal descriptions of the pictures and clips. • Learners could be guided to listen to sounds of different percussion instruments and name	1. Which musical instruments are used while singing or dancing? 2. Which instruments are played by striking? 3. Which instruments are played by shaking? 4. In what ways would one accompany a song without using instruments? 5. What is the role of

		d) Improvise percussion accompaniment to songs and dances using locally available materials.	them. • In groups and pairs learners could be guided to improvise body percussions by tapping, clapping, stamping and vocalising to accompany songs • In groups or pairs learners could be guided to improvise different percussions using locally available materials such as rhythm sticks, shakers, rattles and drums and encouraged to share them with others. • Learners could be guided to take turns playing the beat or a rhythmic pattern on improvised percussion instruments as the rest sing familiar songs, or during story time	instruments in a song?
Core Competences to be developed: Communication and Collaboration as learners to improvise body percussions by tapping, clapping, stamping and vocalising. Imagination and creativity as learners use locally available materials such as rhythm sticks, shakers, rattles and drums to make sounds. Critical thinking and Problem solving as they look at and explore resources to make real instruments. Self-efficacy				
Link to PCIs: : Life Skills core living value: responsibility, resilience, respect, Citizenship: use of improvised instruments to accompany patriotic songs, ESD- use of locally available materials to improvise instruments,			**Link to Values:** Respect, Responsibility, Team work	

Links to other learning areas: Environmental activities, Religious studies, Language activities(English, Kiswahili, literacy)	**Suggested Community Service Learning activities:** • Collecting used materials and objects from the community for use in improvising percussion instruments (recycling programs) • Playing instruments during events in the community e.g. places of worship, family occasions,
Suggested Non formal Activity to support learning: • Playing percussion instruments during various school events, Kenya music festivals, cultural festivals, Music clubs • Playing percussion instruments during events in the community e.g. places of worship, and family occasions, • Visit music and cultural centres to interact with performers and artists and share experiences during lessons • Visiting older citizens to learn how to improvise and play different percussion instruments	**Suggested assessment:** Oral questions, portfolio, observation, check lists
Suggested Resources • Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available recyclable materials	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Creatively and imaginatively creates and improvises body and other percussions in accompaniment to song and dance. Accurately identifies percussion instruments through observation.	Creates and improvises body and other percussions in accompaniment to song and dance. Accurately identifies percussion instruments through observation	Creates and improvises some body and other percussions in accompaniment to song and dance. Identifies some percussion instruments through observation	Inaccurately creates and improvises body and other percussions in accompaniment to song and dance. Exhibits difficulty identifying percussion instruments through observation

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Performing	**1.4 Dance (5 lessons)**	By the end of the Sub strand the learner should be able to: a) identify various occasions during which dance is performed in the society; b) develop an awareness of body parts leading to their appropriate use in dance; c) Apply body movements that are part of daily experience in a variety of ways in dance; d) Respond to movement and sound/music in a variety of ways for enjoyment;	• Learners to identify occasions during which dance is performed in the society. • Learners watch or listen to relevant recordings of different dances for experience purposes and to free dance along. • Learners to identify and use different body parts zones and to freely execute dance movement. Learners with visual impairment could be	1. During which occasions/events do you dance? 2. Why do people dance? 3. Which are some of the body movements we make every day? 4. Which parts of the body are commonly used when dancing? 5. How do you feel when you dance?

		e) Apply locomotor and non-locomotor movements in creating own dance; f) Observe basic elements of dance of while dancing; g) Observe safety during dance; h) Practice etiquette during dance; i) Use dance to express feelings and ideas;	guided through demonstration, doing together and allowing them to do by them while allowing body contact accompanied by verbal instructions. • Learners identify and use body movements that are part of daily experience (waving, matching, and shoulder shrugging, nodding, sweeping motion) in dance. Learners with total blindness could be given verbal descriptions accompanied by hands on demonstration on use of body movement. • Individually and in groups learners could be guided to use time, space, energy and relationships (elements of dance) in dance performance. • Learners use locomotor and non-locomotor movements in creating own dance movements • In groups or pairs learners could be guided to participate in	

			dance sessions to enhance dance etiquette, cooperation and teamwork • Learners freely dance to music stimuli.	
Core Competences to be developed: Communication and Collaboration as learners perform dancing in groups or pairs. Creativity and Imagination as learners execute dance movements. Critical thinking and Problem solving as learners use limited space in dance movement.				
Link to PCIs: : Values Life Skills- human sexuality(uniqueness of being boy or girl by performing dance a s a boy or girl, Core living values: respect, unity self-esteem, self-awareness, Citizenship: performance of traditional dances,			**Link to Values:** Respect, Responsibility, Team work	
Links to other learning areas: Movement activities, language activities (English, Indigenous languages, Kiswahili), , Environmental studies, Mathematics activities, Health and Nutrition**.**			**Suggested Community Service Learning activities:** • Participate in dance events in the community e.g. places of worship, family occasions • Visiting older citizens to help in chores and learn traditional dances.	
Suggested Resources • Audio-visual excerpts of dance • Audio-visual equipment • Dance costumes and props • Multi-cultural musical instruments				

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Demonstrates exemplary use of body movements, expresses ideas, feelings and emotions with a high degree of effectiveness through dance	Demonstrates satisfactory use of body movements, expresses ideas, feelings and emotions with a considerable degree of effectiveness through dance	Demonstrates limited use of body movements, expresses ideas, feelings and emotions with a limited degree of effectiveness through dance	Demonstrates difficulty using body movements that are part of daily experience in a variety of ways in dance

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
2.0 Creating/ Composing Music	**2.1 Rhythm (4 lessons)**	By the end of the Sub strand the learner should be able to: a) identify and imitate items that maintain a constant beat, b) Clap, tap, stamp, vocalise rhythms of names and sounds from the environment for enjoyment; c) Identify repetition and variations to the rhythm in familiar tunes; d) Create simple rhythmic accompaniments to songs and stories, poems, rhymes using voice, body percussions or improvised percussion instruments.	• Individually and in groups learners could be guided to identify and clap, tap, stamp the beat of a clock and the heart • In groups learners could be guided to clap, tap, stamp, vocalise the rhythms of syllables in names, rhymes and sounds from the environment: sounds of animals, names of animals, sounds of objects such as duck, duckling, pig, piglet, butterfly • Learners could be guided to imitate and clap the rhythm of the sounds made by different animals in the environment such as the dove. • Learners could be guided to listen to live, recorded music of familiar tunes with repetition and variations in rhythm and are guided in identifying the variations. • Learners could be guided to take nature walks to identify different	1. Which items make a repeated constant sound? (clock, heart beat) 2. Name animals in the environment that make repeated rhythmic sounds (dove, crested crane, horse, cock) 3. What are the sounds produced by animals in the environment (cows, donkeys....) 4. Can you identify sounds made by machines or objects that make repetitive rhythmic patterns?

			sounds in the environment that are rhythmical. • In pairs or in groups could be guided to create own rhythms by tapping, clapping in accompaniment to simple songs and stories.	
Core Competences to be developed: Communication and collaboration as learners vocalise sounds and rhythms from the environment. Imagination and creativity as learners create their own rhythms by tapping to simple songs. Learning to learn as learners listen to and imitate sounds from the environment.				
Link to PCIs: Life Skills: Core values of living: respect, self-esteem, self-confidence, assertiveness, responsibility, creative thinking-creating own rhythms Animal welfare-naming and imitating animal sounds Citizenship- group work on creating			**Link to Values:** Respect, Responsibility, Team work	
Links to other learning areas: Language activities: pre-reading skill: breaking words into syllable Mathematical activities: counting numbers: Saying rhythms of names in syllables Environmental studies: Animal issues: identifying animals and their sounds			**Suggested Community Service Learning activities:** • Encourage learners to perform (sing) in different places in the community such as in places of worship and other social gatherings and share their experiences in class. • Encourage learners to take care of animals as they imitate the sounds the animals make	
Suggested Non formal Activity to support learning: • Performing during various school events (school assembly) Kenya music festivals, events in the society (national days) • Nature walks to identify different sounds in the environment			**Suggested assessment:** Oral questions, portfolio, observation	

Suggested Resources
• Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available recyclable materials for improvising instruments

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Consistently and accurately • identifies repetition and variations to rhythm in familiar tunes • Claps, taps, stamp, vocalises rhythms of names and sounds from the environment for enjoyment • Creates simple rhythmic accompaniments to songs and stories, poems, rhymes using voice body percussions or improvised percussion instruments	• identifies repetition and variations to rhythm in familiar tunes • Claps, taps, stamps, vocalises rhythms of names and sounds from the environment for enjoyment • Creates simple rhythmic accompaniments to songs and stories, poems, rhymes using voice, body percussions or improvised percussion instruments	• identifies repetition and variations to rhythm in some familiar tunes • Claps, taps, stamps, vocalises some rhythms of names and sounds from the environment for enjoyment • Creates simple rhythmic accompaniments to some songs and stories, poems, rhymes using voice, body percussions or improvised percussion instruments	• Exhibits difficulty identifying repetition and variations to rhythm in familiar tunes • Inaccurately claps, taps, stamps, vocalises some rhythms of names and sounds from the environment • Exhibits difficulty creating simple rhythmic accompaniments to songs and stories, poems, rhymes and using voice, body percussions or improvised percussion instruments

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creating/ Composing Music	**2.2 Melody (4 lessons)**	By the end of the sub strand the learner should be able to: a) Identify melodic sounds from the environment; b) Identify melodic variations in simple familiar tunes; c) Create simple melodic variations in familiar tunes.	• Learners could be guided to listen to sounds in the environment (live or recorded) and identify rhythmic and melodic sounds. • Learners could be guided to imitate sounds made by animals and birds such as the dove and the crested crane. • Learners could be guided to listen to live or recorded familiar tunes with variations in the melody and guided in identifying the variations • Learners could be guided to individually and in groups sing familiar tunes, introducing melodic variations	1. Name animals in the environment that make melodic sounds (such as dove, crested crane, and cock) 2. Are these sounds always the same? Do they vary? 3. Can you identify when and how the sounds vary?
Core Competences to be developed: Communication and Collaboration as the sing in groups familiar tunes. Imagination and Creativity as learners practice and imitate sounds produced by animals. Critical thinking and Problem solving as learners listen and identify sounds from the environment. Digital literacy as learners listen to digital contents and identify variations.				
Links to other learning areas:			**Suggested Community Service Learning activities:** • Performing during various school events (school assembly)	

Mathematics Activities, language activities, Environmental studies, Language activities, Religious education	Kenya music festivals, occasions in society (national days) • Encourage learners to perform (sing) in different places in the community such as in places of worship and other social gatherings
Suggested Non formal Activity to support learning: 1.Performing in clubs in schools e. g Music club	**Suggested assessment:** Oral questions, portfolio, observation
Suggested Resources • Percussion instruments • Live/recorded music excerpts of familiar tunes • Audio- visual equipment (computer, video player)	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Accurately identifies and sings melodic variations in simple familiar tunes and independently creates a wide variety of simple melodic variations in familiar tunes	Accurately identifies and sings melodic variations in simple familiar tunes and creates a variety of simple melodic variations in familiar tunes	Identifies and sings a few melodic variations in simple familiar tunes and creates a simple melodic variations in familiar tunes with support	Displays inability to identify and create simple melodic variations in familiar tunes

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Listening and Responding	**3.1 Elements of Music** **(4 lessons)**	By the end of the Sub strand the learner should be able to: a) Listen and identify sounds in the local environment; b) Respond imaginatively to sounds in the environment through movement for imitation and enjoyment; c) Identify the character of musical pieces; d) Identify the elements of music as used in a song; e) Imitate rhythmic and melodic patterns of the music; f) Respond to music stimuli imaginatively; g) Express initial personal reactions to musical performances.	• Learners could be guided to take a nature walk and listen to and identify sounds in the environment. • Learners listen to and respond to sounds in the environment through movement. vocalisation imitation and discussions. Learners with visual impairment could be guided in movement through demonstration, allowing them to do by body contact and verbal instructions. • Learners could be guided in identifying and describing the character of selected pieces of music as sad or happy. • Learners could be guided to listen to live or recorded music to identify and describe the elements of music used using music terminology: loud or soft (dynamics), fast or slow (Tempo), high or low (Pitch), long or short (Duration). • Individually and in groups learners are guided in listening to live or recorded music and imitate the rhythmic and melodic patterns.	1. Is the sound produced for voice or instruments ? 2. Does the music make you feel happy, sad, frightened? 3. Is the music fast, slow, loud or soft? 4. Where are you likely to hear this kind of music?

			• In groups or individually learners could be guided to respond to music stimuli imaginatively and creatively. • Learners to express personal opinions about a musical performance and show respect for the opinions of others.	
Core Competences to be developed: Communication and Collaboration as learners work in groups to respond to music stimuli Imagination and creativity as learners listen imitate music sounds.				
Link to PCIs Life skills: core living values: Respect, responsibility, self-awareness, skills of knowing and living with others, coping with emotions-expressing feelings and emotions. ESD-environmental education, service learning and parental engagement: visits to the community to listen and respond to different kinds of Music.			**Link to Values:** Respect, Responsibility, Team work	
Links to other learning areas: language activities: pronunciation, sounds, Religious activities: music for worship. Environmental studies: environmental management, Religious education-sacred songs Art Drawing; Paint; Elements of art; An awareness of line, shape, pattern			**Suggested Community Service Learning activities:** Take part in community functions such as places of worship, fundraisers.	
Suggested Non formal Activity to support learning: • Listening to and responding to music they listen to at home (such as on radio, TV, in places of worship, birthday parties)) with parental help • Visits to music and cultural centres			**Suggested assessment:** Oral questions, portfolio, observation, progress reports.	
Suggested Resources • Percussion instruments • Live/recorded music excerpts of familiar tunes • Audio- visual equipment (computer, video player)				

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Accurately and confidently; • Identifies, describes and imitates sounds in the local environment • Imitates rhythmic and melodic patterns responding imaginatively and creatively through movement • expresses initial personal reactions to musical performances • Identifies the all elements of music as used in a song.	Accurately; • Identifies describes and imitates sounds in the local environment • imitates rhythmic and melodic patterns responding imaginatively and creatively through movement • expresses initial personal reactions to musical performances • Identifies most elements of music as used in a song.	• Identifies, describes and imitates some sounds in the local environment • imitates some rhythmic and melodic patterns responding inappropriately through movement • expresses initial personal reactions to some musical performances • Identifies a few elements of music as used in a song.	Exhibits difficulty; • Identifying, describing and imitating sounds in the local environment • imitating rhythmic and melodic patterns and responding through movement • expressing initial personal reactions to musical performances • Identifying most elements of music as used in a song

MOVEMENT ACTIVITIES GRADE 1

Locomotors skill: Walking

Strand	Sub – strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.1 Locomotor Skills: Walking** **12 Lessons**	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when walking for body awareness; b) watch a video clip on the walk race for digital literacy; c) perform walking in different ways for strength, coordination, endurance and balance; d) practice walking in different ways for strength, coordination, endurance, balance and for excellence; e) establish relationships through walking for critical thinking and problem solving; f) make appropriate play for creativity and imagination; g) appreciate walking for Strength, coordination, balance and self-esteem; h) play simple games for enjoyment; i) observe the rules when playing games using walking for own and others safety.	▪ Learners could be guided to answer questions on the parts of the body that are in use when walking to create body awareness (eyes, hands, legs, the trunk) ▪ Learners could be guided to watch and listen to a video clip on the walk race and identify the body parts that are in use during the race. Learners with total blindness could be given commentaries of the video clip. ▪ Learners could be guided to practice walking in different ways by: o walk in different directions - forward, - backward, - to the right - to the left o walking in different pathways - circular - straight - curved - zigzag - swivel	1. How many different directions can you walk? 2. Which direction can you walk faster?

			○ learners walk in different levels - low - medium - high • Learners could be guided to walk in varying levels-slow medium and fast while making shapes such as square, circle, rectangle, triangles, rectangles, oval among others. Learners with total blindness could be guided to move along the shapes formed . • Learners to establish relationships; under, over, mirroring, going through and going round. During the activities, learners with total blindness to hold the shoulders of the peer in front in order to get the direction of the movement ▪ Learners in groups could be guided to walk and make letters of the alphabet such as such as A, C, D, I, L, O, N, T, W, Y. Learners with total blindness do this with the guidance of a sighted peer or aid though body contact and verbal instructions. • Learners in groups to walk and make numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Learners with total blindness could be paired with sighted peer or	

			aid. • Learners to play games that involve walking such as walk while carrying a bean bags on the head quickly or slowly, walk while carrying an egg on a spoon with quick steps, walk while in sacks. Learners with total blindness could be paired with aid. ▪ Learners with total blindness to be oriented to the environment and materials they will use during movement ▪ Learners to observe rules as they walk and play games.	

Core competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Communication and collaboration as learners hold on each other's shoulder to gain orientation during movements.
2. Self-efficacy as learners walk and make number and letter patterns.
3. Critical thinking and problem solving as learners use improvised materials during play games.

Link to PCIS and values:	**Links to other learning areas:**
▪ **ESD: DRR:** safety and security: when playing games ▪ **Citizenship:** social cohesion: the learners to collaborate when playing games ▪ **Learner Support Program:** sports and games: games that involve walking skills ▪ **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher, do not handle ▪ **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities

Link to values:

Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as unity, love, peace and

integrity	
Suggested community service learning activity to support learning through application: learners to participate in cleaning the environment surrounding the school and home.	**Suggested assessment:** oral questions
Suggested Non-formal activity to support learning through application: Learners to be taken to watch and experience and experience athletic championship and observe the walk race. A sighted peer or aid to describe to learners with total blindness about what could be happening in the race. A sighted peer or aid to describe to learners with total blindness about what could be happening in the race	**Suggested Resources:** ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile phones ▪ video clip on the walk race

Movement activities Suggested Assessment Rubric: Locomotor skill: Walking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness	▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness	▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components	▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

2.	**Applies rules when playing games (cognitive and psycho - motor)**	▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation	▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation	▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation	▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model	▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities	▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities	▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Locomotor skill: Running

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**1.2 Locomotor skill:** Running 12 lessons	**By the end of the sub-strand, the learner should be able to:** a) name the parts of the body that are in use during running for body awareness; b) watch and listen to video clip on running for digital literacy; c) perform running in different ways for strength, coordination, endurance and balance; d) practice running in different ways for strength, coordination, endurance, balance and for excellence; e) establish relationships through running for critical thinking and problem solving; f) make appropriate play items for creativity and imagination; g) appreciate running for strength, coordination, balance and self-esteem; h) play games for enjoyment; i) observe rules when playing games for own and others safety.	▪ Learners could be guided to answer questions on the parts of the body that are used for running. ▪ learners could be guided to watch and listen to video clips on primary school athletics championships and observe the various running events Learners with total blindness could be guided through verbal description on the videos. ▪ Learners could be guided to practice running in different ways by: o running in different directions - forward, - backward, - to the right - to the left o running in different pathways - circular - straight - curved - zigzag o running in different levels - low - medium - high	1. How many different directions can you run? 2. Which direction can you run faster?

			• Learners with total blindness could be paired with sighted peer or aid during running activities • Learners could be guided to establish relationships; under, over, mirroring, going through and going round. Learners with total blindness could be provided with physical assistance and verbal instruction • Learners could be guided to play games that involve running such as: o Run while carrying bean bags on the head with slow, moderate and quick speed. o run with speed while carrying an egg on a spoon with slow, quick and fast o run while in sacks with slow, moderate and fast speed Learners with total blindness to be given orientation of the environment and materials used in running activities and be given physical guidance accompanied by verbal descriptions. • Learners could be guided to follow rules as they run and play games.	
Core competences to be developed: The learners are expected to acquire the following competences in the process of basic movement skills: 1. Communication and collaboration as learners hold on each other's shoulder to gain orientation during movements				

<table>
<tr><td colspan="2">2. Self-efficacy as learners walk and make number and letter patterns.
3. Critical thinking and problem solving as learners use improvised materials during play games.</td></tr>
<tr><td>Link to PCIs:
▪ ESD: DRR: safety and security: when playing games
▪ Citizenship: social cohesion: the learners to collaborate when playing games
▪ Learner Support Program: sports and games: games that involve the running skill
▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher (do not handle)
▪ Life Skills: self-Esteem: Self-awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>Links to other learning areas:
▪ Language activities
▪ Environmental activities
▪ Hygiene and Nutrition
▪ Mathematic Activities</td></tr>
<tr><td colspan="2">Link to Values:
Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect and Responsibility</td></tr>
<tr><td>Suggested community service activity to support learning through application:
Learners to perform during the school sports day such as inter classes and inter house.</td><td>Suggested assessment:
oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application:
Learners to make their own play items such as balls, batons and use them during games</td><td>Suggested Resources:
▪ Brightly coloured field markers, bean bags, ropes,
▪ Adapted digital devices such as computers and mobile phones</td></tr>
</table>

Movement activities Suggested Assessment Rubric: Locomotor skill: Running

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components
5.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

6.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Locomotor skill: Jumping for height

Strand	Sub – strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skill	**1.3 Locomotor skills: Jumping for height 12 Lessons**	**By the end of the sub-strand, the learner should be able to:** a) name the parts of the body that are in use during jumping for height and for body awareness; b) watch and listen to video clip on jumping for height for digital literacy; c) perform jumping for height in different ways for strength, coordination, endurance and	▪ Learners could be guided to answer questions on the parts of the body that are in use when jumping for height. ▪ Learners could be guided to watch and listen to video clips of athletes performing high jump or pole vault and identify the parts of the body that are in use during the jumps. Learners	1. Name the body parts in use when jumping for height 2. Which direction is easier for you to jump to?

		balance; d) practice jumping for height in different ways for strength, coordination, endurance, balance and for excellence; e) establish relationships through jumping for height for critical thinking and problem solving; f) make appropriate play items for creativity and imagination; g) appreciate jumping for height for strength, coordination, balance and self-esteem; h) play games for enjoyment; i) observe rules when playing games for own and others safety.	with total blindness could be guided by providing verbal description on the video clips ▪ Learners could be guided to practice jumping in different ways by: o jump in different directions - forward, - backward, - to the right - to the left o jump in different pathways - circular - straight - curved - zigzag • Learners with total blindness to be given orientation on the running area and physical guidance on how to jump • Learners could be guided to run in varying levels-slow, medium and fast while making shapes. Learners with total blindness could be paired with sighted peer or aid • Learners could be guided to	

			establish relationships; under, over, mirroring, going through and going round • Learners could be guided to play games that involve jumping for height such as; in threes and with a rope, two hold on each end and one to jump as they change roles till all jump. For low vision, the rope should be coloured, for learners with total blindness, they touch the height of the rope before the jump. • Learners could be guided to observe the rules as they play games using the skill jumping for height	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Communication and collaboration as learners hold on each other's shoulder to gain orientation during movements
2. Self-efficacy as learner walk and make number and letter patterns.
3. Critical thinking and problem solving as learners use improvised materials during play games.
4. Citizenship as learners obey rules of the games.

Link to PCIs:	**Links to other learning areas:**
• ESD: DRR: safety and security: when playing games • Citizenship: social cohesion: the learners to collaborate when playing	▪ Languages activities ▪ Hygiene and Nutrition

<table>
<tr><td>games
• Learner Support Program: sports and games: games that involve jumping for height skill
• Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher (do not handle)
• Life Skills:
• Self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>▪ Environmental activities
▪ Mathematic activities</td></tr>
<tr><td colspan="2">Link to values:
Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love and Peace</td></tr>
<tr><td>Suggested community service learning activity to support learning through application:
Learners to visit the aged in the community and give a helping hand.</td><td>Suggested assessment:
oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application:
The learners to cooperate with others and play games that incorporate jumping for height</td><td>Suggested Resources:
• field markers, field, bean bags, ropes,
• Digital devices such as computers and mobile phones
• video clips of athletes performing high jump or pole vault</td></tr>
</table>

Movement activities Suggested Assessment Rubric: Locomotor skill: Jumping for height

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways. • the learner demonstrates acquisition of some components of fitness.	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components
8.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

9.	**Participation, behaviour (Affective)**	▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model	▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities	▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities	▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Non Locomotor skill: Stretching

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**2.1 Non-Locomotor skill: Stretching 6 Lessons**	**By the end of the sub-strand, the learner should be able to:** a) explore stretching in different directions for body awareness; b) watch and listen to and listen to a video clip on a cheetah stretching for digital literacy; c) perform stretching in	• Learner could be guided to answer questions on parts of the body that are in use when stretching • Learner could be guided to watch and listen to video clip of the cheetah and a cat stretching. Learners with total blindness to provided with verbal description of the video clip • Learner could be guided to stretch	1. Name the body parts that are in use when stretching? 2. How many different directions can you stretch towards?

		different ways flexibility , coordination, and balance; d) practice stretching in different ways for flexibility, coordination, balance and excellence; e) establish relationships through stretching for critical thinking and problem; f) make appropriate play items for creativity and imagination; g) appreciate stretching for flexibility, coordination, balance and self-esteem; h) play games for enjoyment; i) observe rules when playing games for own and others safety.	towards different directions such as sideways. Learners with total blindness to be provided with physical guidance on the directions • Learner could be guided to stretch with different intensity; slow, moderate and fast. Learners with total blindness to be provided with physical guidance on the types of intensities • Learners could be guided to play games involving stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs. Learners with total blindness to be given orientation on the environment, materials and heights • Learners could be guided to obey rules as they stretch and play games	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities.

Link to PCIS and values:	**Links to other learning areas:**
PCIs: • ESD: DRR: safety and security: when playing games • Citizenship: social cohesion: the learners to collaborate when playing games	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

• Learner Support Program: sports and games: games that involve the stretching skill skills • Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace	
Suggested community service learning activity to support learning through application: learners may join in planting trees in the school, at home and in the community	**Suggested assessment:** oral questions, practical
Suggested non-formal activity to support learning through application: The learners to cooperate with others and playing games that incorporate stretching.	**Suggested Resources:** ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile phones ▪ video clips of the cat stretching

Movement activities Suggested Assessment Rubric: Locomotor skill: Stretching

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
10.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components •
11.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

12.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Non-locomotor skill:
Bending and Curling

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key inquiry questions
2.0 Basic Motor Skills	**2.2 Non-Locomotor skill: Bending and Curling** **5 Lessons**	By the end of the sub-strand, the learner should be able to: a) explore bending and curling in different ways for body and space awareness; b) watch and listen to a video clip on bending and curling for digital literacy; c) perform bending and	• Learner could be guided to answer questions on the different parts of the body that can bend and curl • Learners could be guided to watch and listen to video clips of the inchworms curling and bending. Learners with total blindness to be given a verbal description of the video clip	1. In which situations can you bend and curl? 2. What parts of the body can bend and curl?

		curling in different ways for coordination, endurance and balance; d) practice bending and curling in different ways for coordination, endurance, balance and for excellence; e) establish relationships through bending and curling for critical thinking and problem solving; f) make appropriate play items for imagination and creativity; g) appreciate bending and curling for coordination, balance and self-esteem; h) play games for enjoyment; i) observe rules when playing games for own and others safety.	• Learner could be guided to bend and curl in different directions. Learners with total blindness to be given physical guidance through body contact and verbal instructions • Learners could be guided to bend and curl in different levels (low, medium) • Learners could be guided to participate in activities that involve bending and curling. Learners with total blindness to be given physical guidance on bending and curling activities. • Learners could be guided to obey rules when bending and curling for own and others safety	
Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills: 1. Communication and Collaboration as learners do different activities in pairs or groups. 2. Citizenship as they obey the rules of the games they play. **3.** Learning to learn as they learn from peers through imitations of activities.				
Link to PCIs: • **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing			**Links to other learning areas:** • Languages activities • Environmental activities	

<table>
<tr><td>games
• Learner Support Program: sports and games: games that involve bending and curling skill
• Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>• Hygiene and Nutrition
• Mathematic activities</td></tr>
<tr><td colspan="2">Link to values:
Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love and Peace.</td></tr>
<tr><td>Suggested community service learning activity to support learning through application:
Learners to make play items and donate them to an orphanage of choice.</td><td>Suggested assessment:
Oral questions and practical.</td></tr>
<tr><td>Suggested non-formal activity to support learning through application:
learners to make play items for use during games.</td><td>Suggested Resources:
• field markers, bean bags, ropes,
• computers or mobile phones
• video clips of different worms and insects bending and curling</td></tr>
</table>

Movement activities Suggested Assessment Rubric: Non Locomotor skill: Bending and Curling

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
13.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • Learner does not exhibit creativity in skill performance • Learner does not demonstrate acquisition of the physical fitness components
14.	**Applies rules when playing games (cognitive and psycho -motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
		game situation		situation	game situation
15.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Manipulative skills:
Overarm throw

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**3.1 Manipulative skill** **Overarm throw**	By the end of the sub-strand the learner should be able to: a) name the parts of the body that are in use during the overarm throw for body	• Learners could be guided to name objects around the school compound that they are able to throw.	1. Name games that involve the overarm throw? 2. Name situations where

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	12 Lessons	awareness; b) watch and listen to a video clip on over arm throw for digital literacy and problem solving; c) perform the over arm throw in different ways for strength, coordination, endurance and balance; d) practice the over arm throw in different ways for strength; e) coordination, endurance, balance and for excellence; f) establish relationships through using the overarm throw for critical thinking and problem solving; g) make appropriate play items for creativity and imagination; h) appreciate throwing using the overarm throw for strength, coordination, balance and self-esteem; i) play games for enjoyment; j) observe rules when playing games for own and others safety.	• Learners could be guided to observe and listen to the over arm throw skill in the video clips using digital devices such as mobile phones. Learners with total blindness to be given verbal description of the actions in the video clip. • In groups or pairs learners could be guided to improvise balls using the locally available materials for use during the over arm throw. • Learners could be guided to practice the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back. Learners with total blindness could be given orientation of the environment materials and directions. Materials should be bright coloured and produce sound • Learners could be guided to throw objects of different sizes using the overarm throw.	you can use the overarm throw

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
			• Learners could be guided to play games that involve the overarm throw • Learners could be guided to observe the rules when playing games using the overarm throw	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic motor skills:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as learners imitate activities performed by their peers.

Link to PCIs:

- **ESD: DRR:** safety and security: when playing games
- **Citizenship:** social cohesion: the learners to collaborate when playing games
- **Learner Support Program:** sports and games: games that involve the over arm throw skill
- **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher (do not handle)
- **Life Skills:** self-Esteem: Self - awareness: knowing myself and knowing the parts of the body involved in performing activities

Links to other learning areas:

- Language activities
- Hygiene and Nutrition
- Environmental activities
- Mathematics activities

Links to Values:

Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace

Suggested community service learning activities to support learning through

Suggested assessment:

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
application: learners to make appropriate play items and donate them to an orphanage of choice.			oral questions and practical	
Suggested non-formal activity to support learning through application: learners to make appropriate play items and use them in their own games.			**Suggested Resources:** • field markers, bean bags, ropes, • digital devices such as computers, mobile phones • video clip of the over arm throw or games that use the skill such as netball and Cricket	

Movement activities Suggested Assessment Rubric: Manipulative skill: Over arm Throw

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
16.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
17.	**Applies rules when playing games**	• The learner is excellent in following instructions during	• The learner is good in following instructions during movement	• The learner is satisfactory in following instructions during	• The learner is poor in following instructions during skill

	(cognitive and psycho -motor)	movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
18.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Manipulative skill:
Catching

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Basic motor skills	**3.2 Manipulative skills: Catching 12 Lessons**	**By the end of the sub-strand, the learner should be able to:** a) name the parts of the body that are in use during catching for body awareness; b) watch and listen to a video clip on catching for digital literacy and problem solving; c) perform catching in different ways for strength, coordination, endurance and balance; d) practice catching in different ways for strength, coordination, endurance, balance and for excellence; e) establish relationships through catching for critical thinking and problem solving; f) make appropriate balls for use, and for imagination and creativity; g) appreciate catching for Strength, coordination and balance and self-esteem; h) play games for enjoyment i) observe rules when playing games for own and others safety.	• Learners could be guided to answer questions on the parts of the body in use when catching • Learners in groups could be guided to watch and listen to video clips of people playing netball and other games where the catching skill is used. Learners with total blindness to be given verbal description of the video clips • Learners could be guided to practice catching items of different sizes such as bean bags, tenniquoits and balls. Learners with total blindness to be given orientation to the materials to be used in catching activities • Learners could be guided to practice catching in groups, in twos. Learners with total blindness to be given physical guidance and verbal instruction on how to catch using apparatus that have sound cues. • Learners could be guided to play games using the catching skill. Learners with total blindness to be given guidance by a sighted peer or aid. • Learners could be guided to observe rules when playing games using the catching skill.	1. Which parts of the body are used for catching? 2. Name games where catching is used 3. In which games is catching used?

<table>
<tr><td colspan="2">Core competences to be developed:
The Learners are expected to acquire the following competences in the process of learning basic motor skills:
1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: when playing games
• Citizenship: social cohesion: the learners to collaborate when playing games
• Learner Support Program: sports and games: games that involve the catching skill
• Health Education: HIV and AIDS: when wounds and cuts occur while playing games, report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>Links to other learning areas:
• Languages activities
• Hygiene and Nutrition
• Environmental activities
• Mathematics activities</td></tr>
<tr><td colspan="2">Link to Values:
Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace</td></tr>
<tr><td>Suggested community service learning activities to support learning through application:
Learners: learner to make play items and donate them to a children’s home of choice.</td><td>Suggested assessment:
oral questions and practical</td></tr>
<tr><td>Suggested non-formal activities to support learning through application:
The learners to make improvised balls and use them to play a soccer game.</td><td>Suggested Resources:
• field markers, bean bags, ropes,
• digital devices such as computers and mobile phones
• video clips of the catching skill and games such as netball where the catching skill is used</td></tr>
</table>

Movement Activities Suggested Assessment Rubric: Manipulative Skill: Catching

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
19.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
20.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

21.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming:

Water safety: Pool rules

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**2.1 Water safety:** **Pool Rules** **5 lessons**	**By the end of the sub-strand, the learners should be able to:** a) name water bodies found in the locality; b) create a poster of pool rules for display in the changing room; c) identify sections of the pool and its environs; d) familiarize with the pool rules	• Learners could be shown video clips of different water bodies such as dams, lakes, rivers, oceans and swimming pools. Learners with total blindness to be given a verbal description of the video clip • Learners could be guided to create a poster showing the swimming pool rules for display in the changing room. Learners	1. Name some water bodies around where you come from? 2. Mention some of your classroom rules?

		for safety; e) observe sanitation around the pool environs for personal hygiene; f) enjoy playing simple water games for creativity; g) obey pool rules for own and others safety.	with total blindness could be guided to make Braille posters on Braille paper. • Learners could be guided to create a poster showing the swimming pool rules for display in the changing room • Learners could be guided on pool sanitation and hygiene - showering before entering the pool - appropriate dress code • Learners to be taken round the swimming pool for familiarization and orientation to the environment • Learners could be guided to play water games. • Learners could be guided to observe safety rules around the swimming pool	
Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming: 1. Communication and Collaboration as learners do different activities in pairs or groups. 2. Citizenship as they obey the rules of the games they play. 3. Learning to learn as they learn from peers through imitations of activities 4. Learning to learn as they imitate activities performed by fellow peers. **5.** Digital literacy as learners use digital device.				

<table>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: when playing water games
• Citizenship: social cohesion: the learners to collaborate when playing water games
• Learner Support Program: swimming gala: learners to play water games
• Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>Links to other learning areas:
• Languages activities
• Hygiene and Nutrition
• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="2">Link to values:
Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love</td></tr>
<tr><td>Suggested community service learning activity to support learning through application:
learners to make posters and display them during the AGM and other academic days.</td><td>Suggested assessment:
oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application:
learners to make posters to sensitize the community on water hazards and display them on the community water bodies.</td><td>Suggested Resources:
• Swimming pool
• Manila paper
• Colouring pencils/crayons
• Pencils
• Rubbers
• Digital devices such as computers ,mobile phones</td></tr>
</table>

Movement activities Suggested Assessment Rubric: Swimming: Water safety: Pool rules

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
22.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
23.	**applies rules when playing games (cognitive and psycho - motor)**	▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation	▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation	▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation	▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

24.	**Participation, behaviour (Affective)**	▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model	▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities	▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities	▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming:
Water Safety:
Personal floatation device

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**2.2 Water Safety: Personal floatation device** **5 Lessons**	**By the end of the sub-strand, the learner should be able to:** a) state swimming pool rules b) watch and listen to a video clip of people wearing flotation devices for digital literacy and problem solving; c) identify different personal	• Learners could be guided to watch video clips of different types of floatation devices. Learners with total blindness to be given verbal description of the video clips • Learners could be guided to name different items that	1. Which objects float on water? 2. What two pool rules do you know?

		floatation device for wearing during swimming; d) demonstrate the wearing of a personal floatation device for safety; e) appreciate the floatation devices for safety; f) play simple water games for enjoyment; g) obey the pool rules for own and others safety.	float on water • Learners could be guided to watch video clips of people wearing flotation devices. Learners with total blindness to be given verbal description of the video clips and be given floating devices to manipulate. • Learners could be guided to practice wearing floatation devices. • Learners could be guided to play games in water while wearing floatation devices. Learners with total blindness to get physical assistance from a sighted peer or aid • Learners could be guided to observe pool safety and rules	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning swimming:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.

Link to PCIs: ▪ **ESD: DRR:** safety and security: when playing games ▪ **Citizenship:** social cohesion: the learners to collaborate when playing games ▪ **Learner Support Program:** sports and games: play water games ▪ **Health Education: HIV and AIDS:** when wounds and cuts occur while swimming report to the teacher (do not handle) ▪ **Life Skills:** self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body involved in performing activities	**Links to other learning areas:** • Language activities • Hygiene and Nutrition • Environmental activities • Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity	
Suggested community service learning activity to support learning: learners to be taken for a trip around the community to familiarize with the different water bodies within their community.	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning: learners to make posters to sensitize the community on water hazards and display them on the community water bodies.	**Suggested Resources:** • field markers, bean bags, ropes, • digital devices such as computer, mobile phones • video clips of different types of floatation devices

Movement activities Suggested Assessment Rubric: Swimming: Water safety: Personal floatation device

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
25.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways	• The Learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in

		• the learners demonstrates acquisition of some components of fitness	• the learner demonstrates acquisition of a few components of physical fitness	skill performance • the learner demonstrates little acquisition of the physical fitness components	skill performance • The learner does not demonstrate acquisition of the physical fitness components
26.	**applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

27.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Swimming:
Basic swimming Skills:
Exhaling in water

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**2.3 Basic swimming skills:** **Exhaling in water** **8 Lessons**	**By the end of the sub-strand, the learners should be able to:** a) name the parts of the body that are in use during exhaling in water for body awareness; b) watch and listen to a video clip on exhaling in water for digital literacy and problem solving; c) perform catching in water for endurance; d) practice exhaling in water for, endurance and for excellence; e) establish relationships while exhaling in water for critical thinking and problem solving; f) make appropriate play items for creativity and imagination; g) appreciate exhaling in water for endurance and self-esteem h) play simple water games for fun; i) observe rules when playing	• learners could be guided to name the parts of the body used for exhaling in water • Learners could be shown video clips of other learners swimming. Learners with total blindness to be given verbal description of the video clips • Learner could be guided to demonstrate the correct breathing technique. Learners with total blindness could be given physical guidance accompanied with verbal description • Learners could be guided on breathing technique in water. Learners to observe and practice breathing technique in water through: **Breathe-Holding activities in water** Learners could be guided on breathe-holding with the learners. Learners with visual impairment could be given physical guidance and verbal instructions during the activity. Demonstrate to the learners the correct breathing technique in water. the learners to,	1. Is it possible to breath with your head in water? 2. Which body parts do we use for breathing in water

		games in water for own and others safety	• take a deep breath through the mouth, put the mouth in water and blow out all the air in the lungs through the mouth • take a deep breath and hold it for about 20 seconds with the mouth in water then blow out in water • take a deep breath through the mouth, submerge the mouth and the nose in water and blow out all the air in the lungs through the mouth do the same but hold the breath for 20 seconds then blow out all the air in the lungs through the mouth • repeat (I, ii and iii, till proficiency is gained • take a deep breath through the mouth, submerge the face in water and blow out all the air in the lungs through the mouth • **Activities for Blowing Bubbles in water** Learners could be guided on blowing bubbles in water learners with total blindness could be given verbal descriptions of the bubbles as they blow and be allowed to try to touch the bubbles. Learners could be guided to practice blowing bubbles in water with the; • Blow bubbles with mouth and nose in the water,	

			• blowing bubbles into the water with the face submerged, • Completely immerse the face and hold breath while blowing bubbles in water, **Activities on Bobbing for Breaths in water** • Hold onto the pool side in chest-deep water. • Breath-in and bend the knees to fully immerse the head in water, • Straighten the legs and gently breath-out through the nose as you come to the surface. • Breathe-in when the mouth rises above the water surface. • repeat (I, ii, ii and iv) until mastery is attained • Move to where the water is at the mouth level and practice bobbing away from the wall • Learners could be guided to play simple water games while bobbing in water and observe pool safety rules. Learners to get the support of a swimming attendant for safety learners with visual impairment could be given physical guidance in carrying out the activities.	
Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming:				

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing water games • **Learner Support Program:** swimming gala: games that involve swimming • **Health Education:** HIV and AIDS: when wounds and cuts occur while swimming report to the teacher (do not handle) • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love	
Suggested community service learning activity to support learning through application: learners to be involved in draining stagnant water around the school, at home and community	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: learners to make posters to sensitize the community on water hazards and display them on the community water bodies.	**Suggested Resources:** • swimming pool • floatation devices • digital devices such as computer and mobile phone

Movement activities Suggested Assessment Rubric: Swimming: Basic swimming skills: Exhaling in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
28.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
29.	**applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill

				performance and game situation	performance and game situation
30.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Basic Swimming Skills: Seeing in Water

Strand	**Sub-strand**	**Specific learning outcomes**	**Suggested learning experiences**	**Key inquiry questions**
2.0 Swimming	**2.4 Basic swimming skills:** **Seeing in Water** **5 lessons**	**By the end of the sub-strand, the learners should be able to:** a) name the parts of the body used to see in water while swimming; b) watch and listen to a video clip of people playing games in water for	• Learners could be shown video clips of other learners swimming. Learners with total blindness could be given verbal description of the video clip • learners could be guided to discuss why it is important to open eyes in the	1. Why do we open eyes in water? 2. Discuss why is it important to open the

		digital literacy; c) Acquire the ability to see in water for personal and general space awareness, (low vision); d) Acquire the ability to orientate self in water for personal and general space awareness (learners with total blindness); e) demonstrate the ability to see in water through collecting items at the bottom of the swimming pool for self-confidence (learners with low vision); f) Demonstrate ability to locate items at the bottom of the swimming pool for self-confidence; g) establish relationships while seeing in water for critical thinking and problem solving h) make appropriate play items for creativity and imagination; i) appreciate seeing and orientating self in water for self-esteem; j) play simple water games for fun k) observe rules when playing games in water for own and others safety.	pool. Learners to discuss why it is important to orientate self in the pool. **Seeing in water** **Learners with total blindness could be given physical guidance accompanied by verbal instructions in carrying out the activities** • Take a deep breath through the mouth, and submerge the whole face in water with the eyes open, hold for 10 seconds and blow out in the water • Take a deep breath and submerge the whole face in water with the eyes open and hold for about 20 seconds and blow out in the water • Take a deep breath through the mouth, submerge the whole face in water with eyes open and hold a partner's hand, hold for 20 seconds and blow in water • Repeat (I, ii and iii, till proficiency is gained. **Activities for opening eyes in water** • The learners to retrieve items that the teacher will throw in water such as	eyes while in the pool 3. seeing in water

			coins, pebbles among others sinking objects in the shallow water • Learners to play simple water games that involve opening eyes in water and observe own and others safety.	

Core competences to be developed:
The learners are expected to acquire the following competences in the process of learning swimming:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** swimming games: playing water games • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing report to the teacher (do not handle) • **Life Skills:** self-Esteem: Self-Awareness: knowing myself and knowing the parts of the body involved in performing activities	• English activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Link to values:
Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love

Suggested community service learning activity to support learning through application:	**Suggested assessment:**
leaners to be involved in draining the stagnant water around the school, at home, and community	oral questions and practical

Suggested non-formal activity to support learning through application: learners to be plant trees and nurture them in school	**Suggested Resources:** • swimming pool • flotation devices • digital devices Computer and mobile phones

Movement activities Suggested Assessment Rubric: Basic swimming skills: Seeing in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
31.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components •

32.	**applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
33.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming skills: Mushroom float

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**Basic swimming skills: Mushroom float 8 Lessons**	**By the end of the sub-strand, the learner should be able to:** a) experiment with different items to identify the ones that float on water for floatation awareness; b) watch and listen a video clip of people floating in water for digital literacy; c) acquire the ability to float in water using the mushroom float technique for survival and water safety; d) demonstrate the ability to float in water using the mushroom float technique for self-confidence and courage; e) establish relationships while floating in water for critical thinking and problem; f) make appropriate play items for creativity and imagination; g) appreciate floating in water	• Learner could be guided to name some items that may float on water • Learner to watch video clips of people floating on water using the mushroom float. Learner with total blindness could be given verbal description of the video clips. Learners with total blindness could be given verbal description of the video clips. • Learner could be guided on the mushroom float technique. The Learners to observe and practice the technique. Learners with total blindness to be given physical guidance accompanied by verbal instruction on mushroom float technique. **Mushroom/Stationary Float** • Hold onto side of the pool hands shoulder width apart at the shallow end • Step back and straightening the	1. Name things that may float in water? 2. Which things float in water? 3. Why it is important to know how to float in water?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
		for self-esteem; h) play simple water games for fun; i) observe rules when playing simple games for own and others safety.	arms and lock the elbows, • Bend forward till the chest is flat on top of water, • Move the feet far back to stand on tiptoes, • Taking a deep breath and immerse the head and face in water (use the breathing technique) and hold the position for five seconds, • Float with the face fully immersed in water with eyes open, • Slowly Lift the head and bring the body to a standing position • Learner to cooperate with others and play simple water games while using the mushroom float technique • Learners to enjoy playing simple water games using the stationary float technique and observe pool safety	
Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning swimming:				

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1. Communication and Collaboration as learners do different activities in pairs or groups. 2. Citizenship as they obey the rules of the games they play. 3. Learning to learn as they learn from peers through imitations of activities 4. Learning to learn as they imitate activities performed by fellow peers. **5.** Digital literacy as learners use digital device.				
Link to PCIs: • **ESD: DRR:** safety and security: when playing water games • **Citizenship:** social cohesion: the learners to collaborate while playing water games • **Learner Support Program:** swimming gala: water games • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing water games report to the teacher do not handle • **Life Skills:** self-Esteem: Self-Awareness: knowing myself and knowing the parts of the body involved in performing activities			**Links to other learning areas:** • Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities	
Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love				
Suggested community service learning activities: the learners to drain stagnant water around the school, home and community			**Suggested assessment:** oral questions and practical	
Suggested non-formal activities to support learning: learners to cooperate with others and compose water songs or sing the ones they know			**Suggested Resources:** ▪ swimming pool ▪ floatation devices ▪ digital devices such as Computer and mobile phones	

Movement activities Suggested Assessment Rubric: Basic swimming skills: Mushroom Float

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
34.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
35.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

36.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming skills: Sculling water (standing position)

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**2.6 Swimming skills:** Sculling water (standing position) 8 Lessons	**By the end of the sub-strand the learner should be able to:** a) explore the different ways of sculling water for creativity; b) watch and listen to video clips of people sculling in water for digital literacy; c) acquire the ability to scull in water for survival and water	• The learners to watch a video clip of other learners sculling water (standing position). Learners with total blindness could be given verbal descriptions of the vedio clip • The learners could be guided to practice sculling in water : learners with total blindness could be given physical guidance on sculling in water by:	1. Which floating technique do you know? 2. Why is it important to scull water?

		safety; d) demonstrate the ability to scull water for self-confidence and courage; e) establish relationships while sculling water for critical thinking and problem solving; f) make appropriate play items for creativity and imagination; g) appreciate sculling in water for self-esteem; h) play simple water games for fun; i) observe rules when playing simple games for own and others safety.	○ at the shallow end of the pool the learner to extend the arms directly out in front, ○ elbows bent and the hands are positioned slightly wider than the shoulders ○ the learner's feet stand on the pool floor and the body in a sitting arm chair position the back leaning on the armchair, ○ the palms of the hands face downwards and move in a circular or figure-eight motion pressing downwards and close to the water surface ○ Learner makes movement through the motion force generated by the movement of hands. ○ The motion keeps the body afloat in an upright position in the water. • Learners could be guided on cooperation with others as they play simple games while sculling water • The learner could be guided to observes safety while playing water games	
Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning movement skills: 1. Communication and Collaboration as learners do different activities in pairs or groups.				

<table>
<tr><td colspan="2">2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: when playing water games
• Citizenship: social cohesion: the learners to collaborate while playing water games
• Learner Support Program: swimming gala: water games
• Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>Links to other learning areas:
• Languages activities
• Hygiene and Nutrition
• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="2">Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Social justice</td></tr>
<tr><td>Suggested community service learning activity to support learning through application: The learners to visit the aged in the community and give help</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td>Suggested non-formal activities to support learning: Learners to recite water poems</td><td>Suggested Resources:
• Swimming pool
• Floatation devices
• Digital devices such as computers, mobile phones</td></tr>
</table>

Movement activities Suggested Assessment Rubric: Swimming skills: Sculling water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
37.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
38.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

39.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:

Static balances: Single leg balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.1 Static balances:** Single leg balance 5 Lessons	**By the end of the sub-strand, the learner should be able to:** a) name the parts of the body that are used in Single leg balance; b) watch and listen to video clips on gymnastic display for digital literacy; c) demonstrate the single leg balance for coordination, balance,	• Learners could be guided to name the parts of the body in use when performing the Single leg balance. • Learners could be guided to watch video clips of gymnastic displays. Learners with total blindness to be given verbal description of the video clips. • Learners could be guided on how to perform Single leg balance.	1. What are the parts of the body used when performing the single leg balance? 2. Which body balances do you know?

		strength and personal and general space awareness; d) appreciate performing the single leg balance for self-esteem; e) play games using the single leg balance for creativity; f) observe rules while performing the Single leg balance for own and others safety.	• Learners could be guided to practice the Single leg balance. Learners with total blindness to be verbal instructions accompanied with physical guidance by body contact. • Learners could be guided to participate in various activities while using the Single leg balance such as the stork balance, balancing bean bags on the head. • Learners could be guided to observe rules while performing the Single leg balance for own and others safety.	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device like audio or video devices.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when performing gymnastics • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills • **Learner Support Program:** gymnastic displays: performing gymnastic displays that involve the learnt skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic displays report to the teacher (do not handle)	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

• **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	
Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during academic days	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through display: learners to be taken to watch gymnastic displays performed during the trade fares in the community or at the national level	**Suggested Resources:** • field markers, • Digital devices such as computer and mobile phone • video clip gymnastic displays

Movement activities Suggested Assessment Rubric: Gymnastics: Static balance: Single Leg Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
40.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The Learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
41.	**applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
42.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:
Static balances: T-balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.2 Static balances** **T-balance** **5 Lesson**	**By end of the sub-strand, the learner should be able to:** a) name the parts of the body that are in use when performing the T-balance for body awareness; b) perform the T-balance for coordination and strength; c) practice the T-balance for coordination,	• learners could be guided to name the parts of the body in use when performing the T-balance. • Learners could be guided to watch video clips of other learners. Learners with total blindness to be given verbal	1. Name the body parts used in T-balance? 2. Name any body balance you know?

		strength and self-esteem; d) appreciate performing the T-balance for creativity and imagination; e) play games using the T-balance for enjoyment; f) obey the rules while performing the T-balance for own and others safety.	description of the video clips performing the T-balance. • Learners could be guided to practice the T-balance individually and with others. Learners with total blindness to be guided through verbal instructions accompanied by physical guidance by body contact. • Learners could be guided to participate in activities using the T-balance. • Learners could be guided to obey the rules while performing the T-balance for own and others safety.	

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: Gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays • **Learner Support Program:** gymnastic displays: gymnastic performance in individual and group displays	• Languages activities • Hygiene nutrition • Environmental activities • Mathematics activities

• **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher (do not handle) • Life **Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	
Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application : the learners to perform gymnastic displays during the academic days	**Suggested Assessment:** oral questions and practical
Suggested non-formal activities to support learning: learners make appropriate play items and use them to play games	**Suggested Resources:** • Field markers, • Digital devices such as computer, mobile phones • video clips of learners to watch other learners performing the T-balance

Movement activities Suggested Assessment Rubric: Gymnastics: Static balance: T – balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance

		components of fitness	components of physical fitness	demonstrates little acquisition of the physical fitness components	• The learner does not demonstrate acquisition of the physical fitness components
2.	**applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects

		contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner has some leadership qualities •	reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics: Static balance: Star balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.3 Static Balances:** **Star balance** **5 Lesson**	By the end of the sub-strand, the learner should be able to: a) name the body parts that are in use when performing the Star balance; b) perform the Star balance for coordination and strength; c) practice Star balance for coordination, strength and self-esteem; d) appreciate performing the Star balance for creativity and imagination; e) play games using the Star balance for enjoyment; f) observe the rules when performing the Star balance for own and others safety.	• Learners could be guided to answer questions on the parts of the body in use when performing the Star balance. • Learners to watch and listen to the video clips of other learners performing the Star balance: learners with total blindness could be given verbal descriptions of actions on the video clip. • Learners could be guided to practice the Star balance individually and with others. Learners with total blindness to be guided though verbal instructions accompanied by physical guidance by body contact.	1. What body parts are used in star balance? 2. What body balance do you know?

			• Learners could be guided to collaborate with others to participate in activities using the Star balance. • Learners could be guided to observe rules when performing the Star balance activities for own and others safety.	

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning movement skills:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the games they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: performing gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays • **Learner Support Program:** Gymnastic displays: Gymnastic performance in individual and group displays • **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Link to values:

Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through application : Learners to pay a visit to a children's home and play with them	**Suggested Assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: Learners apply the star balance during playtime and in gymnastics competition in schools	**Suggested Resources:** • Field markers, bean bags , ropes • Digital devices such as computers and mobile phones

Movement activities Suggested Assessment Rubric: Gymnastics: Static balance: Star Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• Demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
		• The learner has exceptional leadership qualities and is a good role model		• The learner has little leadership qualities	qualities

Gymnastics: Dynamic Balances: Egg roll

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.4 Dynamic balances:** **Egg roll** **5 Lesson**	**By the end of the sub-strand, the learner should be able to:** a) name the body parts in use when performing the Egg roll; b) perform Egg roll for coordination strength and space awareness; c) practice Egg roll for coordination strength and self-esteem; d) appreciate performing the Egg roll for creativity; e) observe rules when performing the Egg roll for own and others safety.	• Learners could be guided to name the parts of the body used in Egg roll. • Learners could be guided in performing the Egg roll: learners with total blindness could be given physical guidance accompanied by verbal descriptions. • Learners could be guided to practice the Egg roll through rolling in different directions individually and with others: learners with total blindness could be given physical guidance with appropriate orientation to the directions. • Learners could be guided to observe rules during the Egg roll activities for own and others safety.	1. Name the body parts used in Egg roll? 2. Mention any roll you know?

<table>
<tr><td colspan="2">Core Competences to be Developed:
The Learners are expected to acquire the following competences in the process of learning gymnastic skills:
1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the activity they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: performing gymnastic displays
• Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays
• Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group performance displays
• Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic displays report to the teacher (do not handle)
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities</td><td>Links to other learning areas:
• Language activities
• Hygiene and Nutrition
• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="2">Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</td></tr>
<tr><td>Suggested community service learning activities:
Learners to perform gymnastic displays during the school AGM.</td><td>Suggested assessment:
oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning:
The learners to watch and listen to a video of gymnastic performance</td><td>Suggested Resources:
▪ Field markers,
▪ Digital devices such as computers and mobile phones</td></tr>
</table>

Movement activities Suggested Assessment Rubric: Gymnastics: Static balance: Egg roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
3.	**Participation, Behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics: Dynamic Balances: Bear roll

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.5 Dynamic balances:** **Bear roll** **3 Lesson**	**By the end of the sub-strand, the learner should be able to:** a) name the body parts in use when performing the Bear roll; b) perform the Bear roll for balance, coordination, strength and space awareness; c) practice the bear roll for balance, coordination, strength and self-esteem d) appreciate performing the Bear roll for balance, coordination, strength, creativity and imagination; e) play games using the Bear roll for enjoyment; f) observe rules when performing the Bear roll for own and others safety.	• Learners could be guided to name the body parts in use when performing the Bear roll. • Learners could be guided to answer questions on the various ways through which the body can roll. • Learners could be guided to watch and listen o the video clips of other learners performing the Bear roll. Learners with total blindness to be given verbal description of the video clips. • Learners could be guided to practice the Bear roll individually and in groups. Learners with total blindness to be guided through verbal instructions with proper. orientation and physical guidance. • Learners could be guided to participate in activities using the Bear roll. • Learners could be guided to observe rules during the Bear	1. What body role do you know? 2. Which body parts are used when performing the T-balance

			roll activities. Learners with total blindness to be guided through verbal instructions with proper orientation and body contact.	

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Communication and Collaboration as learners do different activities in pairs or groups.
2. Citizenship as they obey the rules of the activity they play.
3. Learning to learn as they learn from peers through imitations of activities
4. Learning to learn as they imitate activities performed by fellow peers.
5. Digital literacy as learners use digital device.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: Gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays • **Learner Support Program:** Gymnastic displays: Gymnastic performance in individual and group displays • **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher (do not handle) • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through application: the learners to perform during inter house, inter class and prize giving days in school	**Suggested assessment:** oral questions and practical

Suggested non-formal activity to support learning through application: learners to stage gymnastic displays to their peers in the community.	**Suggested Resources:** • Field markers • Digital devices such as computers and mobile phones

Movement activities Suggested Assessment Rubric: Gymnastics: Dynamic balances: Egg roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
	Applies rules when playing games (cognitive and psycho - motor)	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
		game situation		performance and game situation	game situation
	Participation, Behaviour (Affective)	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

ART GRADE 2

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	**1.1 Forms** **(3lessons)**	By the end of the sub strand, the learner should be able to; a) Identify forms in the environment to use in drawing. (learners with low vision); b) Draw simple forms using coloured pencils or digital tools for self-expression (learners with low vision); c) Use tactual cues to identify and draw forms in the environment (learners with total blindness); d) Have fun as they draw simple forms.	• In groups learners could be taken for environmental walks and or digital tours to identify forms. Learners with total blindness could be given physical guidance and verbal description of forms in the environment. • Individually, learners could be guided to draw and caption a variety of forms observed using coloured pencils to express themselves. Learners with total blindness could use tactual cues to draw these forms. • Learners could be guided individually to draw and caption a variety of forms observed using ICT tools for therapeutic purposes. Learners with total blindness could be guided to use adapted ICT tools with sound output • Learners could be guided to display and talk about own and others work •	1. What types of forms are found in the environment? 2. What type of simple forms can be drawn? 3. How do learners react when using the media used in drawing?

Core Competence to be developed: The learner to acquire: • Communication and collaboration as they take environmental and digital tours. • imagination and creativity as they draw simple forms • Self - efficacy as they talk about their art work during display.	
Link to PCI's: ESD and life skills – Learner practice taking of the environment as source of art materials	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other learning areas: In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.	**Suggested community service learning activity to support learning through application:** Together with parents or guardians, learners could do a project in creating simple cards with drawn forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards. Learners with total blindness can produce
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Digital tools, pencils , paper, Braille writing tools, frames to guide drawing	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identifies forms in the environment to use in drawing and enjoys drawing detailed forms using coloured pencils or digital tools. Learners with total blindness to use tactual cues in drawing	Identify forms in the environment to use in drawing and enjoys drawing forms using coloured pencils or digital tools	Identifies forms in the environment but shows lie interest and ability in drawing forms using coloured pencils or digital tools	Seems distracted and shows no interest in drawing forms using coloured pencils or digital tools.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	**1.2Texture** **(3lessons)**	By the end of the sub strand, the learner should be able to; a) Identify forms in the environment and or digital media to motivate them in creating texture drawing; b) Create simple textural effects in drawings for self-expression. (learners with low vision); c) Create simple textural effects in drawing using tactual cues for self expression (learners with total blindness); d) Enjoy creating texture on drawn forms.	• In groups learners could be guided to take an environmental walks and or digital tours to identify types of texture. Learners with total blindness could be given physical guidance and verbal description of forms in the environment • Learners could be guided individually to create a variety of textural effects through rubbings by coloured pencils: learners with total blindness could be given descriptions of the outcome. • Learners could be guided to individually create a variety of textural effects using ICT tools: learners with total blindness could be given adapted digital devices with voice output • Learners could be guided to display and talk about own and others work. Learners with blindness could be given a commentary on the displays in class.	1. What types of textures are found in the environment? 2. How do learners react to and appreciate textures used in drawing?

<table>
<tr><td colspan="2">Core Competence to be developed:
The learner to acquire:
• Communication and collaboration as they take environmental and digital tours.
• Imagination and creativity as they create a variety of textural effects.
• Self-efficacy as they talk about their art work during display.</td></tr>
<tr><td>Link to PCI's:
ESD and life skills Learner practice taking care of the environment</td><td>Links to values:
Learner to practice responsibility, respect and sharing as values within the learning experiences</td></tr>
<tr><td>Links to other learning areas:
Environmental activities can teach on the need to conserve our environment that affords the textured surfaces</td><td>Suggested community service learning activity to support learning through application:
With help of parents or guardians learners could create cards with the drawings, rubbings to create cards e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards. Learners with total blindness can produce embossed cards. Learners with total blindness can produce embossed cards</td></tr>
<tr><td>Suggested non-formal activity to support learning through application
School to organize in-house exhibitions of learner' s artworks</td><td>Suggested assessment
Oral questions, portfolio, observations</td></tr>
<tr><td colspan="2">Suggested Resources:
Digital tools, pencils , paper, textured surfaces Braille writing tools</td></tr>
</table>

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identify forms in the environment and or digital media to motivate them in creating texture drawing and enjoys creating complex textural effects in drawn forms. Learners with total blindness to use tactual cues to do this.	Identifies forms in the environment and or digital media to motivate them in creating texture drawing and enjoys creating textural effects in drawn forms	Identifies forms in the environment and or digital media to motivate them in creating texture drawing but is not wholly interested in creating textural effects in drawn forms	Seems distracted and has no interest in creating textural effects in drawn forms

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Paint and Colour	**2.1 Paint shapes from observation and exploration (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Identify and name materials used for painting; b) Mix and paint correctly and paint simple shapes for self-expression; c) Draw and paint the national flag to appreciate the symbolism of the colours; d) Paint simple shapes using digital tools for self-expression.	• Learners could be guided in a class discussion on tools and materials used for painting • Learners could be guided to paint organic and geometric shapes using painting tools and materials. Learner with total blindness to be given physical guidance accompanied with verbal instructions to paint. • Learners could be guided to paint shapes and explore colour using digital tools. Learners with blindness could be given adapted digital devices with screen readers.	1. What tools and materials do we use for painting? 2. How can one mix water based paint? 3. How do learners react when mixing paint? 4. What organic and geometric shapes can learners paint?

		e) Have fun as they paint and explore shapes and colour.	• learner could be guided in drawing and painting the national flag to appreciate the symbolism of the colours. Learners with total blindness to be guided with sighted peer or aid accompanied with verbal instructions. • Learners could be guided to display and talk about work in class. Learners with blindness could be given a commentary on the displays in class.	
Core-competence to be developed: • The learner to acquire: • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create a variety of textural effects. ▪ Self-efficacy as they talk about their art work during display.				
Links to PCI's: The learner to express ideas freely, feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.			**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences	
Links to other subject(s): Language activities could teach on various names of shapes and colour			**Suggested community Service Learning activity to support learning through application:** With the guidance of parents or guardians, learners could paint simple cards e.g. get well, birthday, thank you cards, Easter celebrations, Christmas etc and take them to senior citizens in their community and their friends and family. Learners with total blindness to make tactile cards	
Suggested non-formal activity to support learning through application			**Suggested assessment** Oral questions, portfolio, observations	

School to organize in-house exhibitions of learner' s artworks	
Suggested Resources: Brushes, colour, papers, cards, sample shapes, Braille writing tools, tactual cues, Braille paper	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Correctly identify and name materials used for painting and enjoys mixing paint correctly and painting detailed shapes. Learners with total blindness to use tactual cues for painting and mixing paint	Identifies and name materials used for painting and enjoys mixing paint and painting simple shapes	Identifies and name materials but lacks interest and shows limited ability in mixing paint and painting simple shapes	Seems distracted and shows no interest in mixing paint and painting simple shapes

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
3.0 Pattern Making	**3.1 Texture Pattern** **(2lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore texture in the environment and or digital media to motivate them in creating texture patterns; b) Create simple texture patterns for self-expression;	• Learners could be guided in a class discussion on types of texture and patterns seen and explored in their immediate environment and those available on digital media. • Individually, learners could be guided to create texture patterns in colour using	1. How do we create patterns with texture? 2. How do learners react and appreciate use of colour in pattern making?

		c) Enjoy creating texture patterns.	texture rubbings over different surfaces. Learners with total blindness to be given tactual cues with assistance from a sighted peer or aid • Individually, learners could be guided to freely explore patterns in colour using ICT tools to express their ideas. Learners with blindness could be provided with devices with sound output to explore patterns. • Learners could be guided to display and talk about own and others patterns. Learners with blindness could be given commentary on the displayed patterns in class.	
Core Competence to be developed: The learner to acquire: • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create patterns. • Self - efficacy as they talk about their art work during display.				
Link to PCI's: ESD and life skills – The learner to practice on care of the environment as source of art materials			**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences	
Links to other learning areas:			**Suggested community service learning activity to support**	

In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.	**learning through application:** With the guidance of parents the learners could create simple cards with texture patterns forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards. Learners with total blindness to create tactile cards
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Digital tools, pencils , paper, textured surfaces, Braille writing tools	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores texture in the environment or digital media and experiments with it to create complex patterns. Learners with total blindness to be given tactual cues	Observes texture in the environment or digital media and experiments with it to create patterns	Observes texture in the environment and in digital media but seems not wholly interested in creating texture patterns	Seems distracted and lacks ability to create texture patterns

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	**3.2 Shape patterns** **(2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore shapes in the environment and or digital media to motivate them in creating shape patterns; b) Create simple shape patterns	• Learners could be guided in class discussion on types of shapes seen and explored in their immediate environment and those available on digital media. • Individually learners could be	1. How do we create patterns with shapes? 2. Which types of shapes can be used in creating patterns?

		for self-expression; c) Enjoy creating shape patterns.	guided to create shape patterns in colour using texture rubbings and or ICT tools. Learners with total blindness to be given tactual areas accompanied with verbal instructions and assistance of a sighted peer or aid and use adapted digital devices with screen readers. • Learners could be guided to display and talk about own and others patterns. Learners with blindness could be given verbal commentary on the displayed patterns.	

Core Competence to be developed:
The learner to acquire:

- Communication and collaboration as they take environmental and digital tours.
- Imagination and creativity as they create patterns.
- Self - efficacy as they talk about their art work during display.

Link to PCI's: • ESD and life skills – Learner to practice care of the environment as source of art materials	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other learning areas: In Environmental activities; to teach on reuse of materials that can be used for drawing eg paper.	**Suggested community service learning activity to support learning through application:** With the guidance of parents or guardian, the learners could create simple cards with shape patterns forms, e.g. sorry cards, birthday

	cards, thank you, Easter cards, get well cards. Learners with total blindness to make embossed cards
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Digital tools, pencils , paper, varied shapes, Braille writing tools, Braille paper, tactual cues	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes shapes in the environment or digital media and enjoys experimenting with it to create complex shape patterns. Learners with total blindness to do this by use of tactual cues	Observes shapes in the environment or digital media and enjoys experimenting with it to create shape patterns	Observes shapes in the environment and in digital media but seems not wholly interested in creating shape patterns	Seems distracted and lacks ability to create shape patterns

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 PATTERN MAKING	3.3 Letter pattern (2lessons)	By the end of the sub strand, the learner should be able to; a) Observe and explore letters in the environment and or digital media to motivate them in creating letter patterns; b) Create simple letter patterns freehand or using ICT tools for self-expression; c) Create simple letter patterns with Braille writing equipment or using ICT tools for self expression (learners with total blindness); d) Enjoy creating letter patterns.	• Learners could be guided in class discussion on types of letter seen and explored in their immediate environment and those available on digital media. Learners with visual impairment to be provided with audio clips. • Individually, learners could be guided to create letter patterns in colour (learners with low vision) Learners with total blindness to create Braille letter patterns on braille cards. • Individually, learners could be guided to freely explore letter patterns in colour and or ICT tools to express their ideas (low vision). Learners with total blindness explore Braille letter patterns on braille cards. • Learners could be guided to display and talk about own and others patterns. Learners with blindness could be given commentary on the displays in	1. How do we create patterns with letters? 2. Which types of letters can be used in creating patterns?

			class.	
Core Competence to be developed: The learner to acquire: • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create patterns. • Self - efficacy as they talk about their art work during display.				
Link to PCI's: ESD and life skills – Learner to practice care of the environment as source of art materials			**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences	
Links to other learning areas: In Environmental activities; Learner reuse of materials that can be used for drawing eg paper.			**Suggested community service learning/ activity to support learning through application:** With the guidance of parents or guardian, the learners could create simple cards with letters patterns forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards. Learners with total blindness to create embossed cards	
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks			**Suggested assessment** Oral questions, portfolio, observations	
Suggested Resources: Digital tools, pencils , paper, sample varied shapes, Braille paper, Braille writing tools				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores letters in the environment and or digital media and experiments with them to create complex letter patterns. Learners with total blindness to use Braille letters	Observes letters in the environment and or digital media and experiments with them to create letter patterns.	Observes letters in the environment and in digital media but seems not wholly interested in creating letters patterns.	Seems distracted and lacks ability to create letter patterns.

(Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Mounting Techniques	**4.1 Collage (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Collect material from the environment that can be used to create collage; b) Create simple pictures in collage using locally available materials; c) Have fun while creating simple pictures in collage.	• In groups learners could be taken for environmental walks to collect materials that can be used to create collage e.g. natural materials stones or pebbles, dried fallen leaves, feathers, grass), coloured papers, fabric, small plastics etc. • Learners could be guided in a class discussion on collected items and sharing out some. materials to those with fewer items. • Individually learners could be guided to create simple pictures using collage. Learners with total blindness to be given tactual cues and assistance from a sighted peer or aid accompanied with verbal	1. How do we identify materials used to create collage? 2. How do we create collage?

<table>
<tr><td></td><td></td><td></td><td>instructions.
• Learners could be guided to display and talk about their own and others work. Learners with blindness could be given commentary on the displays in class.</td><td></td></tr>
<tr><td colspan="5">Core Competence to be developed:
Learner will acquire :
• communication and collaboration skills when going out in groups to collect the materials
• imagination and creativity while choosing the material for mosaic
• Self-efficacy as they talk about their work during display.</td></tr>
<tr><td colspan="3">Link to PCI's:
Learner to develop self-esteem and awareness as they display and talk about their work</td><td colspan="2">Links to values:
The learner to practice responsibility, respect and sharing as values within the learning experiences</td></tr>
<tr><td colspan="2">Links to other learning areas:
Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use</td><td colspan="3">Suggested community service learning activity to support learning through application:
Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean.
They can sort them in order to get those that can be recycled for collage techniques</td></tr>
<tr><td colspan="2">Suggested non-formal activity to support learning through application
School to organize in-house exhibitions of learner' s artworks</td><td colspan="3">Suggested assessment
Oral questions, portfolio, observations</td></tr>
<tr><td colspan="5">Suggested Resources:
Adhesives, paper, fibres, print media, various objects, tactual cues, etc</td></tr>
</table>

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Collects varied materials from the environment and enjoys experimenting with them to create complex collage pictures	Collects material from the environment and enjoys using them to create simple collage pictures	Collects material from the environment but seems not wholly interested in creating simple collage pictures.	Seems distracted and lacks ability to collect material from the environment create simple collage pictures.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Decorating **Forms**	**5.1 Decorating egg shells** **(3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore teacher samples of decorated egg shells; b) Decorate egg shells by painting and pasting coloured paper for self-expression; c) Have fun while decorating egg shells by painting and pasting coloured paper.	• In groups learners could be guided observe and explore teacher samples of decorated egg shells. • Individually learner could be guided to decorate egg shells by painting and pasting coloured paper. Learners with total blindness to do this with guidance from a sighted peer or aid accompanied with verbal instructions. • Learners could be guided to display and talk about their own and others work. Learners with blindness could be given commentary on the displays in class.	1. How do we decorate egg shells? 2. What materials are needed for decoration of egg shells? 3. Which type of paint is suitable for decorating egg shells?

Core Competence to be developed:
Learner will acquire:

- Communication and collaboration skills when working together
- Imagination and creativity while decorating egg shells
- Self-efficacy as they talk about their work during display.

Link to PCI's: Learner to develop self-esteem, self- awareness and assertiveness as they display and talk about their work.	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences.
Links to other learning areas: Environmental activities when they collect degradable and / or non-degradable materials from the environment for use	**Suggested community service learning activity to support learning through application:** Learners to engage parents/guardians and community members in collecting egg shells and decorate them for communal functions.

Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner's artworks.	**Suggested assessment** Oral questions, portfolio, observations.
Suggested Resources: Adhesives, paper, paint, brushes, egg shells, masking tape, cello tape etc	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes teacher's samples of decorated egg shells and experiment with both the pasting and painting techniques to create complex designs on the egg shells. Learner with total blindness to do this with guidance from a sighted peer or aid	Observes teacher's samples of decorated egg shells and enjoys decorating egg shells by painting and pasting coloured paper for self-expression.	Observes teacher's samples of decorated egg shells but seems not wholly interested in decorating egg shells by painting and pasting coloured paper for self-expression	Is distracted and disinterested and has not demonstrated ability to decorate egg shells by painting and pasting coloured paper.

(Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
5.0 Decorating Forms	**5.2 Decorating plastic containers (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore teacher samples of plastic containers; b) Decorate plastic containers pasting coloured paper for self-expression; c) Have fun while decorating plastic containers by painting and pasting coloured paper.	• In groups learners could be guided to observe and explore teacher samples of decorated plastic containers • Individually learner could be guided to decorate plastic containers by pasting coloured paper. Learners with total blindness to be given guidance by a sighted peer or aid • Learners could be guided to display	1. How do we decorate plastic containers? 2. What materials are needed for decoration of plastic containers?

			and talk about their own and others work. Learners with blindness could be given commentary on the displays in class.	
Core Competence to be developed: Learner will acquire: • Communication and collaboration skills when working together • Imagination and creativity while decorating plastic containers • Self-efficacy as they talk about their work during display.				
Link to PCI's: Learner to develop self-esteem and awareness as they display and talk about their work.			**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences.	
Links to other learning areas: Environmental activities when they collect degradable and / or non-degradable materials from the environment for use			**Suggested community service learning activity to support learning through application:** Learners to engage in collecting plastic containers in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for decorating forms.	
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks			**Suggested assessment** Oral questions, portfolio, observations	
Suggested Resources: Adhesives, coloured paper, empty plastic margarine/oil/ice cream containers, etc				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observe and explore teacher's samples of decorated plastic containers and experiment with pasting technique to create complex designs on plastic containers. Learners with total blindness to be given guidance by a sighted peer or raid	Observes teacher's samples of decorated plastic containers and enjoys decorating plastic containers by pasting coloured paper	Observes teacher's samples of decorated egg shells but seems not wholly interested in decorating plastic containers by pasting coloured paper	Is distracted and disinterested and has not demonstrated ability to decorate egg shells by pasting coloured paper

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Ornaments	**6.1 Double Strand Necklaces** **(3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore beaded ornaments from teachers samples to help in making necklaces using double strand beading; b) Experiment with local materials to create necklaces using double strand beading; c) Enjoy making necklaces using double strand beading.	• Learners could be guided to observe and explore beaded ornaments from teachers sample collections. • In groups learners could be guided to experiment with local materials and techniques to make double strand necklaces. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners could be guided to	1. What materials can be used from the environment in making beads? 2. What are the suitable materials used in making beaded ornaments at this level? 3. How can learners borrow creative ideas from material culture in their locality on

			display their work followed by a class discussion to appreciate own and each other's necklaces. Learners with blindness could be given a commentary on the displayed work before the class discussion.	ornament making?

Core Competence to be developed: The learner to acquire;

- Communication and collaboration through interactions during group work.
- Imagination and creativity when experimenting with local materials to make double strand necklaces.
- Self-efficacy when giving feedback on their own necklaces during the display session.

Link to PCI's: • Learners to develop self-esteem and awareness as they display and talk about their work verbally. • Learners to appreciate the value of using inedible materials in when creating beads for ornaments	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other learning areas: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for necklaces.	**Suggested community service learning activity to support learning through application:** Learners can undertake a project whereby they can be assisted to incorporate beadwork techniques practiced in their locality
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations

Suggested Resources:
Beads, strings, thread, needles, sample ornaments etc.

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores beaded ornaments from teacher's samples and enjoys experimenting with local materials to create necklaces with complex designs using double strand beading. Learners with total blindness to get assistance from a sighted peer or aid	Observes beaded ornaments from teacher's samples and enjoys experimenting with local materials to create necklaces using double strand beading.	Observes beaded ornaments from teacher's samples but is not wholly interested in experimenting with local materials to create necklaces using double strand beading.	Is distracted and shows no interest in making necklaces using double strand beading.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
6.0 Ornaments	**6.2 Double strand Bracelets** **(3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore beaded ornaments from teacher's samples to help in making bracelet using double strand beading; b) Experiment with local materials to create bracelets using double strand beading; c) Enjoy making bracelets using double strand beading.	• Learner could be guided to observe and explore beaded ornaments from teacher collection. • Learners in groups could be guided to experiment with local materials and techniques to make two colour bracelets. Learners with total blindness to be given guidance with a peer or aid. • Learners could be guided to display their work followed by a class discussion to appreciate own and each other's bracelets. Learners with blindness could be given a commentary on the displays before class discussion.	1. What materials can be used from the environment in making beads? 2. What are the suitable materials used in making bracelets at this level? 3. How can learners borrow creative ideas form material culture in their locality on ornament making?
Core Competence to be developed: The learner to acquire; • Communication and collaboration through interactions during group work. • Problem solving skill when experimenting with local materials to make bracelets. • Self-efficacy when giving feedback on their own bracelets during the display session.				

Link to PCI's: • Learners to develop self-esteem and awareness as they display and talk about their work verbally. • Learners to appreciate the value of using inedible materials in when creating beads for ornaments	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other learning areas: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for making bracelets.	**Suggested community service learning activity to support learning through application:** Learners can undertake a project whereby they could be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Beads, thread ,needles, sample ornaments etc.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores beaded ornaments from teacher's samples and enjoys experimenting with local materials to create bracelets with complex designs using double strand beading.	Observes beaded ornaments from teacher's samples and enjoys experimenting with local materials to create bracelets using double strand beading.	Observes beaded ornaments from teacher's samples but is not wholly interested in experimenting with local materials to create bracelets using double strand beading.	Is distracted and shows no interest in making bracelets using double strand beading.

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
7.0 Fabric Decoration	**7.1 Printing On Fabric With Cut - Out Stumps (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore cut - out stump printed fabric from teacher samples to motivate them to print their own; b) Print fabric using cut-out stumps for decoration; c) Enjoy printing fabric with cut out stumps.	• Learners could be guided to observe and explore cut -out stump printed fabric from teacher collection • Learners could be to individually print fabric using cut- out stumps. Learners with total blindness to get assistance from a sighted peer or aid • Learners could be guided to display and talk about own and others works. Learners with blindness could be given a commentary on the displays before class discussion.	1. Which materials can be sourced from the environment to make cut out stumps for printing on fabric? 2. How do we print on fabric using cut out stumps?

Core Competence to be developed

The learner to acquire:

- Communication and collaboration through interactions during group work.
- Problem solving skill when experimenting with local materials to make bracelets.
- Self-efficacy when giving feedback on their own prints during the display session.

Link to PCI's :	Links to values:
Learners will acquire environmental awareness as they take walks to identify locally available media for fabric decoration learners be aware of their safety as they identify locally available media for printing	The learner to practice responsibility, respect and sharing as values within the learning experiences

Links to other learning areas: Music activities can use fabric decorated with cut –out stump technique for costuming in dance performance	**Suggested community service learning activity to support learning through application** Learner with guidance of parent or guardians could undertake a project on creation of costumes decorated with cut-out stumps which can be used for communal activities e.g. culture day
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources Fabric, paint, cut out stumps, water, containers, paper, sample decorated fabrics	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explore cut -out stump printed fabric from teacher samples and enjoys printing complex designs on fabric using cut-out stumps . Learners with total blindness could get guidance from a sighted peer or aid	Observes cut -out stump printed fabric from teacher's samples and enjoys printing on fabric using cut-out stumps	Observes cut -out stump printed fabric from teacher samples but is not wholly interested in printing decorations on fabric using cut-out stumps	Is distracted and shows no interest in printing on fabric using cut-out stumps

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
8.0 Modelling	**8.1 Slab method (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore items made using slab method, materials and tools from the teachers collection to motivate them make their own; b) Model simple objects using slab method to acquire modelling skill; c) Have fun as they model objects using slab method.	▪ Learners could be guided to observe and explore items made using slab method, materials and tools from the teachers collection ▪ Learners could be guided individually to model simple shapes by exploring clay through slab method. Learners with total blindness to do this with guidance from a sighted peer or aid ▪ Learners could be guided to display and talk about own and other's work. Learners with blindness could be given verbal commentary on the displays.	1. How do we identify materials and tools for modelling? 2. How do we model clay items using slab method?

Core-competence to be developed:
The learner to acquire:
- Communication and collaboration through interactions during modelling.
- Problem solving skill when experimenting with clay to model simple shapes.
- Self-efficacy when giving feedback on their own artwork during the display session.

Links to PCI's: Health hazards: Learners to observe hygiene when collecting clay.	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other subject(s): Learners can model numerical shapes to enhance mathematical concepts of numbers	**Suggested community Service Learning activity to support learning through application:** Learners to visit community cultural centres to observe and appreciate pottery.

Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Clay, water, containers, simple modelled items	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores items made using slab method, materials and tools from the teacher's collection and enjoys experimenting with the materials to model complex objects using slab method. Learners with total blindness to get guidance from a sighted peer or aid	Observes items made using slab method, materials and tools from the teacher's collection and enjoys modelling simple objects using slab method.	Observes items made using slab method, materials and tools from the teacher's collection but is not wholly interested in modelling simple objects using slab method.	Is distracted and does not seem to enjoy modelling simple objects using slab method.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question
8.0 Modelling	**8.2 Pellet method (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore items made using pellet method, materials and tools from the teachers collection to motivate them make their own; b) Model simple objects using pellet method and decorate them using incising and	▪ The learner could be guided to observe and explore items made using pellet method, materials and tools from the teachers collection ▪ Individually learner could be guided to model clay into forms of different sizes using simple technique of pellet and decorate them using incising and	1. How do we model clay into forms using pellet method? 2. How do we decorate modelled forms?

		texturing; c) Have fun as they model objects using pellet method.	texturing Learners with total blindness could be guided by a sighted peer or aid through verbal instructions ▪ Learners could be guided to display and talk about own and others work. Learner with blindness could be given commentary on the displays in class before discussion.	

Core-competence to be developed
The learner to acquire:
- Communication and collaboration through interactions during modelling.
- Problem solving skill when experimenting with clay to model simple shapes.
- Self-efficacy when giving feedback on their own artwork during the display session.

Links to PCI's: Health hazards: Learners to observe hygiene when collecting clay.	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other subject(s): Language activities can incorporate the term pellet as vocabulary	**Suggested community Service Learning activity to support learning through application:** Learners to visit community cultural centres to observe and appreciate pottery.
Suggested Non-formal activity to support learning through application: School to organize in-house exhibitions to showcase learner's artworks	**Suggested assessment** Oral questions, discussions, observations

Suggested Resources:
Clay, water, containers, simple modelled items

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores items made using pellet method, materials and tools from the teacher's collection and enjoys experimenting with the materials to model complex objects using pellet method. Learners with total blindness to be given guidance from a sighted peer or aid	Observes items made using pellet method, materials and tools from the teacher's collection and enjoys modelling simple objects using pellet method.	Observes items made using pellet method, materials and tools from the teacher's collection but is not wholly interested in modelling simple objects using pellet method.	Is distracted and does not seem enjoy modelling simple objects using pellet method.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	**9.1 Toys (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore samples of toys, material and tools from teachers collection to motivate them make their own; b) Make simple toys using local materials for playing; c) Have fun as they make toys and play with them.	• In groups, learners could be guided to observe and explore samples toys, material and tools from teacher collection. • Learner could be guided to individually explore materials to construct and assemble simple toys. Learners with total blindness could be guided by a sighted peer or aid through verbal instructions. • Learners display and talk about own and others toys	1. What toys are in the nature corner? 2. What materials and tools are used for constructing and assembling toys?
Core Competence to be developed: The learner to acquire:				

• Communication and collaboration through interactions when making toys. • Problem solving skill when experimenting with materials to make toys. • Self-efficacy when giving feedback on their own artwork during the display session.	
Link to PCI's: • Learners to develop self-esteem and awareness as they display and talk about their work verbally. • Learner to be aware of safety as they construct and assemble toys	**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other learning areas: Environment activities; learn on re-use of waste materials	**Suggested community service learning activity to support learning through application:** With the guidance of parents/ guardians, the learners to carry out a project of making toys
Suggested Non-formal activity to support learning through application: School to organize in-house exhibitions to showcase learner's artworks	**Suggested assessment** Oral questions, discussions, observations
Suggested Resources: Assorted materials, sample toys, etc.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores samples of toys, material and tools from teachers collection and enjoys experimenting with local materials to make well finished toys. Learner with total blindness could get guidance from a sighted peer or aid to do this	Observes samples of toys, material and tools from teachers collection and enjoys making simple toys using local materials	Observes samples of toys, material and tools from teachers collection but lacks sustained interest and has limited ability to make simple toys using local materials	Is distracted and shows no interest or ability to make simple toys using local materials

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	**9.2 Kites (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore samples of kites, material and tools from teachers collection to motivate them make their own; b) Make simple kites using local materials for playing; c) Have fun as they make kites and play with them.	• In groups, learners could be guided to observe and explore sample kites, material and tools from teachers collection • Learner could be guided to individually explore materials to construct and assemble simple kites. Learners with total blindness guided by a sighted peer or aid through verbal instructions. • Learners could be guided to display and talk about own and others kites. Learner with blindness could be given commentary on the displays before class discussion.	1. What materials and tools are used for constructing and assembling kites? 2. How do learners react to and appreciate kites?

Core Competence to be developed:
The learner to acquire:
- Communication and collaboration through interactions when making kites.
- Problem solving skill when experimenting with materials to make kites
- Self-efficacy when giving feedback on their own artwork during the display session.

Link to PCI's:	Links to values:
Learners to develop self-esteem and awareness as they display and talk about their work verbally. Learner to be aware of safety as they construct and assemble kites	The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences

Links to other learning areas: Environment activities ; learn on reuse of waste materials	**Suggested community service learning activity to support learning through application:** With the guidance of parents or guardians, the learners could carry out a project of making kites.
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Assorted materials, sample kites, adhesives, stick etc.	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores samples of kites, material and tools from teachers collection and enjoys experimenting with local materials to make well finished kites. Learners with total blindness to be given guidance from a sighted peer or aid.	Observes samples of kites, material and tools from teachers collection and enjoys making simple kites using local materials	Observes samples of kites, material and tools from teachers collection but lacks sustained interest and has limited ability to make simple kites using local materials	Is distracted and shows no interest or ability to make simple kites using local materials

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	**10.1 Weaving on a serrated card loom (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore woven items from teacher's collection ,the tools and materials used in weaving using a serrated card loom in the environment; b) Weave a two coloured table mat using a serrated loom for self-expression; c) Enjoy weaving a table mat on serrated loom.	• Learners could be guided to observe and explore woven items from teacher's collection. • Learners could be guided be taken for environmental walks to collect materials for weaving using serrated card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. Learner with total blindness to be given physical guidance as they walk in the environment collecting materials. • Learner could be guided to individually weave a two coloured table mat on a serrated loom. Learners with total blindness. • Learner could be guided to display and talk about their own and others work. Learner with blindness could be given commentary on the displays before class discussion.	1. How do we identify materials used in serrated loom weaving? 2. How does one weave using a serrated loom?

Core Competence to be developed: The learner to acquire:

a. Communication and collaboration through interactions when weaving on serrated card loom.
b. Problem solving skill when experimenting with materials as they weave on a serrated card loom.
c. Self-efficacy when giving feedback on their own artwork during the display sessions.

Link to PCI's:	Links to values:
• Learner develops self-esteem and awareness as they display and • talk about their work • Learners develops life skills i.e. on weaving • Emphasis on sharing as a value	The learner to practice responsibility, respect and sharing as values within the learning experiences

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Links to other learning areas: Environmental activities: Learn on recycling things that had been thrown away i.e. the materials			**Suggested community service learning activity to support learning through application:** The learners be involved in projects of decorating places of worship, hospitals with woven items etc. in the community using woven items	
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner's artworks.			**Suggested assessment** Oral questions, portfolio, observations	
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material etc.				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores woven items from teacher's collection, and enjoys experimenting with the serrated loom to weave complex designs of a two coloured table mat. Learners with total blindness with total blindness to be given guidance by a sighted peer or aid.	Observes woven items from teacher's collection and enjoys weaving a two coloured table mat using a serrated loom.	Observes woven items from teacher's but is not wholly interested in weaving a two coloured table mat using a serrated loom.	Is distracted and shows no interest in weaving a two colour mat using a serrated card loom.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	**10.2 Weaving on a dowel loom (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore woven items from teacher's collection, the tools and materials used in weaving using a dowel loom in the environment; b) Weave a two coloured table mat using a dowel loom for self-expression; c) Enjoy weaving a table mat on dowel loom.	• Learners could be guided to observe and explore woven items from teacher's collection. • Learners could be guided for an environmental walks to collect materials for weaving using dowel card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. Learners with total blindness to be given physical guidance as they walk in the environment. • Individually learners could be guided to weave a two coloured table mat on a dowel loom. Learners with total blindness to do this with assistance of a sighted peer or aid accompanied with verbal instructions. • Learners could be guided to display and talk about their own and others work. Learners with blindness could be given commentary on displays before class discussion	1. How do we identify materials used in dowel loom weaving? 2. What is the process of weaving on a dowel loom?
Core Competence to be developed: The learner to acquire: • Communication and collaboration through interactions when weaving on a dowel loom. • Problem solving skill when experimenting with materials as they weave on dowel loom.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
• Self-efficacy when giving feedback on their own artwork during the display sessions.				
Link to PCI's : • Learner develop self-esteem and awareness as they display and talk about their work • Learners develop life skills i.e. on weaving • Emphasis on sharing as a value			**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences	
Links to other learning areas: Environmental activities can teach on recycling things that had been thrown away i.e. the materials			**Suggested community service learning activity to support learning through application:** The learners be involved in decorating places of worship, hospitals etc. in the community.	
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks			**Suggested assessment** Oral questions, portfolio, observations	
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material etc.				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores woven items from teacher's collection, and enjoys experimenting with a dowel loom to weave a two colour table mat. Learners with total blindness to be given guidance from a sighted peer or aid	Observes woven items from teacher's collection and enjoys weaving a two coloured table mat using a dowel loom.	Observes woven items from teacher's but shows no interest in weaving and has limited ability to weave a two coloured table mat using a dowel loom.	Is distracted and shows no interest in weaving a two colour mat using a dowel loom.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.0 Paper Craft	**11.1Curling (2lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore items made using curling method from teacher's collection and the tools and materials to be used; b) Make a two colour paper decoration using curling method for self-expression; c) Enjoy making a two colour paper decoration using curling method.	• Learners could be guided to observe and explore items made using curling method from teacher's collection and the tools and materials to be used eg paper, scissors, rulers etc. • Individually learner could be guided to make a two colour paper decoration using curling method. Learners with total blindness to do this with assistance from a sighted peer or aid accompanied with verbal instructions. • Learners could be guided to display and talk about their own and others work. Learners with blindness could be given commentary on the displays in class.	1. What materials are Which methods of curling technique are used to create paper forms? 2. How do we create paper forms using curling technique?

Core-competence to be developed:
Learners to acquire:
a. Imagination and creativity as they make a two colour paper decoration using curling method
b. Self-efficacy as they display and discuss their work

Links to PCI's:	Links to values:
• Learner develop self-esteem and awareness as they display and talk about their work • Learner to develop their environmental awareness through recycling, safe disposal and responsible waste management	The learner to practice responsibility, respect and sharing as values within the learning experiences

Links to other subject(s): Environmental activities to teach learners about recycling of waste paper as a reach source of art material	**Suggested community Service Learning activity to support learning through application:** Learners could embark on a community project to collect re-usable waste paper from their community that will be used for other activities paper craft and other activities
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources Assorted paper ,cutting, adhesives ,rulers , assorted paper ,cutting, adhesives ,rulers	

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores items made using curling method from teacher's collection and enjoys making complex two colour paper decorations using curling method. Learners with total blindness to get guidance from a sighted peer or aid	Observes items made using curling method from teacher's collection and enjoys making a two colour paper decoration using curling method for self-expression	Observes items made using curling method from teacher's collection but does not wholly show interest in making a two colour paper decoration using curling method	Is distracted and shows no interest in making a two colour paper decoration using curling method

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.0 Paper Craft	**11.2 Cutting method (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore items made using cutting method from teacher's collection and the tools and materials to be used; b) Make a two colour paper decoration using cutting method for self-expression; c) Enjoy making a two colour paper decoration using cutting method.	• Learners could be guided to observe and explore items made using cutting method from teacher's collection and the tools and materials to be used e.g. paper, scissors , rulers etc • Individually learner could be guided to make a two colour paper decoration using cutting method. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners could be guided to display and talk about their own and others work. Learner with blindness could be given commentary on the displayed work in class.	1. What materials are used to create paper forms? 2. How do we create masks and paper forms using cutting technique?

Core-competence to be developed:

Learners will develop:

a. Imagination and creativity as they make paper decorations using cutting method
b. Self-efficacy by their sense of accomplishment gained after making paper decorations.

Links to PCI's:	Links to values:
• Learner develop self-esteem and awareness as they display and talk about their work ▪ Learner to develop their environmental awareness through recycling, safe disposal and responsible waste management	The learner to practice responsibility, respect and sharing as values within the learning experiences
Links to other subject(s):	**Suggested community Service Learning activity to support**

Environmental activities to teach learners about recycling of waste paper as a reach source of art material	**learning through application:** Learners could embark on a community project to collect –reusable waste paper from their community which will be used for Art Activities e.g. collage, mosaic, montage, paper craft, weaving and other activities
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores items made using cutting method from teacher's collection and enjoys making complex two colour paper decorations using cutting method. Learners with total blindness to get guidance from a sighted peer or aid.	Observes items made using cutting method from teacher's collection and enjoys making a two colour paper decoration using cutting method.	Observes items made using cutting method from teacher's collection but is not wholly interested in making a two colour paper decoration using cutting method.	Is distracted and shows no interest in making a two colour paper decoration using cutting method.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.0 Paper Craft	**11.3 Pleating** **(2lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore items made using pleating method from teacher's collection and the tools	• Learners could be guided to observe and explore items made using cutting method from teacher's collection and the tools and materials to be used	1. What materials are used to make pleated forms? 2. Which methods of pleating technique are used to create paper

		and materials to be used; b) Make a two colour paper decoration using pleating method for self-expression; c) Enjoy making a two colour paper decoration using pleating method.	e.g. paper, scissors , rulers etc • Individually learner could be guided to make a two colour paper decoration using pleating method. Learners with total blindness to get guidance from a sighted peer or aid through with verbal instructions. • Learners could be guided to display and talk about their own and others work. Learner with blindness could be given commentary on the displays in class.	decorations 3. How do we create paper decorations using pleating technique
Core-competence to be developed: • The learners to acquire: • Imagination and creativity as they make paper decorations • Self-efficacy as they display and talk about their work.				
Links to PCI's: • The Learner to develop self- awareness , self-esteem and assertiveness by allowing them express themselves during display sessions • Learner to develop their environmental awareness through recycling, safe disposal and responsible management of waste paper			**Links to values:** The learner to practice responsibility, respect and sharing as values within the learning experiences	
Links to other subject(s): Environmental activities whereby learners learn about recycling of waste re-usable paper			**Suggested community Service Learning activity to support learning through application**: Learners could embark on a community project to collect re-usable waste paper from their community that will be used for activities e.g. collage, mosaic, paper maché, montage, paper craft, weaving, and other activities	

Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	**Suggested assessment** Oral questions, portfolio, observations
Suggested Resources: Assorted paper ,cutting, adhesives ,rulers etc.	

Suggested Assessment Rubric

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explores items made using pleating method from teacher's collection and enjoys making well finished two colour paper decorations using pleating method. Learners with total blindness to be given guidance from a sighted peer or aid	Observes items made using pleating method from teacher's collection and making a two colour paper decoration using pleating method	Observes items made using pleating method from teacher's collection but is not wholly interested in making a two colour paper decoration using pleating method	Is distracted and shows no interest in making a two colour paper decoration using pleating method

MUSIC GRADE 2

Strand	Sub Stand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Performing	**1.1 Songs** **(7 lessons)**	**By the end of the Sub strand the learner should be able to:** a) Identify different types of songs performed for different purposes in the community; b) Sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for communication; c) Sing 2-part rounds for enjoyment d) Sing verse 1and 2 of the Kenya national anthem in English and/or Kiswahili for cohesion and peaceful coexistence; e) Execute the elements of music while singing for excellence; f) Use vocal techniques in singing for effective communication; g) Express ideas, feelings and emotions through singing for enjoyment; h) Perform familiar songs individually (solo) or as a group (choral) solo/choral group for communication and collaboration; i) Sing familiar songs with body movement for creativity j) Appreciate and enjoy singing	• Learners could be guided to listen to and watch a variety of live or recorded songs and be probed to identify possible occasions of performance of the songs and the message of songs. Learners with total blindness could be given verbal descriptions as they listen to audio of the video clips. • Learners could be guided to sing individually and in groups various types of age appropriate songs such as Kenyan folksongs, lullabies, patriotic songs, action songs, sacred songs and other topical songs on pertinent and contemporary issues paying attention to pitch and rhythm • Learners could be guided to discuss the message/themes in the songs they sing/listen to. • Learners could be guided individually and in groups to sing 2-part rounds paying attention to entries and keeping	1. During which activities do you sing while at home? 2. What do the songs that you sing talk about? 3. When do we sing the Kenya National anthem? 4. Why would you prefer to sing together with others?

		songs from diverse cultures for citizenship.	to respective parts. • Learners could be guided to watch and listen to live or recording of the performance of the Kenya national anthem and are guided in identifying, the posture of performers. Learners with total blindness to be guided through verbal instructions accompanied with physical guidance by body contact • Learners could be guided to sing verse 1 and 2 of the Kenya national anthem in English and /or Kiswahili paying attention to accuracy in pitch, rhythm and text • Learners could be guided to sing familiar songs in pairs or in groups applying the elements of music such as pitch, tempo, duration, pulse/beat, and dynamics • Learners could be guided in the use of appropriate posture, breath control, diction, tone quality, voice projection while singing. Learners with total blindness could be given physical guidance on posture.	

			• In pairs or groups learners could be guided to sing songs from diverse cultures • Learners could be guided to sing familiar songs from memory as solo and choral • Learners could be guided to perform familiar songs with movement. Learners with total blindness to be given assistance through verbal instruction accompanied with body contact.	
Core competencies to be developed: Citizenship: as they sing songs from other cultures Learning to learn: as they acquire dancing styles Communication and collaboration: as they sing and dance together Self efficacy: as the learners perform familiar songs with movement.				
Link to PCIs: Link to PCIs and Values: • **Life Skills,** Citizenship, ESD, Health Education, Learner support programs- songs to enhance core values, music therapy, Animal welfare-songs naming animals, service learning and parental involvement-songs relating to community involvement • **ESD-**road safety-turn taking in rounds • **Citizenship**- cohesion-in performing in groups, patriotism-singing the national anthem and folk songs from varied cultures			**Link to Values:** Learners practice; teamwork, responsibility, unit, love, cooperation as they sing	
Links to other learning areas : Language activities: Actions songs, Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues, Math activities: Action songs on Number work, Religious			**Suggested Community Service Learning activities:** • Participate in singing in the community e.g. places of worship, family occasions • Visiting children's homes to entertain and play/sing with	

Education: sacred songs	them
Suggested Resources • Audio-visual excerpts of a variety of songs • Musical instruments • Music print material i.e. Music scores, Braille music scorers • Digitial gadgets – memory cards, smartphones	

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Accurately and consistently identifies and sings a variety of songs with proper execution of the elements of music such as pitch, tempo, duration and vocal techniques. Accurately sings verse1and 2 of the Kenya national anthem in English and/or Kiswahili with good mastery of lyrics	Identifies and sings some songs with some considerably accuracy in execution of the elements of music such as pitch, tempo, duration and vocal techniques Sings verse1and 2 of the Kenya national anthem in English and/or Kiswahili with negligible inaccuracies in pitch and diction	identifies and sings a limited number of songs with some substantial inaccuracies in execution of the elements of music such as pitch, tempo, duration and vocal techniques Sings verse1and 2 of the Kenya national anthem in English and/or Kiswahili with inaccuracies in pitch and diction	Exhibits inability to identify and sing a variety of songs executing the elements of music such as pitch, tempo, duration and vocal techniques. Exhibits difficulty singing verse1and 2 of the Kenya national anthem in English and/or Kiswahili

Strand	**Sub- stand**	**specific learning outcomes**	**suggested learning experiences**	**Key inquiry question(s)**
	1.2 Singing games (5 lessons)	By the end of the sub - strand the learner should be able to: a) Perform a various singing games drawn from local and other cultures for peaceful coexistence	• Learners watch and listen to a variety of live or recorded singing games from the locality and from other cultures and guided in	1. Do you sing as you play? 2. What songs do you sing during play? 3. Name some of the

		a) Apply the aspects of singing, movement, props and costumes in performing singing games for critical thinking and problem solving creativity and imagination b) Observe and explore safety during the performance of singing games c) share the available resources during performance of singing games for equity d) perform singing games from diverse cultures for enjoyment	discussing about the performance. Learners with total blindness could be given verbal description of the video clip. • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing safety. Learners with total blindness to get orientation to the environment, materials and verbal instruction accompanied with body contact • Practice and performance of singing games to be done in pairs and in groups to encourage team work and responsibility. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners practice singing games in groups observing and explore safety • Learners are encouraged to observe and explore game etiquette and share available resources equitably while performing singing games.	materials or objects used during play. 4. How do you feel while performing a singing game?
Core Competences to be developed: Communication and Collaboration, As learners perform in pairs or in groups. Creativity and Imagination, As learners make movement and use costumes. Critical thinking and Problem solving as learners perform singing games appropriately.				

Link to PCIs: Link to PCIs and Values: Life skills-core living values: respect, responsibility unity, equity, self-esteem, confidence- as they perform singing games and feel good about their achievements Safety, gender issues as they perform singing games Citizenship as they perform singing games from different cultures thus appreciating cultural diversity, cohesion and diversity as they perform singing games	**Link to Values:** team work, respect, responsibility, unity, love
Links to other learning areas : Language activities: Actions songs, Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues, Math activities: Action songs on Number work, Religious Education: sacred songs	**Suggested Community Service Learning activities:** • Participate in singing in the community e.g. places of worship, family occasions • Visiting children's homes or elderly people's homes to entertain and play/sing with them • Collecting old clothes, toys and using them to improvise costumes and props for singing games • Have the learners practice singing games with younger children or children with special needs in the school who need to learn performing singing games in the community/
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals, national days • Visiting the elderly to learn Kenyan folk songs and other songs • Visits to other schools to perform singing games together	**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources • Costumes and props • Audio-visual excerpts of relevant music (singing games) • Resource persons	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Confidently and skilfully performs various singing games drawn from diverse cultures effectively applying the aspects of singing, movement, props and costumes Appreciates and enjoys performing singing games from diverse cultures. Learners with total blindness to do this with guidance from a sighted peer or aid accompanied with verbal instructions and body contact	Performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes with considerable range of skills Appreciates and enjoys performing singing games from diverse cultures	Performs a few singing games drawn from some cultures applying the a few aspects of singing, movement, props and costumes with limited range of skills Appreciates and enjoys performing singing games from some cultures	Lacks the skills of performing singing games drawn for diverse cultures Shows little appreciation in performing singing games drawn from diverse cultures

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Musical Instruments (4 lessons)	By the end of the Sub strand the learner should be able to: a) Name different types of wind instruments b) Identify different improvised wind instruments visually and aurally and tactually used to accompany song and dance c) Identify different improvised wind instruments used to accompany song and dance visually, tactually and aurally for	• Learners watch and listen to videos/pictures of different types of wind instruments being played. Learners with total blindness could be given verbal description of the video clip • Learners watch and listen to audio-visual recordings of instruments and guided in identifying the instruments visually and aurally. Learners	1. Which instruments are played by blowing? 2. Which part of the body do you use when playing wind instruments? 3. Would you prefer to play the instrument alone or with friends? 4. How do you feel playing different instruments?

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
		self-esteem d) Demonstrate the ability to play a wind instrument for confidence e) Improvise accompaniments to songs and dances using improvised wind instruments for imagination and creativity f) Improvise wind accompaniment to songs and dances using locally available materials g) Improvise local music instruments and securely store them for safety h) Appreciate own improvised musical instruments and those of others for peaceful co-existence	with total blindness to be given verbal description of the visual recordings • Learners are guided to apply appropriate skills of holding, blowing, fingering and breath control when playing wind instruments playing different wind instruments such as pipes, whistles, recorder and bottles. Learners with total blindness to be given orientation to the different instruments accompanied with verbal instructions • In individually and in groups, learners improvise different accompaniment using wind instruments. Learners to do this with guidance from a sighted peer or aid • Learners are guided in observing safety using locally available materials to improvise wind instruments such as reeds, pipes, bottles	

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Core competencies to be developed: **Communication and Collaboration**: Learners practice singing games in groups **Creativity and Imagination**: learners improvise different accompaniment using wind instruments. **Critical thinking and Problem solving** : Self-efficacy as learners observing safety using locally available materials				
Link to PCIs: Respect, ESD, - safety, managing waste responsibly, Life skills; core living value- responsibility, self-awareness- they discover their talents as they play different musical instruments Environmental awareness- as they collect different items from the environment to improvise instruments			**Link to Values:** Team work, respect, responsibility	
Links to other learning areas : Religious studies , Environmental studies, Heath and nutrition			**Suggested Community Service Learning activities:** • Visiting children's homes and playing instruments with them	
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Visiting music and cultural centres			**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric	
Suggested Resources • Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music				

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Accurately identifies and names different wind instruments used to accompany singing and dancing through observation and listening to the sounds produced	Identifies and names different wind instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument	Identifies and names a few wind instruments used to accompany singing and dancing through observation and listening to the sounds produced by the	Inaccurately names wind instruments that can be used to accompany singing and dancing

by the instrument Imaginatively and creatively improvises body percussion and wind instrument accompaniment to songs and dance through tapping, clapping, stamping, bowing and plucking	Improvises body percussion and wind instrument accompaniment to songs and dance	instrument Improvises some body percussion and wind instrument accompaniment to songs and dance	Improvisation of body percussions and wind instrument accompaniment is marked with inconsistency

Strand	Sub - Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.4 Dance (5 lessons)	By the end of the Sub strand the learner should be able to: a) Use body movements that are part of daily experience in a variety of ways in dance for orientation to dance b) record a local dance for digital literacy or perform and record a dance for digital literacy c) Use dance to express feelings, emotions and ideas for enjoyment d) Apply locomotor and non-locomotor movements in own dance for creativity e) Observe basic elements of dance during performance for f) Observe safety during dance performance for g) Practice etiquette during dance performance for endearment h) Perform appropriate traditional dances from the community for cultural preservation i) Appreciate and enjoy	• Learners could be exposed to various relevant live recordings of dances for experience and appreciation. Learners with total blindness to get verbal descriptions of the recordings • Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, grinding, sweeping, and pounding in dance. Learners with total blindness to do this with guidance of a sighted peer or aid accompanied with body contact and verbal instructions • Learners are guided in using functional dance movements to communicate ideas, feelings and emotions. Learners with total blindness to be given orientation to the dance area and physical prompts accompanied with verbal instructions • Learners use different body zones and body parts in dance • Individually and in groups the learners are guided in the use of dance	1. Name the Kenyan communities that live in your locality 2. Which dances are performed in the community? 3. During which occasions are dances performed? 4. Which parts of the body are commonly used when dancing?

		performing traditional dances from diverse cultures for peaceful co-existence	elements such time, space, energy and relationships in executing dance movement. Learners with total blindness to be given orientation to the space, physical prompts accompanied with verbal instructions and body contact • In groups learners practice traditional dances observing safety. Learners with total blindness to be given orientation to the space, physical prompts accompanied with verbal instructions and body contact • Pair and group dance sessions to be used to enhance cooperation, teamwork and dance etiquette. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners are guided in performing traditional dances from within their localities. Learners with total blindness could be given physical guidance on dance styles involved.	
Core Competences to be developed: **Communication and Collaboration as learners participate in pair and group dance sessions** **Creativity and Imagination: as learners use body parts in dance movements.** **Critical thinking and Problem solving as** they use dance elements such time, space, energy and relationships in executing dance movement.**.**				

Digital literacy: as they watch live recordings of dance movements.	
Link to PCIs: Life Skills- human sexuality (uniqueness of being boy or girl by performing dance a s a boy or girl, Core living values, responsibility unity equity, Service learning and parental involvement-dance relating to community involvement, ESD-safety Citizenship: dances from diverse Kenyan cultures Collaboration and cooperation	Link to Values: leadership, teamwork, responsibility, respect
Links to other learning areas : Movement, Environmental studies-safety Language activities- Math activities-numbers, Religious education: respect of others	**Suggested Community Service Learning activities:** Learners could be called upon to perform in community functions; areas of worship, weddings, other celebrations
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Participate in dance events in the community e.g. places of worship, family occasions	**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources • Audio-visual excerpts of dance • Musical instruments • Costumes and props	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Demonstrates exemplary use of body movements that are part of daily experience, expresses ideas, feelings and emotions with a high degree of effectiveness in a variety	Uses body movements that are part of daily experience, expressing ideas, feelings and emotions with a considerable degree of effectiveness in a	Demonstrates limited use of body movements that are part of daily experience in a variety of ways in dance	Demonstrate difficulty using body movements that are part of daily experience with inaccurate expression of ideas, feelings and emotions

of ways in dance Creatively and effectively uses dance elements such as space time energy and relationships in performance of traditional dances from the locality. Learners with total blindness to do this with proper orientation accompanied with verbal instructions and body contact	variety of ways in dance Uses dance elements such as space time energy and relationships in performance of traditional dances from the locality	Uses dance elements such as space time energy and relationships in performance of traditional dances from the locality with some effectiveness	in a variety of ways in dance Uses dance elements such as space time energy and relationships in performance of traditional dances from the locality with difficulty and inconsistencies

Strand	**Sub -Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.0 Creating/ Composing	**2.1 Rhythm (4 lessons)**	By the end of the Sub strand the learner should be able to: a) Improvise rhythmic accompaniment to simple songs for creativity b) Create simple rhythmic patterns with short and long sounds and silences using body percussion for enjoyment c) improvise simple percussions and use them in accompanying simple songs for self-esteem	• Learners clap/tap rhythms to familiar songs • In pairs or in groups, learners are guided to create simple rhythmic patterns with short and long sounds and silences (crotchets, minims and their equivalent rests) using body percussions such as tapping/clapping for enjoyment	1. Which items/ equipment in your surrounding keep a regular pulse/beat? 2. How does varying the rhythm make the music sound? 3. How does rhythmic accompaniment make the music sound? **4.** Which animals in the environment make rhythmic sounds and movements? (dove, crested crane, horse, cock)
Core Competences to be developed: **Communication and Collaboration:** as learners create simple rhythmic patterns in pairs and in groups.				

Creativity and Imagination:, as learners use body parts to make rhythmic patterns. **Learning to learn: as they make short rhythms and long rhythms.**	
Link to PCIs: core living values: Life skills: core values of living Respect, responsibility, self-awareness as they use different parts of the body **ESD-** Animal welfare, awareness as they mimic different animals	**Link to Values:** respect, cooperation, unity
Links to other subject's Environmental issues Languages, Hygiene and nutrition	**Suggested Community Service Learning activities:** Performing in places of worship
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals	**Suggested assessment:** Oral/aural performance, rubric questions, portfolio, observation, check lists,
Suggested Resources • Audio-visual excerpts of relevant music • Audio-visual equipment	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Accurately and creatively improvises rhythmic accompaniment to simple songs Creates complex rhythmic patterns with short and long sounds and silences (crotchet, minim and semibreve and their rests)	Accurately improvises rhythmic accompaniment to simple songs correctly Creates simple rhythmic patterns in with short and long sounds and silences (crotchet, minim and semibreve and their rests)	Improvises rhythmic accompaniment to simple songs with some inaccuracies Creates simple rhythmic patterns with little variation in the use of short and long sounds and silences (crotchet, minim and semibreve and their rests)	Displays difficulties improvising rhythmic accompaniment to simple songs Exhibits difficulty in creating simple rhythmic patterns

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Melody (4 lessons) man	By the end of the Sub strand the learner should be able to: a) Identify melodic variations in familiar simple tunes for familiarization with tunes b) Improvise simple melodic variations on familiar tunes for creativity c) Improvise new lyrics/text to known songs /tunes for self-esteem d) Appreciate own and others compositions for cultural diversity	• Learners could be guided to identify variations in Familiar tunes which are played/sang with minimal variations • Learners are guided to sing familiar tunes (2 -4 bars long), introducing some melodic variations • Learners use new lyrics/text to the tunes familiar to them. • Learners are guided in singing own melodic variations and those of others.	1. How can one tell if a tune has changed? 2. How can a familiar tune be varied?
Core Competences to be developed: **Communication and Collaboration** as learners sing in unison. **Creativity and Imagination** as learners sing own melodic variations., **Critical thinking and Problem** solving as learners use familiar tunes to sing new lyrics.				
Link to PCIs: core living values: Life-skills: Core living values: Respect, responsibility, ESD Creative thinking			**Link to Values:** respect, cooperation	
Links to other learning areas : Language Activities: words, Environmental activities: safety, environmental management, soil and water conservation, Animal issues, religious education-sacred songs			**Suggested Community Service Learning activities:** Performing in the community during different occasions e.g. worship	

Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Attending events and occasions in the community e.g. weddings listening and learning songs with variations in melody and lyrics	**Suggested assessment:** Oral/aural performance rubric questions, portfolio, observation, check lists,
Suggested Resources • Audio-visual excerpts of relevant music • Audio-visual equipment	

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Identifies melodic variations in familiar simple tunes showing appreciation of own and others compositions Imaginatively and creatively improvises melodic variations and creates new text in familiar tunes (2 -4 bars long)	Identifies some melodic variations in familiar simple tunes showing appreciation of own and others compositions Improvises melodic variations and creates new text in familiar tunes (2 -4 bars long)	Identifies a few melodic variations in familiar simple tunes showing appreciation of own and others compositions Improvises a few melodic variations and creates new text with inaccuracies in familiar tunes (2 -4 bars long)	Has difficulty identifying melodic variations in familiar simple tunes show little appreciation to own and others works Displays inability to improvise melodic variations and create new text in familiar tunes (2 -4 bars long)

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Listening and Responding	**3.1 Elements of Music (4 lessons)**	By the end of the Sub strand the learner should be able to: a) Express initial personal reactions to musical performances for communication. b) Imitate short melodies with accuracy in pitch and rhythm for self-esteem c) Relate specific music to appropriate events in the community for d) Respond to live or recorded performances with appropriate behaviour for self-control e) use appropriate music terminology in explaining/discussing music listened to f) explain/discuss music after listening using appropriate music terminology for communication and collaboration g) discuss the message in the music with peers for self-esteem h) Appreciate and enjoy music drawn from diverse cultures	• Learners listen to live/recorded music for appreciation. Learners with total blindness to be given verbal instruction of live or recorded performance • Learners could be guided to intimate short melodies that have been played to them while observing accuracy in pitch and rhythm. • Learners practice appropriate audience behaviour (sitting quietly, applauding, responding without interrupting performance) as they watch or listen to others perform • Learners sing familiar topical songs with appropriate expression such as sad or happy in relation to the text learners with total blindness could be given descriptions of facial expressions. • Learners are guided to listen	1. Is the sound produced for voice or instruments? 2. Does the music make you feel happy, sad, frightened? 3. Is the music fast, slow, loud or soft? 4. Where are you likely to hear this kind of music? 5. What message do you get from the music?

		and time for cultural preservation and advancement	to and relate specific music to appropriate events. • Learners are guided to talk about music they listen to in relation to the basic elements of music (loud, soft, fast, slow) and their effects. • In groups learners to discuss the moral message of the music they listen to	
Core Competences to be developed: **Communication and Collaboration** as they observe appropriate audience behaviour, I**magination and Creativity** as learners imitate short melodies that have been played to them while observing accuracy in pitch and rhythm. **Critical thinking and Problem solving** as they talk about music they listen to in relation to the basic elements of music.				
Link to PCIs: : Life skills: core living value: Respect, responsibility, unity, ESD, citizenship: performing dances drawn from diverse cultures LSE- coping with emotions a s they express different emotions while singing different songs			**Link to Values:** respect, cooperation, appreciation,	
Links to other learning areas : Environmental studies, Language, religious education			**Suggested Community Service** Learning activities: Learners to participate in various community events	
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Visits to music and cultural centres to listen and interact with different types of music and performers			**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists,	

• Participating in community events where music is performed to listen and participate later talking about the music with others	
Suggested Resources • Audio-visual excerpts of relevant music • Audio-visual equipment	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Confidently and appropriately: • Expresses initial personal reactions to musical performances using appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events • imitates short melodies with accuracy in pitch and rhythm • Responds to live/recorded performance with appropriate audience behaviour	• Expresses initial personal reactions to musical performances using appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events • Imitates short melodies with considerable accuracy in pitch and rhythm • Responds to live/recorded performance with appropriate audience behaviour)	• Expresses initial personal reactions to musical performances using limited appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events • Imitates short melodies with some inaccuracies accuracy in pitch and rhythm • Responds to live/recorded performance with appropriate audience behaviour)	• Expresses initial personal reactions to musical performances using inappropriate terminology unable to relate the music to particular events • Imitates short melodies with considerable accuracy in pitch and rhythm • Responds to live/recorded performance with inappropriate audience behaviour)

MOVEMENT ACTIVITIES GRADE 2

Basic Motor Skills: Locomotor Skill: Hopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**1.1 Locomotor skills: Hopping 12 Lessons**	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when hopping for body awareness b) perform hopping in different ways for strength, coordination, balance and for personal and general space awareness c) establish relationships through hopping for creativity d) appreciate hopping for strength, coordination and balance e) play games that involve hopping for enjoyment f) obey rules when hopping for own and others safety	• Learners could be guided to answer questions on the animals and insects that move by hopping (kangaroo, praying mantis) • Learners could watch and listen to video clips of other learners performing the hop skill. Learners with total blindness to be given description of the video clips • Practice hopping in different ways by: • Learners with total blindness to be given orientation to the directions, heights, pathways accompanied with verbal instructions and body contact o Hop in different directions - forward, - backward, - to the right - to the left o Hop in different pathways	1. Mention animals that hop? 2. Name the parts of the body that are in use when hopping?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
			- circular - straight - curved - zigzag o Hop in different levels - low - medium - high • Learners hop in varying levels and make shapes such as: - square - circle - rectangle - wavy lines - triangles • Learners to establish relationships such as mirroring, under, over, on, going through and going round. Learners with total blindness to be given physical prompts accompanied with verbal instructions and body contact • Learners in groups to hop and make letters of the alphabet such as such as D, I, L, O, N, T, W. Learners with total blindness to do this with the guidance of a sighted peer or aid	

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
			• Learners to make a combination of levels, pathways, and hop. Learners with total blindness to do this with the guidance of a sighted peer or aid • Learners to play games using the hop skill such as Hop-scotch and others. Learners with total blindness to do this with the guidance of a sighted peer or aid • Learners to obey rules as they hop and play games	

Core competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

- Citizenship as they obey rules of the game
- Self-Efficacy as they hop
- Digital Literacy as they watch video clips on hopping
- Learning to Learn as they play games using hop scotch skill.
- Creativity and Imagination as they create different shapes while hopping
- Critical Thinking and Problem as they answer questions about animals that hop.
- Communication and Collaboration during interactions in group work

Link to PCIs: • **ESD: DRR:** safety and security: when hopping • **Citizenship:** social cohesion: the learners to collaborate when hopping and playing games • **Learner Support Program:** sports and games: games that involve the hopping skills ▪ **Health Education:** HIV and AIDS: when wounds and cuts occur while hopping report to the teacher do not handle ▪ **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities	**Links to other learning areas:** • Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application : learners can perform during prize giving day and academic days	**Suggested assessment:** oral questions and practical
Suggested non-formal activities to support learning through application: The learners are involved in playing games such as hop scotch	**Suggested Resources:** ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile phones ▪ video clip of learners hopping,

Movement Activities Suggested Assessment Rubric for Locomotor Skill: Hopping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (Cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways	• The demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
		• The learners demonstrates acquisition of some components of fitness	demonstrates acquisition of a few components of physical fitness	• The learner demonstrates little acquisition of the physical fitness components	• The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and Psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
		contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model		contributes to team activities • The learner has little leadership qualities	• The learner exhibits poor leadership qualities

Locomotor skill: Leaping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.2 Locomotor skills:** **Leaping** **12 lessons**	**By the end of the sub-strand, the learner should be able to:** a) name the parts of the body that are in use when leaping for body awareness b) perform leaping in different ways for strength, coordination balance and space awareness c) establish relationships through leaping for self-esteem d) practice leaping in different ways for strength, coordination balance and creativity and imagination e) appreciate leaping for strength,	• Learners to answer questions on parts of the body that are used for leaping • Learners could watch and listen to videos clips of other learners performing the skill leaping. Learners with total blindness be given description of the video clips • Practice leaping in different ways by: o Learners with total blindness to be given verbal description of the video clips o leaping different directions - forward,	1. Name the animals that move around by leaping? 2. Name the parts of the body used for leaping?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
		coordination and balance f) play games that involve leaping for enjoyment g) obey rules when leaping for own and others safety	- backward, - to the right - to the left o leaping in different pathways - circular - straight - curved - zigzag o leaping in different levels - low - medium - high • Learners establish relationships such mirroring, under, on, over, though, round and beside. Learners with total blindness to be given physical prompts accompanied with verbal instructions and body contact • Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O . Learners with total blindness to do this with the guidance of a sighted peer or aid • Learners to leap making a combination of levels, pathways • Learners to play games using the	

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
			leaping skill • Learners to obey rules as they leap and play games	

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

- Citizenship as they obey rules as they leap.
- Self-efficacy is attained as they jump in different directions
- Digital Literacy when learners use the video clips on jumping for distance
- Learning to learn as learners watch other peers jump after them
- Creativity and imagination during formation of letter shapes
- Critical thinking and problem solving as learners answer questions about parts of the body that are used for leaping
- Communication and collaboration as learners work in groups.

Link to PCIs:

- **ESD: DRR:** safety and security: when playing games
- **Citizenship:** social cohesion: the learners to collaborate when playing games
- **Learner Support Program:** sports and games: games that involve leaping skills
- **Health Education:** HIV and AIDS: when wounds and cuts occur while leaping report to the teacher do not handle
- **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities

Links to other learning areas:

- Language activities
- Hygiene and nutrition
- Environmental activities
- Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through application: learners to perform during prize giving day and AGM.	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: learners to	**Suggested Resources:**

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
play games that involve leaping			• field makers, field, bean bags, ropes, • digital devices such as computers and mobile phones • video clip of leaners leaping	

Movement Physical activities Suggested Assessment Rubric for Locomotor Skill: Leaping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The Learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a

		exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	game situation • The learner observes safety during skill performance and game situation	obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Locomotor skill: Jumping for distance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**1.3 Locomotor Skill:** **Jumping for distance** **12 Lessons**	**By the end of the sub-strand, the learner should be able to:** a) name the parts of the body that are in use when Jumping for distance for body awareness b) Jump for distance in different ways for strength, coordination, balance and for space awareness c) practice Jumping for distance in different ways for strength, coordination, balance and creativity and imagination d) establish relationships through Jumping for distance for self-esteem e) appreciate Jumping for distance for Strength, coordination and balance f) play games that involve Jumping for distance for enjoyment g) observe rules when Jumping for distance for own and others safety	▪ Learners to answer questions on the parts of the body that are use when jumping for distance. Learners with total blindness to be given verbal description of the video clips. do this with the guidance of a sighted peer or aid ▪ Learners to watch video clips of other learners jumping for distance or the athletes performing the long jump. Learners with total blindness to be given verbal description of the video clips. do this with the guidance of a sighted peer or aid • • learners to be guided on jumping in different ways by: ∘ Learners with total blindness to be given orientation to the directions, pathways, heights accompanied with verbal instructions. ∘ jumping in different directions such as forward, backward, to the right and left ∘ jumping in different pathways	1. name the parts of the body that are used for jumping 2. Which direction is easier to jump towards 3. name insects that move by jumping

			such as circular, straight, curved and zigzag ○ jumping in different levels such low, medium and high ○ jumping using varying speed such as slowly fast and faster • Learners to practice jumping for distance using the following suggested physical activities: ○ Learners with total blindness to do this with guided with a sighted peer or aid ○ jump and form the letters of the alphabet such as L, I, T, S among others ○ jump with legs together or apart ○ jump with arms in various positions, beside the body, held forward or backward ○ jump over objects on the ground ▪ The learners to establish relationships such as mirroring, under, on, over, through. Learners with total blindness to be given physical prompts of the relationships ▪ Learners cooperate with others and play game that involves jumping	

			for distance. Learners with total blindness to do this with the guidance of a sighted peer or aid ▪ Observe rules when playing games involving jumping for distance for own and others safety	

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship as learners observe rules when playing games.
2. Self-Efficacy is attained as they jump in different directions
3. Digital Literacy which learners use the video clips on jumping for distance
4. Learning to Learn as learners watch other peers jump after them
5. Creativity and Imagination during formation of letter shapes
6. Critical Thinking and Problem solving as learners determine heights to be jumped in relation to effort used to make the jump.
7. Communication and Collaboration as learners work together in groups.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve the jumping skill • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through application: learners can perform during inter school competitions	**Suggested assessment:** oral questions
Suggested non-formal activities to support learning: The learners are involved in playing games such as Hop scotch	**Suggested Resources:** • Field markers, field, bean bags, ropes, • Digital devices such as computer and mobile phones • Video clip of learners or athletes performing the long jump

Movement Physical activities Suggested Assessment Rubric for Locomotor Skill: Jumping for Distance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho -motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Basic motor skills: Non Locomotor skill: Pulling and pushing

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**2.1 Non-Locomotor skills:** **Pulling and pushing**	**By the end of the sub strand, the learner should be able to:** a) name the parts of the body that are in use when pulling and pushing for body awareness b) perform pulling and pushing in different ways for strength,	• Learners to watch and listen to videos clips or picture cut outs of people pulling and pushing. Learners with total blindness to be given a verbal description of the video clips and picture cut-outs • learners to practice pulling and pushing using the following	1. How can you move a heavy object from one place to another? 2. Name the body parts used for pulling and pushing.

	12 Lessons	endurance and space awareness c) practice pulling and pushing for strength, coordination, balance creativity and imagination d) establish relationships through pulling and pushing for self-esteem e) appreciate pulling and pushing for strength, endurance and self-awareness f) play games that involve pulling and pushing for enjoyment g) observe rules when pulling and pushing for own and others safety	suggested physical activities: o Learners with total blindness to be given physical prompts, orientation o to do this with the guidance of a sighted peer or aid o Four learners to hold a rope two on either side and pull each other o learners push and pull each other into different directions (forward, backwards, left, right) o learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster) • play games involving pushing and pulling toys . Learners with total blindness to do this with the guidance of a sighted peer or aid • obey rules when playing games for own and others safety	

Core Competences to be developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship as learners observe rules involved in pulling and pushing
2. Self-Efficacy as they pull and push one another
3. Digital Literacy as learners watch and listen to video clips about pulling and pushing.
4. Learning to Learn as learners master the skill of pulling and pushing
5. Creativity and Imagination when learners improvise games that involve pulling and pushing

6. Critical Thinking and Problem solving as learners exert enough pressure required for pulling or pushing 7. Communication and Collaboration as they discuss the skill of pulling and pushing	
Link to PCIs: ▪ **ESD: DRR:** safety and security: when playing games ▪ **Citizenship:** social cohesion: the learners to collaborate when playing games ▪ **Learner Support Program:** sports and games: games that involve pulling and pushing skills ▪ **Health Education:** HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	**Links to other learning areas:** ▪ Languages activities ▪ Hygiene Nutrition ▪ environmental activities ▪ Mathematic activities
Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Love, Unity, Peace	
Suggested community service learning activities to support learning through application : the learners to perform tug-of-war during sports day	**Suggested assessment:** oral questions and practical
Suggested non-formal activities to support learning: The learners play games that involve pushing and pulling (tug-of-war)	**Suggested Resources:** ▪ field markers, field, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clip of people pushing and pulling

Movement Physical activities Suggested Assessment Rubric for Locomotor Skill: pulling and pushing

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill	• The leaner demonstrates good ability in skill	• The learner demonstrates average ability in skill	• The learner demonstrates poor ability in skill

		performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	performance • The learner rarely exhibits creativity in skill performance The learner demonstrates acquisition of a few components of physical fitness	performance • The learners does not exhibit creativity in skill performance The learner demonstrates little acquisition of the physical fitness components	performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team

		• The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	activities • The learner has some leadership qualities	contributes to team activities • The learner has little leadership qualities	activities • The learner exhibits poor leadership qualities

Non-Locomotor Skills: Turning

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**2.2 Non-Locomotor skills:** **Turning** **3 Lessons**	**By the end of the sub-strand the learner should be able to:** a) name the parts of the body that are in use when Turning for body awareness b) perform turning in different ways for strength, endurance and self-awareness c) practice turning in different ways for strength, endurance and self-awareness d) establish relationships through turning for space awareness e) appreciate turning for strength, endurance and self-awareness f) play games that involve turning	• Learners to watch and listen video clips of animals turning such as donkeys, dogs, cats, lions. Learners with total blindness to be given verbal description of the video clips • practice the turning skill by: o Learners with total blindness to be given physical prompts accompanied with verbal instruction and body contact o Learners to turn to different directions such as right, left o Learners to make, quarter turns, half turns and complete turns (360%) o Learners lie on the ground on	1. Which parts of the body is touching the ground when you lie on the ground and face up? 2. Name parts of the body that you can turn.

		for enjoyment g) observe rules when turning for own and others safety	their back and then turn onto their stomach o learners turn using varying levels (low, medium and high) to a given direction o learners to pair up and turn to each other as they give a high five • Learners to play games that involve turning. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners to obey rules when turning	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship as they ensure safety of others during turning skill
2. Self-Efficacy as learner perform effectively body turn individually and in groups
3. Digital Literacy as they use video clips to learn about turning in animals
4. Learning to Learn as learners make appropriate turns.
5. Creativity and Imagination as learners play games of turning
6. Critical Thinking and Problem solving as learners make half turns quarter turns and full turns.
7. Communication and Collaboration as learners work in groups.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve turning skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to	• English activities • Hygiene Nutrition • Environmental activities • Mathematic activities

the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	
Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application: learners can perform and dance during the school opening day.	**Suggested assessment:** oral questions and practicals
Suggested non-formal physical activity to support learning through application: learners to visit a home for the elderly and entertain them with a dance	**Suggested Resources:** • Field markers, field, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clip of animals turning for example the donkey's dog's cat's and lions

Movement activities Suggested Assessment Rubric: Locomotors skill: Turning

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• The demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Manipulative skill: Kicking

Strand	Sub – Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**3.1 Manipulative skills:** **Kicking** **12 lessons**	**By the end of the strand the learner should be able to:** a) name the parts of the body that are in use when Kicking for body awareness b) perform kick in different ways for strength, endurance and space awareness c) establish relationships through Kicking for self-awareness d) appreciate Kicking for strength, endurance and creativity for imagination e) play games that involve Kicking for enjoyment f) observe rules when Kicking for own and others safety	• Learners to name the body parts that are in use when kicking • learners could be shown video clips of people kicking balls. Learners with total blindness to be given verbal description of the video clips • learners to be guided on kicking in different ways by: • Learners with total blindness to be given orientation to the directions, materials (ball to be coloured and sounded) accompanied with verbal instructions and body contact o kicking in different directions such as forward, backward, to right and left o kicking in different pathways such as circular, straight, curved and zigzag o kicking in different levels such low, medium and high o kicking using varying speed such as slowly fast and faster o kick the ball and form the letters of the alphabet such as I, L, N, M, K	1. Which items are safe to kick? 2. Which parts of the body are used in kicking?

			• Learners to make different balls and use them for playing games using the kicking skill. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners to play modified soccer games. Learners with total blindness to play soccer games using sound balls and be given physical guidance. • Learners obey rules for own and others safety.	

Core competences to be developed:

The learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Imagination and Creativity when learners are able to kick in different level and make different balls
2. Communication and Collaboration as learners kick the ball in pairs.
3. Citizenship is enhanced as learners observe and obey rules for their safety and that of others
4. Digital Literacy as learners use digital devices and content
5. Self-Efficacy as learners kick the ball effectively
6. Learning to Learn as they kick the ball to play soccer games

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve turning skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body	• Languages activities • Hygiene Nutrition • Environmental activities • Mathematic activities

involved in performing physical activities	
Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity	
Suggested community service learning activity: learners to be taken to the stadium to watch a local teams playing a football match	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: The learners to improvise balls using locally available resources and present them to the teacher	**Suggested Resources:** • Field markers, field, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clip of people kicking the ball into different directions

Movement Physical activities Suggested Assessment Rubric for manipulative Skill: Kicking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components

2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Manipulative skills: Stopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**3.2 Manipulative skills:** **Stopping** **12 lessons**	**By the end of the strand the learner should be able to:** a) name the parts of the body that are in use when Stopping for body awareness b) perform stopping from different directions for strength, coordination, endurance and space awareness c) establish relationships through stopping for self-esteem d) appreciate stopping for strength, endurance and creativity e) play games that involve Stopping for enjoyment f) observe rules when Stopping for own and others safety	• Learners to answer questions on the parts of the body that are used for stopping • Learners could be shown video clips of a ball being stopped. Learners with total blindness to be given verbal description of the clips • Learners to practice stopping the ball from different directions such as; Learners with total blindness to be given orientation to directions accompanied with verbal instructions and body contact - stop from front, - from the side - stop from the left - stop from the right • Learners to pair up and practice stopping. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners in groups practice stopping. Learners with total	1. How can you stop a kicked ball? 2. Which body parts are used in kicking the ball?

			blindness to do this with guidance from a sighted peer or aid • Learners to play games using kicking skill. Learners with total blindness to do this with guidance from a sighted peer or aid ▪ Learners observe safety when playing games	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of basic movement skills:

1. Citizenship as learners observe safety when playing games
2. Self-Efficacy as learners master the skills of the game
3. Digital Literacy as learners use digital devices and content
4. Communication and Collaboration as learners work in groups and pairs giving guidance to one another

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve stopping skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene Nutrition • Environmental activities • Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love

Suggested community service learning activity to support learning through application: the learners to be taken to watch a football match in the local stadium.	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activity to support learning through application: learners to	**Suggested Resources:**

play a football match using the learnt skills	• Field markers, field, bean bags, ropes, • Digital devices such as computer and mobile phones • Video clip of football players practicing to stop the ball

Movement Physical activities Suggested Assessment Rubric for Manipulative Skill: Stopping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho -motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely	• The learner is poor in following instructions during skill performance • The learner does not obey rules

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
		rules during a game situation • The learner readily observes safety during skill performance and game situation	game situation • The learner observes safety during skill performance and game situation	obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming: Water safety: Signs of drowning

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	**2.1 Water Safety: Signs of drowning** **6 Lessons**	By the end of the sub-strand, the learner should be able to: a) name some items that sink and float in water for floating awareness b) identify a drowning person for rescue c) Role play a person drowning for rescue awareness d) Observe pool rules for own and others safety	▪ Learners to answer questions on items that sink and float in water • Learners to watch and listen to a clip of people drowning and role play. Learners with total blindness to be given verbal description of the video clips • Learners to answer questions on why a person may get into trouble in water: a person may get into trouble in water because of; o not knowing how to swim o becoming tired in the water o becoming suddenly sick o getting a muscle cramp **Signs of a person in trouble in water:** • May be holding onto a floating object without moving. • May be trying to swim to safety but does not seem to be moving forward. • The person is calling for help • The person is struggling to remain afloat	1. Name items that sink in water 2. Have you ever seen a person swimming in the river or swimming pool?

			• learners to obey the swimming pool rules	

Core Competences to be developed:

The learners are expected to acquire the following competences in the process of learning swimming skills:

1. Citizenship as they follow rules of the pool
2. Self-Efficacy as they float in water
3. Digital Literacy when they watch video clip of people drowning
4. Communication and Collaboration as they take turns to swim

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing water games • **Citizenship:** social cohesion: the learners to collaborate when playing water games • **Learner Support Program:** sports and games: water games • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing water games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Language activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity

Suggested community service learning activity to support learning through application: learners can perform during swimming gala in the school.	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: The learners are involved in playing water games	**Suggested Resources:** • Swimming pool • Floatation devices • Digital devices such as computer and mobile phones • Video clips of people drowning

Movement Physical activities Suggested Assessment Rubric for Manipulative Skill: signs of drowning

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
5.	**applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

6.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming:
Water safety: Rescuing a drowning person

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	**2.2 Water Safety:** **Rescuing a drowning person**	By the end of the sub-strand, the learner should: a) Name a floating technique for self -esteem b) name the items that may be used to rescue a drowning person for rescue awareness	• Learners to name floating techniques that they know • Learners to name some of the items that can be used to rescue a drowning person • Learners to watch and listen to picture or clips of various rescue	1. What would you do if you saw a person drowning? 2. What items are used to rescue drowning people from your local environment?

	8 Lessons	c) design homemade rescuing devices for use in rescuing a drowning person d) role play rescuing a person who is drowning for safety e) observe caution while near water bodies for own and others safety	items that can be thrown to a person who is drowning. Learners with total blindness to be given verbal description of the video clips • Learners to draw and colour pictures of the items that can be used to reach out to a person in trouble in water. Learners with total blindness could be guided to manipulate then describe items to that can be used to reach out to a drowning person. • Learners to carry out a project of making homemade, devices that could be thrown to a drowning person such as a five litre Jerri can attached to a short rope at the handle for use, a long rope attached to a one litter plastic bottle, use a small piece of timber and attach a rope to it. Learners to do this with guidance of a sighted peer or aid	
Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning swimming: 1. Citizenship when learners discover that they have a role to play when other people are in trouble that is drowning.				

<table>
<tr><td colspan="2">2. Self-Efficacy as they learn how to rescue a drowning person
3. Digital Literacy as the learners use digital devices
4. Communication and Collaboration when learners work in pairs and groups guiding one another</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: when playing water games
• Citizenship: social cohesion: the learners to collaborate when playing water games
• Learner Support Program: sports and games: water games
• Health Education: HIV and AIDS: when wounds and cuts occur while playing water report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>Links to other learning areas:
• Languages activities
• Hygiene and Nutrition
• Environmental activities
• Mathematic activities
• Art and craft activities</td></tr>
<tr><td colspan="2">Link to values: Exhibit responsible behaviour that respects self and others during movement; physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</td></tr>
<tr><td>Suggested community service learning activity to support learning through application: learners to collect the plastic papers and bottles in the school , home and community</td><td>Suggested assessment: oral questions and practicals</td></tr>
<tr><td>Suggested non-formal physical activities to support learning through application: learners improvise floating devices using the locally available materials</td><td>Suggested Resources:
• Swimming pool
• Floatation devices
• Five litre Jerrican
• A short rope
• Long ropes
• One litter plastic bottle,
• Small piece of timber
• Digital devices such as computer and mobile phones
• Video clip of rescue items</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for Manipulative Skill: Rescuing a drowning person

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
8.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

9.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Basic Swimming Skills: Treading water

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	**2.3 Basic Swimming skills;** **Treading water (12 Lessons)**	**By the end of the sub-strand, the learner should be able to:** a) identify ways in which to move in water for water confidence b) perform treading in water for endurance, buoyance and for self-esteem c) practice treading in water for endurance, buoyance and for creativity d) appreciate treading in water for endurance and buoyance	▪ Learners to answer question on ways of moving in water • Learners to watch and listen to video clips of people treading water. Learners with total blindness to get verbal description of the video clips • Learners to practice treading water individually and in groups. Learners with total blindness to	1. What are some of the pool rules? 2. Which parts of the body that are used for treading?

		e) play water games while treading in water for enjoyment f) obey pool rules for own and others safety	be given verbal instructions accompanied with body contact • Learners to play water games while treading. Learners with total blindness to be given verbal instructions accompanied with body contact • Observe pool rules for own and others safety. Learners with total blindness to do this with guidance from a sighted peer or aid	

Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship as learners learn about obeying and observing rules
2. Self-Efficacy as learners participate in securing their own safety and gain confidence
3. Digital Literacy as learners use digital devices and digital content
4. Learning to Learn as learners tread in water

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing water games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: water games • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing in water report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Link to Values: Exhibit responsible behaviour that respects self and others during movement, physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace

Suggested community service learning activities: learners to visit water bodies in the community and to draw	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: learners to play water games while treading	**Suggested Resources:** • Swimming pool • Floatation devices • Digital content • Digital devices

Movement Physical activities Suggested Assessment Rubric for: Basic Swimming Skills: Treading Water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The leaner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a

		rules during a game situation • The learner readily observes safety during skill performance and game situation	game situation • The learner observes safety during skill performance and game situation	rules during a game situation • The learner occasionally observes safety during skill performance and game situation	game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Swimming:

Basic swimming skills: Horizontal float (Back float)

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	**2.3 Basic swimming skills:**	By the end of the sub-strand the learner should be able to:	• Learners to name objects that can float in water	1. What are the different positions for floating

	Horizontal float (Back float) 12 Lessons	a) name some objects that can float in water b) use the Horizontal float to floating in water in different directions for self-awareness c) appreciate floating on water in different directions using the Horizontal float for creativity d) play simple water games while floating using the Horizontal float for enjoyment e) obey swimming pool rules while floating on water for own and others safety	• Learners to watch and listen to and listen to video clips of the horizontal float. Learners with total blindness could be given verbal description of the video clips • Learners individually and in pairs to practice the horizontal float. Learners with total blindness to be given orientation to the working space accompanied with physical prompts and body contact • Learners to cooperate while playing simple water games • Learners to obey swimming pool rules	in water? 2. Why is it important to float in water?

Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship as learners observe pod rules which will make them law abiding
2. Learning to Learn as learners learn about the horizontal float skill
3. Critical Thinking and Problem Solving when learners acquire the skill which will be applied at times of disaster
4. Communication and Collaboration as learners work in groups giving guidance to one another

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing water games • **Citizenship:** social cohesion: the learners to collaborate when playing water games • **Learner Support Program:** sports and games: games that involve water skills	• Languages activities • Hygiene and Nutrition

<table>
<tr><td colspan="2">• Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="3">Link to values: Exhibit responsible behaviour that respects self and others during movement, physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</td></tr>
<tr><td colspan="2">Suggested community service learning activity to support learning through application: learners to drain stagnant water around the school, home and community</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td colspan="2">Suggested non-formal physical activity to support learning through application: learners to join in the schools swimming gala</td><td>Suggested Resources:
• swimming pool
• floatation devices
• digital devices such as computer and mobile phones
• video clips of the horizontal float
• pebbles</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for: Basic Swimming Skills: Horizontal Float (Back Float)

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming:
Basic swimming skills: Gliding

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	**2.4 Basic swimming skills:** **Gliding** **(12 Lessons)**	**By the end of the sub-strand the learner should be able to:** a) name some animals that live in water b) glide in water for courage and confidence c) practice gliding in water for self-esteem d) appreciate gliding in water for creativity e) play simple water games while gliding in water for enjoyment f) obey rules while playing water games for own and others safety	• Learners to name some animals that live in water • Learners to be shown and explained to video clips of other learners /people gliding in water. Learners with total blindness to be given verbal descriptions of the video clips • Learners to individually and in groups to practice gliding in water. Learners with total blindness to be guided by a sighted peer or aid • Learners to play simple water games while gliding in water. Learners with total blindness to be guided by a sighted peer or aid • Learners to obey swimming pool rules for own and others safety	• In which ways can a person move in water? • What are some of the animals you know that live in water?

Core Competences To Be Developed:
The learners are expected to acquire the following competences in the process of learning swimming:
1. Citizenship as the learners discover that they have a role to play in others' safety
2. Self-Efficacy as the learners acquire confidence in swimming
3. Digital Literacy as learners use digital content
4. Learning to learn practice the skill of gliding
5. Communication and collaborations learners work in groups and guide one another

Link to PCIs:	**Links to other learning areas:**

<table>
<tr><td colspan="2">• ESD: DRR: safety and security: when playing water games
• Citizenship: social cohesion: the learners to collaborate when playing water games
• Learner Support Program: sports and games: games that involve water games
• Health Education: HIV and AIDS: when wounds and cuts occur while playing water report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>• Language activities
• Hygiene and Nutrition
• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="3">Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</td></tr>
<tr><td colspan="2">Suggested community service learning activity: the learners to visit elderly persons in the community and give help</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td colspan="2">Suggested non-formal activity to support learning through application: Learners sing environmental songs related to water theme</td><td>Suggested Resources:
▪ field markers, pebbles, ropes,
▪ digital devices such as computer and mobile phones
▪ video clip of other learners gliding in water</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for: Basic Swimming Skills: Gliding in Water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Gymnastics:
Static balance: Back to back balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	**3.1 Static balance:** **Back to back balance** **3 Lessons**	By the end of the sub- strand, the learners will be able to: a) name the parts of the body that are involved in back to back balance b) perform back to back balance for agility, flexibility and strength c) practice back to back balance for	• Learners to name the parts of the body that are involved in back to back balance • Learners to watch and listen to video clips of people or other learners performing simple partner balances and pictures of the same.	• Name parts of the body involved in back to back balance • Mention any body balance you know

		agility, flexibility, strength and creativity d) appreciate back to back balance for agility, flexibility, strength and self-esteem e) observe rules when performing back to back balance for own and others safety	Learners with total blindness to be given verbal description of the video clips • Learners in groups to create letter shapes T.L and V. Learners with total blindness to be given orientation and get guidance from a sighted peer or aid • Learners to perform back to back balance. Learners with total blindness to be given orientation and get guidance from a sighted peer or aid • Learners to practice back to back balance. Learners with total blindness to be given orientation and get guidance from a sighted peer or aid • Learners to observe rules as they perform gymnastic activities	

Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Citizenship when learners are observing rules for their safety and that of others
2. Self-Efficacy as learners acquire assertiveness and confidence during the execution of the balance
3. Digital Literacy as they use digital devices
4. Communication and Collaboration as they work in pairs executing the balance

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when performing gymnastic displays	• Languages activities

<table>
<tr><td colspan="2">• Citizenship: social cohesion: the learners to collaborate when performing individual and group gymnastic displays
• Learner Support Program: sports and games: perform individual and group gymnastic displays
• Health Education: HIV and AIDS: when wounds and cuts occur while performing individual and group displays report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>• Hygiene and Nutrition
• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="3">Link to Values: Exhibit responsible behaviour that respects self and others during movement, physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</td></tr>
<tr><td>Suggested community service learning activity to support learning through application: the learners to perform gymnastic displays during the schools cultural day</td><td colspan="2">Suggested assessment: oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning: The learners play games that involve back to back balancing</td><td colspan="2">Suggested Resources:
▪ Field markers, pebbles, ropes,
▪ Digital devices such as computer and mobile devices
▪ Video clips of people or pictures of the same</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for Gymnastics: Static Balance: Back to back balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness	▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness	▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components	▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation	▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation	▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation	▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model	▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities	▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities	▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Gymnastics:

Static Balances: Wheel barrow balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	**3.2 Static balances:** **Wheel barrow balance** **2 Lessons**	By the end of the sub-strand, the learner should: a) name the parts of the body that are in use when performing the wheel barrow balance b) perform the wheel barrow balance for strength, agility and flexibility c) practice the wheel barrow balance for strength, agility, flexibility and creativity d) appreciate the wheel barrow balance for strength, balance,	• Learners to answer questions on the parts of the body that are used when performing the wheel barrow balance • Learners to watch and listen to video clips of other learners performing the wheel barrow balance or pictures. Learners with total blindness to be given verbal description of the video clips • Learners to be guided in perform the wheel barrow balances. Learners with total blindness to be	1. How many types of gymnastic balances do you know 2. Which parts of the body are involved in wheelbarrow balance

		agility and flexibility e) play simple games using the wheel barrow balance for enjoyment obey rules when performing the wheel barrow balance for own and others safety	given verbal instructions accompanied with body contact • Learners to pair up and practice the wheelbarrow balance. Learners with total blindness to do this with a sighted peer or aid • Learners to obey rules when performing the wheel barrow balance for own and others safety	

Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Citizenship is developed among the learners
2. Self-Efficacy as learners commit themselves to executing the wheelbarrow balance
3. Digital Literacy when learners use digital devices and digital content
4. Learning to Learn is realized when learners acquire the skill of balance
5. Critical Thinking and Problem Solving
6. Communication and Collaboration

Link PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when performing gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays • **Learner Support Program:** gymnastic displays: perform individual and group gymnastic displays • **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

Values: Exhibit responsible behaviour that respects self and others during movement, physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace

Suggested community service learning activity to support learning through application:: Learner to perform dramatized dance during the prize giving day	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: the learners action song such as in and out of the bamboo forest	**Suggested Resources:** ▪ Field markers, pebbles, ropes, ▪ Digital devices such as computer and mobile phones ▪ Learners to watch video clips of other learners performing the wheel barrow balance or pictures

Movement Physical activities Suggested Assessment Rubric for Gymnastics: Static Balance: Wheel Barrow Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:
Dynamic balance: Forward roll

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	**3.3 Dynamic Balance:** **Forward roll** **12 Lessons**	By the end of the sub- strand, the learners should be able to: a) give the directions towards which a person may roll b) perform the forward roll for strength, balance, agility and flexibility c) practice the forward roll for strength, balance, agility flexibility and self-esteem d) play simple games while rolling enjoyment e) obey rules when performing forward roll for own and others safety	• Learners give the directions towards which a person may roll. • Learners mention gymnastic rolls they know. • Learners watch and listen to a video clip of other learners performing the forward roll. Learners with total blindness to be given verbal description about the video clips. Learners with total blindness to be given verbal instruction accompanied with body contact • Learners perform rolls learnt earlier such as egg roll and bear roll. Learners with total blindness to be given verbal instructions accompanied with body contacts • Learners are guided to practice the forward roll. Learners with total blindness to do this with assistance from a sighted peer or aid • Learners play simple games using the rolling skill • Learners observe rules when performing rolling physical activities	• In which directions may a person roll? • Which role do you know? • Name any roll you know?
Core competences to be developed: The Learners are expected to acquire the following competences in the process of learning gymnastic skills:				

<table>
<tr><td colspan="2">1. Citizenship as learners observe rules when performing rolling activities
2. Self-efficacy as learners use digital devices and content
3. Learning to learn as learners continue performing the rolling skills in non-formal activities at home and in the community
4. Communication and collaboration when learners work and guide one another</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: when performing gymnastic displays
• Citizenship: social cohesion: the learners to collaborate when performing gymnastic displays
• Learner Support Program: gymnastic displays: performing individual and group gymnastic displays
• Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>Links to other learning areas:
• Languages activities
• Hygiene and Nutrition
• Environmental activities
• Mathematic activities</td></tr>
<tr><td colspan="2">Link to values: Exhibit responsible behaviour that respects self and others during movement, physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love, Social justice</td></tr>
<tr><td>Suggested community service learning activity to support learning through application : the children can perform during prize giving day AGM among others</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application: The learners are involved in playing games such as killing rats</td><td>Suggested Resources:
▪ field makers, bean bags, ropes,
▪ digital devices such as computer and mobile smart phones
▪ Learners watch a video clip of other learners performing the forward roll</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for Gymnastics: Dynamic Balance: Forward roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
5.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

6.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:

Dynamic balances: Wheelbarrow walk

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	**3.4 Dynamic Balances:** **Wheelbarrow walk** **2 Lessons**	By the end of the sub-strand, the learner should be able to: a) identify ways the body can move on the ground for self-esteem b) perform the wheelbarrow walk for strength, balance, agility and flexibility c) practice the wheelbarrow walk for strength, balance, agility flexibility and creativity	• Learners could be guided to identify ways the body can move from one point to another • Learners in groups could be guided to watch and listen to video clips of people performing the wheelbarrow walk or observe pictures. Learners with total blindness to be given verbal description of video clips and pictures	1. In which ways can the body move on the ground? 2. Which parts of the body touch the ground when performing the wheelbarrow walk?

		d) play simple games while rolling for enjoyment e) obey rules when performing the Wheelbarrow walk for own and others safety	• Learners could be guided to practice the wheelbarrow walk. Learners to be given physical guidance with verbal instructions and body contact • In groups learners could be guided to perform physical activities that involve the wheelbarrow walk. Learners with total blindness to do this with guidance from a sighted peer or aid • Observe the rules when performing the wheelbarrow walk	

Core competences to be developed:

The Learners are expected to acquire the following competences in the process of learning gymnastic skills:

1. Citizenship is enhanced through learners observing rules as they execute the wheel barrow walk
2. Self-efficacy as learners discover that their bodies or body parts can be used to perform other activities
3. Digital Literacy when learners use digital literacy and content
4. Communication and collaboration as learners work in groups and guide one another

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: performing gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate performing gymnastic displays • **Learner Support Program:** sports and games: performing individual and group gymnastic displays • **Health Education:** HIV and AIDS: when wounds and cuts occur while gymnastic skills report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities • music

Link to values: Exhibit responsible behaviour that respects self and others during movement, physical activities by displaying such values as

Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity: the learners to plant trees around the school, home and community	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: the learners can recite poems related to the environment	**Suggested Resources:** ▪ appropriately coloured Field makers, field, bean bags, ropes, ▪ Adapted Digital devices such as computer and mobile smart phones ▪ Video clips of people performing the wheelbarrow walk or observe pictures

Movement Physical activities Suggested Assessment Rubric for Gymnastics: Dynamic Balance: Wheelbarrow Walk

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

8.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
9.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

ART GRADE 3

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	**1.1.Animal forms (3 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe animal forms in the environment and digital media to use in drawing b) Draw animal forms for self-expression c) Have fun as they draw and display animal forms	• In groups learners could be taken for environmental walks and/or digital tours to identify animals. • Individually the learner could be guided to draws simple forms of animals using a pencil and coloured pencil. Learners with total blindness to do this using tactual cues with guidance from a sighted peer or aid • Individually the learner draws simple forms of animals using ICT tools learners with total blindness could use adapted ICT tools with appropriate screen readers. • Class discussion on the different types of animals in the environment and digital media. Learners with total blindness to be given verbal description of the digital media • Learners to display and talk about own and others work.	1. What animals are found in your environment? 2. How do animals help people? 3. How do we care for animals?
Core Competence to be developed: The learner will develop: • Communication and collaboration through interactions during group work. • Problem solving skills when talking about own and others work.				

• Imagination and creativity as they draw animal forms	
Link to PCI's: • Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally. • Education for Sustainable Development: Animal Welfare – Taking care of animals	**Link to Values:** The learners to practice respect for each other's work and responsibility for materials and tools. The teacher will emphasis on the need to care for animals.
Links to other learning areas: Environmental Physical activities when learning about animals.	**Suggested community service learning physical activities:** Learners to visit a local farmer and help in feeding animals.
Suggested Non Formal Activity to Support Learning: Learners to make drawings to create awareness on animals welfare during assembly	**Suggested Assessment:** Observation, oral questions, discussions
Suggested Resources: Paper, pencil, computer, pictures of animals	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes animal forms in the environment and enjoys drawing detailed animal forms using a pencils and coloured pencils and or digital tools with details.	Observes animal forms in the environment and enjoys drawing animal forms using a pencils and coloured pencils and or digital tools	Observes animal forms in the environment but mostly shows little interest and ability to draw animal forms using a pencils and coloured pencils and or digital tools.	Seems distracted and has no interest and ability to draw animal forms using a pencils and coloured pencils and or digital tools.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	**1.2 Human forms (3 lessons)**	By the end of the sub strand, the learner should be able to; a) observe and explore human forms in the school compound and digital media to use in drawing. b) draw human forms free hand or using digital tools for self-expression. (learners with low vision). learners with total blindness draw using tactual cues (learners with total blindness) c) have fun as they draw human forms.	• Class discussion on members of the school environment. • Individually draw simple human forms using pencils and coloured pencils. Learners with total blindness to draw using tactual cues • Individually draw simple human forms using ICT tools. Learners with total blindness could be guided to use adapted ICT tools with screen reader. • The learner to display and talk about own and others work.	1. Who do you admire in the community? 2. How do learners react and appreciate the media used in drawing human forms?

Core Competence to be developed:
Learners to acquire:
- Digital literacy as they use ICT tools
- Imagination and creativity as they draw
- Communication and collaboration as they work and exchange ideas with others during learning

Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	**Links to Values:** Learners to practice of respect for each other's work and responsibility for materials and tools and working environment
Links to other learning areas: Environmental Physical activities to teach about care of	**Suggested community service learning through application:** Learners under guidance of teacher/parents/guardians to engage in caring

environment as a resource for human life.	for old and less privileged people in the community
Suggested Non Formal Activity to Support Learning: Learners to make drawings to create awareness on animals welfare during assembly	**Suggested Assessment:** Observation, oral questions, discussions
Suggested Resources: Paper, pencil, computer, animals	

Suggested Assessment Rubrics

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explores animal forms in the environment and enjoys drawing detailed human forms using a pencils and coloured pencils or digital tools with details. Learners with total blindness to draw using tactual cues	Observes and explores animal forms in the environment and enjoys drawing human forms using a pencils and coloured pencils or digital tools	Observes and explores animal forms in the environment but shows little interest and ability to draw human forms using a pencils and coloured pencils or digital tools.	Seems distracted and has no interest and ability to draw human forms using a pencils and coloured pencils or digital tools.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Paint and Colour	**2.1 Painting (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore samples of simple painted pictures based on stories from teachers collection to motivate them paint their own. b) Paint simple pictures based on stories for self-expression using brushes. c) Have fun as they paint pictures based on simple stories for self-expression.	• Class discussion on the simple painted pictures based on stories learners with total blindness could be given verbal descriptions of painted pictures. • The learner could be guided to paint simple pictures based on simple stories for self-expression. Learners with total blindness to paint using tactual cues with guidance from a sighted peer or aid and be given verbal feedback. • The learner could be guided to paint simple pictures based on their simple stories using digital tools; learners with total blindness could be given adapted digital media with voice output. • The learner to display and talk about own and others work.	1. What picture is in the story? 2. What do you like in the picture? 3. What materials have been used to make the picture?
Core Competence to be developed: Learners to acquire:				

• Digital literacy as they use ICT tools • Imagination and creativity as they paint • Communication and collaboration as they work and exchange ideas with others during learning	
Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work.	**Links to Values:** Learners to practice respect for each other's work and responsibility for materials and tools and working environment
Links to other learning areas: Environmental Physical activities to teach on care for the environment as resource for artwork.	**Suggested community service learning through application:** Learners under guidance of teacher/parents/guardians to engage in cleanup project to care for the environment.
Suggested Non Formal Activity to Support Learning: Make murals to make the school environment beautiful.	**Suggested Assessment:** Observation, oral questions, discussions
Suggested Resources: Paper, pencil, computer, paint, print media.	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores samples of simple painted pictures based on stories from teacher's collection and enjoys painting detailed pictures based on stories.	Observes and explores samples of simple painted pictures based on stories from teachers collection and enjoys painting simple pictures based on stories	Observes and explores samples of simple painted from teachers collection but shows little interest and ability to paint simple pictures with brushes based on stories	Seems distracted and has no interest or ability to paint simple pictures based on stories

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	**3.1 Hand printed Patterns (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore hand printed patterns from teachers' samples to help in creating decorations for beauty. b) Print patterns using hands, for decoration c) Have fun printing patterns with hands.	• In groups, learners could be guided to observe and explore hand printed patterns from teacher's samples to help in creating decorations for beauty. • Individually the learner to print patterns using hands for decoration. Learners with total blindness could be given tactual cues accompanied with physical guidance. • The learner to display and discus own and other's work.	1. What patterns can you see? 2. How do we make patterns? 3. What materials have been used to make the pattern?
Core Competence to be developed: Learners to acquire: • Digital literacy as they use ICT tools • Imagination and creativity as they paint • Communication and collaboration as they work and exchange ideas with others during learning				
Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.			**Links to Values:** Learners to practice respect for each other's work and responsibility for materials and tools and working environment	
Links to other learning areas: English language activity area where they learn vocabulary pattern.			**Suggested community service learning through application:** With guidance of teacher/parent or guardians, learners could paint decorations and take to children's home .	

Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks	**Suggested Assessment:** Observation, oral questions, discussions
Suggested Resources: Paper, pencil, paint .	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores hand printed patterns from teachers' samples and enjoys printing detailed patterns using hands	Observes and explores hand printed patterns from teachers' samples and enjoys printing patterns using hands.	Observes and explores hand printed patterns from teacher's samples but shows little interest and ability to print patterns using hands for decoration.	Seems distracted and shows no interest in printing patterns using hands for decoration.

7 Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	**3.2 Leaf printed patterns** **(2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe leaf printed patterns from teachers' samples to help in creating decorations for beauty. b) Print coloured patterns using leaves, for decoration. c) Have fun printing coloured patterns with leaves.	• In groups learners could be guided to take environmental walks to identify leaves that could be used to make coloured prints. • Individually the learners could be guided to print coloured patterns with leaves for decoration. Learners with total blindness could be given guidance from a sighted peer or aid with tactual cues • Learners could be guided to display and talk about own and each other's coloured leaf print patterns.	1. What patterns can you see? 2. How do we make coloured leaf printed patterns? 3. What materials do we used to make coloured leaf printed pattern?

Core Competence to be developed: The learner will develop: • Communication and collaboration through interactions during group work. • Problem solving skills, imagination and creativity when making coloured patterns with leaves. • Self-efficacy when giving feedback on their own leaf prints during the display session.	
Link to PCI's: Life skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	**Link to values**: Learners to practice respect for each other's work and responsibility for materials and tools and working environment
Links to other other learning areas: Environmental physical activities can teach on care for the environment.	**Suggested community service learning through application:** With guidance of teacher/parent or guardians, learners could paint decorations and take to a children's home.
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks	**Suggested Assessment:** Observation, oral questions, discussions
Suggested Resources: Paper, pencil paint, leaf.	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes leaf printed patterns from teachers' samples and enjoys printing detailed patterns using leaves. Learners with total blindness to print with guidance from a sighted peer or aid accompanied with tactual cues	Observes leaf printed patterns from teachers' samples and enjoys printing patterns using leaves.	Observes leaf printed patterns from teachers' samples but shows little interest and ability to print patterns using leaves.	Seems distracted and shows no interest in printing patterns using leaves.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	**3.3 Block printed patterns** **(2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore block printed patterns from teachers' samples to help in creating decorations for beauty. b) Print patterns using a block, for decoration. c) Have fun printing patterns with a block for decoration.	• In groups learners could be guided to observe and explore printed patterns from teacher's samples to help in creating decorations for beauty. • Individually the learners could be guided to print patterns using blocks for decoration. Learners with total blindness to be guided to print with assistance from sighted peers or aid • Learners to display and talk about own and each other's block prints	1. What materials can be used for block printing? 2. How do we print patterns with blocks for decoration?

Core Competence to be developed:

- The learner will develop communication and collaboration through interactions during group work.
- The learner will acquire problem solving skills as they create patterns
- , imagination and creativity when making patterns with blocks.

Link to PCI's: • Life skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	**Link to values**: Learners to practice of respect for each other's work and responsibility for materials and tools and working environment
Links to other learning areas: Environmental physical activities can teach on care for the environment.	**Suggested community service learning through application:** With guidance of teacher/parent or guardians, learners could paint decorations and take to a children's home.
Suggested Non Formal Activity to Support Learning:	**Suggested Assessment:**

School could organise in-house exhibitions to showcase learners' artworks	Observation, oral questions, discussions
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks	**Suggested Assessment:** Observation, oral questions, discussions
Suggested Resources: Paper, paint, blocks.	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores block printed patterns from teachers' samples and enjoys printing detailed patterns using blocks. Learners with total blindness to print with tactual cues	Observes and explores block printed patterns from teachers' samples and enjoys printing patterns using blocks.	Observes and explores block printed patterns from teachers' samples but shows little interest and ability to print patterns using blocks.	Seems distracted and shows no interest in printing patterns using blocks.

STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS
4.0 Mounting Techniques	**4.1 Montage (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Collect different types of pictures from print media that can be used to create montage. b) Create simple pictorial composition in montage using cut out pictures.	• In groups learners could be guided to collect materials that can be used in creating montage. • Individually create simple pictorial composition in montage using cut out pictures. Learners with total blindness to do this with guidance of	1. What material do we used for creating pictorial compositions? 2. How do we create pictorial compositions using cur outs?

		c) Have fun while creating simple pictorial composition in montage.	a sighted peer or aid accompanied with tactual cues and verbal instructions • Learners to display and talk about own and others work.	

Core competence to be developed: Core Competence to be developed: Learner to acquire; • Communication and collaboration skills as they are having group discussion. • Imagination and creativity skills as they choose the cut-outs to use in montage.	
Link to PCI's: Learner to develop self esteem and awareness as they display and talk about their work.	**Link to values:** Learners to practice respect for each other's work and responsibility for materials and tools and working environment
Links to other learning areas: Environmental activity area to teach on care for the environment.	**Suggested community service learning physical activities:** With guidance of parent/guardians, the learners to do a montage project with a theme and materials they have selected.
Suggested Non Formal Activity to support Learning: School could organise in-house exhibitions to showcase learners' artworks	**Suggested Assessment:** Observation, oral questions, discussion**.**
Suggested Resources : Glue, print media, paper etc.	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Collect and classify pictures from print media and experiment with them to create detailed pictorial composition in montage using cut out pictures	Collects different types of pictures from print media and enjoys using them to create simple pictorial composition in montage using cut out pictures.	Collects different types of pictures from print media but is not wholly interested in creating simple pictorial composition in montage using cut out pictures	Seems distracted and shows no interest in creating simple pictorial composition in montage using cut out pictures

<table>
<tr><th>(Strand</th><th>Sub-Strand</th><th>Specific Learning Outcomes</th><th>Suggested Learning Experiences</th><th>Key Inquiry Questions</th></tr>
<tr><td>5.0 Decorating Forms</td><td>5.1 Decorating Three Dimensional Forms Using Found Materials (3 Lessons)</td><td>By the end of the sub strand, the learner should be able to;
a) Observe and explore teacher samples of decorated forms to help in motivation
b) Decorate three dimensional forms using found materials
c) Have fun while decorating three dimensional forms using found materials</td><td>• In groups learners could observe and explore teacher samples of decorated forms
• In groups learners to experiment with materials to decorate three dimensional forms using found materials e.g. shells, buttons, beads, inedible seeds etc. Learners with total blindness to be assisted by sighted peers or aid
• Learners to display and talk about their own and others work.</td><td>1. What materials can one use for decoration 3D forms
2. How do we decorate 3D forms using found materials?</td></tr>
<tr><td colspan="5">Core Competence to be developed:
Learner will acquire:
• Communication and collaboration skills when working together
• Imagination and creativity while decorating forms
• Self-efficacy as they talk about their work during display.</td></tr>
<tr><td colspan="3">Link to PCI's:
• Teacher to help learner to develop self-esteem and awareness as they display and talk about their work
• The teacher to emphasize on sharing as value</td><td colspan="2">Link to values:
Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment</td></tr>
<tr><td colspan="2">Links to other learning areas:
Environmental activity area to teach on care for the environment as a rich source of art materials</td><td colspan="3">Suggested community service learning activity to support learning through application:
Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for use</td></tr>
<tr><td colspan="5">Suggested Resources:
Sticky gum, found objects,3D objects to be decorated</td></tr>
</table>

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores teacher's samples of decorated 3D forms and enjoys experimenting with found materials to create well finished 3D forms.	Observes and explores teacher's samples of decorated 3D forms and enjoys using found materials to create designs on the 3D forms.	Observes and explores teacher's samples of decorated 3D forms but seems not wholly interested in creating designs on the 3D forms.	Is distracted and disinterested and cannot decorate 3D forms by sticking found materials on them

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Ornaments	**6.1 Knotted Necklaces** **(3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore beaded ornaments from teachers samples to help in making necklaces using knotting techniques b) Experiment with local materials to create necklaces using knotting technique. c) Enjoy making necklaces using knotting technique.	• In groups learners could identify sample necklaces using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc • In groups experiment with local materials and techniques to make multi-colour necklaces and thread using a double strand. Learners with total blindness to experiment with guidance from sighted peers or aid • Learners to display their work followed by a class discussion to appreciate own and each other's necklaces	1. What materials can be used from the environment in making beads? 2. What are the suitable materials used in making ornaments at this level? 3. How can learners borrow creative ideas from their locality on ornament making?
Core competence to be developed: • The learner will develop communication and collaboration skills through interactions during group work.. • The learner will acquire problem solving skills when experimenting with local materials to make multi –colour necklaces and double				

strand them. • The learner will acquire Self efficacy when giving feedback on their own necklaces during the display session.	
Link to PCI's: Learners to develop self-esteem and awareness as they display and talk about their work verbally. .	**Link to values:** Learners to appreciate the value of using inedible materials in when creating beads for ornaments. Learners to practice responsible behaviour as they care for the environment.
Links to other learning areas: Environmental physical activities: when they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.	**Suggested community service learning physical activities:** Learners can undertake a project whereby they can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality. .
Suggested Non Formal Activity to support Learning: Compose a traditional song and use necklaces as costumes.	**Suggested Assessment:** Observation, oral questions, discussion**.**
Suggested Resources: Glass beads, plastic beads, clay beads, wooden beads, bone beads etc	

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores beaded ornaments from teachers samples and enjoys experimenting with local materials to create necklaces with complex designs using knotting technique	Observes and explores beaded ornaments from teachers samples and enjoys experimenting with local materials to create necklaces using knotting technique	Observes and explores beaded ornaments from teacher's samples but shows no interest leading to limited ability to experiment with local materials to create necklaces using knotting technique	Is distracted and shows no interest in making necklaces using knotting technique

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Ornaments	**6.2 Double Strand Bracelets (3 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore beaded ornaments from teachers samples to help in making bracelets using knotting techniques b) Experiment with local materials to create bracelets using knotting technique c) Enjoy making bracelets using knotting technique.	• In groups learners could identify sample bracelets • Learners with total blindness to make with guidance from sighted peers or aid using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc • In groups experiment with local materials and techniques to make three colour bracelets and thread using a double strand. • Learners to display their work followed by a class discussion to appreciate own and each other's bracelets	1. What materials can be used from the environment in making beads? 2. How can learners borrow creative ideas form material culture in their locality on ornament making? 3. Is it possible to get a resource person to show learners how to make beads using local techniques?

Core Competence to be developed:
The learner will acquire:
- Communication and collaboration through interactions during group work.
- Problem solving skills when experimenting with local materials to make bracelets.
- Self-efficacy when giving feedback on their own bracelets during the display session.
- Digital literacy

Link to PCI's:	Link to values:
Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally. .	Learners to appreciate the value of using inedible materials in when creating beads for ornaments. Learner to help learners to practice responsible behaviour as they care for the environment.

Links to other learning areas: Environmental physical activities: to have practical lessons when they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.	**Suggested community service learning physical activities:** Learners can undertake a project whereby they can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.
Suggested Non Formal Activity to support Learning: Compose a traditional song and use bracelets as costumes.	**Suggested Assessment:** Observation, oral questions, discussion**.**
Suggested Resources: wooden beads, bone beads, glass beads, plastic beads, clay beads, etc	

Suggested Assessment Rubrics

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explores beaded ornaments from teacher's samples and enjoys experimenting with local materials to create bracelets with complex designs using knotting technique.	Observes and explores beaded ornaments from teacher's samples and enjoys experimenting with local materials to create bracelets using knotting technique.	Observes and explores beaded ornaments from teacher's samples but shows little interest in experimenting with local materials to create bracelets using knotting technique.	Is distracted and shows no interest in making necklaces using knotting technique.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Fabric Decoration	**7.1 Appliqué (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore fabric decorated items from appliqué technique from teachers' samples to motivate them make their own. b) Decorate fabric using appliqué technique for self expression. c) Enjoy decorating fabric with the appliqué technique.	• In groups learners could be taken for environmental walks to identify and name objects used for sticking on fabric • Class discussion on found materials which can be used for sticking on fabric • Individually use found materials to stick on fabric and create decorations • Display and talk about own and others finished work	1. What materials are required to make Appliqué decorations? 2. What is the process of making Appliqué decorations on fabric? 3. Which adhesive is appropriate for Appliqué?

Core Competence to be developed:
The learner will acquire:

- Communication and collaboration through interactions during group work.
- Problem solving skills when experimenting with local materials to make Appliqué
- Self-efficacy when giving feedback on their own bracelets during the display session.
- Imagination and creativity as they create patterns using found materials and stick them on fabric.

Link to PCI's: Learners to develop self-esteem and awareness as they display and talk about their work verbally. .	**Link to values:** Learner to appreciate the value of using found materials when decorating fabric with appliqué. Learners to practice responsible behaviour as they care for the environment
Links to other learning areas: Environmental physical activities: to have practical lessons when	**Suggested community service learning physical activities:** Learners to engage parents and guardians in sourcing for materials for

they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.	appliqué and make decorative items.
Suggested Non Formal Activity to support Learning: Learners to decorate dance costumes using applique for use during music performances	**Suggested Assessment:** Observation, oral questions, discussion**,** portfolio
Suggested Resources: Fabric, adhesive, assorted materials(paper, buttons, coloured paper, shells)etc	

Suggested Assessment Rubrics

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explores fabric decorated items from appliqué technique from teachers' samples and enjoys creating well finished appliqué decorations on fabric. Learners with total blindness to create using tactual cues	Observes fabric decorated items from appliqué technique from teachers' samples and enjoys decorating fabric using appliqué technique.	Observes fabric decorated items from appliqué technique from teachers' samples but shows little interest in decorating fabric using appliqué technique	Is distracted and shows no interest in decorating fabric using appliqué technique.

Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
8.0 Modelling	**8.1 Decorating Clay items using incising technique.** **(2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore clay items decorated using incising method from teachers collection to motivate them make their own b) Identify materials and tools to be used in decorating clay items using incising method	• Class discussion on materials and tools for modelling simple pottery • Individually model simple pottery forms and finish decoration through incising. Learners with total blindness to model with guidance from a sighted peer or aid accompanied with tactual cues • Individually learners could model	1. How do we decorate pots using incising method? 2. Is it possible to get a resource person to demonstrate incising technique to learners?

		c) Model simple objects decorated using incising method to acquire modelling skills. d) Have fun as they model and decorate objects using incising method.	simple objects and finishing them by incising as a decorative technique. Learners with total blindness to do this with guidance from a sighted peer or aid • Learners to display and talk about own and others work	

Core Competence to be developed:
The learner will acquire:

- Communication and collaboration through interactions during group work.
- Imagination and creativity as they model and decorate pots
- Problem solving skills when experimenting with local materials to model.
- Self-efficacy when giving feedback on their own work during the display session.

Link to PCI's: Learners to develop self-esteem and awareness as they display and talk about their work verbally. .	**Link to values:** Learner to appreciate the value of using clay as a natural resource for modelling. Learners to practice responsible behaviour as they care for the environment
Links to other learning areas: Environmental physical activities can teach about clay as a resource from the environment that is used in making useful items.	**Suggested community service learning physical activities:** Teacher /parents/guardians to guide learners to clean areas where they are sourcing for clay e.g. river bank.
Suggested Non Formal Activity to support Learning: School to organize for in-house exhibitions to showcase learners' artworks	**Suggested Assessment:** Observation, oral questions, discussion**.**

Suggested Resources: Clay, water, containers etc

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores clay items decorated using incising method from teacher's collection and enjoys modelling and well finished incise decorated clay items using incising method.	Observes and explores clay items decorated using incising method from teacher's collection and enjoys modelling items and decorate them with incise decoration.	Observes and explores clay items decorated using incising method from teacher's collection but shows little interest or ability to decorate clay items using incising method.	Is distracted and shows no interest in decorating clay items using incising method.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 Modelling	**8.2 Decorating clay work using embedding technique. (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore clay items decorated using embedding method from teachers collection to motivate them make their own. b) Identify materials and tools to be used in decorating clay items using embedding method. c) Model simple objects decorated using embedding method to acquire modelling skills. d) Have fun as they model and decorate objects using embedding method.	• Class discussion on materials and tools for decorating pottery • Individually model simple pottery and finish with decoration of embedding. Learners with total blindness to be given guidance from a sighted peer or aid accompanied with tactual cues and verbal instructions • Learners to display and talk about own and others work	1. How do we decorate pots using embedding technique? 2. How can pottery inspire their creativity?
Core Competence to be developed: The learner will acquire: • Communication and collaboration through interactions during group work.				

• Imagination and creativity as they model and decorate pots • Problem solving skills when experimenting with local materials to model. • Self-efficacy when giving feedback on their own work during the display session.	
Link to PCI's: Learners to develop self-esteem and awareness as they display and talk about their work. .	**Link to values:** Learner to appreciate the value of using clay as a natural resource for modelling Learners to practice responsible behaviour as they care for the environment
Links to other learning areas: Environmental physical activities can teach about clay as a resource from the environment that is used in making useful items.	**Suggested community service learning physical activities:** Learner to be assisted by parents /guardians in a project on embedding technique
Suggested Non Formal Activity to support Learning: School to organize for in-house exhibitions to showcase learners' artworks	**Suggested Assessment:** Observation, oral questions, discussion**.**
Suggested Resources: Clay, water, containers etc	

Suggested Assessment Rubrics

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explores clay items decorated using embedding method from teachers collection and enjoys decorating complex designs on clay items using embedding method	Observes and explores clay items decorated using embedding method from teacher's collection and enjoys modelling and decorating items using embedding method.	Observes and explores clay items decorated using embedding method from teacher's collection but shows little interest or ability to decorate clay items using embedding method.	Is distracted and shows no interest in decorating clay items using embedding method

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	**9.1 Shakers (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore samples of shakers, materials and tools from teachers collection to motivate them make their own. b) Make simple shakers using local materials for playing. c) Have fun as they make shakers and play with them.	• Learners could be guided to talk about shakers learners with total blindness could be given different shakers to touch and manipulate. • Learners could be guided to talk about tools needed for making shakers. • Learners could be guided to make simple shakers using locally available materials. learners with total blindness to construct with guidance of a sighted peer or aid accompanied with verbal instructions • In a group, learners to have fun and enjoy as they play shakers they have made. Learners with total blindness to get guidance from a sighted peer or aid as they play • Learners to display and talk about own and others shakers	1. What materials and tools are used for constructing and assembling shakers? 2. What instruments do you use to accompany songs?

Core-competence to be developed:
The learner will acquire:
- Communication and collaboration through interactions during group work.
- Imagination and creativity as they make and play their shakers
- Problem solving skills when experimenting with local materials to make shakers.
- Self-efficacy when giving feedback on their own work during the display session.

Links to PCI's:	Links to values:
	Learners to practice respect for each other and responsible behaviour as they

Learners to develop self-esteem and awareness as they display and talk about their work. Teacher to guide learner to be aware of safety as they construct and assemble shakers	care for the environment
Links to other subject(s): Environmental education can teach learners to appreciate their environment as a source of materials for constructing and assembling shakers	**Suggested community Service Learning activity to support learning through application:** Learners to undertake a project and with guidance of parents /guardians to make shakers and learn musical accompaniment peculiar to their culture.
Suggested Non Formal Activity to support Learning: School to organize for musical concerts where learners can use the shakers	**Suggested Assessment:** Observation, oral questions, discussion**.**
Suggested Resources: Wires, bottle tops, wood, nails etc	

Suggested Assessment Rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Keenly observes and explores samples of shakers, material and tools from teacher's collection and enjoys experimenting with local materials to make well finished shakers.	Observes and explores samples of shakers, material and tools from teacher's collection and enjoys making simple shakers using local materials.	Observes and explores samples of kites, material and tools from teacher's collection but lacks sustained interest and has limited ability to make simple shaker using local materials.	Is distracted and shows no interest or ability to make simple shakers using local materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	**9.2 Propellers (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explores samples of propellers, materials and tools from teachers collection to motivate them make their own. b) Make simple propellers using local materials for playing. c) Have fun as they make propellers and play with them.	• In groups, learners could be taken for environmental walks to identify propellers learners with total blindness could be given propellers to touch and manipulate. • Learners could be guided to have a class discussion on tools and materials for construction and assembling propellers • Individually learners could be guided to construct and assemble propellers. Learners with total blindness could be given physical guidance with verbal instructions • In groups, learners to have fun and enjoy as they play with their propellers • Learners could be guided to display and talk about own and other propellers	1. What materials can be used for constructing and assembling propellers? 2. Is it possible to get a resource person to teach the learners on how to make propellers?

Core-competence to be development:
Learner will acquire:
- Communication and collaboration through interactions during group work.
- Imagination and creativity as construct and assemble propellers using locally available materials
- Self-efficacy when giving feedback on their own work during the display session

Links to PCI's:	Links to values:
Learners to develop self-esteem and awareness as they display and talk about their work. Learner to be aware of safety as they construct and assemble propellers	Learners to practice respect for each other and responsible behaviour as they care for the environment
Links to other subject(s): Propellers could be used for physical education to enhance movement (fun game physical activities)	**Suggested community Service Learning activity to support learning through application:** Learners to undertake a project and with guidance of parents

Environmental education – learners appreciate their environment as a source of materials for constructing and assembling propellers	/guardians to make propellers and peculiar to their culture.
Suggested Non Formal Activity to support Learning: School to organize for sports where learners can compete racing using the propellers.	**Suggested Assessment:** Observation, oral questions, discussion**.**
Suggested Resources: Assorted materials (fronds, stiff paper), nails, sticks, sample propellers etc	

Suggested Assessment Rubrics

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes and explores samples of propellers, material and tools from teacher's collection and enjoys experimenting with local materials to make complex propellers.	Observes samples propellers material and tools from teacher's collection and enjoys making simple propellers using local materials.	Observes samples of propellers, material and tools from teacher's collection but lacks sustained interest and has limited ability to make simple propellers using local materials.	Is distracted and shows no interest or ability to make simple propellers using local materials.

Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
10.0 Weaving	**10.1 Plain Weaving on a Serrated Card Loom (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore woven items from teacher's collection ,the tools and materials used in plain weaving using a serrated card loom in the	• Learners could be guided to observe and explore woven items from teacher's collection • Learners be taken for environmental walks to collect materials for plain weaving using serrated card loom e.g. sisal, cotton straws, threads, wool, yarn,	1. How do we identify materials used in serrated loom weaving? 2. How can one make a serrated card loom? 3. How do we plain weave on a serrated

		environment b) Plain weave a three coloured table mat using a serrated loom for self-expression c) Enjoy plain weaving a table mat on a serrated loom	fabric strips etc. • Individually plain weave a three coloured table mat on a serrated loom. Learners with total blindness to do this guided by sighted peer or aid • Learners to display and talk about their own and others work.	card loom?

Core Competence to be developed:
The learner to acquire:

- Communication and collaboration through interactions when weaving on serrated card loom.
- Problem solving skill when experimenting with materials as they weave on a serrated card loom.
- Self-efficacy when giving feedback on their own artwork during the display sessions.

Link to PCI's and Values: Learner develop self-esteem and awareness as they display and talk about their work	**Links to values** Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment
Links to other learning areas: Environmental physical activities to teach on recycling things that had been thrown away i.e. the materials	**Suggested community Service Learning activity to support learning through application:** Learners to undertake a project and with guidance of parents /guardians to weave items using a serrated card loom
Suggested Non Formal Activity to support Learning: School to organize for in-house competition where learners can showcase their woven items	**Suggested Assessment:** Observation, oral questions, discussion**.**

Suggested Resources:
Raffia, polythene paper, banana fibre, any fibrous material etc.

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores plain woven items from teacher's collection ,and enjoys experimenting with the tools and materials to plain weave a well finished three coloured table mat on a serrated loom	Observes and explores plain woven items from teacher's collection and enjoys plain weaving a three coloured table mat using a serrated loom.	Observes and explores plain woven items from teacher's but shows no interest in plain weaving a three coloured table mat on a serrated loom.	Is distracted and shows no interest in plain weaving a three colour mat using a serrated card loom.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	**10.2 Plain weaving on a dowel loom (2 lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore plain woven items from teacher's collection, tools and materials used in weaving on a dowel loom in the environment. b) Plain weave a three coloured table mat using a dowel loom for self-expression. c) Enjoy plain weaving a table mat on a dowel loom.	• Learners could be guided to observe plain woven items from teacher's collection • Learners be taken for environmental walks to collect materials for weaving on a dowel card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc.learners with total blindness could be given materials to manipulate and be given verbal descriptions of the dowel card loom. • Individually plain weave a three coloured table mat on a dowel loom. Learners with total blindness do this with guidance	1. How do we identify materials used in dowel loom weaving? 2. What is the process of weaving on a dowel loom?

			by a sighted peer or aid • Learners to display and talk about their own and others work.	

Core Competence to be developed:
The learner to acquire:
- Communication and collaboration through interactions when weaving on a dowel loom.
- Problem solving skill when experimenting with materials as they weave on dowel loom.
- Self-efficacy when giving feedback on their own artwork during the display sessions.

Link to PCI's and Values: Learner develop self-esteem and awareness as they display and talk about their work	**Links to values** Learners to practice respect for each other and responsible behaviour as they care for the environment
Links to other learning areas: Environmental physical activities to teach on value of recycling things that had been thrown away i.e. the materials	**Suggested community service learning activity to support learning through application:** The learners be involved in decorating places of worship, hospitals etc. in the community.
Suggested Non Formal Activity to support Learning: School to organize for in-house competition where learners can showcase their woven items	**Suggested Assessment:** Observation, oral questions, discussion**.**

Suggested Resources:
Raffia, polythene paper, banana fibre, any fibrous material etc.

Suggested Assessment Rubrics

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes and explores plain woven items from teacher's collection, and enjoys experimenting with the tools and materials to plain weaving a well finished three colour table mat on a dowel loom.	Observes and explores plain woven items from teacher's collection and enjoys plain weaving a three coloured table mat using a dowel loom.	Observes and explores plain woven items from teacher's but shows no interest in plain weaving and has limited ability to plain weave a three coloured table mat using a dowel loom	Is distracted and shows no interest in plain weaving a three colour mat using a dowel loom.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.0 Paper Craft	**11.1 Combined Paper Craft Techniques (2 Lessons)**	By the end of the sub strand, the learner should be able to; a) Observe and explore a hat made using combined paper craft technique from the teacher's samples to help in making their own. b) Make a hat using combined paper craft techniques for self-expression. c) Have fun as they make a hat using combined paper craft techniques.	• In a group, leaners to be guided in observing and exploring a hat made using combined paper craft technique from the teacher's samples to help in making their own. • Individually, learner could be guided to make a hat using a combination of paper craft techniques to develop a sense of confidence • Freely express self and gain a sense of accomplishment as they make hats using combined methods of paper craft • Learners could be guided to display and talk about own and others work citing materials and techniques chosen	1. What materials can be used to make hats? 2. Which paper craft methods are used to make hats? 3. How do we make hats using combined methods of paper craft?
Core-competence to be developed: Learners will develop :				

<table>
<tr><td colspan="2">• Creativity and imagination: as they make hats with combined paper craft technique
• Self efficacy is enhanced by their sense of accomplishment gained after making hats</td></tr>
<tr><td>Links to PCI's:
Teacher to help learners develop their environmental awareness though recycling, safe disposal and responsible management of waste paper</td><td>Links to values
Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment</td></tr>
<tr><td>Links to other subject(s):
Environmental physical activities can teach about recycling of waste re-usable paper</td><td>Suggested community Service Learning activity to support learning through application:
Learners could embark on a community project to collect re-usable waste paper from their community which will be used for Art physical activities e.g. collage, montage, paper craft, weaving, paper mache, and other physical activities</td></tr>
<tr><td>Suggested Non Formal Activity to support Learning:
School to organize for in-house competition where learners can showcase their paper craft items</td><td>Suggested Assessment:
Observation, oral questions, discussion.</td></tr>
<tr><td colspan="2">Suggested Resources:
ICT gadgets, assorted paper ,cutting, adhesives ,rulers</td></tr>
</table>

Suggested Assessment Rubrics

Exceeds expectation	**Meets expectation**	**Approaches expectation**	**Below expectation**
Keenly observes a hat made using combined paper craft technique from the teacher's samples and enjoys experimenting with materials to make a well finished hat using combined paper craft techniques. Keenly explore a hat made using combined paper craft	Observes a hat made using combined paper craft technique from the teacher's samples and enjoys experimenting with materials to make a hat using combined paper craft techniques. Learners with total blindness to observe at made using combined paper craft techniques from teacher's samples	Observes a hat made using combined paper craft technique from the teacher's samples but only shows little interest in making a hat using combined paper craft techniques. Explore a hat made using combined paper craft techniques from the teacher's samples but only show little interest in making a hat	Is distracted and shows no interest in making a hat using combined paper craft techniques.

MUSIC GRADE 3

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Performing	**1.1 Songs (7 lessons)**	By the end of the of the sub-strand the learner should be able to: a) Identify different types of songs performed for different purposes in the community b) Sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm c) Sing all verses of the Kenya National Anthem in English and/or Kiswahili for cohesion and peaceful coexistence d) Sing 3-part rounds, keeping to the respective parts for enjoyment e) Execute the elements of music while singing. f) Use vocal techniques in singing a variety of songs for effective communication g) Express ideas, feelings and emotions through singing h) Perform songs individually and as ensembles for enjoyment i) Sing songs with co-ordinated body movements for self-expressions j) Appreciate the importance of singing songs from diverse	• Learners could be guided to listen to and watch a variety of live or recorded songs and be probed to identify possible occasions of performance of the songs. Learners with total blindness could be given verbal description on the video clips • Learners could be guided to sing various types of songs: Kenyan folksongs, lullabies, patriotic songs, action songs, sacred songs and topical songs on pertinent and contemporary issues in unison paying attention to accuracy in pitch and rhythm • Learners could be guided in watching/listening to live or recorded performance of the three verses of the Kenyan national Anthem with keen interest in posture and text. Learners with total blindness could be given verbal description of the video clip and physical guidance on posture • Learners could be guided in singing all the verses of the Kenya National Anthem in English and or Kiswahili paying attention to posture and	1. During which occasions do you sing? 2. When is the national anthem sung? 3. How should we behave when singing the national anthem? 4. Which songs do you sing during different occasions such as birthdays? 5. What do some of the songs you sing at home/school talk about? 6. What variations do we make as we sing to make the songs interesting? 7. Why do we vary songs?

		cultures and time k) Record own and others performances using electronic devices	appropriate etiquette. Learners with total blindness could be guided on the appropriate posture and etiquette • Learners could be guided individually and in groups to sing 3-part rounds paying attention to entries and keeping to respective part. • While singing learners could be guided in applying tools and techniques of musicianship such as good posture, breath control, diction, voice projection. Learners with total blindness could be guided on body posture when singing the anthem • Individually or in groups learners are could be guided in singing a variety of songs paying attention to the elements of music such as beat, rhythm, pitch, • In pairs, groups or as a class, learners could be guided to discuss the importance of singing songs from diverse sources. • Learners could be guided to perform familiar songs in pairs or in groups employing the expressive elements of music • Learners could be guided to sing songs with coordinated body movement. • Individually and in groups learners	

			could be guided to record own and others performances using electronic devices	
Core Competences to be developed: The learner to acquire; • Communication and Collaboration as learners sing together., • Creativity and Imagination as learners sing songs with coordinated body movement , • Critical thinking and Problem solving as learners discuss importance of singing from diverse sources. • Self efficacy as learners sing round songs correctly , • Digital literacy as learners watches clips of people singing. • Citizenship as they sing national anthem correctly				
Link to PCIs: Respect, ESD- songs on types of waste, Life-skills-human sexuality (uniqueness of being boy or girl by performing dance a s a boy or girl),types of songs that enhance core living values: peace, integrity respect inclusion, equity, unity responsibility, service learning and parental involvement-Community involvement-songs depicting different cultures, Patriotism-national anthem			**Link to Values:** Respect, Responsibility, Team work,	
Links to other learning areas : Environmental studies, Language physical activities, Health and nutrition, Religious physical activities			**Suggested Community Service Learning physical activities:** • Performing during different community physical activities about topical issues in the community	
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Visits to music and cultural centres • Visiting the elderly to learn different types of songs			**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric	
Suggested Resources • Audio-visual excerpts of relevant music				

• Musical instruments • Print music material- Music scores, song books (music material in Braille) • Resource persons • Recording devices

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Appropriately identifies different types of songs and describes their purposes	Identifies different types of songs and states their purposes	Identifies some types of songs but may not state the their purposes	Exhibits difficulty identifying different types of songs and their purposes
Exemplarily sings a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm and effectively uses vocal techniques	Sings a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm uses vocal techniques	Sings a variety of age appropriate songs in unison with inaccuracies in pitch and rhythm uses vocal techniques	Sings age appropriate songs with inaccuracies in pitch and rhythm rarely using vocal techniques
Accurately sing all verses of the Kenya National Anthem in English and/or Kiswahili with appropriate posture	Sings at least two verses of the Kenya National Anthem in English and/or Kiswahili with appropriate posture	Sings at least one verse of the Kenya national anthem in English and/or Kiswahili	Exhibits difficulty singing the Kenya National Anthem in English and/or Kiswahili

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.2 Singing games (5 lessons)	By the end of the of the sub-strand the learner should be able to: a) Perform various singing games drawn from local and other cultures b) Apply the aspects of singing, movement, game, props and costumes in performing singing games c) Performs singing games with coordinated body movements d) Observe and explore safety during performance of singing games e) Practice game etiquette and share available resources equitably during the performance of singing games. f) Appreciate and enjoy performing singing games from diverse cultures	• Learners could be guided to watch a variety of live or recorded singing games from the locality and from other cultures. Learners with total blindness could be given a verbal commentary on the video clip. • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing safety. Learners with total blindness could be paired with cited guides to help in the body movement during singing • Learners practice singing games with coordinated body movements. Learners with total blindness could hold shoulder of colleagues and they sing for coordination and body movement • Practice and performance could be done in pairs and in groups to encourage team work and responsibility. • Learners could be guided to	1. Do you sing as you play? 2. What songs do you sing during play? 3. What roles do you like taking when performing singing games? 4. Name some of the materials or objects used during play.

			observe and explore safety while performing singing games • Individually and in groups, learners could be guided to observe game etiquette and share available resources equitably while performing singing games • Learners could be guided and encouraged to take up leadership roles in turns in singing games • Learners could be guided in performing singing games drawn from diverse cultures	
Core Competences to be developed: Communication and Collaboration as learners perform singing games Creativity and Imagination as learners come up with dance patterns in singing games Critical thinking and Problem solving as learners observe etiquette in dance				
Link to PCIs: Respect, ESD- songs on types of waste, Life-skills-human sexuality (uniqueness of being boy or girl by performing dance a s a boy or girl),types of songs that enhance core living values: peace, integrity respect inclusion, equity, unity responsibility, service learning and parental involvement-Community involvement-songs depicting different cultures, Patriotism-national anthem			**Link to Values:** Respect, Responsibility, Team work, resilience, leadership, confidence, integrity	
Links to other learning areas : Language physical activities, Environmental physical activities, Mathematical physical activities			**Suggested Community Service Learning physical activities:** • Performing during different community physical activities with parental guidance • Performing and entertaining in a children's/elderly home	
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals			**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric	

• Interacting with other during play in the community • Visiting local communities and learning singing games from other children in the community	
Suggested Resources • Costumes and props • Audio-visual excerpts of relevant music	

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Confidently and effectively performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes and coordinated body movements	Performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes	Performs some singing games drawn from some cultures applying some aspects of singing, movement, props and costumes	Lacks the skills of performing singing games drawn for diverse cultures

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Musical Instruments (4 lessons)	By the end of the of the sub-strand the learner should be able to: a) Name different types of improvised string instruments b) Visually and aurally, identify string instruments c) Demonstrate the skills of playing string instruments d) Use locally available materials to make string instruments e) Use improvised string instruments to accompany song f) Use improvised percussion, wind and string instruments in an ensemble	• Learners could be guided to watch live or recordings of different types of string instruments being played. Learners with total blindness could be given a verbal description of the string instruments being played • Learners could be guided to listen/watch to audio-visual recordings of instruments and guided in identifying the instruments visually and aurally. Learners with total blindness could be given verbal description of instruments played. • Individually and in groups learners could be guided to imitate playing of different string instruments. Learners with total blindness could be given physical guidance accompanied by verbal instructions as they play musical instruments. • Learners could be guided to apply the skills of playing different string instruments that is: holding, plucking/striking, bowing and strumming learners with visual	1. How is string instruments played? 2. Which instruments are played by bowing/striking/plucking/ strumming? 3. Which part of the body do you use when playing string instruments? 4. Would you prefer to play the instrument alone or with friends?

			impairment could be guide on correct posture and etiquette • In groups and individually learners are guided to improvise different string instruments (mouth bows, ground bows and fiddles) while observing safety • Learners could be guided to accompany familiar songs using improvised string instruments such as mouth bows, ground bows and fiddles matching their strokes to the tempo of the song • Learners have fun playing improvised percussion, wind and string instruments in an ensemble (Green band) each trying out different string instruments	
Core Competences to be developed: Communication and Collaboration as learners work in groups Creativity and Imagination as learners improvise wind instruments Critical thinking and Problem solving as learners identify different wind instruments Self-efficacy as learners sing and accompany songs with wind instruments.				
Link to PCIs: ESD- waste management, environmental awareness as they identify locally available materials to improvise instruments Self-awareness- as they play musical instruments			**Link to Values:** Respect, Responsibility, cooperation	
Links to other learning areas : Environmental physical activities, Language physical activities, Maths physical activities			**Suggested Community Service Learning physical activities:** • Collection of reusable materials from the community for use in improvising instruments	

	• Learners should be encouraged to use improvised musical instruments to accompany singing in places of worship or other performances in the community
Suggested Non formal Activity to support learning: • Performing during various school events (assembly, parents day), Kenya music festivals • Visits to music and cultural centres to experience real percussion, wind and string musical instruments • Holding talent shows in school inviting parents to participate	**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources • Audio-visual excerpts of Music featuring instruments • Audio-visual equipment • Musical instruments • Charts/pictures tactile pictures • Locally available materials for improvising instruments • Embossed Braille cards	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Accurately identifies and names different string instruments used to accompany singing and dancing through observation, exploring and listening to the sounds produced by the instrument Imaginatively and creatively improvises body percussion and string instrumental accompaniment to songs and dances	Identifies and names different string instruments used to accompany singing and dancing through observation, exploring and listening to the sounds produced by the instrument improvises body percussion and string instrumental accompaniment to songs and dances	Identifies and names a few string instruments used to accompany singing and dancing through observation, exploring and listening to the sounds produced by the instrument Improvises somebody percussion and string instrumental accompaniment to some songs and dances	Inaccurately names string instruments that can be used to accompany singing and dancing Improvisation of body percussions and string instrumental accompaniment to songs and dances is marked with inconsistency

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
	1.4 Dance (5 lessons)	By the end of the of the sub-strand the learner should be able to: a) Use body movements that are part of daily experience in a variety of ways in dance b) Use dance to express ideas feelings, and emotions c) Move body zones and body parts appropriately in response to music d) Apply locomotor and non-locomotor movements to create	• Learners could be exposed to various relevant live performances and recordings of dances for experience and appreciation. Learners with total blindness could be given verbal commentaries on the dances on clips • Learners could be guided to identify day to day physical activities related to dance movements (waving, swaying, hand-shaking, digging etc) and use them to execute dance	1. What everyday body movements do you do throughout the day? 2. Which parts of the body are commonly used when dancing? 3. Which dances are performed by the communities around you? 4. During which occasions are these

		own dance e) Observe basic elements of dance in a dance performance f) Practice etiquette during dance performance g) Perform appropriate simple dances from diverse cultures. h) Appreciate and enjoy performing different cultural dances	movements. Learners with total blindness could be paired to hold shoulder of cited partners for body movement. • Learners could be guided on the use of different body zones and body parts to express ideas feelings, and emotions in dance. Learners with total blindness could be guided by paired partners on use of different body zones and body parts to express ides, feelings and emotions • Learners could be guided in using locomotor and non locomotor movements in creating own dance movements. Learners with total blindness could be paired with sighted guide to creating won dance movement • Learners could be guided in the use of dance elements such as space, time, energy and relationship with others in dance. • Learners practice safety in dance. Learners with total blindness could be paired as they hold shoulders of sighted peers to use dance element such as space, time and energy. • Pair and group dance sessions could	dances performed?

			be used to enhance cooperation, teamwork and dance etiquette. Learners with total blindness could be paired with sighted guide to perform in dance session for cooperation and teamwork. • Learners could be guided to perform dances from diverse cultures for enjoyment. Learners with total blindness could hold shoulder of partners as they perform dances from diverse cultures for enjoyment.	

Core Competences to be developed: Communication and Collaboration as they work together in groups, Creativity and Imagination as they come up with different dance styles, Critical thinking and Problem solving as they relate dance do day to day activities , Digital Literacy, as they watch clips self-efficacy as they perform dance movements.	
Link to PCIs: Service learning and parental involvement-Community involvement-dance depicting different cultures also for children with special needs, self-awareness and esteem- performing dances	**Link to Values:** Respect, Responsibility, self-esteem, self-efficacy Team work
Links to other learning areas : Movement, Environmental studies, Language physical activities, , math physical activities	**Suggested Community Service Learning physical activities:** Participate in dance events in the community e.g. places of worship, family occasions
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Visits to music and cultural centres • Interaction with performing artists in the community (if available)	**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric

Suggested Resources

- Audio-visual excerpts of dance
- Musical instruments
- Costumes and decor
- Resource persons
- Locally available materials for improvising instruments

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Demonstrates exemplary use of body movements that are part of daily experience, expresses ideas, feelings and emotions with a high degree of effectiveness in a variety of ways in dance Creatively applies locomotor and non-locomotor movements with effective use of dance elements such as space time energy and relationships in performance of traditional dances from the locality	Uses body movements that are part of daily experience, expressing ideas, feelings and emotions with a considerable degree of effectiveness in a variety of ways in dance Applies locomotor and non-locomotor movements with considerable effective use of dance elements such as space time energy and relationships in performance of traditional dances from the locality	Demonstrates limited use of body movements that are part of daily experience in a variety of ways in dance Applies some locomotor and non-locomotor movements with limited effectiveness in the use of dance elements such as space time energy and relationships in performance of traditional dances from the locality	Demonstrate difficulty using body movements that are part of daily experience with inaccurate expression of ideas, feelings and emotions in a variety of ways in dance Applies some locomotor and non-locomotor movements with difficulty in a relatively uncoordinated manner in the performance of dances from the locality

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Creating/ Composing Music	**2.1 Rhythm (4 lessons)**	By the end of the of the sub-strand the learner should be able to: a) Improvise rhythmic accompaniment to simple familiar songs using percussion instruments b) Create own simple rhythmic patterns using body percussion and other improvised percussions for enjoyment	• Learners could be guided to express pulse (i.e. strong/weak beats) of familiar songs in simple time (duple, triple and quadruple) by tapping/clapping/stamping • Learners could be guided to clap/tap rhythms to familiar songs • Learners could be guided to clap/tap, rhythms with short and long sounds and silences (crotchets, minims and their equivalent rests). • In pairs or in groups, learners could be guided to create own repetitive rhythmic patterns by tapping/clapping in accompaniment to simple songs and share with others	1. Which items/ equipment in your surrounding keep a regular pulse/beat? 2. How does varying the rhythm make the music sound like? 3. How does rhythmic accompaniment make the music sound 4. Which animals in the environment that make rhythmic sounds and movements(dove, crested crane, horse, cock,
Core Competences to be developed: The learner to acquire; • Digital literacy in using electronic devices to listen to rhythm • Creativity and imagination as they improvise rhythm to familiar songs • Communication and collaboration during sing and clapping in groups				

Link to PCIs: ESD- waste management-use of improvised percussions LSE- self-esteem, creative thinking as they record and review own compositions	**Link to Values:** Respect, Responsibility, Team work
Links to other learning areas : Environmental physical activities, Mathematics physical activities, Language physical activities	**Suggested Community Service Learning physical activities:** • Participating in religious and other community physical activities by playing percussion instruments
Suggested Non formal Activity to support learning: • Providing rhythmic accompaniment to singing during various school events	**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources • Percussion instruments • ICT tools such computers, audio/video recorders • Sounds from the environment (animals, machines etc) • Existing rhythmic work	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Creatively and imaginatively improvises and creates rhythmic accompaniment to simple songs combining short and long sounds and silences (crotchet, minim and semibreve and their rests)	Improvises and creates rhythmic accompaniment to simple songs combining short and long sounds and silences (crotchet, minim and semibreve and their rests)	Improvises and creates rhythmic accompaniment to simple songs with some inaccuracies with a limited range of sounds	improvises and creates incompatible rhythmic accompaniment to simple songs

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Melody (4 lessons)	By the end of the of the sub-strand the learner should be able to: a) Identify melodic variations in familiar simple tunes b) Create melodic variations to familiar tunes c) Apply variations of tempo and dynamics to familiar songs d) Create new text to a familiar tune e) Create melodic patterns from a high sound and a low sound, using objects	• Familiar tunes are played/sang with some melodically variations and learners could be guided to identify the variations • Learners could be guided to sing familiar tunes (4 to 8 bars long), introducing melodic variations • In groups learners could be guided to sing familiar songs, introducing tempo and dynamic variations • Learners could be guided to create and use new appropriate text to familiar tunes. Learners with total blindness could be guided to create and use appropriate Braille to familiar tunes • Learners could be guided to create melodic patterns comprising high and low sound using objects such as: voice, tuned percussion (e.g., two notes on an improvised string instrument, bottles filled with water to different levels or two-tone wood blocks.	1. How can one tell if a tune has changed? 2. Give examples of songs that change speed during performance 3. Which songs are performed loudly or softly?
Core Competences to be developed: The learner to acquire; • Creativity and imagination as they sing familiar songs with melodic variations • Learning to learn as they observe and are guided by peers to sing melody • Self efficiency when singing with correct tempo and melodic variation				

Link to PCIs: LSE- Respect, responsibility, Creative thinking- composing ESD-waste management, road safety, Animal welfare, Health	**Link to Values:** Respect, Responsibility, Team work
Links to other learning areas : Language Physical activities, math physical activities, environmental physical activities	**Suggested Community Service Learning physical activities:**
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Singing in church and other family/community events • Performing own compositions at home and getting feed-back from family members	**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources • Melodic instruments • Excerpts of short melodies in Braille and print	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Accurately identifies melodic variations in familiar and other tunes, varies the tempo and dynamics (4 to 8 bars long) and creates new text to familiar tunes	Identifies melodic variations in familiar tunes	Identifies some melodic variations in familiar tunes	Shows difficulty in identifying melodic variations in familiar tunes
Creatively and imaginatively combines low and high sounds in creating melodic patterns using objects	Combines low and high sounds in creating melodic patterns using objects with considerable level of creativity	Combines a limited range of low and high sounds in creating melodic patterns using objects	Exhibits difficulty in combining low and high sounds in creating melodic patterns using objects

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Listening and Responding	**3.1 Elements of Music** **(4 lessons)**	By the end of the of the sub-strand the learner should be able to: a) Express initial personal reactions to musical performances b) Distinguish and categorise sounds heard c) Relate selected music to personal experience/story/event d) Imitate short melodies with accuracy in pitch and rhythm e) use appropriate terminology in explaining/discussing music listened to f) Relate specific music to appropriate events in the community g) Discuss music in terms of the message, conveyed and feelings evoked	• Learners could be guided to listen to recoded/live music and probed to give their personal reactions to the music such as sad, happy • Learners could be guided to listen to sounds/music and are guided in distinguishing and categorising the sounds as speaking voice/singing voice, adult/ child voice, female/ male • Learners could be guided to listen to live/recorded music and talk about it in relation to their experiences/events/stories • Short melodies played and learners asked to imitate them paying attention to pitch and rhythm • Learners could be guided to talk about music they listen to in relation to the basic music elements; ranges in dynamics; repetition and their effects • Learners could be guided to sing familiar topical songs	1. What does the music make you think about? 2. How does it make you feel? 3. When do you feel like listening to certain types of music? 4. Why do people sing/dance?

			(health, environment, peaceful coexistence etc) with appropriate expressions and movements that illustrate focused listening . Learners with total blindness could be paired with sighted guides to imitate expressions and movements • Learners could be guided to discuss music in terms of the message conveyed and feelings evoked	
Core Competences to be developed: The learner to acquire; • Creativity and imagination when irritating songs played to them from recording • Communication and collaboration as they discuss about messages conveyed in songs • Critical thinking and problem solving as they show appropriate expression in singing				
Link to PCIs: Life skills- Core living values- Respect			**Link to Values:** Respect, Responsibility, resilience Team work/cooperation	
Links to other learning areas : language physical activities, Environmental physical activities			**Suggested Community Service Learning physical activities:**	
Suggested Non formal Activity to support learning: • Performing during various school events, Kenya music festivals • Attending concerts and music shows • Attending cultural festivals • Visit to music and cultural centres			**Suggested assessment:** Oral/aural questions, portfolio, observation, check lists	

Suggested Resources

- Music excerpts (recorded audio-visual material)
- Live performers

Suggested Assessment Rubrics

Exceeding expectation	**Meeting expectation**	**Approaching expectation**	**Below expectation**
Explicitly expresses initial personal reactions to musical performances relating them to personal experiences and specific events using appropriate terminologies such as sad, happy, slow, fast, loud, soft Imitates short melodies with high level of accuracy in pitch and rhythm and discusses music in terms of the messages conveyed and feelings evoked	Expresses initial personal reactions to musical performances relating them to personal experiences and specific events using appropriate terminologies such as sad, happy, slow, fast, loud, soft Imitates short melodies with considerable level of accuracy in pitch and rhythm and discusses music in terms of the messages conveyed and feelings evoked	Expresses initial personal reactions to some musical performances relating them to personal experiences and specific events using a limited scope of terminologies Imitates short melodies with a limited level of accuracy in pitch and rhythm and discusses music in terms of the messages conveyed and feelings evoked	Expresses initial personal reactions to musical performances inappropriately and has difficulty relating the music relating them to personal experiences and specific events. Imitates short melodies with a lot of inaccuracies in pitch and rhythm and cannot discuss the music in terms of the messages conveyed and feelings evoked

MOVEMENT ACTIVITIES GRADE 3

Basic motor skills:
Locomotor Skill: Skipping

Strand	Sub – strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.1 Locomotor Skill:** **Skipping** **(12 lessons)**	**By the end of the sub-strand, the learners should be able to:** a) name the parts of the body that are in use when skipping for body awareness b) perform skipping in different ways for strength, coordination, balance and for space awareness c) practice skipping in different ways for strength, coordination, balance and for excellence d) establish relationships through skipping creativity and imagination e) appreciate skipping for strength, coordination and balance f) play games that involve skipping for enjoyment g) obey rules when skipping for own and others safety	• Learners could be guided to answer questions on the parts of the body in use when skipping • Learners in groups could be guided to watch a video clip of people skipping. Learners with total blindness could be given verbal description of the video clip • Learners to practice Skipping in different ways by: o learners with total blindness to be given orientation to the environment materials to be used, heights and skipping to be coloured o learners with total blindness could be given physical guidance be accompanied by verbal instructions o skip in different directions - forward, - backward, - to the right - to the left o skip in different pathways - circular - straight - curved	Name physical activities that can be performed using a rope?

			- zigzag o skip in different levels - low - medium - high o learners to skip in varying tempo such as slowly, moderate and fast and make shapes(square , circle, rectangle etc) • Learner to establish relationships such as mirroring, over, under, through, on beside, along and between. Learners with visual impairment could be given physical guidance accompanied with verbal instruction • Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L, • Learners in groups to walk and make numbers such as 6,7,8. Learners with total blindness could touch shoulder of the person in front to get the sense o direction • Learners to make a combination of levels, pathways, tempo and skip • Learners to play games that involve skipping • Learners to obey rules as they skip and play games	
Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:				

<table>
<tr><td colspan="2">1. Citizenship through obeying rules of playing games
2. Self-efficacy in showing correct combination of level, pathways, tempo in skipping
3. Creativity and imagination in improvising games that involve skipping.</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: when playing games
• Citizenship: social cohesion: the learners to collaborate when playing games
• Learner Support Program: sports and games: games that involve skipping skills
• Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>Links to other learning areas:
• Languages activities
• Hygiene nutrition
• Environmental activities
• Mathematics activities</td></tr>
<tr><td colspan="2">Link to values: Exhibit responsible behaviour that respects self and others during physical l activities by displaying such values as Integrity, Respect, Responsibility, Love, Unity ,Peace</td></tr>
<tr><td>Suggested Community Service Learning activity to support learning through application: the learners to make ropes and display them during parents meeting</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application: The learners to visit a market to see and explore different types of ropes</td><td>Suggested Resources
• Brightly coloured field markers, field, bean bags, ropes, tactile cues for marking the field e.g. taped ropes
• digital devices smart phones
• video clips of people skipping</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for Locomotor Skill: Skipping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Locomotor skill: Galloping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**1.2 Locomotor Skill:** **Galloping** **12 Lessons**	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are in use when galloping for body awareness b) perform gallop in different ways for strength, coordination, balance, and for space awareness c) practice galloping for strength,	• Learners could be guided to answer questions on the animals that gallop • Learners could be guided to watch or listen to video of the animals that gallop. Learners with total blindness could be given verbal description of the clips	1. Name the animals that gallop? 2. How can you use the skill gallop in your daily life?

		coordination and balance for excellence d) establish relationships through galloping for creativity and self esteem e) appreciate galloping for Strength, coordination and balance f) play games that involve galloping for enjoyment g) obey rules when galloping for own and others safety	• Learners to practice galloping in different ways by: o gallop in different directions - forward, - backward, - to the right - to the left o gallop in different pathways - circular - straight - curved - zigzag o gallop in different levels - low - medium - high o Learners with total blindness could be given physical guidance accompanied by verbal :instruction • Learners to gallop in varying tempo such as slowly, moderate, fast and make shapes such as square, circle etc: Learners with total blindness could be given physical guidance accompanied with verbal instructions • Learners establish relationships such as under mirroring etc • Learners in groups to gallop and make letters of the alphabet such as	

			such as C, I, L, O, • Learners in groups could be guided to gallop and make numbers such as 7, 6, 3. Learners with visual impairment could touch the shoulder of the person in front in order to get the direction of movement • Learners could be guided to make a combination of levels, pathways, tempo and gallop • Learners could be guided to play games that involve galloping • Learners could be guided to obey rules as they gallop and play games	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Communication and collaboration in forming correct alphabetical patterns and shapes during galloping
2. Self-efficacy when practicing galloping in different ways
3. Critical thinking and problem solving as they gallop
4. Creativity and imagination as they form alphabet letters during gallop
5. Citizenship as they obey rules of performing galloping with others

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene Nutrition • Environmental activities • Mathematic activities

Links to Values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace	
Suggested community service learning activity to support learning through application: the learners can perform during prize giving day and AGM	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: The learners can be taken to watch and listen to happenings athletic championship in the community stadium. Learners whoa e totally blind could be given verbal commentaries	**Suggested Resources:** • Field makers, field, bean bags, ropes, • Digital devices such as mobile smart phones • Video clips of people galloping

Movement Physical activities Suggested Assessment Rubric for the Locomotor Skill: Galloping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and**	• The learner is excellent in following instructions during movement activities lesson	• The learner is good in following instructions during movement activities lesson	• The learner is satisfactory in following instructions during movement	• The learner is poor in following instructions during skill performance

	psycho -motor)	• The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Locomotor skills: Dodging

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions

1.0 Basic Motor Skills	**1.3 Locomotor skills:**
	
	Dodging
	
	12 lessons
		By the end of the sub-strand the learners should be able to:
		a) name the parts of the body that are in use when dogging for body awareness
		b) doge in different ways for strength, coordination, health and balance
		c) practice dogging in different ways for strength, coordination, health, balance, and for excellence
		d) establish relationships through dodging for creativity and imagination
		e) appreciate dodging for strength, coordination and balance
		f) play games that involve dodging for enjoyment
		g) obey rules when dodging for own and others safety
			• Learners could be guided to answer questions on the games where the dodging skill is used
			• Learners could be guided to watch and listen to video clips of learners dodging in a game of netball. Learners with total blindness could be given verbal description of the video clip
			• Learners to practice dodging in different ways by:
			• dodging in different directions
			  ◦ forward,
			  ◦ backward,
			  ◦ to the right
			  ◦ to the left
			• dodging in different pathways
			  ◦ circular
			  ◦ straight
			  ◦ curved
			  ◦ zigzag
			  ◦ Learners with total blindness could be given orientation on the environment and physical guidance accompanied by verbal instruction
			• dodging in different levels,
				1. Mention games that you can play using dodging?
				2. What do you do to avoid being hit by a kicked ball?

			slowly moderate and fast • Learners to dodge in varying tempo and to make shapes • Learners individually and with others to perform the following activities to practice the skill : • Stepping **on partner's** s**hadow**: in twos partner try to step on the partner's shadow. The partners prevent his or her shadow from being stepped on by dodging (evading), they change sides after a time. Learners with total blindness could be paired with sighted peer or aid who could provide verbal description of the position of the shadow of the actions • **Knee boxing:** In twos partners try to touch knees; each partner must dodge to avoid being touched. Learners with total blindness could be given verbal description of position and actions • **Picking the medal:** You have won a gold medal in a race, as you walk to the car somebody tries to take it. You hide it behind	

			the back, as your partner tries to take it you keep dodging to make sure it is not taken. (The activity to be done in twos or threes. hands should be used to maintain the medal at the back not for defence (hands and arms only for taking) • Learners to play games while using the skill galloping • Learners to obey rules as they dodge and play games.	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Self-efficacy when performing dodging skills
2. Citizenship as learners obey rules when playing games
3. Digital Literacy as they watch video clips showing dodging plays
4. Learning to learn as learners learners identify directions in which to dodge.
5. Critical thinking and problem solving as learners dodge in different pathways
6. Creativity and imagination during establishing relationship in playing game
7. Communication and collaboration as learners play galloping games together.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematics activities

involved in performing physical activities	
Link to values: exhibit responsible behaviour that respects self and others during physical activities by displaying such values as integrity, respect, responsibility, unity, love, peace	
Suggested community service learning activity to support learning through application: learners to take part in the Freedom from Hunger Walk event	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: Learners to make balls and bean bags from the locally available materials	**Suggested Resources:** • Brightly coloured field makers, field, sound bean bags, ropes, tactile cues, taped ropes • Digital devices such as computer and smart mobile phones • Video clips of learners playing a game where dodging is used

Movement Physical activities Suggested Assessment Rubric for the Locomotor Skill: Dodging

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Locomotor skill: Sliding

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.4 Locomotor Skill:** **Sliding** **12 lessons**	**By the end of the sub- strand, the learners should be able to:** a) name the parts of the body that are in use when sliding for body awareness b) perform sliding in different ways for strength, coordination, health, balance, and excellence c) practice sliding in different ways for strength, coordination, health, balance, and excellence	• Learners could be guided to answer questions on the parts of the body that are in use when sliding • Learners could be guided to watch a video clip of the animals that slide. Learners with total blindness could be given verbal description of the video clip	1. How can you use the skill sliding (side gallop) in your daily routine? 2. Name animals that slid for movement?

		d) establish relationships through sliding for creativity and imagination e) appreciate sliding for strength, coordination, health, balance, and self-esteem f) play games that involve sliding for enjoyment g) obey rules when sliding for own and others safety	• Learners to practice sliding in different ways by: o gallop in different directions - forward, - backward, - to the right - to the left o slide in different pathways - circular - straight - curved - zigzag o slide in different levels - low - medium - high o Learners with total blindness could be given orientation to the environment and physical guidance accompanied by verbal instruction • Learners could be guided to slide in varying tempo and make shapes: • Learners to establish relationships such as under, on, through, round, between, sideways etc • Learners in groups to slide and make letters of the alphabet such as such as O, N, T, W, Y, .	

			• Learners in groups to slide and make numbers ,5, 6, 7, 8. Learners with total blindness could be guided to touch shoulders of peers as the slide to get shapes formed • Learners to make a combination of levels, pathways, tempo and slide • Learners to play games that involve sliding • Learners to obey rules as they slide and play games	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Self-efficacy as they identify the correct part of the body used in sliding
2. Citizenship as they display sliding patterns during national functions
3. Digital Literacy when using video clip to learn sliding
4. Learning to learn as learners make a combination of levels pathways tempo and slide
5. Critical thinking and problem as learners as learners gallop in different directions
6. Creativity and imagination as they slide in varying tempo and shapes
7. Communication and collaboration as they work in pairs and groups

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene Nutrition • Environmental activities • Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love Peace	
Suggested community service learning activity to support learning through application: Learners to pay a visit to the chief and learn about his responsibilities in the community	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: Learners to watch video clips of people skating**.** Learners who are totally blind could be given verbal description of the clips	**Suggested Resources:** • Brightly coloured field makers, pebbles ropes, tactile cues • Digital devices such as smart phones • Video clips of animals that slide such as the seal

Movement Physical activities Suggested Assessment Rubric for the Locomotor Skill: Sliding

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

5.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
6.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Basic Motor Skill:

Non Locomotor skill: Twisting

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.5 Non-Locomotor:** **Twisting** **5 Lessons**	By the end of the sub- strand the learner should be able to: a) name the parts of the body that can twist b) perform twisting in different directions for agility and flexibility c) practice twisting in different directions for agility, flexibility and excellence d) establish relationships for creativity and imagination e) appreciate twisting for self-esteem f) obey rules while twisting for own and others safety	• Learners name the parts of the body that can twist such as neck, arm trunk and legs • Learners to watch and listen to video clips of ballet dancers. Learners who are blind could be given verbal descriptions of video clip • Learners to practice twisting individually and in groups. Learners who are totally blind could be given verbal description of twisting • Learners participate in twisting activities • Observe rules while twisting for own and others safety	1. Which parts of the body can twist 2. Name an activity that involves twisting?

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship as they observe rules for own and others safety
2. Self-efficacy as they practice twisting for fitness and body strength
3. Digital Literacy when they watch and listen to video clips of ballet dancers
4. Learning to learn during individual practise and then group practice of twisting.
5. Critical thinking and problem as learners name parts of the body that can twist
6. Communication and collaboration

Link to PCIs: • **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	**Links to other learning areas:** • Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace	
Suggested community service learning activity: Learners can perform a dance during the school closing ceremony.	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: Learners can engage in signing games for enjoyment	**Suggested Resources:** • Brightly coloured field makers, field, sound bean bags, ropes, • Digital devices such as smart mobile phones • Video clips of ballet dancers

Movement Physical activities Suggested Assessment Rubric for the Non-Locomotor Skill: Twisting

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance

		demonstrates acquisition of some components of fitness	acquisition of a few components of physical fitness	• The learner demonstrates little acquisition of the physical fitness components	• The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

		exceptional leadership qualities and is a good role model			

Manipulative skill: Striking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	**1.6 Manipulative skills:** **Striking** **12 Lessons**	**By the end of the sub-strand the learner should be able to:** a) name the parts of the body that are involved in striking for body awareness b) perform striking in different ways for Strength, coordination and balance c) practice striking in different ways for Strength, coordination , balance and excellence d) establish relationships through striking for creativity and imagination	• Learners answer questions on the parts of the body that are used for striking • Learners could be guided to watch and listen to a video clip of game where the striking skill is performed such as rounder and cricket. Learners who are totally blind could be given verbal instructions on the clip • Practice striking in different ways by: o striking in different directions such as forward, backward, to	1. Which parts of the body is used for striking? 2. Name a game where the striking skill is used?

		e) appreciate striking for Strength, coordination and balance for self-esteem f) play games that involve striking for enjoyment g) obey rules when striking for own and others safety	right and left o striking sideways o strike in different levels such as low, medium and high o strike an object to varying distances such as near, far. Learners who are totally blind could be given orientation on the environment and materials and also given physical guidance accompanied by verbal instructions • Learners to play games that involve striking • Learners to observe rules as they play games	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Self-efficacy as they play to attain strength, coordination and balance
2. Citizenship as they obey rules for playing striking games
3. Digital Literacy during using video clips to learn various games involving striking
4. Learning to learn as learners answer questions about parts of the body that are used for striking.
5. Creativity and imagination as they improvise game that involve striking
6. Critical thinking and problem solving in appropriate use or space and materials during play
7. Communication and collaboration shown in interactions during group play

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	
Values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Peace	
Suggested community service learning activity to support learning through application: The learners to make bats for striking and display during the schools cultural day	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning: The learners improvise bats from the locally available materials and present them to the teacher.	**Suggested Resources:** • Brightly coloured field makers, pebbles, ropes, tactile cues • Digital devices such as computers and smart mobile phones • Video clip of games where the striking skill is used such as rounder and cricket

Movement Physical activities Suggested Assessment Rubric for the Non-Locomotor Skill: Striking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behavior (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Manipulative Skills: Punting

Strand	Sub - strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.7 Manipulative Skills:** **Punting** **12 Lessons**	By the end of the sub-strand the learner should be able to: a) name the parts of the body that are involved in punting for body awareness b) perform punting in different directions for space awareness c) practice punting in different directions for excellence d) appreciate punting for coordination and balance e) establish relationships through punting for self-esteem f) play games that involve punting for enjoyment g) obey rules when punting for own and others safety	• Learners answer questions on the parts of the body that are used for punting • Learners to watch and listen to a video clip on of a game where punting is used such as football. Learners with total blindness could be given verbal description of the video clip • The learner to practice punting in different directions such as forward, left and right. Learners with total blindness could be given physical guidance accompanied by verbal instruction • Learners to play games that involve punting such as a minor game of soccer • Learners to observe rules as they punt and play games	1. Mention the part of the body used for punting 2. Name game where punting is used?

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Citizenship as they obey safety rules
2. Self-efficacy as they correctly use the appropriate body part in doing punting skill
3. Digital Literacy during showing of video clip on football game
4. Learning to learn as they play a soccer game
5. Creativity and imagination as they improvise a mirror football game to involve punting

6. Critical thinking and problem solving shown by sighted learners guiding visually imputed learners 7. Communication and collaboration during interactions as they play in groups	
Link to PCIs: • **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve punting skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	**Links to other learning areas:** • Languages activities to reinforce vocabulary • Hygiene Nutrition to promote fitness • Environmental activities • Mathematic activities to reinforce shapes in geometry
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Unity, Love	
Suggested community service learning activity to support learning through: Learners to visit a nearby school for a friendly match.	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activity to support learning through application: Learners to use the locally available materials and make ball for use in games.	**Suggested Resources:** • Brightly coloured field makers, field, bean bags, ropes, tactile cues • Digital devices such as smart mobile phones • Video clip of a soccer game when punting is in use

Movement Physical activities Suggested Assessment Rubric for the Non-Locomotor Skill: Punting

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in

		• The learners demonstrates acquisition of some components of fitness	skill performance • The learner demonstrates acquisition of a few components of physical fitness	skill performance • The learner demonstrates little acquisition of the physical fitness components	skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

		to peer teaching • the learner has exceptional leadership qualities and is a good role model		• the learner has little leadership qualities	

Basic Motor Skills:

Manipulative skill: Dribbling

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	**1.8 Manipulative Skills:** **Dribbling** **12 lessons**	By the end of the sub-strand, the learner should be able to: a) name the parts of the body that are used for dribbling b) dribble in different ways for coordination, strength and balance c) practice dribbling in different ways for coordination, strength, balance and excellence d) establish relationships through dribbling for creativity and imagination e) appreciate dribbling for coordination, strength, balance and self-esteem f) play games that involve dribbling for enjoyment g) obey rules when dribbling for own and others safety	• Learners could be guided to answer questions on the parts of the body that are used for dribbling • Learners to watch and listen to a video clip on a soccer game where the ball is being dribbled. Learners with total blindness could be given verbal description of the video clip • Learners could be guided to practice dribbling in different ways by: o dribbling in different directions such as forward, to the right and left o dribbling in different pathways such as circular, straight, zigzag and circles o dribble objects to varying distances such as near, far.	1. Which directions can you dribble easily? 2. which part of the body is used for dribbling? 3. Name a game where dribbling is used?

			Learners with total blindness could be given orientation on he environment and materials. • Learners to dribble individually and in groups . Learners with low vision could be provided with materials with appropriate colour contrast • Learners to play games that involve dribbling. Learners with total blindness could be given physical guidance accompanied with verbal instructions • Observe the rules when dribbling for own and others safety	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning basic movement skills:

1. Self-efficacy archived during dribbling
2. Citizenship is practiced as they obey ruling game
3. Digital Literacy achieved watching video clip on football
4. Learning to learn as they dribble correctly
5. Creativity and imagination is displayed through dribbling games
6. Critical thinking and problem solving through dribbling games
7. Communication and collaboration as learners play a simple soccer game together

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games	• Languages activities
• **Citizenship:** social cohesion: the learners to collaborate when playing games	• Hygiene and Nutrition
• **Learner Support Program:** sports and games: games that involve dribbling skills	• Environmental activities

• **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application: Learners to make play items for display during AGM and academic days	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: Learners to cooperate with others in playing soccer and use dribbling as the main skill .	**Suggested Resources:** • Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used, sound balls with bright colours or appropriate contrast

Movement Physical activities Suggested Assessment Rubric for the Non-Locomotor Skill: Dribbling

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming:

Water Safety: Heat Escape Lessening Position (H.E.L.P)

Strand	Sub – strand	Specific learning outcomes	Suggested learning experiences	Key inquiry Questions
2.0 Swimming	**2.1 Water safety:** **H.E.L.P** **6 Lessons**	By the end of the sub-strand, the learners should be able to: a) name a floating technique in swimming b) give the meaning of the acronym H.E.L.P as used in swimming for self-awareness	• Learners to name floating techniques that they know • Learners to be guided on the meaning of Heat Escape Lessening Postures (H.E.L.P) • Learners to watch and listen a video clip of the H.E.L.P in	1. State pool rules that you know? 2. State a floating technique that you know.

		c) perform H.E.L.P for self-confidence and courage d) practice H.E.L.P for survival e) appreciate H.E.L.P for rescue f) make relationships while in water for creativity and imagination g) observe swimming pool rules for own and others safety	water. Learners with total blindness could be given verbal description of the clip. • Learners to practice H.E.L.P . Learners with total blindness could be given physical guidance accompanied by verbal description • Learners to state the importance of H.E.L.P in water such as: o Huddling with other people in the water lessens the loss of body heat o Huddle Position in water is good for morale and rescuers can spot a group more easily than an individual • Learners to observe swimming pool rules for own and others safety	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship as they obey safety rules
2. Self-efficacy as they correctly state the meaning of H.E.L.P
3. Digital Literacy during showing of video clip
4. Learning to learn as learners name floating techniques together
5. Creativity and imagination as learners state different HELP techniques
6. Critical thinking and problem as they state importance of H.E.L.P
7. Communication and collaboration during interactions as they play in groups

Link to PCIS and values: **PCIs:** • **ESD: DRR:** safety and security: when playing games • **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing game report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	**Links to other learning areas:** • Languages activities to reinforce vocabulary • Hygiene and Nutrition to promote fitness • Environmental activities • Mathematic activities to reinforce shapes in geometry
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Unity, Love	
Suggested community service learning activity to support learning through application: learners to plant trees around the water bodies in the community	**Suggested assessment:** oral questions and practical
Suggested non-formal activities to support learning through application: Learners to visit a swimming gala organised in the community.	**Suggested Resources:** • Brightly coloured field makers, bean bags, ropes, tactile cues • digital devices such as computer and smart phones • video clip of a soccer games where the dribbling is being used

Movement Physical activities Suggested Assessment Rubric for Swimming: Water Safety: H.E.L.P and Huddle Position in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (Cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming:
Basic swimming skills:
Arm action in Water- Front Crawl

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry Questions
2.0 Swimming	**2.2 Basic swimming skills:** **Arm action in water- front crawl** **12 lesson**	By the end of the sub-strand the learner should be able to: a) Name the different actions that the arm can make in water for body awareness b) perform the arm action in front crawl in swimming for	• Learners could be guided to name the different arm action they can make in water • Learners could be guided to watch and listen to a video clip of the arm action in front crawl in swimming. Learners with	1. Mention ways in which you can move your water? 2. give the various directions the body can move to in water?

		strength and coordination c) Practice the arm action in front crawl in swimming for excellence d) appreciate the arm action in front crawl in swimming for self-esteem e) make relationships in water for courage f) play simple water games for enjoyment g) Observe safety when performing the arm action in front crawl in swimming for own and others safety	total blindness could be given verbal description of the clip • Learners to be guided on performing the arm action in front crawl in swimming. Learners with total blindness could be given orientation of the environment and physical guidance accompanied with verbal instructions • Learners to practice the arm action in front crawl in swimming • Learners to enjoy playing simple water games • Learners to observe safety rules while performing the arm action in front crawl in swimming and when playing water games for safety	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship obeying pool rules for own and others safety
2. Self-efficacy as they perfect water front crawl action
3. Digital Literacy as learners listen to video clip arm action
4. Learning to learn as learners practice arm action in front crawl in swimming
5. Creativity and imagination as they play different water games
6. Critical thinking and problem when learning now to perform rescue during swimming
7. Communication and collaboration as they interact during the lesson

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when playing games	• Languages activities

• **Citizenship:** social cohesion: the learners to collaborate when playing games • **Learner Support Program:** sports and games: games that involve walking skills • **Health Education:** HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Hygiene and Nutrition • Environmental activities • Mathematic activities
Link to values : Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested Community Service Learning Physical activities: Learners to visit an orphanage and cooperate with the children there.	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: The learners to dramatize and role play movement in water.	**Suggested Resources:** • Brightly coloured field markers, bean bags, ropes, tactile cues, sound ..... • Digital devices such as computer and smart phones • Video clip of a soccer games where the dribbling is being used

Movement Physical activities Suggested Assessment Rubric for Swimming: Basic swimming skills: Front Crawl

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (Cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates	• The demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance

		acquisition of some components of fitness	demonstrates acquisition of a few components of physical fitness	• The learner demonstrates little acquisition of the physical fitness components	• The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

		qualities and is a good role model			

Swimming
Basic swimming skills:
Leg action in water- Kicking

Strand	Sub – strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**2.3 Basic swimming skills:** **Kicking (Leg action in water)in front crawl** **12 lessons**	**By the end of the sub-strand the learner should be able to:** a) Name the different actions that the leg can make in water for body awareness b) perform kicking- leg action in front crawl in swimming for strength and coordination c) Practice kicking –leg action in front crawl in swimming for excellence d) appreciate kicking-leg action in front crawl in swimming for self-esteem e) make relationships in water for courage f) play simple water game for enjoyment g) Observe safety when performing kicking –leg action in front crawl in swimming for own and others safety	• Learners to name the different leg actions they can make in water • Learners to watch and listen to a video clip of kicking –leg action in front crawl in swimming. Learners with total blindness could be given verbal description on the clip • Learners to be guided on performing kicking –leg action in front crawl in swimming. Learners with total blindness could be given orientation of the environment and be given physical guidance accompanied with verbal instructions • Learners to practice kicking-leg action in front crawl in swimming • Learners to enjoy playing simple water games • Learners to observe safety rules	1. Name body part used for kicking in water 2. Mention any floating technique they know

			while performing kicking- leg action in front crawl in swimming and when playing water games for safety	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning movement skills:

1. Citizenship as learners observe safety rules while performing kicking
2. Digital Literacy when using a video clip to learn swimming skills
3. Self-efficacy as they perform front crawl in swimming
4. Learning to learn as learners practice kicking leg action in front crawl swimming
5. Creativity and imagination when they improvise various water games
6. Critical thinking and problem when playing water games
7. Communication and collaboration as they work in group work interactions

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when swimming • **Citizenship:** social cohesion: the learners to collaborate performing during the swimming gala/events • **Learner Support Program:** swimming gala: swimming competitions • **Health Education:** HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities •	• Languages activities to learn vocabulary • Hygiene and Nutrition to reinforce health habits • Environmental activities • Mathematic activities

Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity

Suggested community service learning activity: Learner to visit the aged in the community and assist in daily chores.	**Suggested assessment:** oral questions and practical

Suggested non-formal activity to support learning: Learners to watch a video clip of people performing the leg action in water.	**Suggested Resources:** • Field makers, field, bean bags, ropes, • Digital devices such as computers and smart phones • Video clip of a soccer games where the dribbling is being used

Movement Physical activities Suggested Assessment Rubric for Swimming: Basic swimming skills: Kicking (Leg Action in Water)

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Swimming

Basic swimming skills: Starfish float

Strand	Sub – strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	**2.4 Basic Swimming Skills:** **Starfish Float** **12Lessons**	By the end of the sub-strand the learner should be able to: a) draw the starfish for self-expression b) perform the Starfish float in swimming for survival c) Practice the Starfish float in swimming for excellence d) appreciate the Starfish float in	• Learners could be guided to to draw the Starfish. Learners with total blindness could be given a model of a star fish to guide in drawing • Learners to watch and listen to a video clip of the Starfish float in swimming. Learners with total	1. Mention some objects that may float in water 2. Name animals that live in water

		swimming for self-esteem e) make relationships in water for courage f) play simple water game for enjoyment g) Observe safety when performing the Starfish float in swimming for own and others safety	blindness could be given verbal description of the clip • Learners to be guided on performing Starfish float in swimming. Learners with total blindness could be given orientation of the environment and given physical guidance accompanied with verbal instructions • Learners to practice Starfish float in swimming • Learners to enjoy playing simple water games • Learners to observe safety rules while performing Starfish float in swimming and when playing water games	

Core Competences to be Developed:

The learners are expected to acquire the following competences in the process of learning swimming:

1. Citizenship when they are achieve observance of rules of swimming pool
2. Self-efficacy is achieved in learning survival skills in swimming
3. Digital Literacy in using video clip to observe star fish float
4. Learning to learn as they achieve the starfish float
5. Creativity and imagination during improvising simple water games
6. Critical thinking and problem as learners float in water
7. Communication and collaboration as they interact in group activities

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: when swimming • **Citizenship:** social cohesion: the learners to collaborate performing during the swimming	• Languages activities; new vocabulary • Hygiene and Nutrition; health habits • Environmental activities; water use

<table>
<tr><td colspan="2">gala/events
• Learner Support Program: swimming gala: swimming competitions
• Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>• Mathematic activities; volume calculation</td></tr>
<tr><td colspan="3">Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</td></tr>
<tr><td colspan="2">Suggested community service learning activity to support learning through application: learners to make play items and donate them to a children’s home of choice</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td colspan="2">Suggested non-formal activity to support learning through application: learners to make improvised floaters for use and bring them to the teacher</td><td>Suggested Resources:
• Field makers, field, bean bags, ropes,
• Digital devices such as computers and smart phones
• Video clip of a soccer games where the dribbling is being used</td></tr>
</table>

Movement Physical activities Suggested Assessment Rubric for Swimming: Basic swimming skills: Starfish floating technique

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (Cognitive and Psycho - Motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:

Static balances: V-balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.1 Static balances:** **V-balance** **5 lessons**	**By the end of the sub- strand, the learner should be able to:** a) name the parts of the body that are involved in performing the V-balance b) perform the V-balance for strength, flexibility and coordination c) practice the V-balance for strength, flexibility, coordination and for excellence d) appreciate performing the V-balance for flexibility, coordination and for self-esteem e) make relationships when performing the V-balance for creativity and imagination f) obey rules while performing the V-balance balance for own and others safety	• Learners to name the parts of the body used in performing the V-balance • Learners to watch and listen to video clips of the V-balance. Learners with total blindness could be given description of the clip • Learners to be guided on how to perform the V-balance. Learners with total blindness could be given orientation of the environment and physical guidance accompanied with verbal instructions • Learners to practice the V-balance individually • Learners to participate in activities involving the V-balance • observe rules when performing the V-balance for safety	1. Mention any other balance you know 2. Name animals that sometimes stand on two legs
Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills: 1. Citizenship in observing rules for own safety and for others 2. Self-efficacy in correct balance performance				

<table>
<tr><td colspan="2">3. Digital Literacy as they manipulate audio-visual devices to learn about V-balance
4. Learning to learn learners name correct body parts used for performing V-balance
5. Creativity and imagination as they practice more balances
6. Critical thinking and problem solving as learners acquire correct balance.
7. Communication and collaboration shown when performing in groups</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: performing gymnastic displays
• Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays
• Learner Support Program: gymnastic displays: performing individual and group gymnastic displays
• Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>Links to other learning areas:
• Languages activities; vocabulary
• Hygiene and Nutrition; Diet requirement
• Environmental activities
• Mathematic activities; shapes and measurement</td></tr>
<tr><td colspan="2">Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</td></tr>
<tr><td>Suggested community service learning activity: Learners to perform gymnastic activities during the school closing day.</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application: Learner to watch video clips of basic shapes in gymnastics</td><td>Suggested Resources:
• Field markers, bean bags, ropes, benches
• Digital devices such as computer and smart phones
• Video clips of the gymnastic skill</td></tr>
</table>

Movement physical activities Suggested Assessment Rubric for Gymnastics: static balance: V-Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities •	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:

Dynamic balance: Beam balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.2 Dynamic balance:** **Beam balance** **10 Lessons**	By the end of the sub- strand, the learner should be able to: a) identify any type of gymnastic balance for self-esteem b) perform the Beam balance for strength, flexibility and coordination c) practice the Beam balance for strength, flexibility,	• Learners to name any gymnastic balance they know • Learners to watch and listen to video clips of the Beam balance. Learners with total blindness could be given verbal descriptions of the clip • Learners to be guided on how to perform the Beam balance.	1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing?

		coordination and for excellence d) appreciate performing the Beam balance for flexibility, coordination and courage e) make relationships when performing the Beam balance for creativity and imagination f) obey rules while performing the Beam balance for own and others safety	Learners with total blindness could be given orientation of the environment and given physical guidance accompanied by verbal explanations • Learners to practice the Beam balance individually and in groups • Learners to participate in activities involving the Beam balance • Observe rules when performing the Beam balance for safety	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning gymnastics skills:

1. Citizenship as they obey rules for own and others
2. Self-efficacy during correct performance of beam balance
3. Digital Literacy as they use video clip to learn about beam balance
4. Learning to learn as learners practice the beam balance correctly
5. Creativity and imagination in pattern formation
6. Critical thinking and problem as learners balance the body appropriately
7. Communication and collaboration as learners coordinate to perform the beam balance.

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: performing gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays • **Learner Support Program:** gymnastic displays: performing individual and group gymnastic displays • **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities

• **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity	
Suggested community service learning activity to support learning through application: The teacher to invite a resource person to give a general talk on gymnastics.	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activity to support learning through application: Learners to make a beam bag and bring to school.	**Suggested Resources:** • Brightly coloured field markers, bean bags, ropes, benches, tactile cues • Digital devices such as computer and smart phones • Video clips of the gymnastic skill

Movement physical activities Suggested Assessment Rubric for Gymnastics: static balance: Wheel Barrow Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (Cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:
Static balance: Crab stand balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	**3.3 Static balance:** **Crab stand balance** **2 lessons**	**By the end of the sub- strand, the learner should be able to:** a) identify any type of gymnastic balance for self-esteem b) perform the Crab stand balance for strength, flexibility and coordination c) practice the Crab stand balance for strength, flexibility, coordination and excellence d) appreciate performing the Crab stand balance for flexibility, coordination and courage e) make relationships when performing the Crab stand balance for creativity and imagination f) obey rules while performing the Crab stand balance for own and others safety	• Learners to name gymnastic balance they know • Learners to watch and listen to video clips of the Crab stand balance. Learners with total blindness could be given verbal descriptions of the clip • Learners to be guided on how to perform the Crab stand balance. Learners with total blindness could be given orientation of the environment and given physical guidance accompanied with verbal instructions • Learners to practice the Crab stand balance individually and in groups • Learners to participate in activities involving the Crab stand Crab stand balance • observe rules when performing the Crab stand balance for safety	1. Name the body parts used in crab stand balance? 2. name animals that have eight legs
Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills: 1. Citizenship in caring for peer safety 2. Self-efficacy in performing roll with flexibility				

<table>
<tr><td colspan="2">3. Digital Literacy when using – visual devices to learn about backward roll
4. Learning to learn in performing the crab stand balance
5. Creativity and imagination as they make relationship during the balances
6. Critical thinking and problem solving improvised materials
7. Communication and collaboration when taking part in group activities</td></tr>
<tr><td>Link to PCIs:
• ESD: DRR: safety and security: performing gymnastic displays
• Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays
• Learner Support Program: gymnastic displays: performing individual and group gymnastic displays
• Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle
• Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</td><td>Links to other learning areas:
• Languages activities; making sentences
• Hygiene and Nutrition; body health
• Environmental activities; measurements
• Mathematic activities</td></tr>
<tr><td colspan="2">Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</td></tr>
<tr><td>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during AGM and academic days.</td><td>Suggested assessment: oral questions and practical</td></tr>
<tr><td>Suggested non-formal activity to support learning through application: learners to use locally available materials to improvise resources for use in during gymnastic lessons.</td><td>Suggested Resources:
• Brightly coloured field markers, bean bags, ropes, benches
• Digital devices such as computer and smart phones
• Video clips of the gymnastic skill</td></tr>
</table>

Movement physical activities Suggested Assessment Rubric for Gymnastics: static balance: Crab Stand Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components
2.	**Applies rules when playing games (Cognitive and Psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation

3.	**Participation, Behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities

Gymnastics:
Dynamic balance: Backward roll

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key enquiry questions
3.0 Gymnastics	**3.4 Dynamic Balance:** **Backward roll** **12 Lessons**	By the end of the sub- strand, the learner should be able to: a) identify any type of gymnastic balance for self-esteem b) perform Backward roll for strength, flexibility and coordination c) practice Backward roll for strength, flexibility,	• Learners to name gymnastic balance they know • Learners to watch and listen to video clips of Backward roll. Learners with total blindness could be given verbal description of the clip • Learners to be guided on how to perform Backward roll. Learners	1. Name some rolling skills? 2. Identify games where rolling is used.

		coordination and excellence d) appreciate performing the Backward roll for flexibility, coordination and courage e) make relationships when performing Backward roll for creativity and imagination f) obey rules while performing Backward roll for own and others safety	with total blindness could be given orientation of the environment and given physical guidance accompanied by verbal instruction • Learners to practice Backward roll individually and in groups • Learners to participate in activities involving Backward roll • observe rules when performing Backward roll for safety	

Core Competences to be Developed:

The Learners are expected to acquire the following competences in the process of learning gymnastics skills:

1. Citizenship in observing rules in performing backward roll
2. Self-efficacy in using the appropriate body part in performing balance
3. Digital Literacy as they manipulate audio-visual devices to learn about balances
4. Learning to learn identifying types of gymnastic balance
5. Creativity and imagination when making relationship during balance activities

Link to PCIs:	**Links to other learning areas:**
• **ESD: DRR:** safety and security: performing gymnastic displays • **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays • **Learner Support Program:** gymnastic displays: performing individual and group gymnastic displays • **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Languages activities • Hygiene and Nutrition • Environmental activities • Mathematic activities • Art activities

Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity,

Respect, Peace, Love, Unity	
Suggested community service learning activity to support learning through application: Learners to collect the community art facts and display them during the schools cultural day	**Suggested assessment:** oral questions and practical
Suggested non-formal physical activities to support learning: Learners to draw one draw the community art facts.	**Suggested Resources:** • Field markers, bean bags, ropes, benches • Digital devices such as computer and smart phones • Video clips of the gymnastic skill

Movement physical activities Suggested Assessment Rubric Gymnastics: Dynamic balance: Backward Roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (cognitive)**	• The learner demonstrates excellent ability in skill performance. • the learner exhibits creativity by performing the skill in varied ways • the learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • the learner demonstrates acquisition of a few components of physical fitness	• The learner demonstrates average ability in skill performance • the learners does not exhibit creativity in skill performance • the learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • the learner does not exhibit creativity in skill performance • the learner does not demonstrate acquisition of the physical fitness components

2.	**Applies rules when playing games (cognitive and psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • the learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • the learner maximally participates in the lesson and readily accepts corrections • the learner willingly contributes to team activities and contributes to peer teaching • the learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • the learner and participates in the lesson and accepts corrections • the learner contributes to team activities • the learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • the learner rarely contributes to team activities • the learner has little leadership qualities	• The does not wear the right attire for movement activities • the learner does not participates in the lesson nor accept corrects • the does not contributes to team activities • the learner exhibits poor leadership qualities

Gymnastics:
Dynamic balance: Crab walk

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Gymnastics	**3.5 Dynamic balance:** **Crab walk** **2 lessons**	By the end of the sub- strand, the learner should be able to: a) name the parts of the body that are used in performing the Crab walk b) perform Crab walk for strength, flexibility and coordination c) practice Crab walk for strength, flexibility, coordination and for excellence d) appreciate performing Crab walk for flexibility, coordination and for courage e) make relationships when performing Crab walk for creativity and imagination f) obey rules while performing Crab walk for own and others safety	• Learners to name the parts of the body used in performing Crab walk • Learners to name gymnastic balance they know • Learners to watch video clips of Crab walk • Learners to be guided on how to perform Crab walk • Learners to practice Crab walk individually • Observe rules when performing crab walk for safety	1. Which direction is easier to perform crab walk? 2. How does a rabbit move?

Core Competences to be Developed:
The Learners are expected to acquire the following competences in the process of learning gymnastics skills:
1. Citizenship as learners observes rules when performing crab walk.
2. Self-efficacy as the learner perform crab walk balance
3. Learning to learn as learners name parts of the body that are used for performing crab walk
4. Creativity and imagination when devising various balances
5. Critical thinking and problem as they devise rules for crab stand balances
6. Communication and collaboration as learner interacts during group work

Link to PCIs:
- **ESD: DRR:** safety and security: performing gymnastic displays
- **Citizenship:** social cohesion: the learners to collaborate when performing gymnastic skills and displays
- **Learner Support Program:** gymnastic displays: performing individual and group gymnastic displays

Links to other learning areas:
- Languages activities
- Hygiene and Nutrition

• **Health Education:** HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle • **Life Skills:** self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities	• Environmental activities • Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity	
Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during closing days or school cultural festivals.	**Suggested assessment:** oral questions and practical
Suggested non-formal activity to support learning through application: Learners to create a catalogue of gymnastic activities they have learnt.	**Suggested Resources:** • Brightly coloured field markers, bean bags, ropes, benches, tactile cues • Digital devices such as computer and smart phones • Video clips of the gymnastic skill

Movement physical activities Suggested Assessment Rubric for Gymnastics: Dynamic balance: Crab Walk Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	**Motor Skill Acquisition (Cognitive)**	• The learner demonstrates excellent ability in skill performance. • The learner exhibits creativity by performing the skill in varied ways • The learners demonstrates acquisition of some components of fitness	• The learner demonstrates good ability in skill performance • The learner rarely exhibits creativity in skill performance • The learner demonstrates acquisition of a few components of	• The learner demonstrates average ability in skill performance • The learners does not exhibit creativity in skill performance • The learner demonstrates little acquisition of the physical fitness components	• The learner demonstrates poor ability in skill performance • The learner does not exhibit creativity in skill performance • The learner does not demonstrate acquisition of the physical fitness components

			physical fitness		
2.	**Applies rules when playing games (Cognitive and Psycho - motor)**	• The learner is excellent in following instructions during movement activities lesson • The learner is exceptional in following rules during a game situation • The learner readily observes safety during skill performance and game situation	• The learner is good in following instructions during movement activities lesson • The learner is able to follow rules during a game situation • The learner observes safety during skill performance and game situation	• The learner is satisfactory in following instructions during movement activities lessons • The learner rarely obeys rules during a game situation • The learner occasionally observes safety during skill performance and game situation	• The learner is poor in following instructions during skill performance • The learner does not obey rules during a game situation • The learner does observes safety during skill performance and game situation
3.	**Participation, behaviour (Affective)**	• The learner has positive attitude towards the movement activities and is always in the right attire • The learner maximally participates in the lesson and readily accepts corrections • The learner willingly contributes to team activities and contributes to peer teaching • The learner has exceptional leadership qualities and is a good role model	• The learner wears the right attire for movement activities • The learner and participates in the lesson and accepts corrections • The learner contributes to team activities • The learner has some leadership qualities	• The learner rarely wears the right attire for the movement activities • The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections • The learner rarely contributes to team activities • The learner has little leadership qualities	• The does not wear the right attire for movement activities • The learner does not participates in the lesson nor accept corrects • The does not contributes to team activities • The learner exhibits poor leadership qualities