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COMPETENCY BASED CURRICULUM

FOR LEARNERS WITH SPECIAL NEEDS

INTERMEDIATE LEVEL

TEACHER'S HANDBOOK

CREATIVE ACTIVITIES

SEPTEMBER 2019



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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Telephone: (020) 3749900-9, 3747994
Fax: 254 (020) 3639130



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FOREWORD

Kenya Institute of Curriculum Development in its endeavour to ensure that schools capture the essence of the curriculum reform has developed this creative activities teacher's handbook. The Handbook is based on the Competency-Based Curriculum Designs for learners with special needs at the Intermediate level. The handbook is expected to equip the teacher with the necessary skills to interpret the curriculum designs and develop exciting and stimulating learning experiences appropriate for the level to ensure that the potential of every learner is nurtured.

The handbook will greatly assist the teachers to interpret the creative activities Curriculum Designs, develop Individualized Educational Programmes (IEP) and lesson plans as well as select suitable learning experiences and resources. It will also guide the teacher on how to assist the learner to acquire the necessary competencies and values as envisaged in the curriculum reforms.

SARA RUTO, PhD
CHAIRPERSON
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT



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DR. JULIUS O. JWAN (PhD)

DIRECTOR/ CEO

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

THE NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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 harmonious co-existence.

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

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

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international 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 develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfilment

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



4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya 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 for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

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

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

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

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

8. Promote positive attitudes towards good health and environmental protection

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

1.0 INTRODUCTION

1.1 The Competency Based Curriculum

Curriculum can be defined as all the learning experiences learners have under the guidance of a school. A competence is the ability to apply appropriate knowledge, skills and values to successfully and efficiently perform a specified task. The Competency Based Curriculum (CBC) focuses on acquisition of the desired knowledge, skills, values and attitudes to enable the learner to cope with life challenges. It also focuses on the achievement of learning outcomes in terms of the desired behavioural change.

Competency based learning requires a participatory approach that is learner centred, where the learners are motivated and engaged in their own learning. It should be envisioned in terms of outcomes where the learners can take an initiative to create, innovate, co-exist and learn together. In CBC learners should also endeavour to develop their talents and values.

The pedagogical approaches advocated by CBC ensure that the learner is able to exhibit the desired level of competence. CBC focuses on competencies, is learner centred and is flexible with opportunities for specialization. It emphasizes on formative assessment and lifelong learning. The vision of CBC is to have an ethical, engaged and empowered citizen, while its mission is to nurture every learner's potential.

1.2 Overview of Intermediate level curriculum for learners with special needs

Kenya recognizes the right of learners with special needs to access appropriate education which is geared towards actualizing every learner's potential. Consequently, Kenya Institute of Curriculum Development has endeavoured to provide a differentiated curriculum that is responsive to the needs of all learners by making special provision through adaptation of the regular curriculum for learners with special needs who may follow the regular curriculum with modifications. However, some learners with special needs may not follow the regular curriculum even with adaptation due to severity of their impairments.

They therefore, require specialized skills which are offered by the Intermediate Level curriculum. Learners in this category include those with severe intellectual disability, deafblindness, severe autism, severe cerebral palsy, multiple impairments and those with profound disabilities.

This teacher's handbook has been developed to enable the teacher to interpret the competence based curriculum and facilitate learning as envisaged in the curriculum designs.

1.3 Intermediate level Learning Areas

1. Communication, Social and Literacy Skills
2. Daily Living Skills and Religious Education
3. Environmental Activities
4. Sensory-Motor Integration
5. Numeracy Activities
6. Creative Activities
7. Psychomotor Activities

2.0 COMPONENTS OF THE CURRICULUM DESIGNS

2.1 What are curriculum designs?

Curriculum designs refer to the systematic organization of curriculum components. The designs outline what is to be learned in a given learning area and spell out how learning outcomes will be actualized through suggested learning experiences, key inquiry question(s) and resources. They also provide the teacher with suggested criterion referenced assessment rubric for every strand.

2.2 Components of the curriculum design

- National Goals of Education
- Level learning outcomes
- Essence statements of the learning areas



- Strands and sub strands
- Specific learning outcomes
- Suggested learning experiences
- Key Inquiry Question(s)
- Core competences to be developed
- Pertinent and Contemporary Issues to be addressed
- Link to values
- Link to other learning areas
- Community Service Learning
- Assessment rubrics
- Non-formal activities to support learning
- Suggested learning resources
- Suggested assessment methods

All components of a curriculum design are interrelated and are aimed at achieving the learning outcomes.

2.2.1 National Goals of Education

National Goals of education give direction on what is to be taught. They are a reflection of the aspirations and needs of the Kenya society. Their attainment is envisaged to translate to social and economic development of the country. Consequently, all the learning outcomes, that is, the level learning outcomes, general learning outcomes and specific learning outcomes, work progressively towards the attainment of the National Goals.

2.2.2 Learning Outcomes

Learning outcomes indicate the expected observable behavioural changes in the learner after a learning experience. Outcomes are usually expressed through the application of knowledge, skills and attitudes. Specific learning outcome should have:

- The action verb
- The object
- The context

The curriculum designs outline the Level Learning Outcomes, the General Learning Outcomes and the Specific Learning Outcomes.

2.2.3 Level Learning Outcomes

Every educational cycle has its learning outcomes, referred to as level learning outcomes. For example, the Foundation, Intermediate and Vocational all have their level learning outcomes. Level Learning Outcomes are stated in general terms and are therefore not specific.

Intermediate level learning outcomes

By the end of Intermediate level, the learner could be able to:

- a) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts;
- b) demonstrate literacy and numeracy skills for learning;
- c) demonstrate appropriate etiquette in social relationships;
- d) apply creativity and critical thinking skills in problem solving;
- e) explore the immediate environment for learning and enjoyment;
- f) practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing;
- g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living;
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence;
- i) apply digital literacy skills for learning and enjoyment.

2.2.4 General Learning Outcomes for creative Activity Area

By the end of the Intermediate level, the learner could be able to:

- 1) express feelings through drawing and painting for learning and enjoyment;
- 2) create art works through pattern making, paper craft, mounting techniques, weaving and modeling for learning,



- creativity, talent development and aesthetic values:
- 3) make ornamental items for creativity, earning and aesthetic value;
 - 4) express their ideas, thoughts and feelings through performing music for learning, leisure and enjoyment;
 - 5) appreciate their own and others' art, music, dance and movements from different social and cultural backgrounds.

2.2.5 Essence statement

The essence statement provides a brief explanation of the importance of the learning area. It also provides a general overview of the learning area.

2.2.6 Strands and sub-strands

Strands and sub-strands indicate the specific content area to be covered and provide the scope of coverage as guided by the learning outcomes.

2.2.7 Specific learning outcomes

Specific learning outcomes are lesson based. Each strand or sub strand in the curriculum designs has specific learning outcomes which are geared towards achieving the general learning outcomes.

The sub strands in the Creative Activities Curriculum Design are actualized through specific learning outcomes. The specific learning outcomes indicate the knowledge, skills, attitudes and values expected to be achieved by the end of the sub strand. They also show expected observable changes in the learner after covering the sub strand. They specify what the learner should know (cognitive), be able to do (psychomotor) and demonstrate value of (affective) after participating and completing a given sub strand.

Bloom's Taxonomy

Developing a specific learning outcome is guided by the Bloom's Taxonomy which classifies educational learning outcomes into three domains; the cognitive, the affective and the psychomotor domains.

a) The cognitive domain

Bloom (1956) categorized cognitive domain into six cognitive abilities. These were knowledge, comprehension, application, analysis, synthesis and evaluation.

Bloom's Taxonomy has been revised by other scholars and the cognitive abilities classified as follows; remembering, understanding, applying, analyzing, evaluating and creating. The scholars recognize creating (synthesis) as the highest cognitive ability. Below is the categorization of the original and new cognitive terms

Original Terms		New Terms
Evaluation	→	Evaluating
Synthesis	→	Creating
Analysis	→	Analysing
Application	→	Applying
Comprehension	→	Understanding
Knowledge	→	Remembering

Example 1: Cognitive domain based specific learning outcome

Intermediate:

Strand: Drawing

Sub-strand: Lines

Specific learning outcome (b): By the end of the sub-strand, the learner should be able to identify types of lines used in drawing;

In this example, the learner with is expected to carry out an action which is to “identify”. Therefore, identifying is the action verb. The question that follows is, “what is the learner going to identify?” The “types of lines” are what the learner is expected to identify and therefore they become the object of the action verb. Where will the learner identify the types of lines? In this example, the learner will identify types of lines “used in drawing”. His or her drawing therefore gives the context in which identification of lines will be based.



ii) **Psychomotor domain**

The psychomotor Domain (Simpson 1972) includes physical movement, coordination and use of the motor skill areas.

To develop these skills practice is required. It is measured in terms of speed, precision, distance, procedures or techniques in performance.

The skills range from manual tasks such as identifying, tracing and drawing lines.

Perception

This is the ability to use sensory cues to guide motor activity. This ranges from sensory simulation through cue selection to translation.

Example 2: Psychomotor domain based specific learning outcome

Intermediate level: Creative Activities for Learners with multiple impairments.

Sub strand: Lines

Specific learning outcome (f): By the end of the sub strand, the learner should be able to make colours using locally available materials for learning.

In this example, the learner is expected to carry out a psychomotor action which is to “make” colours using locally available materials. The object of the action verb is “colour”. Then a question arises, on what basis are the learners expected to make colours? This develops the context for making different colours; it seeks for the basis (criteria) upon which the colours will be made which is “using locally available materials”. This therefore forms the context in that specific learning outcome. Colours will be made from the locally available materials.

(i) **Affective domain**

Affective domain expresses how human beings deal with emotions such as feelings, values, appreciation, perceptions, motivations and attitudes. Affective learning outcomes vary from simple to complex. Internalizing values is the highest in the domain which involves having a value system that controls behaviour. It is however worth to note that unlike cognitive and psychomotor skills, behaviour change or adjustment may not be spontaneous since it requires the learner to internalize and appreciate rationale for the action or expectations.

Example 3: Affective domain based specific learning outcome

Intermediate Level. Creative Activities for Learners with multiple impairments.

Strand: Drawing

Sub strand: lines

Specific learning outcome (g): By the end of the sub strand, the learner should be able to appreciate the importance of various lines in drawings.

In this example, the learner is expected to develop an attitude to “appreciate importance of drawing various lines” which will lead to behavioural change or behavioural adjustments. The action verb is “appreciating”, the object is “drawing lines” while the context is “environment”.

2.2.8 Learning experiences

Learning experiences comprise of activities that the learner is engaged in during the lesson. The activities may be carried out by an individual learner or as a group work activity. The learning experiences could be formal, classroom activities, non-formal programmes such as in clubs and societies or informal events in school and at home. Learners should be exposed relevant and appropriate learning experiences for realization of desired learning outcomes.

Learning experiences enable the learner to:

- Acquire knowledge, skills and attitudes
- Acquire the intended core competences
- Share knowledge
- Evaluate self
- Manipulate learning resources and draw conclusions.
- Reflect on the learning process
- Interact with others during the learning process.

The curriculum designs have *suggested* learning experiences which are expected to guide the learner in acquiring the right knowledge, skills, attitudes and values.



Learning experiences may be adjusted depending on the local environment, individual differences, and availability of resources, teacher's experience, and weather among other factors.

Learning Experiences and Methodologies

In Competence Based Curriculum (CBC), different methods are suggested to facilitate learning. Some methods are more appropriate in some learning areas than others depending on the intended learning outcomes.

These methods include:

- Role play
- Story telling
- Question and answer
- Group discussions
- Singing
- Inquiry
- Discovery
- Role Modeling
- Reciting
- Demonstration
- Field work
- Problem solving
- Experimental
- Reflection
- Practical activities
- E-Learning

In CBC the role of the teacher is to facilitate learning. The teacher should guide learning and not take the center stage. He or she should allow learners to take responsibility for their learning. The learning should be learner centered not teacher centered.

Differentiated Learning

Differentiated learning is based on the principle of diversity in learning styles and multiple intelligences. It ensures that the instructional approaches and methods are appropriate for the varied learners in a given class. It provides space for teachers to adapt teaching methods to suit individual learners. Differentiated learning does not demand that every learner must learn in the same way, in the same number of hours and at the same time.

Differentiated learning is an effective instructional strategy that is responsive to learner's readiness, interest and learning preferences. It enables learners to build new learning through preferred ways of learning. The learning preferences refer to different ways in which the learner is naturally inclined to acquire, process and use the information.

Every learner learns differently. Technically, individual learners have preferential ways in which they absorb, process, comprehend and retain information. It is therefore important for teachers to understand the differences in their learner's preferential way of learning, in order to implement the best practices and strategies in their daily teaching activities.

Learning preferences are influenced by gender, age, culture, disability, classroom environment, learning styles and multiple intelligences. The teacher is required to use a range of instructional and assessment strategies to meet the needs of individual learners. Learners are assessed before, during and after learning in order to inform the next step for both the teacher and the learner.

All differentiated instruction activities should equally engage and should take approximately the same amount of time. Differentiated learning allows for flexibility in creating and altering instructional plans in response to learner's specific needs. It involves expanding instructional routines and skills where learning experiences are introduced to learners in different ways of learning.

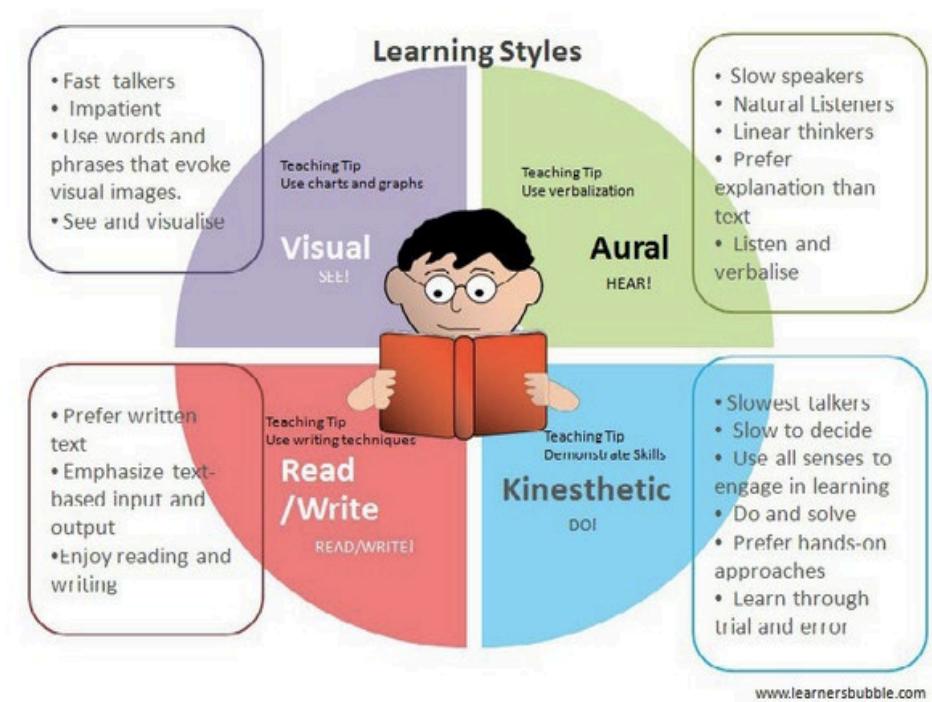


Kenya policy on inclusive education requires that learners with special needs and disabilities be taught together with the regular learners.

Use of differentiated learning assists these learners as most of them learn in different ways depending on their special needs and disability.

Learning Styles

Four broad learning styles have been identified. Learners have a natural tendency to employ one or more of the styles relative to others in the learning process. These are Visual, Aural, Kinesthetic and Reading and Writing. Some learners tend to learn best through one of the four, but supported by the other three. (See Figure) The teacher needs to ensure that all learners are catered for in each lesson by providing varied experiences: Visual (Seeing), Aural (Hearing), Kinesthetic (Doing) and Reading and Writing.



Multiple Intelligences

The theory of multiple intelligences proposes that people have varied natural capacities of approaching life challenges. This is shown in the Figure below.



Source:

Learners therefore have different strengths as follows:

- Musical-rhythmic (sensitivity to sounds, rhythms, tones, and music)
- Bodily-kinesthetic (control of one's bodily motions and the capacity to handle objects skillfully)
- Interpersonal (sensitivity to others' moods, feelings, temperaments, motivations)
- Verbal-linguistic (facility with words and languages)
- Logical-mathematical (logic, abstractions, reasoning, numbers and critical thinking)
- Naturalistic (able to recognize flora and fauna)
- Intrapersonal (introspective and self-reflective capacities)
- Visual-spatial (spatial judgment and the ability to visualize with the mind's eye)

The teacher needs to appreciate the varied intelligences among learners in order to accord them appropriate opportunities and guidance.



Summary

Differentiated learning recognizes that all children learn differently and benefit from differentiated learning techniques in the classroom. It shifts focus from the “one-size-fits-all” approach to learning. The teacher therefore employs varied learning experiences to cater for the different learning styles. This leads to improved learning outcomes among all learners.

2.2.9 Key Inquiry Question(s)

These are questions that the teacher poses and models to help the learner focus on the learning. Key inquiry questions are important to the lesson since they are used to probe for deeper meaning through questioning that fosters critical thinking and problem solving skills.

Writing Key Inquiry Questions

In writing the key inquiry questions, the teacher should utilize the typical question words: Who? What? Where? When? Why? Which? and How?

It is important that the teacher starts asking simple key inquiry questions before moving on to complex ones. Teachers should select typical question words relevant to the learners' ability

A key inquiry question should:

- be clear, relevant and suitable for the level
- focus on the specific learning outcomes as given in the curriculum design
- examine the theme or concept that is being addressed
- enable the learner to think critically

Characteristics of Key Inquiry Questions

Key Inquiry Questions should:

- be open ended, non-judgmental, meaningful and purposeful with an aim to allow the learner to explore ideas.
- be used to explore the environment
- be used to help learners construct knowledge by themselves

- encourage collaboration amongst learners
- integrate technology to support the learning process
- be thought provoking and intellectually engaging, often sparking discussion and debate among learners.
- call for higher-order thinking, such as analysis, inference, evaluation, prediction and critique.
- point towards important, transferable ideas within and across learning areas.
- raise additional questions and spark further inquiry.
- support and justify an idea, not just giving an answer.
- address an authentic problem or issue.
- stimulate ongoing thinking.
- raise additional questions, debate, and discussion

A key enquiry question is not:

- A question that can be answered with a “yes” or a “no”
- A question that can be answered without support.
- Blurry (undefined/unclear)

Use of Key Inquiry Questions in learning

Once a key inquiry question has been identified, the next step will be to formulate a list of related questions that will assist the learner in answering the key question.

Key Inquiry Questions (KIQ) is an approach where the teacher uses question to prod learners thinking to allow them to create information using their own words and understanding. They:

- help to focus the learning
- probe for deeper meaning and set the stage for further questioning.
- foster the development of critical thinking skills and higher order capabilities such as problem solving.
- allow learners to explore ideas in an open-ended, non-judgmental, meaningful and purposeful way.



- encourage collaboration amongst learners, teachers, and the community and integrates technology to support the learning process.

2.2.10 Core Competencies

Competency is conceptualized as the ability to apply appropriate knowledge and skills to successfully perform a function. Seven core Competences have been identified in Basic Education Curriculum Framework.

They include:

Learning to learn

The individual develops skills for self- development through exploration, collaboration and interaction with peers and the immediate environment, at their operational levels and pace.

- Communication and collaboration**

An individual who responds to sensory stimuli appropriately and expresses self verbally and / or non-verbally in varied contexts. The individual interacts with peers and significant others in solving intra and inter personal problems within the immediate environment

- Imagination and creativity**

An individual who engages in imaginative and creative activities for self-reliance

- Digital literacy**

An individual who uses technology safely and legally for enjoyment, entertainment and socialization to enhance learning

- Self-efficacy**

An individual who spontaneously construct self-confidence leading to internal motivation capable of performing tasks and manage situations in the environment

- Citizenship**

An individual who is continuously mentored to be ethical and responsible to respect diversity for adaptation in the environment

- Critical thinking and problem solving**

An individual who attempts to apply reasoning to solve problems at their own and immediate environments

2.2.11 Pertinent and Contemporary Issues

Holistic, meaningful and learner centred education does not only focus on the subject content but also on the competencies the learner requires to effectively address the issues and challenges of everyday life thereby leading a fulfilled life and becoming a productive member of the society.

Issues that have been identified as salient and therefore mainstreamed in the designs are referred to as Pertinent and contemporary issues (PCIs).

Mainstreaming is the process of identifying suitable opportunity in the learning area or subject where PCI can be incorporated appropriately and taught alongside the subject matter. PCIs should be included in the schemes of work and in the lesson plans.

Pertinent and Contemporary Issues are categorized as follows:

- **Health Related Issues:** HIV and AIDS, alcohol and drug abuse prevention, life style diseases, personal hygiene, common communicable and non-communicable diseases and chronic diseases.
- **Life Skills Issues:** skills of knowing and living with self, knowing and living with others, critical thinking and problem solving, etiquette, moral education and human sexuality.
- **Social Economic Issues:** environmental issues, disaster risk reduction, safety and security, financial literacy, poverty eradication, terrorism, violence and radicalization, gender issues and animal welfare.

PCIs are supposed to not only be integrated in the lesson but in other programmes and activities in the school, home and in the community. Acquisition of knowledge, values and skills in various PCIs will enable the learner to translate what they have learnt to real life situation both in and outside school.



2.2.12 Link to values

Values are standards that guide people on how to respond or behave in each situation. They influence how someone feels, acts and makes choices in life.

The responsibility for **nurturing values** rests with parents, school and the community. Everybody in the school has a role to play in helping the learner to nurture values. This approach is referred to as ‘The whole school approach to value based education’.

The overall goal of values-based education is ‘To nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society’. The teacher therefore has an important role to play in nurturing values through teaching.

Core Values

According to the Competency-Based Curriculum there are eight core values to be nurtured in the learner namely:

- Love**

Love is generally defined as strong feelings and expressions of affection towards a person or a thing. Love enables the learner to possess and exhibit virtues such as compassion, self-sacrifice, generosity, selflessness and empathy.

- Responsibility**

Responsibility refers to recognition of one’s role and function. Responsibility involves caring for personal property, engaging in assigned roles and duties at home, school and in the wider community. A responsible person exhibits qualities such as accountability, hard work, resilience, diligence, self-drive, persistence, determination, excellence and doing their best always.

- Respect**

Respect is having positive regard towards self, others and property without bias. This value is nurtured through humility, patience, acceptance, open mindedness, etiquette and delayed gratification.

- **Unity**

Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences.

This value can be nurtured through cooperation, respect, equity, equality, non-discrimination, fairness, inclusion and responsibility.

- **Peace**

Peace is a state of tranquillity and harmony with oneself and among people. One can model peace by creating an atmosphere of love, respect, tolerance, justice and solidarity. Peace enhances virtues such as compassion, care, responsibility, love and empathy.

- **Patriotism**

Patriotism refers to loyalty, love and devotion to one's country or nation. Patriotism calls for readiness to defend one's country, obey its laws, respect fellow citizens and speak well of it.

- **Social Justice**

Social justice refers to fair treatment of each other and promotion of equity. Social justice promotes other virtues such as human dignity, equity, solidarity and elimination of inequalities.

- **Integrity**

Integrity refers to the ability of a person to demonstrate acceptable behaviour. A person of integrity exhibits commitment, courage, honesty and ethical conduct. Thus, integrity is wholeness of character, uprightness of one's actions, speech and their totality of life.

2.2.13 Link to other learning areas

Some of the competencies that are developed in one learning area can be reinforced through other learning areas for example when you teach the concept of numbers in Numeracy activities,



it could be enhanced in the learning area of movement and creative activities where learners are expected to count number of steps when they carry out a physical exercise like jumping.

2.2.14 Community Service Learning

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning to learning from the community to enable learners reflect, experience and learn from the community. Community Service Learning will create opportunities for learners to apply the knowledge and skills acquired through the formal dimension in their community while at the same time learning from the community. This will develop in the learner not only employability skills but also promote personal growth by strong and productive relationships with the community. Learners will utilize the acquired knowledge, skills, values and attitudes to improve the welfare of the community.

2.2.15 Parental Empowerment and Engagement

Children start learning before they go to school. Parents, other family members and caregivers are a child's first and most important educator. They can be a positive influence and help child do well at school. Parents therefore require empowerment and opportunity to get involved throughout their children's schooling.

As soon as children enrol for formal learning, teachers have a responsibility to create awareness and provide an enabling environment for parents to engage in their child's learning. Involving parents can have very positive impact on education outcomes. The following are suggested ways teachers can employ to empower and engage parents.

Parents can be sensitized on:

- Parental roles and responsibilities with regard to education according to the constitution and other national and school policies.
- The need to ensure the child is given proper care and protection to experience normal patterns of growth and development.
- The importance of providing basic care, nutrition, clothing, shelter and access to good health.

- Importance of early identification of disability and prompt referral for early intervention to mitigate the disability in order to avoid further delay or distorted development.
- The need to have a safe and conducive environment to enable a child to be creative and innovative.
- Importance of creating a family culture where values taught in school are reinforced at home.
- The need to equip children with basic self-help skills e.g. toilet training, eating and table manners/etiquette and dressing up.
- The fact that children need to develop fine motor skills so they can do activities such as scribbling, painting, clothing and opening buttons.
- The importance of providing resources e.g. school uniform, toys and other items required by the teacher in various learning areas and subjects.
- The importance of carrying out roles and tasks assigned by the teacher for instance reinforcing a skill, value or provision of extra information on an issue.
- Reading and narrating to children stories.
- Importance of seeking information from the school head and teachers about the formal, informal and the non-formal aspects of the child's potential at school.

Parents play a very important role in determining the success of a child's education.

Teachers in liaison with the head teacher should from time to time have forums to discuss strategies they can employ to empower and engage parents in their school activities.

2.2.16 Non-formal activity to support learning

Non-formal activities are structured learning activities that are geared towards development of affective and psychomotor dimensions of learning. Some of the non-formal activities may include: singing, dancing, planting trees in rows, club activities, and games.



2.2.17 Learning resources

Learning resources are any materials that help to facilitate the learning process. Such materials include charts, realia, models and the immediate environment. Learning resources prompts the learners' reasoning and facilitates the development of competences such as critical thinking and problem solving, creativity and imagination, collaboration, self-efficacy among others.

2.2.18 Assessment methods

It involves gathering data during the learning process, and provides feedback to both the learner and the teacher to help improve learning. For formative assessment the teacher may use the following modes of assessment:

Observation: Observational assessments enable measurement of learner's behaviour, skills, and abilities.

Questioning (verbal or Non-verbal): Questions captures the expectations of the learning outcomes in question form in order to determine the level of mastery.

Checklists: assist the teacher to determine areas of focus to enable the learner to develop relevant knowledge and skills

Rating Scales: Use of descriptive words, such as always, usually, sometimes and never

Project Method: a set of activities implemented within a set timeframe

Learners identify a need in their community where they can provide services based on what they have learned.

Journaling: the learner keeps a record of their personal feelings, thoughts and experiences daily.

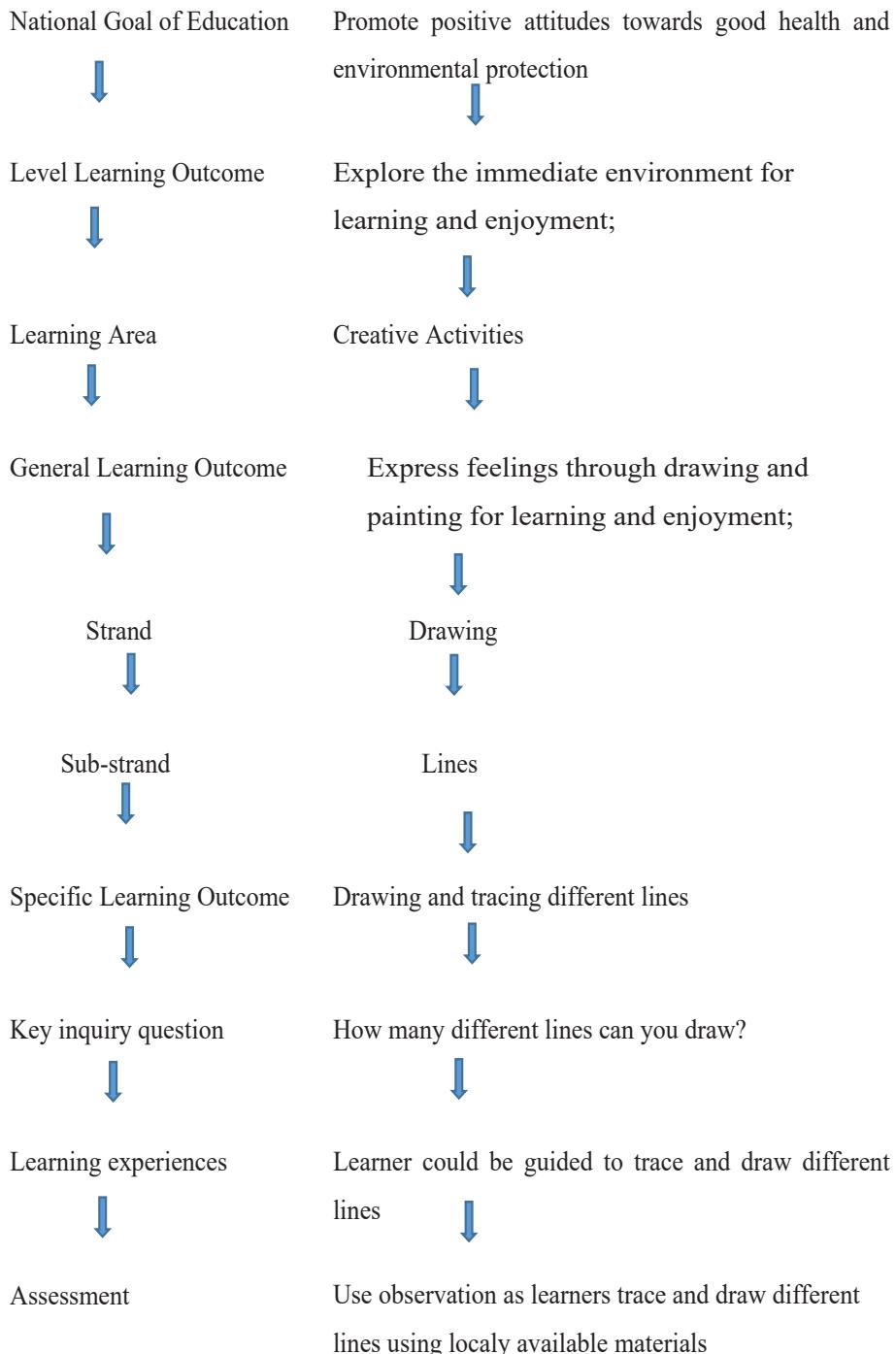
Portfolio: a purposeful collection of work samples, self-assessments and goal statements that reflect a learner's progress.

2.2.19 Assessment rubrics

A rubric is a teacher generated tool that maps the specific learning outcomes which specify the performance, levels of success and mastery of the outcomes. Rubrics are meant to help the teacher in measuring the *product, process and progress* of learning. In addition, the rubric will involve the learner in creating and understanding the evaluation criteria which allows them to participate fully in the process needed to achieve the objective

2.2.20 Interrelationship between the Various Components of Curriculum Designs

The components of the curriculum designed are interrelated as illustrated below.



3.0 PROFESSIONAL DOCUMENTS

3.1 Individualized Educational Plan

An Individualized Educational plan (IEP) describes what the teacher and other professionals will do to meet the special needs of the learner. An IEP focuses on individual learners needs and allows each learner to acquire knowledge and skills at his/her own pace

Note: An IEP is a mandatory document in the education of learners with special needs.

3.1.1 Components of an IEP:

- The learner's present level of performance.**

The current level of performance of the learner is assessed to identify skills in which the learner has strengths and those that he/she has challenges. This can be done through observation, tests and interviews. For learning purposes, assessment should take place before instructions. Assessment results may then be used in deciding what to teach and how to teach it.

- Long term and short term outcomes**

After collecting information on the learner's strengths and weaknesses, a statement describing what is expected in each area of special learning needs is made. This statement is referred to as a long term outcome. This is the overall aim of the IEP.

Long term outcomes give direction for an IEP. It states what is expected to be achieved within a specified period of time, for example one month. The long term outcome is then broken into short term outcomes. These are competencies that should be mastered to achieve the long term outcomes

- **Initiation and termination dates**

The implementation of the IEP should be commenced after assessment has been done to determine the present level of performance. The duration of implementation will depend on the achievement of the stated outcomes. Reviews should be carried out regularly during the term and at the end of the term.

- **Assessment procedure and criteria**

This step describes how progress will be measured and specifies how well the learner is expected to perform. Evaluation criteria must define the standards that are to be used to measure progress or success. It is necessary to evaluate progress after a specific content has been covered.

- **Related specialized services**

The IEP must be clear in listing related specialized services required by the learner. The services identified may be addressed by the relevant service providers. This should be specified as to who, when and where these may be provided. These services may include physiotherapy, occupational therapy, speech and language therapy, guidance and counselling among others.

3.2.1 Progress records

After evaluation, the learner's progress record should be kept as shown in the table below:

Creative Activities

Date	Skill area assessed	Result	Remarks	Recommendations
2nd September 2019	Drawing lines	Tracing and drawing lines using objects within the environment	The learner has mastered how to trace lines	Needs practice in tracing lines using locally available materials



3.3 Lesson Plan

Lesson plans are developed from the IEP. They describe the actual teaching and learning experiences that the teacher will facilitate during the lesson. It provides clear instructions on how the class will be organized, the resources that will be used, and the activities that will take place within the time allocated. It also shows how values, PCIs and competencies shall be mainstreamed in the lesson. Lesson plans are usually propositions made by the teacher on how the lesson shall run, however, the way in which the lesson may run could change spontaneously during the lesson. Lesson plans should be developed by the teacher who will facilitate the lesson as he or she understands her learners better, the resources available to them and the context in which the learning shall take place. A sample lesson plan for a competency based curriculum is provided in the appendix of this book.

After facilitating a lesson, the teacher should indicate what was covered in the lesson and how well the learners achieved the learning outcomes envisaged. This document is called the record of work book. The record of work book is important as it indicates what the learners have achieved within a given time. It also enables the school management to track what is happening in the classes in their schools. In case the teacher is absent or leaves the school, the record of work book enables the replacing teacher to pick up from where they left and effectively continue implementing the curriculum.

Record of work books should be signed by the teachers and also regularly signed by the school management.

In order to track learner's performance, the teacher should also have an assessment record **book**. The book will track the achievement of learning outcomes and competencies acquired by the learners. It will guide the teacher on which learner needs special attention to acquire the skills and competencies stated in the curriculum designs.

The information will also be used when reporting learner's progress to their parents. A sample of an assessment report is also provided in the appendix of this book.

CREATIVE ACTIVITIES

1.0 STRAND: DRAWING

Drawing is a form of visual art in which a person uses various drawing instruments to mark paper or another two dimensional mediums. Tracing and drawing will develop learner's fine motor skills for learning.

1.1 SUB-STRAND: LINE

A line is the path of one point moving. It has length but no width. It is also a type of geometric figure made up of endless number of points. Drawing different types of lines will enhance eye hand coordination for creativity.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) Identify different types of lines in drawings
- b) trace lines from different surfaces or materials for creativity
- c) draw various types of lines for creativity
- d) appreciate the importance of various lines in drawing

Key Inquiry question(s)

The teacher may ask the following key inquiry questions,

1. Which types of lines do you know?

Suggested Learning Resources

To achieve the above learning outcomes, the following learning resources will be used.

- Books and paper could be used as surface for drawing
- Pens, pencil and crayons will be used for drawing
- Sharpeners will be used to sharpen the pencil
- erasers will be used to remove unwanted mark
- ruler will be used to draw different lines



Suggested Learning Experiences

Learners could be guided to;

- identify various types of drawn lines (dotted, straight, curved, wavy). Learning to learn will be developed as learners observe and identify the displayed drawn lines by mounting plasticine, clay or sand on drawn lines, walk on drawn lines, and arrange objects in linear manner on a table.
- trace lines from different surfaces using books, papers, pencils, crayons, erasers, sharpeners, and ruler. Creativity and imagination will be developed as learners trace different lines by joining dots and tracing drawn lines using coloured pencils and crayons.
- draw lines to develop digital literacy in pairs or in groups using digital devices. Communication and collaboration will be developed as learners draw lines together. Unity and cooperation will be enhanced as learners work together.
- draw various types of lines for creativity. Creativity and imagination will be developed as learners draw different lines using books, papers, pencils, crayons, pens, ruler, eraser and sharpener.
- plant trees or flowers in line in the school or at home garden. Responsibility will be nurtured as learners take care of drawing materials
- practice arranging utensils in linear manner at home.
- display and appreciate their work for self-esteem.

Suggested Assessment Mode

Through observation, a checklist will be developed to determine the learner's ability to identify types of lines used in drawing, trace lines from different surfaces or materials and draw various types of lines.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, trace and draw lines and join lines to make shapes and patterns.	The learner is able to identify, trace and draw lines.	The learner is able to identify, trace and draw lines with prompts.	The learner has difficulty in identifying, tracing and drawing lines.

1.2 SUB-STRAND: SHAPES

A shape is the form of an object or its external boundary outline. Shapes are circles, squares, rectangles, triangles and oval. Drawing different shapes will enhance fine motor skills for learning.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be guided to:

- a) identify different types of shapes in the environment for learning
- b) trace shapes from different materials in readiness for drawing
- c) draw various shapes for learning
- d) colour drawn shapes using cutouts
- e) cut out drawn shapes
- f) appreciate the use of shapes in daily life

Key Inquiry question(s)

The teacher may ask the following key inquiry question,

1. What types of shapes do you know?

Suggested Learning Resources

To achieve the above learning outcomes, the following learning resources will be used.

- Books and tracing paper could be used as surface for drawing
- coloured pencils, Pens, and crayons will be used for drawing



- Sharpeners will be used to sharpen the pencil
- erasers will be used to remove unwanted mark
- ruler and pair of scissors will be used to cut different shapes
- camera, cut outs, photographs, video clips will be used to manipulate different shapes

Suggested Learning Experiences

Learners could be guided to;

- identify in pairs or in groups various types of shapes such as circular, rectangular, oval, square and triangle from video clips, images, cutouts and photographs to develop self-efficacy, digital literacy, communication and collaboration as they work .
- Use books, tracing paper, a pair of scissors, pencils and cut outs, learner will trace various shapes. These will develop creativity and imagination. Safety will be achieved as learners handle the cutting materials with care. Responsibility will be nurtured as learners handle and take care of the tracing materials.
- use books, rulers, pencils, erasers, sharpeners and pens to draw various shapes individually or in pairs or groups to achieve learning to learn. Teacher aide will support learners with difficulties to draw various shapes
- use crayons and coloured pencils to colour drawn shapes in pairs or groups to achieve self-efficacy.
- use digital devices to draw shapes in pairs or groups to enhance digital literacy. Responsibility will be nurtured as they take care of the digital devices.
- display and appreciate their work for self-esteem. They will be encouraged to plant and trim flowers in different shapes at school and home to develop independent living.

Suggested Assessment Mode

Through observation, a checklist will be developed to determine the learners' ability to identify different types of shapes, trace shapes from different materials, draw various shapes, colour, drawn shapes cut out drawn shapes and appreciate different shapes.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, trace, cut, colour, draw and in addition display different shapes consistently	The learner is able to identify, trace, cut, colour and draw shapes.	The learner is able to identify, trace, cut and colour shapes with prompts.	The learner has difficulties in identifying, tracing, cutting shapes.

2.0 STRAND: Texture

Texture is defined as textile quality of an object surface. It appeals to a sense of touch which can evoke feelings of pressure, discomfort or familiarity

2.1 SUB-STRAND: Smooth and Rough Textures

Smooth texture is having an even and regular surface free from perceptible projections, lumps or indentations. Rough texture is an irregular surface.

Specific Learning Outcomes

By the end of the sub strand, the learner should be able to:

- a) identify types of textures for learning;
- b) sort various textures for fun
- c) discriminate various textures in the surrounding
- d) appreciate the need to discriminate pictures within the surrounding

Key Inquiry question (s)

The teacher may ask the following key inquiry questions,

1. How do you identify textures of various objects?
2. Which objects have smooth texture?
3. Which objects have rough texture?



Suggested Learning Resources

To achieve the above learning outcomes, the following learning resources will be used;

- soil, seeds, leaves., pebbles, sandpapers, ordinary paper will be used to feel textures
- glue will be used to mount surfaces
- camera will be used to take photos.

Suggested Learning Experiences

The learners could be guided to;

- identify in pairs or groups, various types of textures (smooth/rough) by using soil, fabric and leaves. This enhances unity, communication and collaboration
- feel textures of leaves, soil and ordinary paper and sand papers from their surroundings to enhance learning to learn.
- Mount in pairs or groups various textures using seeds, pebble sand leaves on manila paper using glue in their book to develop communication and collaboration skills. Health Education will be enhanced, as learners wash their hands after the activity
- Use cameras phones or tablets to take photos of different items with different textures to develop digital literacy skills and responsibility as they take care of the digital devices.
- explore and use different textures in their surroundings to develop imagination and creativity.
- explore a collection of artwork on textures and where possible they can visit an art gallery to enhance education for sustainable development and acquire functional skills.

Suggested Assessment Mode

Through observation, a checklist will be developed to determine the ability of a learner to identify types of textures, sort various textures and discriminate various textures.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, feel, create, appreciate various textures and in addition display various textures	The learner is able to identify, feel, create, and appreciate various textures.	The learner is able to identify, feel, create and appreciate various textures with prompts.	The learner has difficulty in identifying, feeling, creating and appreciating textures.

3.0 STRAND: Painting

Painting is the skill of applying paint, pigment, colour or pigment of other media to a solid surface. The learners will identify different paints within the environment.

3.1 SUB- STRAND: Colouring

Colouring is the process of changing the colour of something by painting, dyeing or shading.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to

- a) identify different colours from the environment for learning
- b) collect different colours to be used for colouring
- c) colour pictures, drawings and shapes for creativity and enjoyment
- d) appreciate the diversity of colours for beauty.

Key Inquiry question(s)

The teacher may ask the following key inquiry question

1. Which colours do you know?



Suggested Learning Resources

To achieve the above learning outcomes, the following learning resources will be used:

- Coloured pencils, crayons will be used for colouring
- Sharpeners will be used to sharpen pencils
- Papers will be used as surface for colouring.
- digital devices will be used to enhance colouring skills.
- photographs, images and, pictures will be used to observe different colours.
- teacher aide will guide and prompt learners with difficulties in colouring.

Suggested Learning Experiences

Learners could be guided to;

- use images, pictures and photographs in pairs or groups to identify different colours from the environment. This will enhance communication and collaboration skills/
- collect photographs or pictures of different colours to enhance responsibility, creativity and imagination. Parents to provide colouring materials to learners at home.
- use coloured pencils and crayons to colour pictures, drawings and shapes to enhance learning to learn, creativity and imagination.
- create coloured images, pictures and photographs using digital devices. This will enhance digital literacy.
- develop colouring skills through colouring and painting which they can later use for independent living.

Suggested Assessment Modes

Through observation, a checklist will be developed to determine the ability to identify different colours from the environment, collect different colours for colouring, colour pictures, drawings and shapes.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, collect different colours and colour pictures/ drawing/shapes in addition can colour object according to their distinct colours..	The learner is able to identify, collect different colours and colour pictures/ drawing/ shapes.	The learner is able to identify, collect different colours and colour pictures/ drawing/shapes with prompts.	The learner has difficulty in identifying, collecting and colouring pictures/drawing s/shapes.

3.2 SUB-STRAND: Improvising Brush

Improvisation involves use of any materials locally sourced that will hold paint for a brush. Learners will make brushes using locally available materials in the environment for learning.

Specific Learning Outcomes

By the end of the sub-strand the learner should be able to

- a) identify and name materials for making brush from the environment for learning;
- b) collect the materials used to make brush from the environment for learning;
- c) use the collected materials for making brush;
- d) appreciate the environmentally available materials.

Key Enquiry Question

The teacher may ask the following key inquiry question

- What materials do you use to make a brush?



Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- Sticks, feathers will be used to make the brushes
- hard papers, pieces of cloth will be used to make colour surfaces
- strings, glue, wax, gum, masking tape, cell tape will be used as adhesives
- Scissors will be used for cutting.

Suggested Learning Experiences

Learners will be guided to;

- identify and name in pairs or groups materials for making brushes from the environment such as sticks and feathers. This will enhance communication and collaboration, and unity.
- collect the materials for making brushes which may include:

Feathers, papers, Sticks, pieces of clothes, fibres, masking tape, strings, cello tape, glue, wax, scissors. Learning to learn will be achieved at learners identify and collect materials for improvising brush. Responsibility will be nurtured at learners collect and take care of the collected materials.

- make brushes using a variety of the collected materials to develop creativity and imagination. Learners will practice using the brushes made to paint at school and home. Learners will be encouraged to donate brushes to the art and craft club in their school.
- appreciate their finished brushes. This will enhance their self-esteem.

Suggested modes of assessment

- Through observation, a checklist will be developed to determine the ability of the learners to identify and name materials for making brush, collect materials for making brush, use the collected materials to make brush.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, name and collect materials for making brush, make brush and in addition demonstrate how to use.	The learner is able to identify, name and collect materials for making brush and make brush.	The learner is able to identify, name and collect materials for making brush, with prompts.	The learner has difficulty in making brush.

3.3 SUB-STRAND: Painting Simple Shapes

A shape is form of an object on its outline. The most common shapes are rectangular, triangular, circular and oval shapes. The learners will paint simple shapes for enjoyment and learning.

Suggested Learning Outcomes

By the end of the sub strand the learners should able to

- a) identify simple shapes to be painted for learning
- b) create various simple shapes for learning
- c) paint simple shapes for fun, creativity or enjoyment
- d) talk about each other's painted shapes for appreciation

Key Enquiry Question

The teacher may ask the following key inquiry questions

- Why do you paint things?
- What materials do you use for painting?



Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- Sticks, feathers will be used to make the brushes
- hard papers, pieces of cloth will be used to make colour surfaces
- strings, glue, wax, gum, masking tape, cell tape will be used as adhesives
- Containers will be used for mixing paints.

Suggested learning experiences

Learners could be guided to;

- identify in pairs or groups simple shapes for painting through pictures photos and images. This will enhance communication and collaboration.
- Create in pairs or groups simple shapes in preparation for painting. Learning to learn will be developed, unity will be nurtured as they cooperate in group work. Parents will provide materials for painting at home.
- use digital devices to create simple shapes to enhance digital literacy skills. Responsibility will be nurtured when learners take care of the digital devices.
- Teacher aide will support learners who face difficulties
- appreciate their painted work as this will enhance their self-esteem.

Suggested modes of assessment

- Through observation, a checklist will be developed to determine the learners' ability to create various simple shapes, identify simple shapes to be painted and paint simple shapes

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, create and paint simple shapes appropriately.	The learner is able to identify, create and paint simple shapes.	The learner is able to identify, create and paint simple shapes with prompts.	The learner has difficulty in identifying, creating and painting simple shapes.

4.0 STRAND: Pattern Making

A pattern is a repeated decoration design. The learner will create a pattern for appreciation in learning.

4.1 SUB-STRAND: Dot Patterns

A dot pattern is a repeated decoration design using dots.

Suggested Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) identify a dot for learning;
- b) create a dot pattern for creativity;
- c) display the created patterns for appreciation.

Key Enquiry Question

The teacher will ask the following key inquiry question

- How do you make dot patterns?

Suggested Learning Resources

To achieve the above teaching outcomes, the following resources will be used;

- Paint, paper, paint brush, , pencils and pens will be used to create dot patterns
- teacher aide will guide and prompt learners with difficulties in making patterns.
- digital devices will be used to enhance pattern making skills.

Suggested Learning Experiences

Learners to be guided to;

- identify dots made using paint, pencil, pens on paper that are used in making dot pattern through observation. This will enhance learning to learn
- use digital devices to create dot patterns to enhance digital literacy and responsibility as they take care of the digital devices.
- display their pattern to enhance self-esteem. Learners will be encouraged to practice creating dot pattern at home.



Suggested Assessment Mode

Through observation, a checklist will be developed to determine the learner's ability to identify a dot pattern and display created dot patterns.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, create, display a variety of dot patterns and in addition join dots appropriately to make patterns.	The learner is able to identify, create and display a variety of dot patterns.	The learner is able to identify, create and display a variety of dot patterns with prompts.	The learner has difficulty in identifying, creating and displaying a variety of dot patterns.

4.2 SUB-STRAND: Line Pattern

A line pattern is a repeated decoration design using lines.

Suggested Learning Outcomes

By the end of the sub-strand, the learners should be able to;

- a) identify a line for learning;
- b) draw different types of lines for learning;
- c) make different patterns using lines for creativity;
- d) display and talk about each other's work for appreciation;

Key Enquiry Question

The teacher may ask the following key inquiry question

- How do you make line patterns?

Suggested Learning Resources

To achieve the above teaching outcomes, the following resources will be used;

- Paint paper paint brush pencils and pens will be used to create line patterns

- teacher aide will guide and prompt learners with difficulties in making line patterns.
- digital devices will be used to enhance line pattern making skills.

Suggested Learning Experiences

Learners could be guided to;

- identify lines in pairs or groups used for creating line patterns to enhance communication and collaborations.
- Use digital devices, learners will create line pattern to develop digital literacy skills, learning to learn and self-esteem. Responsibility will be nurtured as learners take care of digital devices.
- Use pencils, paper, charcoal, paint and paint brush to create different patterns using lines. This will enhance creativity and imagination. Respect will be nurtured as learners take turns in using materials for painting
- use ash to make line patterns when playing to develop learning to learn.
- form line patterns while singing or playing games to develop imagination and creativity.
- take care of the digital devices for those who face difficulties in performing the task. Responsibility will be enhanced.
- appreciate their painted work to enhance self esteem

Suggested Modes of Assessment

- Through observation a check list will be used to determine the learner's ability to identify a line, draw different types of line patterns using and make different line patterns using lines.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, draw, and make line patterns in addition can make shapes using line patterns.	The learner is able to identify, draw and make line patterns.	The learner is able to identify, draw and make line patterns with prompts.	The learner has difficulty identifying, drawing and making line patterns.



4.3 SUB-STRAND: Numeral Pattern

A numeral pattern is a list of numbers that follow a certain sequence. The learner will make different patterns using numbers for enjoyment and learning.

Specific Learning Outcome

By the end of the sub strand the learner should be able to;

- a) identify numerals from 0 to 9 for learning;
- b) write down the numerals 0 to 9;
- c) make different patterns using numerals for fun.

Suggested Learning Experiences

Learner could be guided to;

- identify numbers through rote learning to develop learning to learn
- identify numbers from 0 -9 through video clip to enhance digital literacy.
- trace numerals from 0 – 9. This will develop imagination and creativity.
- Use glue, to mount numbers cut outs 0 – 9 on various surfaces to develop creativity and imagination. Responsibility will be developed as learners take care of and share materials used in making number patterns.
- display their number patterns for appreciation to promote self-esteem.
- practice creating number patterns at home.

Key Enquiry Questions

The teacher may ask the following key inquiry question

- Which numerals are you able to identify?

Suggested Learning Resources

To achieve the above teaching outcomes, the following resources will be used;

- Paint, paper, paint brush, , pencils and pens will be used to create numeral patterns
- teacher aide will guide and prompt learners with difficulties in making numeral pattern.
- digital devices will be used to enhance numeral pattern making skills.

Suggested assessment Mode

- Through observation a checklist will be developed to determine the learners ability to identify numerals 0 – 9, write down numeral 0 – 9 and make numeral patterns of 0 – 9

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, write down and make numeral patterns of 0-9 and beyond.	The learner is able to identify, write down and make numeral patterns of 0-9.	The learner is able to identify, write down and make numeral patterns of 0 to 9 with prompts.	The learner has difficulty in identifying, writing down and making numeral patterns of 0 to 9.

4.4 SUB-STRAND: Shape Pattern

A shape pattern is a pattern made using shapes repeated in a predictable manner. Learners will create shape patterns using various shapes for learning.

Specific Learning Outcome

By the end of the sub-strand, the learner should be able to:

- a) identify materials with various shapes for learning;
- b) draw various shapes from objects from the surrounding for fun;
- c) create patterns using the drawn shapes for creativity;
- d) display and appreciate the drawn shapes.



Suggested Learning Experiences

Learners could be guided to;

- identify materials with various shapes which may include coins, bottle tops, erasers, pencils to enhance learning to learn.
- create patterns using items with shapes to develop creativity and imagination. Respect will be developed as learners take turns in using materials when making shape patterns.
- draw various shapes using coins, bottle tops, erasers, flash cards and photo cut outs to develop creativity and imagination. Responsibility will be natured as the learners take care of the materials used in making shape patterns.
- create shape patterns at home and display the shape patterns for appreciation and to enhance self-esteem.

Key Enquiry Questions

The teacher may ask the following key inquiry questions

1. What are types of shapes?
2. How do we make shapes?

Suggested learning resources

To achieve the above teaching outcomes, the following resources will be used;

- Paint, paper, paint brush, Coins, bottle tops, pencils and pens will be used to create shape patterns
- teacher aide will guide and prompt learners with difficulties in making shape pattern.
- digital devices will be used to enhance shape pattern making skills.

Suggested Modes of assessment

- Through observation, a checklist will be developed to determine the learner's ability to identify various shapes, draw various shapes from objects and create patterns using drawn shapes.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, draw and create various shape patterns in addition he can join shapes to form pictures.	The learner is able to identify, draw and create various shape patterns.	The learner is able to identify, draw and create various shape patterns with prompts.	The learner has difficulty in identifying, drawing and creating various shape patterns.

5.0 STRAND: Paper Craft

Paper craft is the collection of art forms using paper or card in the drawing and design making skills. Learners will be able to roll narrow strips of papers to make art work for creativity and learning.

5.1 SUB STRAND: Rolling Technique

Rolling techniques is the paper craft that is involved in rolling narrow strips of paper to make mosaics, sculptures and other works of art.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) observe/demonstrate rolling technique for learning;
- b) identify items made using the rolling technique for learning;
- c) make items using rolling technique for creativity;
- d) display and appreciate each other's work.

Specific Learning Experiences

- observe in pairs or groups a demonstration of video clips to enhance digital literacy, communication and collaboration.
- Identify in pairs or groups items made using the rolling technique skill, this will be enhancing self-efficacy. Cooperation will be nurtured as learners share the materials.



- Use papers, glue, paint, make items using the rolling technique to develop creativity and imagination. It will also enhance responsibility as learners share and take care of the materials. Teacher aide will support learners who face difficulties during the exercises. Environmental awareness will be achieved as learners make use of waste paper to make craft items.
- display and appreciate their work. This will enhance self-esteem.

Key Enquiry Question

The teacher may ask the following key inquiry question

- How do you make a paper chain?

Suggested learning resources

To achieve the above teaching outcomes, the following resources will be used;

- Paint, paper, paint brush and pens will be used to create paper craft.
- teacher aide will guide and prompt learners with difficulties in making paper craft.
- digital devices will be used to enhance paper craft skills.

Suggested Modes of assessment

Through observation a checklist will be developed to determine the ability of learner's to demonstrate rolling techniques, make items and display their work.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to observe/demonstrate, identify, make items using rolling technique in addition make different patterns	The learner is able to observe/demonstrate, identify and make items using rolling technique.	The learner is able to observe/demonstrate, identify and make items using rolling technique with prompts.	The learner has difficulty in observing/demo nstrating, identifying and making items using rolling technique.

5.2 SUB-STRAND: Twisting Technique

This is the craft of twisting something to turn it to make spiral shapes for decoration. The learners will use twisting technique skills for learning.

Specific Learning Outcome

By the end of the sub-strand, the learner should be able to:

- a) observe twisting technique skill for learning;
- b) identify items made using the twisting technique for learning;
- c) make items using twisting techniques for creativity;
- d) display and appreciate each other's work.

Suggested Learning Experiences

Learners could be guided to;

- observe a demonstration on twisting technique by observing video clips to enhance digital literacy skill.
- Identify in pair or in groups, the items used in the twisting technique to develop communication and collaboration. Cooperation will also be nurtured as learners work together.
- Use paper and scissors learners will make items using the twisting techniques. This will enhance learning to learn and create environmental awareness as learners use waste papers in twisting technique activities
- display and appreciate each other's work to promote respect. Learners who are competent in twisting techniques will assist others.

Key Enquiry Questions

The teacher may ask the following key inquiry questions

1. How do you make a rope?
2. Which things can we make by twisting?



Suggested learning resources

To achieve the above learning outcome, the following resources will be used:

- papers, realia and hard papers will be used in twisting technique.
- Digital devices will be used manipulate twisting technique.
- Scissors will be used for cutting.

Suggested Modes of assessment

Through observation a checklist will be developed to determine the ability of learners to demonstrate twisting technique. Identify items made using twisting techniques and make items using twisting techniques.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to independently complete an item using the twisting technique and in addition make patterns.	The learner is able to independently complete an item using the twisting technique.	The learner is able to complete an item by the twisting technique with Prompts.	The learner has difficulty in making a paper craft item.

5.3 SUB-STRAND: Folding Technique

Folding technique is the art of folding squares of coloured paper into representative shapes.

The learners will fold items using folding technique for learning.

Specific Learning Outcome

By the end of the sub-strand, the learner should be able to:

- a) observe folding technique skills for learning;
- b) identify items used in the folding technique for learning;
- c) make items using folding technique for creativity;
- d) display and appreciate each other's work

Suggested Learning Experiences

Learners could be guided to;

- use digital devices in pairs or groups to observe video clips on folding technique. This will enhance digital literacy and communication and collaboration.
- identify items made of folding technique to develop self-efficacy.
- Use in pairs or groups an assortment of papers, pair of scissors, paint and glue to make items using folding technique. This will develop environmental awareness as learners make use of waste papers during the activity. Peer education will be enhanced as learners who are competent in folding technique assist others. Cooperation will be nurtured as learners share the materials. Parents will provide materials for folding techniques to learners at home.
- display and appreciate their work. This will enhance their self-esteem.

Key Enquiry Questions

The teacher may ask the following key inquiry questions

1. How do you make a paper box?
2. Which things can we make by folding paper?

Suggested learning resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate folding techniques
- an assortment of papers, paint, will be used to make folding technique
- Glue will be used as adhesives
- Scissors will be used for cutting.
- Teacher aide will assist learners with difficulty in folding technique.



Suggested Modes of assessment

Through observation a checklist is developed to determine the learner's ability to demonstrate folding technique, identify items made using folding technique and make items using folding technique.

Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to observe, demonstrate, identify and make items using the folding technique in addition make functional items.	The learner is able to observe, demonstrate, identify and make items using the folding technique.	The learner is able to observe, demonstrate, identify and make items using the folding technique with prompts.	The learner has difficulty in observing, demonstrating, identifying and making items using the folding technique.

6.0 STRAND: Mounting Techniques

Mounting technique involve attaching a drawing, print, photograph or other work of art done on paper to a card board or other backing using an adhesive. Learners will use mounting technique in making mosaic for learning.

6.1 SUB STRAND: Mosaic

A mosaic is a piece of art or image made from the assembling of small pieces of the same type materials. It is often used in decoration.

Specific Learning Outcome

By the end of the sub-strand, the learner should be able to:

- a) identify materials for making mosaic for learning;
- b) make mosaic patterns using locally available materials for creativity;
- c) appreciate the use of locally available materials.

Suggested Learning Experiences

Learners could be guided to;

- identify in pair or groups materials for making mosaic that may include sand, pebbles, leaves, beads and papers this will enable the development of communication and collaboration. Cooperation will also be nurtured as learners work together.
- Make individually, in pairs or in groups, mosaic images using locally available materials to develop creativity and imagination. Responsibility will be nurtured as learners handle materials with care, making mosaic patterns at home for decoration and exhibition during open days and others.
- appreciate mosaic patterns created to enhance self-esteem and nurture respect for other's work.

Key Enquiry Questions

The teacher may ask the following key inquiry questions

1. How do you make patterns?
2. Which material do you use to make a mosaic?

Suggested learning resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate mosaic
- papers, paint, sand, pebbles, boards, leaves, beads will be used to make mosaic
- Glue will be used as adhesives
- Teacher aide will assist learners with difficulty in making mosaic.

Suggested Modes of assessment

Through observation a checklist will be developed to determine the ability of learners to identify materials for making mosaic and make mosaic patterns using locally available materials.



Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify and make mosaic patterns in addition decorate.	The learner is able to identify and make mosaic patterns.	The learner is able to identify and make mosaic patterns with prompts.	The learner has difficulty in identifying and making mosaic patterns prompts.

6.2 SUB STRAND: Collage

Collage is a technique of an art production, primarily used in the visual arts, where the artwork is made from an assemblage of different forms types of materials thus creating a new whole. Learners will use mounting technique in making collage for learning.

Specific Learning Outcome

By the end of the sub strand, the learner should be able to:

- a) identify materials for making collage for learning;
- b) make collage patterns using locally available materials for creativity;
- c) appreciate the use of locally available materials.

Suggested Learning Experiences

Learners would be guided to;

- identify in pair or groups materials for creating collage. This will enhance communication and collaboration and cooperation as they work together.
- make individually, in pairs or in groups, collage patterns using paper, sand, pebbles, leaves and beads for creativity and imagination. Responsibility will be nurtured as learners handle materials well, make collage patterns at home and assist others.
- appreciate the use of locally available materials to promote environmental awareness.

Key Enquiry Questions

The teacher may ask the following key inquiry question

1. What materials do we use to make a collage?

Suggested learning resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate collage
- papers, paint, sand, pebbles, boards, leaves, beads will be used to make collage
- Glue will be used as adhesives
- Teacher aide will assist learners with difficulty in making collage.

Suggested Modes of assessment

Through observation a checklist will be developed to determine the learner's ability to identify materials, for making collage and make collage patterns using locally available materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, make collage patterns and in addition can frame pictures.	The learner is able to identify materials and make collage patterns.	The learner is able to identify materials and make collage patterns with prompts.	The learner has difficulty in identifying materials and making collage patterns.

7.0 STRAND: Ornaments

An accessory, article or detail used to beautify the appearance of something to which it's added on or which is a part. Learners will be able to make jewellery and decorate for enjoyment and learning.



7.1 SUB STRAND: Bangles

A solid band that is worn loosely around the wrist as jewellery.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to

- a) identify locally available materials for making necklaces for learning
- b) make necklaces using locally available materials for creativity and enjoyment
- c) appreciate the made necklaces by wearing and sharing

Suggested learning experiences

Learners could be guided to;

- identify in pairs and groups locally available materials for making bangles by viewing video clips, pictures or bangles to develop digital literacy, communication and collaboration as they work together in groups.
- observe a demonstration of how to make bangles by watching video clips on bangle making to enhance learning to learn.
- make in pairs or in groups bangles using wires, plastics rolls, rubber bands, dry wood, horns, bones, strings to develop imagination and creativity. Learning to learn will be developed as learners make bangles. Self-efficacy will be developed as learners realize success in their work. Cooperation and responsibility will be natured as learners work together and handle materials with care. Independent living will be achieved as learners acquire bangle making skills which they can use to make bangles for sale to the community.
- appreciate the bangles made by wearing and sharing them to promote self-esteem and respect.

Key Enquiry Question

The teacher may ask the following key inquiry questions

1. What ornament do we wear on the neck?
2. What materials do we use to make necklaces?

Suggested learning resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate bangles
- papers, paint, sand, wires, beads, plastic rolls, dry wood, bones, strings, rubber bands, horns will be used to make bangles.
- Glue will be used as adhesives
- Teacher aide will assist learners with difficulty in making bangles..

Assessment Mode

Through observation, a checklist will be developed to determine the ability of learners to identify locally available materials for making bangles, make bangles using locally available materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials. Make bangles in addition can make bangles in patterns.	The learner is able to identify materials and make bangles.	The learner is able to identify materials and make bangles with prompts.	The learner has difficulty in identifying materials and making bangles.

7.2 SUB STRAND: Necklace

A necklace is an article of jewellery that is worn around the necks. The main component of a necklace is the band, chain or cord that wraps around the neck.

These are most often rendered in precious metal such as gold, silver and platinum. Learners will be able to make necklace for learning and enjoyment.



Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to

- a) identify locally available materials for making necklaces for learning
- b) make necklaces using locally available materials for creativity and enjoyment
- c) appreciate the made necklaces by wearing and sharing

Suggested Learning Experiences

Learners could be guided to;

- identify in pairs or groups locally available materials for making necklaces by watching video clips/manipulating pictures and necklaces to enhance digital literacy. Communication and collaboration will be achieved as learners work in groups.
- Tactually, individually, in pairs or groups manipulate/watch a video clip on demonstrations of making necklaces to develop self-efficacy.
- make necklaces using paint, glue, wire, plastic rolls, dry wood, bones, strings, rubber bands, horns beads, seeds, clay and soaked newspapers. This will enhance creativity and imagination as learners perform the task. Independent living skills will be achieved as learners acquire necklace making skills for sale. Responsibility and cooperation will be nurtured as learners take care and share materials. Learning to learn will be achieved as learners interact with locally available materials for making necklaces.
- display and appreciate their work for self-esteem.

Key Inquiry Questions

The teacher may ask the following key inquiry questions

1. What ornaments do we wear on the neck?
2. What materials or items do we use to make necklaces?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate bangles

- papers, paint, sand, wires, beads, plastic rolls, dry wood, bones, strings, rubber bands, horns will be used to make necklace.
- Glue will be used as adhesives
- Teacher aide will assist learners with difficulty in making necklace..

Suggested Mode of Assessment

Through observation, a checklist will be used to determine the ability of learners in identifying, locally available materials for making necklaces and make necklaces using locally available materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, make necklaces in addition make necklaces with patterns.	The learner is able to identify materials and make necklaces.	The learner is able to identify materials and make necklaces with prompts.	The learner has difficulty in identifying materials and making necklaces.

7.3 SUB-STRAND: Bracelet

Bracelet is an ornamental band, hoop or chain worn on wrist or arm.

Specific Learning Outcomes

By the end of the sub-strand, the learners should be able to

- a) identify locally available materials for making bracelet for learning
- b) make bracelets using locally available materials for creativity and enjoyment
- c) appreciate the made bracelets by wearing and sharing



Suggested learning experiences

Learners could be guided to;

- identify in pairs or groups, locally available materials for making bracelet by viewing video clips, pictures and bracelets to develop digital literacy. Communication and collaboration will be developed as learners work together in groups co-operation will also be natured as they work together.
- observe a demonstration of how to make bracelet by watching video clips on bracelet making to develop digital literacy.
- make bracelets in pairs or in groups using wires, plastic rolls, dry wood, bones, springs, rubber bands and horns. This will develop imagination and creativity. Self-efficacy will be developed as learners express their creativity while making bracelet. Learning to learn will be developed as learners interact with the locally available material for making bracelet.

Responsibility will be nurtured as learner's care for materials used in making bracelets.

Learners will be encouraged to practice making bracelets at home to sell to the community.

- appreciate the bracelet made by wearing and sharing them to promote self-esteem.

Key Inquiry Questions

The teacher may ask the following key inquiry questions

1. Which ornaments are worn on the arm?
2. Which materials do we use to make bracelets?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate bracelets
- papers, paint, sand, wires, beads, plastic rolls, dry wood, bones, strings, rubber bands, horns will be used to make bracelets.
- Glue will be used as adhesives
- Teacher aide will assist learners with difficulty in making bracelets.

Assessment Mode

- Through observation, a check list will be developed to determine the ability of learners to identify locally available materials for making bracelets and make bracelets using locally available materials.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, make bracelets and in addition make various patterns.	The learner is able to identify materials and make bracelets.	The learner is able to identify materials and make bracelets with prompts.	The learner has difficulty in identifying materials and making bracelets.

8.0 STRAND: Weaving

Weaving is a method of textile production in which two distinct set of threads/yarns are interlaced at right angles to form a fabric of cloth. The way the warp and filling threads interlace with each other is called a weave. Learners will use two distinct set of threads/yarns to form a fabric of cloth for learning.

8.1 SUB-STRAND: Plain Paper Weaving

Plain paper weaving is a simple and inexpensive way of weaving using plain papers

Specific learning outcomes

By the end of the sub-strand, the learner should be able to

- a) identify weaving patterns for learning
- b) observe/demonstrate weaving for learning
- c) weave various plain paper patterns for creativity
- d) appreciate the woven items made



Specific learning experiences

Learners could be guided to;

- watch in pairs or groups a demonstration from video clips, manipulate woven items and materials for weaving to develop self-efficacy, digital literacy, communication and collaboration.
- Use assorted papers and scissors, observe and demonstrate weaving for learning to learn. Respect will be nurtured as learners turn take in the demonstrations.
- weave individually, in pairs or groups various plain paper patterns for creativity and imagination. Environmental awareness will be achieved as learners make use of waste paper and clean the working area after use. Co-operation will be nurtured as learners work in pairs and groups. Responsibility will be nurtured as they take care of the materials.
- display and appreciate their work for self-esteem. The woven items can be sold to promote independent living.
- Teacher aide will support learners who have difficulties in performing the task.

Key inquiry Question

The teacher may ask the following key inquiry questions

1. How do birds make their nests?
2. What items are made by weaving?

Suggested learning resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate materials for weaving
- Assorted papers, scissors, will be used for weaving.
- Teacher aide will assist learners with difficulty in making weaves.

Suggested modes of assessment

Through observation, a checklist will be developed to determine the ability of a learner to identifying, wearing pattern, demonstrate weaving and weave various plain paper patterns.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, weave plain paper patterns in addition weave various colour patterns	The learner is able to identify and weave plain paper patterns.	The learner is able to identify and weave plain paper patterns with prompts.	The learner has difficulty in identifying and weaving plain paper patterns.

8.2 SUB-STRAND: Loom Weaving

A loom is a device used to weave cloth by holding the warp threads under tension to facilitate the interweaving of the weft threads. Loom weaving is an art of inserting weft and warp threads to produce woven fabric using a loom.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able

- a) identify materials weaving using a loom for learning
- b) weave various patterns using a loom for creativity
- c) display and appreciate the woven items

Suggested learning experiences

Learners could be guided to:

- observe in pairs or groups a demonstration loom weaving from video clips.
This will enhance communication and collaboration as they share ideas about the video.
It will also develop digital literacy as they watch the video clip.
- identify individually or in pairs various patterns of loom weaving
from a display which may be made using threads, hair, fur, grass, paper, wool.
This will enhance learning to learn as learners identify different weaving patterns.
- use scissors in pairs or groups, threads, grass, papers, hair or fur to make items using loom weaving method. This will develop imagination and creativity as they make



- items. Self-efficacy will be developed as learners express their creativity through loom weaving. Learners will develop responsibility as they take care of looming materials. Co-operation will be enhanced as learners work together. Environmental awareness will be created as learners use locally available material to weave. Learner will be encouraged to practice loom weaving at home.
- display and appreciate their woven items to enhance self-esteem and respect for other work.

Key Inquiry Question

The teacher may ask the following key inquiry questions

1. How are sweaters made?
2. Which items are made by loom weaving?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate materials for loom Weaving
- hair/fur, threads, pair of scissors wool, grass, papers and scissors, will be used for loom Weaving.
- Teacher aide will assist learners with difficulty in using loom for weaving.

Assessment Mode

Through observation, a checklist will be developed to determine the level of ability of learners to identify materials for weaving using a loom and weave various patterns using loom.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify materials, demonstrate, loom weave various patterns, perform and do the trimming,	The learner is able to identify materials, demonstrate and loom weave various patterns.	The learner is able to identify materials, demonstrate and loom weave various patterns with prompts.	The learner has difficulty in identifying materials, demonstrating and loom-weaving various patterns.

9.0 STRAND: Modelling

Modelling is an abstraction a reality or a representation of a real situation. In other words a model presents a simplified version of something. Learner will make homemade items using modeling skills for learning.

9.1 SUB STRAND: Pinch Modelling

Pinch modelling is a method of creating pottery that can be ornamental or functional and had been widely used across culture and times.

Specific Learning Outcome

By the end of the sub-strand, the learners should be able to:

- a) Identify items at home made through pinch method for learning
- b) Model simple items using pinch method for creativity
- c) Appreciate use of modelled item for functional and aesthetic purposes



Suggested Learning Experiences

Learner could be guided to;

- identify individually, in pairs, or groups, tactually manipulate/watch video clips of a demonstration on pinch method of modelling to enhance digital literacy, communication and collaboration.
- Use modelling clay, plasticine, water, containers, tin lamps, kiln and solar dryer and grass, learners will make and dry simple items using pinch method for creativity and imagination. Environmental awareness will be achieved as learners collect modelling materials from the environment. Responsibility will be nurtured as learners use and take care of the modelling materials. Unity will be nurtured as leaners work in pairs or groups. Learners will be encouraged to visit pottery sites to learn how to make items by the pinch method for independent living. Teacher aide will support learners with difficulties in performing the task.
- display modelled items to enhance self-esteem.

Key Inquiry Questions

The teacher may ask the following key inquiry question

- What items can we model through pinching?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate materials for modeling.
- grass, straws, tin lamps, kiln, solar drier, fuel, Modeling clay, plasticine, water, containers will be used for modelling.
- Teacher aide will assist learners with difficulty in modelling.

Suggested Modes of assessment

Through observation, a checklist will be developed to determine learners ability to identifying items at home made through pinch method and model simple items using pinch method.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify items made through pinch method at home, demonstrate, model simple items by pinching and tell what some of the items are used for.	The learner is able to identify items made through pinch method at home, demonstrate and model simple items by pinching.	The learner is able to identify items made through pinch method at home, demonstrate and model simple items by pinching with prompts.	The learner has difficulty in identifying items made through pinch method at home, demonstrating and modelling simple items by pinching

9.2 SUB STRAND: Coiling Technique

Coiling technique

Coiling is a method of creating pottery where the potter takes clay then rolls it until it forms a long roll and places one coil on top of another to form different shapes. Learners will make homemade items through coiling technique for creativity and learning.

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to

- a) identify items at home made through coiling technique for learning
- b) model simple items using coiling technique for creativity
- c) display the modelled items in class and appreciate each other's work

Suggested Learning Experiences

Learners could be guided to;

- identify items made by coiling technique then view video clips demonstrating coiling technique of modelling to develop digital literacy.
- use individually, in pairs or in groups modelling clay, plasticine, water to model items using coiling technique. This will enhance creativity and imagination as learner model items. Communication and collaboration will be developed as learners work in groups



- as they model various items. Unity will be nurtured as learners work together. Responsibility will be enhanced as learners take care of modelling materials. Environmental awareness will be achieved as learners obtain raw materials for modelling from the environment. Learners will be encouraged to make flower pot at home for functional and aesthetic purpose.
- display and appreciate modelled items to enhance self-esteem. Where possible learners to visit pottery site to learn how to make items using coiling techniques.

Key Inquiry Questions

The teacher may ask the following key inquiry question

1. What items are made through coiling?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to manipulate materials for coiling technique.
- grass, straws, tin lamps, kiln, solar drier, fuel, Modeling clay, plasticine, water, containers will be used for Coiling technique.
- Teacher aide will assist learners with difficulty in coiling technique.

Suggested Modes of assessment

Through observation, a checklist will be developed to determine the ability of learners to identify items made through coiling techniques and model items using coiling technique.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, observe, demonstrate, model simple items by using the coiling technique and display finished work.	The learner is able to identify, observe, demonstrate and model simple items by using the coiling technique.	The learner is able to identify, observe, demonstrate and model simple items by using the coiling technique with prompts.	The learner has difficulty in identifying, observing, demonstrating and modelling simple items by using the coiling technique.

10.0 STRAND: Music performing

Music is a form of art or an expression of emotions through harmonic frequencies. It may include performing or playing musical instruments such as piano. Performing, this is an act of presenting a play, concert or other form of entertainment. Learners will name or sign the songs that are sang locally for learning and enjoyment.

10.1 SUB – STRAND: Listening and Responding to Songs/Feeling and Responding to Music Vibrations

Specific Learning Outcomes

By the end of the sub-strand, the learner should be able to:

- a) name or sign songs that are sung locally for learning
- b) listen to/feel song vibrations from the surroundings and respond to them for fun
- c) appreciate songs by singing/sign singing or dancing.



Suggested Learning Experiences

Learner could be guided to;

- name or sign songs in pairs or groups that are sung or by watching songs on video clips to develop digital literacy. Communication and collaboration will be developed as they work together.
- listen to song/feel song vibrations and watch live performances by musicians and audio visual to develop learning to learn. Teacher aide to assist learners who may have difficulties in performing the activities.
- appreciate various songs they listen to and using performance regalia present to the class to develop self-efficacy and develop respect for cultural diversity. Learners will be encouraged to listen to feel vibrations and enjoy music at home and other settings. Learners will be encouraged to participate in singing and dancing activities for independent living.

Key Inquiry question(s)

The teacher may ask the following key inquiry question

1. Which songs do you know?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to sing songs.
- Performance regalia will be used for singing songs.
- Teacher aide will assist learners with difficulty in singing songs.

Suggested Assessment Mode

Through observation, a checklist will be used to determine the ability to name/sign songs that are sung locally, ability to listen/feel vibrations from surrounding. Sing/sign and sing songs.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to name songs that are sung locally, listen/feel songs/vibration from the surrounding, respond to them and follow rhythms.	The learner is able to name songs that are sung locally, listen/feel songs/vibration from the surrounding and respond to them.	The learner is able to name songs that are sung locally, listen/feel songs/vibration from the surrounding and respond to them with prompts.	The learner has difficulty in naming songs that are sung locally, listening/feeling songs/vibration from the surrounding and responding to them.

10.2 SUB-STRAND: Singing Games

A singing game is an activity based on particular verse or rhyme usually associated with a set of actions.

Specific learning outcomes

By the end of the sub-strand the learner should be able to

- a) Sing/sign sing familiar songs for enjoyment
- b) Perform new singing games for learning
- c) Dance to songs or song vibrations
- d) Appreciate new singing games for relaxation

Suggested learning experiences

Learner could be guided to;

- , sing or sign individually or in pairs familiar songs from amongst themselves for learning to learn.
- Use digital devices, to watch or feel vibrations of live performances and audio visual videos to enhance digital literacy.



- Use performance regalia in pairs or groups learners will perform new singing games, dance to songs or song vibrations to enhance communication and collaboration. Unity will be nurtured as learners practice and perform singing games. Creativity and imagination will be developed as learners practice and perform in singing games. Teacher aide will support learners with difficulties in practicing and performing singing games.
- appreciate various singing games through intra and inter class competitions to enhance self-esteem. Learners will sing singing games at home as they help chores.
- participate in school's activity day such as education da, perform in public functions for independent living.

Key Inquiry Question

The teacher may ask the following key inquiry question

- a) Which songs do you like singing?
- b) Which songs do you like dancing to?

Suggested modes of assessment

Through observation, a checklist, will be developed to determine the learners ability to sing or sign sing familiar song, perform new singing games and dance to songs or song vibrations.

Suggested learning resources.

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to singing games.
- Performance regalia will be used for singing games.
- Teacher aide will assist learners with difficulty in singing games.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to sing/sign-sing some common singing games and participate in a singing game in addition use musical instruments in singing.	The learner is able to sing/sign-sing some common singing games and participates in a singing game.	The learner is able to sing/sign-sing some common singing games and participate in a singing game with prompts.	The learner has difficulty in singing/sign-sing some common singing games and participating in a singing game

10.3 SUB-STRAND: Musical Instruments

Musical instrument is an instrument created or adapted to make musical sound.

Specific learning outcomes

- a) identify musical instruments for learning
- b) practice and play musical instruments to the class for fun
- c) appreciate playing musical instruments for entertainment

Suggested learning experiences

Learners could be guided to;

- identify musical instruments, photographs or images. This will enhance digital literacy as they see the photographs and images of musical instrument.
- practice in pairs or in groups how to play various musical instruments. This will enhance learning to learn as learners play the musical instruments. Self-efficacy will be developed as learners express themselves through playing various music instruments, unity will be natured as learners co-operate as they practice playing musical instruments together



- appreciate playing musical instrument for entertainment to promote self-esteem.
- Learners will be encouraged to improvise musical instruments at home.
- Teacher aide to support learners with difficulties in playing musical instrument

Key Inquiry Question

The teacher may ask the following key inquiry question

1. Which musical instrument do you know?

Suggested learning resources.

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used to sing using musical instruments.
- musical instruments will be used for singing.
- Teacher aide will assist learners with difficulty in singing using musical instruments

Suggested Modes of Assessment

Thorough observation, a checklist will be developed to determine learners level of ability to identify musical instrument, practice, and play musical instrument.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, play musical instruments and produce various meaningful rhythms.	The learner is able to identify, play musical instruments.	The learner is able to identify and play musical instruments with prompts.	The learner has difficulty identifying and playing musical instruments.

10.4 SUB-STRAND: Dance and Movement

Dance and movement it the act of moving rhythmically to music, typically follow sequence or steps.

Specific learning outcomes

By the end of the sub-strand, the learners should be able

- a) identify simple dance/movement styles for learning
- b) practice dancing to songs, instrument beats for enjoyment
- c) appreciate different dancing styles and movements for leisure.

Suggested learning experiences

Learner could be guided to;

- identify simple dances and movements through observing video clips to develop digital literacy
- Use performance regalia and musical instruments to practice dancing to songs and instrumental beats by participating or observing life performance in pairs or groups to develop communication and collaboration. Unity will be nurtured as they practice dancing together. Imagination and creativity will be developed as they invent their own dancing styles and movement patterns. Those competent in dancing and movement assist others to promote peer education.
- appreciate various dances through intra and inter class competition and encouraged to present dances during public functions to promote self-esteem. Responsibility will be nurtured as they take care of musical instruments.

Key Inquiry Question

The teacher may ask the following key inquiry question

- Which dance styles can you demonstrate?



Suggested learning resources.

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used in dance and movement.
- musical instruments will be used for dance and movement.
- Teacher aide will assist learners with difficulty in dance and movement.

Suggested modes of assessment

Thorough observation, a checklist will be developed to determine the ability of learners to identify simple dance or movement styles, practice dancing to songs and instrumental beats.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify simple dance/movement styles, practice dancing to song/instrumental beats and play simple musical instruments.	The learner is able to identify simple dance/movement styles and practice dancing to song/instrumental beats.	The learner is able to identify simple dance/movement styles and practice dancing to song/instrumental beats with prompts.	The learner has difficulty in identifying simple dance/movement styles and practicing dancing to song/instrumental beats.

11.0 STRAND: Rhythm

11.1 SUB-STRAND: Rhythm, Melody and Harmony

Rhythm is an essential ingredient in all music. It is about when notes, chords and other musical sound begins and end. Melody composition is a tune in a tone pattern that is musically satisfying. Harmony is the combination of simultaneously sounded musical notes to produce a pleasing effect. Learners will practice making simple rhythms/beats/melodies for enjoyment and learning.

Specific learning outcomes

By the end of the sub-strand the learners should be able to:

- a) Identify and demonstrate rhythmic beats/melodies for learning
- b) Practice making simple rhythm/beats for enjoyment
- c) Appreciate different beats and melodies for leisure

Suggested learning experiences

Learners could be guided to;

- use in pairs or groups digital devices, and musical instruments,
- identify and demonstrate rhythmic beats and melodies through listening to sounds, feeling vibrations and watching video clips to enhance digital literacy communication and collaboration as they work together.
- Use musical instruments to practice making simple rhythms or beats to develop self-efficacy, creativity and imagination. Unity will be nurtured as learners cooperate and practice and perform harmoniously
- guided individually or pair or in groups to produce different rhythms or beats by clapping hands, stamping feet, snapping fingers, stroking bottles and simple instruments and be encouraged to visit music theatres to learn how to produce rhythmic melodies and harmonies to enhance independent living
- perform different beats and melodies for leisure at school and home for self-esteem.



Key Enquiry Question

The teacher may ask the following key inquiry question

1. What makes songs enjoyable?

Suggested Learning Resources

To achieve the above learning outcome, the following resources will be used:

- digital apparatus will be used in rhythm, melody and harmony
- musical instruments will be used in rhythm, melody and harmony.
- Teacher aide will assist learners with difficulty in rhythm, melody and harmony.

Assessment Mode

Through observation, a checklist will be developed to determine the learner's ability to identify and demonstrate rhythmic beats and melodies and practice making simple rhythm.

Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to identify, demonstrate rhythmic beats/melodies, practice making simple rhythms/beat and play simple musical instruments.	The learner is able to identify, demonstrate rhythmic beats/melodies, practice and making simple rhythms/beat.	The learner is able to identify, demonstrate rhythmic beats/melodies, , practice and making simple rhythms/beat with prompts.	The learner has difficulty in identifying, demonstrating rhythmic beats/melodies, practicing and making simple rhythms/beat.



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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Desai Road, Off Thika Rd.,

P.O. Box 30231 - 00100 Nairobi, Kenya.

Telephone : +254 (020) 374 9900 - 9, 374 8204, 374 7994

Fax : +254 (020) 363 9130.

Email : info@kicd.ac.ke, Website : www.kicd.ac.ke