REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGN: PRE-PRIMARY 1 & 2

LEARNING AREA: PSYCHOMOTOR AND CREATIVE ACTIVITIES
FOR LEARNERS WITH PHYSICAL IMPAIRMENT

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2017

FORWARD

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

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

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

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INTRODUCTION

The Pre-primary curriculum design has been developed to embrace the competence based learning approach as stipulated in the basic education curriculum frame-work (BECF). The curriculum design is available in two volumes which cater for children at the pre-primary level in the country. It has been divided into two levels: Level I (*pre-primary 1*) for children aged four years and Level II (*pre-primary 2*) for children aged five years. The curriculum covers the following learning areas: Language, Mathematical, Environmental, Psychomotor and Creative and Religious Education activity areas.

Each learning activity area has both the general and specific learning outcomes clearly stipulated. The learning experiences and the key inquiry questions have also been provided specifically to give guidance to the users during the curriculum delivery process.

The curriculum has clearly identified core competences to be acquired by learners as they engage in activities in different learning areas. These core competences include: communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy, learning to learn and self-efficacy.

Pertinent and contemporary issues (PCIs) have been integrated into the curriculum design to prepare learners for the ever changing society specifically in order to address the changing needs of the society and ensure the learner's safety. These include life skills development through storytelling, living values, moral values and social responsibility.

This curriculum emphasizes hands-on experiences as learners manipulate real objects and models. Interaction with nature is also emphasized whereby learners are encouraged to observe living and non-living things in their immediate surroundings as well as during nature walk, field trips or visits to places of interest.

The curriculum emphasizes holistic development of the learner. This can be achieved by embracing the thematic integrated learning approach which is ideal for teaching learners in their formative stage of development. The themes are derived from things and situations that learners are likely to interact with in everyday life. Each theme is expected to cuts across all the activity areas. Learning at the pre-primary level is expected to be flexible hence a theme may be interrupted to enable learners use an emerging situation as the learning theme for the period.

1. MYSELF

- Parts of the body
- My clothes
- My friends

2. FAMILY

- Family members
- Clothes worn by family members
- Foods eaten

3. OUR HOME

- Our house
- Buildings
- Utensils
- Animals
- Furniture
- Work done
- Plants found at home

5. OUR SHOOL

- Our class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

SUGGESTED TIME ALLOCATION FOR ACTIVITY AREAS PER WEEK

#	ACTIVITY AREA	LESSONS
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Environmental Activities	5
4.	Psychomotor and Creative Activities	8
5.	Religious Education Activities	1
6.	Pastoral Programmes of Instruction (PPI)	1
	Total	**25**

Note:
1.	The time allocated for each activity area is 30 minutes.
2.	There should 5 lessons for psychomotor activities (Outdoor) at least each day. The other three lessons under psychomotor and creative activities are shared among Music, Art and Crafts

NATIONAL GOALS OF EDUCATION

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

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
      Education should instill social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

   b) **Economic Needs**
      Education should prepare the 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-fulfillment**
   Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. **Promote sound moral and religious values**
   Education should promote acquisition of national values as enshrined in the 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 learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through community service learning.

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

7. **Promote international consciousness and foster positive attitudes towards other nations**
   Kenya is part of the interdependent network of diverse peoples and nations. Education should 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 psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

Preamble

This syllabus has been adapted to suit the needs of a learner with physical impairments. Learners with physical impairments are heterogeneous in terms of the type and degree of disability which calls for consideration of their inter and /or intra individual differences. The adaptation targets learners with:
- Neurological impairments such as; cerebral palsy, spinal injuries, spina bifida, epilepsy.
- Muscular-skeletal impairments such as; Muscular Dystrophy, Amputation, poliomyelitis, Oteogenesis imperfect condition.
- Other health impairments such as; asthma, sickle-cell anemia and multiple disabilities.

Unlike learners without disabilities, learners with physical impairment experience motor difficulties that affect their posture, balance, Speech, ability to move, sit, write and manipulate learning materials. Therefore, adaptations have been made to enable the learner access curriculum for meaningful learning.

These learners require special services, training, equipment, materials, tools and facilities to achieve their educational and life. In addition, they will require assistance in the learning process especially in the practical oriented activities. The suggested physical assistance, relevant adaptations and more time will be required in actual learning experiences and in examinations where applicable and should be individualized. Physical assistance may include performing an activity with the learner's instructions, manipulation of various learning equipment, tools materials, and facilitating mobility, grasping, and stabilizing the learners' body or parts of the body. Relevant adaptations means making of resources usable to the learner, for example, adapting drawing and writing equipment, page turners and head pointers for easier use. It also means changing the environment to suit the needs of the learner such as provision of modified tables and chairs, spacious classroom for easy of mobility, particularly for those on wheelchairs, provision of ramps for easier access to rooms and fitting of wide doors to allow for entry wheel chair users and those with mobility difficulties

This curriculum is intended for use in special and inclusive schools. The suggested activities in this adapted curriculum are intended to guide the teacher. The adaptation focuses on: Specific learning outcomes, suggested learning experiences, suggested community service, suggested resources, time, suggested learning resources and suggested assessment.

The instructions should be adapted to facilitate effective performance and masterly of the intended skill. Learners with physical impairment being a diverse group, the teacher will be expected to ensure that specialized assessment is done on each learner in every class before deciding on the desired skill and competence levels to be achieved.

Learners with conditions such brittle bones, muscular dystrophy, heart conditions, spinal cord injuries among others could be exempted from certain activities such as gymnastics.

The teacher is however expected to come up with appropriate and relevant activities for such learners when teaching the whole class.

Psychomotor and Creative Activities

Essence Statement

Psychomotor and Creative activities enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. The activity areas are Art, Music, and Outdoor. These activities will enhance exploration and development of personal talents as well as appreciation of cultural heritage.

General Learning Outcomes for Creative Activities

By the end of pre-primary education the learner should be able to;
a) observe proper hygiene, sanitation, and nutrition to promote health,
b) explore the immediate environment for learning, conservation and enjoyment,
c) apply technological skills for learning and enjoyment within their local environment,
d) demonstrate acquisition of social skills for interpersonal relationship,
e) appreciate the rich and diverse cultural heritage in the local environment,
f) make appropriate choices for safe interaction with the immediate environment.

PRE PRIMARY 1

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	**1.1. Drawing Scribbling and doodling** 3 Lessons	By the end of the sub-strand the learner should be able to: a) develop simple pictures using scribbling; techniques for fine muscle development; b) develop simple pictures using doodling techniques for eye hand co-ordination; c) appreciate own and others drawn work .	• Provide learner with drawing materials. • Guide learners on how to hold drawing tools. • Guide learners to develop simple pictures using scribbling technique. • Guide learners to develop simple pictures using doodling technique. • Display their work and comment on own and others work.	1. What would you like to draw? 2. What do you see in the environment? 3. What materials do you use for drawing?

Core Competences
• Creativity and imagination
• Self-efficacy
• Communication and collaboration
• Digital literacy

Link to Pertinent and Contemporary Issues **Education For Sustainable Development: Disaster Risk Reduction;** Safety **Education For Sustainable Development:** Health Education	**Link to Core Values** • Co-operation • Turn taking
Links to other learning areas • Mathematics • Environmental	**Community service learning** • Mentorship
Non-formal activity to support learning through application • Have painting activities	**Assessment**: Observation, signed questions and answers

Resources: materials from local environment e.g. charcoal, papers, pencil, crayon, digital images
N/B Learners can experiment with different colours and shapes

Assessment rubrics:

Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to handle adapted drawing tool correctly and work with them. • Able to scribble with adapted drawing tools appropriately • Able to doodle with adapted tools appropriately. • Able to comment on own and others work	• Learner is able to handle adapted drawing tool correctly where necessary. • Able to scribble with adapted drawing tools where necessary. • Able to doodle with adapted tools where necessary. • Able to comment on work with assistive device such as communicating board.	• Learner attempts to handle adapted drawing tool correctly • attempts to scribble with adapted drawing tools • Attempts to doodle with adapted tools • Able to comment on work with prompts.	• Learner handles adapted drawing tool with assistance • Scribble nor or doodle with assistance • Able to comment on work only with assistance.

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	**1.2 Drawing** **Dot joining** 3 Lessons	By the end of the sub-strand the learner should be able to: a) Develop simple pictures by dot joining techniques for enjoyment; b) Draw simple pictures using drawing materials for creativity; c) Appreciate own and others drawn work.	• Provide learner with dotted online images • Guide learners on how to hold adapted drawing tools such as universal/cuffs for learners with manipulation difficulties and prosthesis for learners with missing limbs. • Guide learners to develop simple	1. What would you like to draw? 2. What do you see in the environment? 3. How do they look like? 4. What do you like about your drawn work?

| | | | pictures by joining dots with assistance from peers, teacher aide, teacher or use assistive devices necessary. | |
| | | | • Display their work and discuss own and others work with assistance from their peers, teachers, teacher aides where necessary and communication devices such as communication board. | |

Core Competences: Creativity and imagination through drawing. Self-efficacy as they demonstrate confidence. Communication and collaboration as they talk about own and others work . Digital literacy as they use online dotted images

Link to Pertinent and Contemporary Issues: **Education For Sustainable Development: Disaster Risk Reduction;** Safety	**Link to Core Values** • Cooperation as they talk about each other's work • Respect turn taking
Links to other learning Activity areas • Mathematics activities: Estimation • Language activities as they talk about own and others work	**Community service learning:** Mentorship
Non-formal activity to support learning through application: Have painting activities, decorating activities	**Assessment:** observation, question and answer,

Resources: materials from local environment e.g. charcoal, papers, pencil, crayon, adapted pencils and crayons, book holders communication board, universal cuffs, head pointers.
N/B Learners can experiment with different colours and shapes

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to handle and use adapted drawing tool correctly • Able to complete joining up dots to make a picture using assistive devices correctly • Able to comment on own and others work	• Learner is able to handle adapted drawing tool correctly appropriately • Able to complete joining up dots to make a picture using communication devices where necessary. • Not able to comment on own work and others using communication devices where necessary.	• Learner attempts to handle adapted drawing tool correctly • Attempts to join some dots correctly using assistive devices with own • Able to comment on own work with prompts using communication devices.	• Learner handles adapted drawing tools with assistance • Able to join dot with assistance • Able to comment on work using communication devices with assistance

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	**1.3Colouring** 3 Lessons	By the end of the sub-strand the leaner should be able to: a) identify common colours in the environment for colouring pictures; b) learners apply colour on pictures plants for aesthetic value with assistance; c) appreciate own and others coloured work.	• Guide learners to identify colours in the environment. • Guide learners to collect materials of different colours from the environment. Learners with locomotive and manipulative difficulties could be assisted by peers, teacher aide, teacher or use mobility	1. Which colour do you like most? 2. What colour are found in the environment?

				devices and manipulative devices.	
				• Assist group leaders to distribute papers to learners in groups	
				• Guide learners to colour drawn items using assistive devices where necessary.	
				• Guide to display and discuss their coloured work. Learners with speech difficulties could be assisted by peers, teacher aide, teacher or use communication board while those with mobility and manipulative difficulties could be assisted or use assistive devices	

Core competence: Creativity and imagination: Picture making. Critical thinking and problem solving: Creating patterns. Communication and collaboration: Display of work. Self-efficacy: confidence.

Link to Pertinent and Contemporary Issues : **Education For Sustainable Development:** Environmental awareness: Safety	**Link to Values** • Responsibility: Colouring pictures.
Links to other learning Activity areas • Environmental Activities: Nature. • Language Activities: Discuss their coloured work.	**Community service learning:** Plant flowers, decorative the church during Sunday school
Non-formal activity to support learning through application Nature walk, play games using computer on colours	**Assessment**: observation, question and answer

Resources: materials from local environment such as Leaves, flowers, soil, charcoal, papers, pencil, crayon, book holders, pencil grip, adapted crayons, communication devices.
N/B Learners can experiment with different colours and shapes

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner can successfully: • Recognize common colours from the environment correctly. • Colour drawn items correctly. • Learners with amputation and manipulation difficulties could use universal cuffs or alternative functioning parts of the body. • Appreciate and describe own and others coloured work	• Learner recognize common colours from the environment • Colour drawn items. Learners with manipulation difficulties and amputation could use assistive devices, alternative functioning parts of the body. • Describe own and others coloured work. Learners with communication difficulties could use communication devices. • and mobility devices could use assistive and colour drawn items. • Appreciate own and others coloured work	• Learner recognize some common colours • Colour drawn item with prompts necessary. • Has difficulty describing own and others coloured work without prompts.	• Learner has difficulty in recognizing common colours without assistance • Attempts to colour drawn item with assistance. • Has difficulty describing own coloured work

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Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	**1.4 Painting (Finger painting)** 2 Lessons	By the end of the sub-strand the leaner should be able to: a) create images using finger painting techniques for enjoyment with assistance; b) perform free choice painting on paper for enjoyment with assistance; c) appreciate own and others painted work.	• Guide learners to select painting materials. • Guide learners to use one colour. • Guide learners to create images using fingers. Learners with manipulation and missing fingers could use a model of a hand • Guide learners to paint according to their own interest. • Display own painted work. Learners with mobility and manipulation difficulties could use mobility and assistive devices. • Guide learners to share comments. Learners with speech difficulties could use communication board.	1. What do you use for painting? 2. What do you do after painting?

Core Competence: Creativity and Imagination: Finger painting. Self-efficacy: Confidence. Communication and Collaboration: Display of work

Link to Pertinent and Contemporary Issues:	Link to Core Values
• **Citizenship** as they follow given guidelines	• Co-operation: Working with others • Responsibility: Finger painting.

Links to other learning Activity areas: • Language Activities: Listening to instructions	Suggested Community service learning: Mentorship
Non-Formal Activity to support learning through application: Have painting activities, play computer games on painting	**Suggested Assessment:** observation, question and answer
Resources: Materials from local environment such as leaves, flowers, soil, charcoal, papers, pencil, crayon, pencil grip, adapted crayons, universal stamp ,communication board , model of a hand **N/B** Learners can experiment with different colours and shapes	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify and use different adapted painting tools • create images using finger technique • perform free choice in painting on paper successfully • appreciate the use of painting tools	• Learner identifies some painting tools. • create some patterns using finger painting technique fairly • perform free choice in painting for enjoyment	• Learner attempts to identify painting tools • fairly creates some patterns using finger painting technique with prompts • fairly perform free choice in painting on paper with prompts	• Learner has difficulties in identifying painting tools without assistance • Has difficult in creating some patterns using finger painting technique without assistance • Perform free choice in paint on papers with assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
1.0 PICTURE MAKING TECHNIQUES	**1.5 Painting (Shape Painting)** 3 Lessons	By the end of the sub-strand the leaner should be able to: a) apply paint on shapes for enjoyment with assistive devices; b) perform free choice painting on paper for enjoyment as (a) above; c) appreciate own and others painted work.	• Guide learners to select painting materials • Guide learners to use one colour • Guide learners to apply paint on shapes using brushes. Learners with fine motor difficulties could use the universal cuff while those with amputation could use prosthesis • Display own painted work. Learners with mobility and manipulation difficulties could use mobility and assistive devices • Guide learner to share comments. Learners with speech difficulties could use communication board or stamps to share comments	1 What do you use for painting? 2 What do you do after painting?

Core Competence
- Creativity and Imagination: Painting
- Self-efficacy: Confidence
- Communication and Collaboration: Working with others.

Link to Pertinent and Contemporary Issues	**Link to Core Values**
• **Education For Sustainable Development:** • Safety • Learning to learn • Health Education	• Co-operation: Display of work • Responsibility: Shape painting
Links to other learning Activity areas:	**Suggested Community service learning**
• Environmental and Language Activities	• Mentorship

Non-Formal Activity to support learning through application:	Suggested Assessment: Assessment: observation, question and answer
• Have painting activities, sing songs related to painting	
Resources: Different paints, papers, manilla papers, universal cuffs boards	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner identify different painting tools • Appreciate own and others painted work with ease • apply colour on shape using brush accurately • perform free choice painting on paper successfully	• Learner identify some painting tools • apply colour on shape using brush • perform free choice painting on paper for enjoyment • Appreciate own and other painted work	• Learner attempt identifying painting tools • attempts to apply colour on shape using brush • fairly perform free choice painting on paper with support • Appreciate own painted work	• Learner has difficulties in identifying painting tools • Has difficulties in applying colour on shapes using brush. • Has difficulties in performing free choice painting on paper • Has difficulties in appreciating own work

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
2.0 PRINTING	2.1 Pattern Making 4 lessons	By the end of the sub-strand the leaner should be able to: a) make patterns using objects for creativity; b) identify different patterns; c) appreciate own and others painted work.	• Guide learners to select printing materials. • Guide learners to use one colour • Guide learners to apply paint on objects using brushes/Sponge. Learners with fine motor difficulties could use adapted brushes while those with missing limbs could use assistive devices. • Learners create patterns using different objects. Learners with fine motor difficulties could use universal cuff while those with missing limbs to use assistive devices. • Display own painted work. Learners with motor difficulties could use mobility and assistive devices • Guide learner to share comments. Guide learners with communication difficulties to use communication board and or stamps to share comments.	1. Which colour do you like for making patterns 2. Which materials do you use for making patterns? 3. Which printing do you like?

Core Competence: Creativity and Imagination as they create patterns. Self-efficacy as they apply paint on objects using brushes/Sponge. Communication and Collaboration as they share comments.

Link to Pertinent and Contemporary Issues	Link to Core Values:
• **Education For Sustainable Development:** Disaster Risk Reduction; Safety • Health Education: Patterns related to health	• Co-operation: Work with others. • Respect: Self and others. • Responsibility: Pattern making.
Links to other learning Activity areas: • Language Activities: Talking about patterns.	**Suggested Community service learning:** **M**entorship
Non-Formal Activity to support learning through application: Have painting activities: sung songs, on pattern making using different colours	**Suggested Assessment:** Question and answer, Observation

| Resources: materials from local environment e.g. Leaves, flowers, soil, brush, sponge, papers, pencil, crayon. Universal scuff, adapted pencils and crayon, adapted brush
N/B Learners can experiment with different colours and shapes |
|---|

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation

• Learner can identify different printing tools • create patterns using finger and others objects technique • perform free choice and support peer • appreciate the use of printing tools and others work	• Learner can identify some printing tools • create some patterns using finger printing technique fairly • perform free choice successfully • Appreciate the use of printing tools and own work	• Learner attempts identifying printing tools • fairly creates some patterns using finger and other objects printing technique • fairly performs free choice of patterns using objects • Appreciate the use of printing tools	• Learner has difficulties in printing without assistance • Has difficulties in creating patterns without assistance • Has difficulties to appreciate the use of printing tools and own work without assistance

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
3.0 PICTURE MAKING TECHNIQUES	**3.1 Mosaic** 4 Lessons	By the end of the sub-strand the leaner should be able to: a) identify locally available materials for making mosaic pictorials for fun; b) create a simple pictorial using paper cut outs for enjoyment with assistive devices; c) appreciate the use of locally available. materials in creating pictorials	• Guide learners to collect materials for making mosaic items. Learners with missing limbs and mobility difficulties could use assistive. • Guide learner group leaders to distribute materials to learners to create simple mosaic items. Learner with motor difficulties could be encouraged to perform activity according to their ability. • Observe safety when using materials	1. What should we use to make mosaic items? 2. Which material do you like most?

			• Guide in appreciating own and others work. Learners with speech difficulties could use communication board	

Core Competence: Creativity and Imagination: create simple mosaic items. Self efficacy: Mosaic making.Critical thinking and problem solving: Using mosaic to make pictures.

Link to Pertinent and Contemporary Issues:	**Link to Core Values**
• **Education For Sustainable Development**: Disaster Risk Reduction; Safety • Health Education: Observe hygiene	• Responsibility: Making mosaic.
Links to other learning Activity areas: • Language: Appreciate own and others work • Environment collect materials from the environment • Mathematics collect materials for mosaic	**Suggested Community service learning:** Visit neighborhood and collect materials
Non-Formal Activity to support learning through application: • Fun day, sing songs related to picture making	**Suggested Assessment:** Observation , self assessment, question and answers

Resources: materials from local environment such as soil, brush,sponge, papers, pencil, glue, adapted brush, pencils
N/B Learners can experiment with different colours and shapes

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner can identify and create simple mosaic pictorials • Appreciate the use of locally available materials in creating pictorials • give meaning to his/her mosaic work	• Learner can identify and create simple pictures using mosaic technique with support • Appreciate the use of locally available materials in creating mosaic features with support • give meaning to his/her work	• Learner can identify and create simple picture using mosaic technique with prompt • Appreciate the use of locally available materials in creating mosaic feature with prompt • create simple mosaic item	• Learner has difficulties in identifying and creating simple picture using mosaic technique • Has difficulties in appreciating the use of locally available materials in creating mosaic feature • Observe safety

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
3.0 PICTURE MAKING TECHNIQUES	**3.2 Collage** 5 Lessons	By the end of the sub-strand the leaner should be able to: a) identify materials used in creating collage pictures for fun; b) create a simple collage picture using a variety locally materials for enjoyment; c) appreciate their own and others work.	• Guide learners to collect materials from their immediate environment. Learners with mobility difficulties and motor difficulties could be assisted or use assistive devices. • Guide learners into purposive groups for material sharing • Guide learners to stick different materials on the paper using glue, wheat flour or sap. Learners with fine motor difficulties could be provided with adapted materials for easier grasping • Insure learners observe safety when using collage materials. • Guide learners to appreciate their own and others work	1. Where do we get materials for making collage? 2. What materials do you use to make collage? 3. Which items do you like making?

			• Learners store finished items in the cupboard (Adaptations in bullet 1 above apply here). • Learners clean up the working area. (Adaptations in bullet 1 above apply here).	

Core Competence: Communication and collaboration: As they work together. Self-efficacy: As they talk about their work. Critical thinking and problem solving: Using collage to make pictures. Learning to learn: Stick different materials on the paper using glue

Link to Pertinent and Contemporary Issues	**Link to Core Values**
• **Education For Sustainable Development: Disaster Risk Reduction**; safety • Life skill and value education: Art of making pictures	• Co-operation: Working together. • Responsibility: Making collage.
Link to other learning areas: • Environmental activities: Collecting materials. • Language activities: work in groups and share materials	**Suggested Community service learning:** Visit neighbourhood and collect materials
Non-Formal Activity to support learning through application: • Group craft activities • Peer support game in craft activities	**Suggested Assessment** • Observation • Question and answer • Self-assessment
Resources: materials from local environment e.g. , soil, brush, sponge, papers, pencil, glue, sand, egg shells, seeds, adapted pencils and brushes **N/B** Learners can experiment with different colours and shapes	

Assessment rubrics:

Exceeding Above Expectation	Meets Expectation	Approaches Expectation	Below Expectation

Learner can perform all the following activities successfully • Identify materials used in making collage • Select and stick different materials to make simple collage items • Express feelings as his/her work and gallery walk	Leaner can perform most the following; • Can collect materials from the immediate environment • Can perform any of the activities successfully • Create simple collage items using collage technique • Observe safety when using materials • Give meaning to his/her collage work	Learner can perform three activities independently assisted to perform others • Identify local materials for making mosaic • Give meaning to his/her work • Create simple mosaic items	• Learner has difficulty in performing the following independently • Identify materials for making collage • Create simple collage • Observe safety

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
4.0 MODELLING	**4.1 Modeling using ball technique** 2 Lessons	By the end of the sub-strand the leaner should be able to: a) identify materials for modeling objects for familiarization; b) model simple objects using ball technique for fine motor development; c) model freely for fun; d) display finished objects for appreciating own and others work.	• Guide learners identify materials for modeling. Learners with fine motor and manipulative difficulties could be assisted or use assistive devices • Guide learners into purposive working groups • Guide learners to use clay, plasticine, dough, paper mache for modeling (Adaptations in bullet 1 above apply here). • Learners display, appreciate own and others work. Learners with fine motor and locomotion difficulties could	1. What materials do you use for modeling? 2. What do you like modeling?

			be assisted or use assistive devices to display the finished work	

Core Competence: Creativity and imagination: Modeling using ball technique. Communication and collaboration: Working together. Self-efficacy: Confidence.	

Link to Pertinent and Contemporary Issues:	Link to Core Values
• **Education For Sustainable Development: DDR;** Safety • **Health Education**: Hygiene • Life skills and value education: Modeling.	• Co-operation: Working together. • Responsibility: modeling
Links to other learning Activity areas: • Language activities: Listening to instructions. • Environmental activities: Natural resources. • Mathematics activities: Estimation of quantities to use. • Religious education: Appreciate God's creation.	**Suggested Community service learning:** Improve school ground
Non-Formal Activity to support learning through application: Have modeling activities .Clay work in game activities	**Suggested Assessment:** Observation ,question and answer, Self-assessment
Resources: Materials from local environment e.g. clay, Plastacine ,sponge, paper machier, pencil, glue,	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Lear can successfully identify two modeling techniques • Model successfully using slab and ball • Model successfully at least a complete object	• Learner can successfully identify one modeling technique • Can successfully model any one of the following modeling methods stab or ball • Can successfully model an average object	• Learner fairly identify one modeling technique • Fair Model using one of the following slab or ball • Model unfinished object	• Learner has difficulty in identifying any modeling technique without assistance • Model any form of item which cannot be identified by the two methods • Model unfinished object

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
4.0MODELLING	42 Modeling using slab technique 3 Lessons	By the end of the sub-strand the leaner should be able to: a) model simple objects using slab technique for fine motor development; b) model freely for fun; c) display finished objects for appreciation of own and others work.	• Guide learners to identify materials for modeling. • Guide learners into purposive working groups. • Guide learners to use clay, plasticine/ paper mache, for modeling. Learners with mobility and fine motor difficulties could be assisted or use mobility and assistive devices respectively. • Learners display, appreciate own and others	1. What materials do you use for modeling 2. What shape do you like modeling 3. How do you model?

			work (Adaptations in bullet 3 above apply here).	

Core Competence: Creativity and imagination: Modeling .Communication and collaboration: Working together. Self-efficacy: Confidence.

Link to Pertinent and Contemporary Issues	**Link to Core Values**
• **Education For Sustainable Development:** Safety • Health Education: Hygiene	• Co-operation: Working together. • Responsibility: Modeling
Links to other learning Activity areas: • Language activities: Listening to instructions. • Environmental activities: Natural resources. • Mathematics activities: Estimation of amount of material to use Religious education: Appreciate God's creation.	**Suggested Community service learning:** Improve school ground

Resources: materials from local environment e.g. clay, Plastasine, sponge, paper machier, glue.

Assessment rubrics:

Exceeds Expectation	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
• Learner can successfully identify two modeling techniques • Model successfully using slab and ball • Able to appreciate own and others work with ease	• Learner can successfully identify one modeling technique • Can successfully model an average object • Appreciate own and others work	• Learner fairly identify one modeling technique • Fair Model using one of the following slab • Model incomplete object	• Learner has difficulty in identifying any modeling technique without assistance • Model incomplete object with assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
5.0 PAPER CRAFT	**5.1Weaving** 8 lessons	By the end of the sub-strand the leaner should be able to: a) identify materials for weaving for familiarization; b) cut for use in weaving c) weave for fun and creatively with assistance; d) weave using papers for fun; e) appreciate own and others work.	• Learners identify weaving materials. • Learners to cut papers freely. Learners with fine motor difficulties could be assisted or use assistive devices • Guide learners on how to cut material for weaving (Adaptations in bullet 2 above apply here). • Learners work in purposive pairs, small groups as they practice weaving (Adaptations in bullet 2 above apply here). • Learners observe safety as they work in groups. • Learners display their work and gallery walk (Adaptations in bullet 2 above apply here)	1. Which item do you enjoy weaving 2. Which materials do you use for weaving? 3. What do you use the woven materials for

Core Competence: Creativity and imagination: Weaving items. Communication and collaboration: Team work. Self-efficacy: Confidence. Critical thinking and problem solving: Weaving functional items

Link to Pertinent and Contemporary Issues: • Life skills and value education: Weaving	**Link to Core Values:** • Responsibility: Weaving • Cooperation: Working together.
Links to other learning Activity areas: • Environmental activities: Materials collected from the environment.	**Suggested Community service learning:** Collecting materials for weaving in the environment
Non-Formal Activity to support learning through application: Sign songs related to craft activities when weaving	**Suggested Assessment:** Observation, question and answer, self-assessment

Assessment rubrics:

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Weaving	Learner can successfully; • Perform different skills of cutting papers • Cut papers correctly • Use cut paper to weave correctly • Enjoy own and others finished work	• Learner performs different skills of cutting papers. • Cut correctly • Weave correctly • Enjoy own work • Enjoy others work	• Learner tries to perform skills of cutting papers • Attempts to cut • Try to weave • Enjoy own work	• Leaner has difficulty performing any skill of cutting • Needs assistance in cutting • Attempt to weave with assistance • Enjoy cutting or weaving with assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
5.0 PAPER CRAFT	**5.2 Paper folding**	By the end of the sub-strand the leaner should be able to: a) identify different ways of folding papers from creativity; b) make items using folding techniques for enjoyment with assistance; c) appreciate paper folding for fun.	• Learners fold papers freely in different ways. Learners with fine motor and manipulative difficulties could be assisted or provided with early griped materials, apply weights on hands where necessary • Guide learners on different ways of folding papers. • Learners practice making items using paper folding technique in pairs and small	1. What items do you enjoy making? 2. Which ways do you fold the paper? 3. Which items do you make using paper folding?

| | | | | groups (Adaptations in bullet 1 above apply here). |
| | | | | • Express their emotions as they display their work (Adaptations in bullet 1 above apply here). |

Core Competence: Creativity and imagination: Fold papers freely in different ways. Communication and collaboration as they work in pairs and small groups. Self-efficacy fold papers freely. Critical thinking and problem solving: Practice making items using paper folding technique	
Link to Pertinent and Contemporary Issues • Life skills and value education: Producing paper items.	**Link to Core Values** • Responsibility: Performing activity • Co-operation: Working with others.
Links to other learning Activity areas: • Environmental activities: Paper collection. • Mathematics activities: Estimation/measuring.	**Suggested Community service learning** • Collecting materials within the locality suitable for folding
Non-Formal Activity to support learning through application: Play games involving cutting of different shapes	**Suggested Assessment:** Observation, question and answer, self-assessment
Resources: Universal scuffs, communication board, manilla papers, sugar papers	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner identify different techniques of folding papers correctly • Make items using paper successfully • Make items using paper folding technique independently	• Learner identify techniques of folding papers • Make items using paper • Make items using paper folding technique	• Learner can fairly identify techniques of folding paper • Can make items using paper with prompts • Attempt to make some items using paper folding technique	• Learner identify techniques of folding papers with assistance • Has difficulties to make items using paper • Has difficulty to make items using paper folding techniques even without assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
6.0 CREATING SHAPES AND FORMS USING ICT	**6.1 Creating shapes and forms** 5 lessons	By the end of the sub-strand the leaner should be able to: a) interact with the gadgets freely for familiarization; b) display the ability to operate the gadgets for creating shapes; c) create shapes using electronic gadgets for creativity with assistance; d) appreciate own created shapes for fun.	• Guide learners to operate electronic gadgets. Learners who are epileptic could use low light intensity on the gadgets. • Guide learners to open relevant ICT application (Program). Learners with fine motor and manipulative difficulties could be provided with adapted ICT devices and be assisted where necessary. • Guide learners to create shapes using ICT application (Adaptations in bullet 2 above apply here) • Learners to observe safety on the use of ICT devices • Learners to store ICT devices Learners with fine motor and manipulative difficulties could be assisted where necessary.	1. What electronic gadget did you use to create forms and shapes? 2. What shape can you create? 3. How did you operate electronic gadgets to create shapes and forms?

Core Competence: Creativity and imagination: create shapes using ICT. Learning to learn: Operate electronic gadgets. Critical thinking and problem solving: observe safety on the use of ICT devices

Link to Pertinent and Contemporary Issues:	Link to Core Values:
• **Education For Sustainable Development:** Disaster Risk Reduction: Safety	• Responsibility: Creating shapes and forms.
Link to other learning areas: • Mathematics activities: create shapes	**Suggested Community service learning:** Interact with parents and other siblings
Non-Formal Activity to support learning through application: Visit a supermarket	**Suggested Assessment:** Observation, own assessment, question and answer
Resources: ICT Devices such as I pad, desktop computer. Laptop	

Assessment rubrics:

Exceed Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Leaner can name electronic gadgets effectively • Can open relevant ICT programm with ease • Uses the gadgets confidently	• Learner can name electronic gadgets • Can open relevant ICT programm • Can use the gadget	• Learner attempts to name some electronic gadgets • uses the gadgets with prompts	• Learner has difficulties in naming electronic gadgets except without assistance • Uses the gadgets with assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
7.0 CONSTRUCTION	**7.1 3D forms** 4 Lessons	By the end of the sub-strand the leaner should be able to: a) identify materials for construction; b) construct simple 3D objects for creativity with assistance; c) handling materials for interaction with assistance; d) display for appreciation.	a) Learners collect materials from the environment. Learner with mobility and manipulation difficulties could be assisted or use mobility and assistive devices respectfully. b) Learners interact with materials as they make objects. Learners with fine motor difficulties could use alternative functioning parts of the body or use assistive devices. c) Learners construct 3D Objects and simple playing materials with assistance from the peers, teachers, and teacher aides. d) Learners display work and talk about own and others Learners to be guided on safety precautions when collecting and -working with materials. e) Express their emotions as they display work Learners with speech difficulties could use communication board, while those with mobility and manipulation difficulties could use mobility and assistive devices respectfully. f) Store and care for materials with assistance (Adaptations in bullet 5 above apply).	1. How do you make 3d forms? 2. What should you consider when collecting materials?

Core Competence: Creativity and imagination: Construction. Communication and collaboration: Collecting materials. Critical thinking and problem solving: Creating functional 3D forms. Self-efficacy: confidence.	
Link to Pertinent and Contemporary Issues: • **Education For Sustainable Development: Disaster Risk Reduction:** Safety • **Health Education:** Hygiene • **Financial Literacy**: Sale of produced items.	**Link to Core Values** • Responsibility: Constructing items.
Links to other learning Activity areas: • Mathematics activities: construct 3D Objects and simple playing materials • Environmental activities: Collecting materials from environment.	**Suggested Community service learning:** Collecting materials in the environment
Non-Formal Activity to support learning through application: Cooking (kalongo)	**Suggested Assessment:** Observation, question and answer
Resources: soft wire, carton boxes, banana stock, communication board, prosthesis	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Leaner can identify materials for construction with ease • Can collect materials from the environment for creativity • Able to construct simple 3D's objects and complex playing materials	• Leaner can identify materials for construction • Can collect materials from the environment • Able to construct simple 3D's objects and simple playing materials	• Learner can identify some materials for construction with prompts • Collect materials from the environment with prompts • Can construct simple 3D's objects with prompts	• Learner can identify materials for construction with assistance • Has difficulty to collect materials from the environment • 8.1 can only construct a simple playing materials

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
8.0 ORNAMENTS	**8.1Beading** 4 Lessons	By the end of the sub-strand the leaner should be able to: a) identify materials used for beading; b) make beads using locally available materials for aesthetics with assistance; c) appreciate own and others finished beading work.	• Learners to collect locally available materials. Learners with mobility and manipulation difficulties could be assisted by peers, teachers or teacher aides or use mobility devices. • Learners to sort the materials to use (Adaptations in bullet 1 above apply here). • Learners to be guided on how to bead (Adaptations in bullet 1 above apply here). • Learners to work in purposive pairs and small groups to make beads. • Observe safety as they bead • Learners to express their emotions as they display their work. Learners with speech difficulties to use communication board or universal stamp while those with manipulation and mobility difficulties use mobility and assistive devices	1. What materials do you need for beading? 2. What item can you make from beads?

Core Competence: Creativity and imagination: Make items using beads. Critical thinking and problem solving: Making functional items. Communication and collaboration: Working together. Self-efficacy: Confidence.	
Link to Pertinent and Contemporary Issues • **Education For Sustainable Development: Disaster Risk Reduction;** Safety • Learning to learn: Bead work. • Financial Literacy: Producing items for sale. • Health Education: Hygiene	**Link to Core Values:** Responsibility: Making items using beads.
Links to other learning Activity areas: • Mathematics activities: Counting • Environmental activities: Beads collected from environment. • Language activities: Listening to instructions.	**Suggested Community service learning:** Collecting material at home and within the environment
Non-Formal Activity to support learning through application: Making aesthetic materials with beads, Group craft activities	**Suggested Assessment:** Observation, self-assessment, question and answer
Resources: ICT Devices(Beads ,raw soft seed, thread, blocks, communication board, universal cuff, multipurpose stamps	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner able to identify materials for beading from the environment and sort them • Can make beads freely with patterns • Appreciate own and others finished work critically	• Learner can identify materials for beading from the environment • Make beads freely • Appreciates own and others finished work	• Learner can identify materials for beading with prompts • Make beads with prompts • Appreciate own finished work only	• Learner has difficulties in identifying materials for beading • Has difficulties in making beads even with assistance • Can appreciate the finished work with assistance only

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
8.0 ORNAMENTS	**8.2 Bracelet Making** 4 lessons	By the end of the sub-strand the leaner should be able to: a) identify different materials for making bracelets for innovation; b) make simple bracelets using locally available materials for creativity with assistance; c) appreciate own and others finished work.	Guide learners to; • Collect materials from the environment. Learners with mobility and manipulation difficulties could be assisted by peers, teachers or teacher aides, use mobility devices or assistive respectfully. • Sort materials for bracelets making (Adaptations in bullet 1 apply here). • Make bracelets of their choice in pairs or small groups (Adaptations in bullet 1 apply here). • Observe safety during materials collection and in making bracelets. Display the made bracelets (Adaptations in bullet 1 apply here).	1. What materials did you collect from the environment? 2. Who did you work with?

Core Competence: Communication and Collaboration: Make bracelets of their choice in pairs or small groups. Self-efficacy: Confidence
  • Critical thinking and problem solving: Making bracelets for body wear.

Link to Pertinent and Contemporary Issues:	Link to Core Values
• **Education For Sustainable Development:** Environmental awareness: Collect materials from the environment	• Unity as they work in pairs
Links to other learning Activity areas: •	**Suggested Community service learning:** Nature walk to collect materials

• Mathematics activities: Measurement. • Environmental activities: Materials collected from environment.	
Non-Formal Activity to support learning through application: Role playing in selling and buying finished goods	**Suggested Assessment :** Observation of children's activities, question and answer,
Resources: Soft wires, beads, thread, soft raw seeds, assistive device like prosthesis	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner can identify materials for making bracelets creatively • Can make simple bracelets from locally available materials with ease • The learner has the ability to explain his/her finished work accurately	• Learner can identify materials for making bracelets • Can make simple bracelets from locally available materials • The learner can explain his finished work with assistance	• Learner can identify some materials for making bracelets with prompts • Can make simple bracelets with prompts • Can partly explain finished work	• Learner attempts to identify materials with assistance • May make simple bracelets partly • Has difficulties in explaining his finished work

MUSIC 2

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
9.0Performance	**9.1 musical Rhymes** 5 Lessons	By the end of the sub-strand, the learner should be able to: a) recite simple rhymes for enjoyment; b) demonstrate the ability to recite simple rhymes for fun; c) appreciate different rhymes.	• Guide learners in groups to listen to recorded rhymes • Guide learners to listen to specialists demonstrate rhyming. • Guide learners to rhyme in purposive pairs or small groups • Guide learners to present own composed rhymes. Learners with speech difficulties could mime, tap, clap or hum	1. Which rhyme do you recite? 2. Whose rhyme do you like most?

Core Competences
- Digital literacy: listening to recorded rhymes

Link to Pertinent and Contemporary Issues	**Links to Core Value:**
• Citizenship as they follow guidelines given	• cooperation rhyme in purposive pairs or small groups

Links to other learning Activity areas:	**Community service learning:** Invite a specialist to demonstrate different rhymes
• Language activities: working in pairs and small groups • Environmental activities: Cultural rhymes.	

Non-formal activity to support learning :	**Suggested Assessment:** Observation, checklist, question and answer
• Invite peers from other classes levels to demonstrate rhyming during fun days	

Suggested resources: Audio recordings, videos, resources persons

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to perform simple rhythms perfectly • Able to recite simple thymes at ease • Show ability and appreciation in performing simple rhythms	• Learner can perform simple rhythms • Recite simple rhythms • Shows interest to recite rhythms	• Learner has difficulty in performing rhymes • Portray less ability in reciting rhythms • Recite rhymes with prompts	• Learner has difficulties in performing rhymes even with assistance • Has difficulties in portraying ability in reciting rhymes • Has difficulties in reciting rhymes even with assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
9.0 PERFORMANCE	**9 .2 Singing Games** 5 Lessons	By the end of the sub-strand the leaner should be able to: a) identify simple singing games for enjoyment b) perform simple singing games for fun with assistance; c) perform simple singing games using props with assistance; d) appreciate their culture as they perform.	• Guide learners to perform singing games freely. Learners with mobility difficulties could be assisted or use mobility devices. • Guide learners to identify props to accompany singing games. • Guide learners to perform singing games from different cultures in groups and in pairs. Learners with speech difficulties could mime, hum, tap or clap Simple attempts made by	1. Which singing games do you enjoy most? 2. Which costumes do you use?

| | | | learners with mobility difficulties by appreciated.
• Guide learners to watch a video on singing games from different cultures. | |

Core Competence: Communication and collaboration – as they work in pairs and small groups. Self-efficacy – as learners perform singing games. Digital literacy – use of electronic gadgets. Citizenship – perform singing games from different cultures

Links to Pertinent and Contemporary Issues	Links to Core Values:
• Citizenship appreciate diversity	Responsibility as they perform activities given
Links to other learning Activity areas: • Language activities: Perform singing games • Mathematics activities: Patterns in singing games. • Religious activities: Sacred songs.	**Suggested Community Service:** Invite a resource person to enlighten them about the morals and values in the singing game
Non-formal activity to support learning Music festivals and fun days	**Suggested Assessment:** Observation, observation checklist, walk and watch.

Suggested learning resources: videos, recorded music festival items, resource persons, mobility devices

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner identify by naming simple singing games in their environment • Perform simple singing games from different culture with props effectively • Enjoy other culture as they perform different games with ease	• Learner identify some of the singing game in their country • Perform simple singing games from different culture with props • Enjoy other culture as they perform different songs	• Learner attempt singing songs in their language • Attempt simple singing games from different culture with prompts • Enjoy others culture as they sing and perform different games	• Learner identify singing game with assistance • Perform the singing game from different culture with assistance • Has difficulties in using props

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
9.0 PERFORMANCE	**9.3 Play simple music** 5 Lessons	By the end of the sub-strand the leaner should be able to: a) identify various ICT devices that produce music for fun ; b) listen and perform music for enjoyment with assistance where necessary; c) appreciate self and other's performed music.	• Learners to be guided to name various electronic gadgets. Learner with speech difficulties to be assisted by peers, teacher aide, teacher or use communication board. • Operate ICT devices to listen and respond to music. Learners with manipulation and motor difficulties could be assisted or use assistive and mobility devices. • Perform simple music from various ICT devices (Adaptations in bullet two above apply here). • Coordinate parts of the body as they play music from various ICT devices the adaptation made in bullet 2 apply. Learners with manipulation and motor difficulties could use assistive and mobility devices respectfully. • Observe safety as they use, operate and store electronic gadgets (Adaptation made in	1. Which game do you like playing? 2. Whom do you enjoy playing with?

			bullet 2 above apply here). devices respectfully.	

Core Competence: Self- efficacy: As they perform simple music. Communication and collaboration – As they work with one another

Link to PCIs :	**Link to Core Values:**
• **Education for sustainable development;** Safety: Observe safety as they use, operate and store electronic gadgets	• Responsibilities: Participate in singing game and dance.

Link to other activity areas	**Suggested Community Service Learning :** Invite a resource person to teach games
• Mathematics activities: Timing	
• Environmental psychomotor and creative act: Play	

Non-formal activity to support learning	**Suggested Assessment:** Observation, question and answer, observation checklist, walk as you observe
Attending drama festival	.

Suggested resources: Audio recorders, radios, televisions, mobile phones and resource persons

Assessment rubrics:

Exceed Expectation	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Learner is able to:	Learner is able to:	Learner is able to:	• Has difficulties in identifying ICT device that produce music
• Learner identify at least four ICT devices that produce music	• Identify at least three ICT devices that produce music	• Learner identify at least two ICT devices that produce music	• Only listen to music from an ICT device
• Operate complex ICT devices that produce music	• Operate ICT devices that produce music.	• Listen and perform music from an electronic media	• Attempt to respond to music by the use of body with assistance
• Listen to and perform music from an electronic media	• Listen to and perform music from an electronic media successfully.	• Attempt operating an electronic media	
• Appreciate own and others performed music with ease.	• Appreciate own and others performed music.	• Appreciate own performed music	

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
10.0 BASIC MOTOR SKILLS	**10.1 Locomotive** 30 Lessons	By the end of the sub-strand the leaner should be able to: a) Acquire the skills of crawling and swinging for feasibility and strength; b) Demonstrate the ability to crawl and swing for enjoyment with assistance; c) Have fun as they crawl and swing in turns.	• Guide learners to crawl and swing. Those with motor difficulties perform according to their ability or be assisted by peers, teacher aide or teacher. • Learners have opportunity for free performance. (Adaptations in bullet 1 above apply). • Guide learners to observe safety as they perform activities. • Guide learners on how to deal with emotions. • Learners could perform the activities in groups and in pairs (Adaptations in bullet 1 above apply).	1. Which activity do you enjoy most? 2. Which activity would like to perform? 3. When do you like playing with?

Core Competence: Critical thinking and problem solving – as learners perform the activities. Learn to learn as they mentor each other

Link to Pertinent and Contemporary Issues: • **Life skills** – coping with emotions • **Education For Sustainable Development** – Safety	**Link to Core Values:** • Responsibility. Observing safty
Links to other learning Activity areas: • Language activities: Listening to instructions.	**Suggested Community service learning:** Visit community recreation places and enjoy swinging
Non-Formal Activity to support learning through application: • Participating in a fun day	**Suggested Assessment:** Observation, question and answer, observation schedule
Suggested resources: Balls, bean bags	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to demonstrate crawling and swinging skills effectively • Can swing perfectly and crawl independently • Can play in groups of more than two successfully	• Learner is able to demonstrate the skills of crawling and swinging • Demonstrate the ability to crawl and swing. • Can successfully play in groups of two pairs	• Learner can identify any of the two skills of crawling and swinging • Can swing with assistance and crawl with prompts • Can play alone	• Learner can identify any of the two skills of crawling and swinging with assistance • Can swing and crawl with assistance only • Play with alone with assistance

Strand	Sub-strands	Specific learning outcomes	Suggested learning experience	Key inquiry questions
10.0 BASIC MOTOR SKILLS	**10.2.2 Non locomotive** 30 Lessons	By the end of the sub-strand the leaner should be able to: a) acquire stretching and bending skills for muscle development; b) bending and stretching for body co-ordination; c) have fun as they stretch and bend.	• Learners to stretch and bend freely. Learners with brittle bone could have less vigorous stretching and bending activities. Learners with motor difficulties could be assisted by peers, teacher and teacher aides. • Learners guided to perform stretching and bending activities • Organize learners to observe safety precautions as they stretch and bend • Learners appreciate own and others talents.	1. Which activity did you perform? 2. Which activity did you enjoy? 3. How did you feel as your partner performed the activities?
Core Competence : Communication and collaboration – when working in groups .**Self efficacy** – as they express their emotions during performance				
Link to Pertinent and Contemporary Issues: • **Education for Sustainable Development** – Safety			**Link to Core Values:** • Responsibility: Bending and stretching.	

• Life Skills – assertiveness	
Links to other learning Activity areas: • Language activities: Appreciate own and others talents	**Suggested Community service learning:** Learn from their siblings at school and at home
Non-Formal Activity to support learning through application: • Participating in gymnastics/fun games	**Suggested Assessment:** Observation, observation checklist, question and answers, peer assessment
Suggested resources: Mats	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner can stretch and bend accurately • Can show the effective development of fine and gross motor skills • Can appreciate own and others talents with ease • Has ability to change from one activity to the other i.e. bending, stretching and squatting	• Learner can stretch and bend. • Display effectively development of fine and gross motor skills in activities • Can appreciate own and others talents	• Learn with motor skills fairly developed but cannot do activities accurately • Follow directions for some activities • Can only appreciate own talents	• Has very little muscle control • Can follow the directions of doing activities well only when assisted • Can appreciate own talents fairly

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
10.0 BASIC MOTOR SKILLS	**10.3Manipulative** **Skills** 30 Lessons	By the end of the sub-strand the leaner should be able to: a) Acquire a range of manipulative for talent development; b) Perform various manipulative activities for enjoyment with assistance; c) Have fun as they practice various manipulative skills; d) Develop awareness of different strength required for kicking different objects.	• Collect items/materials from the immediate environment that they can use for manipulation. Learners with mobility and manipulative difficulties could be assisted by peers, teacher aide, teacher or use mobility and assistive devices. • Learners practice throwing and catching objects freely. (Adaptations in bullet 1 above apply here). • Guide learners on the safety precautions to be followed during throwing and catching.	1. What did you enjoy doing? 2. Which materials did you use?

Core Competence : *Communication and collaboration* – when collecting materials, when playing in groups in pairs and taking turns *Critical thinking and problem solving* – when throwing and catching and kicking different. *Self-efficacy* – as they take turns and appreciate own and others.

Link to Pertinent and Contemporary Issues	Link to Core Values
• Education for sustainable development; observation safety • Life skills – coping with emotions	• Responsibility: Sharing

Links to other learning Activity areas:	Suggested Community service learning: Art display
• Religious Activities: Use God made materials • Language : talk with each other • Environmental: pick materials from environment	

Non-Formal Activity to support learning through application:	Suggested Assessment: Observation
• Observation	

| **Suggested resources:** Fruits, seeds, maize cob | |

Assessment rubrics:

Exceed Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner performs various manipulative activities correctly • Practice various manipulative skills confidently and organizes others	• Learner performs various manipulative activities correctly • Practice various manipulative skills confidently	• Learner attempts manipulative skills • Attempt performing various manipulative activities • With prompts practice various manipulative activities	• Learner has difficulty in attempting manipulative activities • Has difficulty in manipulative activities • Has difficulty in practicing various manipulative activities

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
11.0 LISTENING AND RESPONDING	**11.1 Musical Sounds** 5 Lessons	By the end of the sub-strand the leaner should be able to: a) identify various sound made by various animals from the environment for familiarization; b) sing songs related to musical sounds made by animals in the environment for enjoyment. Learners with speech difficulties could mime, hum, stamp or tap; c) appreciate various musical sound made by animals.	• Guide learners for nature walk to listen to various sounds made by animals in their environment. Learners with mobility difficulties could be assisted by peers, teacher aide, teacher or use mobility devices. • Learners identify various sounds from the environment. • Organize learners to sing various songs related to sound in the environment. Learners with speech difficulties could mime, hum, stamp or tap. • Learners to imitate various sounds from the environment (Adaptations in bullet 3 above apply here).	1. Which sounds did you listen to? 2. Which animal sound did you like most?

			• Learners to observe safety as they nature walk.	

Core Competence: Learning to learn: Singing songs.

Link to Pertinent and Contemporary Issues	**Link to Core Values**
• **Self-esteem,** efficacy • **Education For Sustainable Development: Disaster Risk Reduction;** Safety	• Responsibility: Participate in singing songs. • Co-operation: Working together.
Link to other learning Activity areas: • Environmental: Nature walk • Religious education. Appreciating Gods creation	**Suggested Community service learning:** Take care of animals in their environment
Non-Formal Activity to support learning through application: • Music artifacts	**Suggested Assessment:** Observation, question and answer Observation checklist
Suggested resources: Recorded animal sounds.	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner enjoys listening to sounds in the environment • Identifies most of the sound from the environment and imitate • Produce musical sounds from sounds of animals in the environment in a creative way correctly • Identifies directions from which the sound come	• Learner enjoys listening to sounds in the environment • Identifies most of the sounds from the environment • Produce musical sounds from sounds of animals in the environment in a creative way • Identifies directions from which the sounds come	• Learner enjoys listening to sounds from the environment • Identifies some of the sounds from the environment • Produces music from sounds of animals in the environment with prompts • Identifies some directions from which the sounds come	• Learner enjoys listening to sounds from the environment with encouragement • Identifies a few sounds from the environment with assistance • Has difficulty in producing music from sounds in the environment • Has difficulty in identifying direction from which the sounds come

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
11.0 LISTENING AND RESPONDING	**11.2 Imitating Musical Sounds** 12 lessons	By the end of the sub-strand the leaner should be able to: a) identify sources of sound in the environment for familiarization; b) imitate sounds made in the environment for enjoyment; c) appreciate sounds produced in the environment.	Guide learners; • Listen to different sounds in the environment • To identify the sources of sound in the environment. • To imitate sounds produced in the environment in groups and pairs. Learners with speech difficulties could hum, mime or point. • Sing songs related to sources of sound in the environment. Learners with speech difficulties could hum, mime, stamp or tap • To identify the direction from which the sounds are coming with assistance where necessary.	1. What do you hear? 2. What makes that sound? 3. Which direction did the sound come from?

Core Competence : Communication and collaboration as they sing
Self-efficacy: Imitate sounds.

Link to Pertinent and Contemporary Issues	**Link to Core Values**
• **Education For Sustainable Development**: Animal awareness • Environmental awareness: Sounds in the environment.	• Responsibility: Imitating sounds.

Links to other learning Activity areas:	**Suggested Community service learning**
• Language activities: Familiar sounds/animal sounds.	• Nature walk in the neighbourhood – caring for animals

Non-Formal Activity to support learning through application: Music festival	**Suggested Assessment** • Observation of children's individual activity, question and answer through discussion

Suggested resources : Recorded sounds

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner can successfully; • Listen to sounds • Identify sources of sound • Imitate sounds correctly • Make sound they have listened • Learners with speech difficulties could hum • Appreciate sound produced	• Learner listens to sounds • Identify sources of sounds • Imitate sounds • Express his feelings towards sound produced. • Learners with speech difficulties could use communication devices	• Learner listen fairly well • Fairly identify sources of sound • Tries to imitate sounds • Enjoy sounds produced	• Learner has difficulty in listening to sounds without assistance • Attempts to identify sources of sounds • Attempts to imitate sounds • Fair enjoyment of the sounds produced

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
12.0SWIMMING	**12.1Pool safety hygiene** 30 lessons	By the end of the sub-strand the leaner should be able to: a) Identify basic water safety rules in the pool for mastery; b) Apply basic water safety rule in the pool for personal safety; c) Have fun as they role play basic water safety rules in the pool with assistance where necessary; d) Display ability to use safety materials in water for security with assistance where necessary.	• Guide learners on the basic water safety rules to observe in the pool. • Learners could watch a film on swimming safety gears. • Guide learners to use improvised pools as they observe safety rules. Learners with mobility difficulties could be assisted by teacher aide or teacher. • Take turns as they practice safety rules in the pool. (Adaptations in bullet 3 above apply here). Learners with Asthma could use warm water	1. Which safety rules should you observe in the pool? 2. What should you do before getting into a swimming pool? 3. Which materials do you use in the pool for safety?

| | | | | Appreciate own and others efforts. | |

Core Competence: Self-efficacy: observe safety rules. Communication and collaboration: Take turns as they practice safety rules in the pool.

Link to pertinent and contemporary issues	Link to Core Values
• *Education for sustainable development*: disaster risk reduction: safety • Life skills: Follow safety rules.	• Responsibility: Observe safety rules. • Co-operation: Watching a film/video
Link to other learning areas: • Environmental activities: use pool within environment • Language Activities: Listening to instructions.	**Suggested Community service learning:** Share with peers basic safety rules
Non-Formal Activity to support learning through application: Swimming competition	**Suggested Assessment:** Observation, question and answer, observation checklist
Suggested resources : ICT devices, film, pool	

Assessment rubrics:

Indicators	Exceeding Above Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Pool safety	• Learner successfully identifies basic water safety rules • Apply basic water safety rules • Display ability to use safety materials confidently • Enjoy using basic water rules and safety materials and encourage others	• Learner identifies basic water safety rules • Apply basic water safety rules • Display ability to use safety materials confidently • Enjoy using basic water rules and safety materials	• Learner can identify basic water safety with prompts • Attempts to apply basic water safety rules • Use safety materials • Enjoys basic water rules with assistance	• Learner has difficulty in identifying rules • Has difficulty in applying basic rules • May display ability to use safety rules • Fairly enjoys basic safety rules and materials

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
12.0SWIMMING	**12.2Water orientation** 15 lessons	By the end of the sub-strand the leaner should be able to: a) demonstrate ability to take care of themselves when playing with water for personal safety with; assistance where necessary b) demonstrate basic swimming skills for talent development with assistance where necessary; c) have fun when playing with in water; d) learners with mobility difficulties could be guided correctly.	• Guide learners to interact with water freely. • Guide learner to practice basic safety precautions when playing with water. Learners with mobility difficulties and manipulative difficulties could be assisted by teacher aide or teacher .Learners with Asthma condition could use warm water. • Guide them to adjust in water in the pool. • Sing routine songs as they enter and exit water. Learners with speech difficulties could hum, mime, stamp or tap. • Walk in a baby pool • Guide learners to demonstrate basic swimming styles in turns(Adaptations in bullet 2 above apply here) Learners with Asthma condition could use warm water.	1. What are some of the improvised pools you used? 2. How do you feel while in water? 3. What do you do before entering the pool?
Core Competence : Critical thinking and problem solving: to practice basic safety precautions				

Link to Pertinent and Contemporary Issues	**Link to Core Values**
• **Education for Sustainable Development** – Safety	• Responsibility: Observing rules.

• **Life skills** – making choices	• Respect: Self and other.
Links to other learning Activity areas: • Language activities: Sing routine songs as they enter and exit water	**Suggested Community service learning:** A nature walk to a river/poor
Non-Formal Activity to support learning through application: Picnics	**Suggested Assessment** Question and answer, observation, checklist
Suggested resources : water	

Assessment rubrics:

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Water Orientation	• Learner follows rules for safety • Take care of self when playing with water • Swim for talent development	• Learner can take care of self when playing with water • Swim without being guided for fun • Can follow some rules for safety	• Learner may not be able to take care of self when playing with water without prompts • Swim with assistance • May be able to follow some rules	• Learner take care of him/herself when playing with water with assistance • Has difficulty in swimming • Has difficulty in following the rules correctly

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
13.0RHYTHM	**13.1 Creating and composing rhythmic patterns** 12 Lessons	By the end of the sub-strand the leaner should be able to: a) produce rhythmic patterns using body for strength and body coordination; b) creating various rhythmic patterns for talent development; c) play simple percussion instruments for fun.	Guide learners to; • Create free rhythmic pattern. • Could watch films on different rhythmic patterns from videos and films. • Identify percussion instruments. • Practice playing simple percussion instruments in purposive pairs and in small groups. Learners with manipulation difficulties could use assistive devices. • Observe safety as they play and store materials (Adaptations in bullet 4 above apply here)	1. What percussion instruments do we use to create rhythmic patterns? 2. Which percussion instruments did you use? 3. How do you play different percussion instruments?

Core Competence: Digital literacy – as they watch films and videos. Critical thinking and problem solving. Imagination and creativity: playing simple percussion instruments Communication and collaboration: playing simple percussion instruments in purposive pairs and in small groups.
•

Link to Pertinent and Contemporary Issues	Link to Core Values:
• **Education For Sustainable Development :** Disaster Risk Reduction; Safety • Citizenship: Patriotism. • Learning to learn: Composing rhythmic patterns	• Respect: Appreciating others. • Responsibility: Composing rhythms.
Links to other learning Activity areas: Environmental and Language	**Suggested Community service learning:** Playing percussion with their siblings

Non-Formal Activity to support learning through application: Music Festival, Church choir	Suggested Assessment: Questions and answer, observation
Suggested resources: ICT devices, film, percussion instruments	

Assessment rubrics:

Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Creating and compose rhythmic patterns.	• Learner can create and compose rhythmic patterns successfully. • Use music instruments to create patterns.	• Learner can create and compose rhythmic patterns	• Learner can create and compose rhythmic patterns with prompts	• Learner can create and compose rhythmic patterns with assistance

Strand	Sub-Strands	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Questions
14.0 FUN GAMES	**14.1 Traditional games** 15 Lessons	By the end of the sub-strand the leaner should be able to: a) identify various traditional and modern games for performance; b) perform different traditional games for enjoyment with assistance where necessary; c) perform various game for fun.	Guide learners to; • Collect materials from home and neighborhood. Learners with motor manipulation difficulties could be assisted by teacher aide, teacher or use assistive devices such as universal cuffs. • Learners identify various traditional and modern games played in the environment.	1. Where do we get the materials for traditional and modern games? 2. What types of games do you played? 3. How did you play the games? 4. Which games do you enjoy playing?

			- Perform traditional and modern games in purposive pairs, small groups and whole class (Adaptations in bullet 1 above apply here) Learners with brittle bone could perform less vigorous games. - Observe safety when playing various traditional and modern games. - Practice proper storage of playing materials(Adaptations in bullet 1 above apply here)	

Core Competence : Communication and collaboration: Working together .Imagination and creativity: Performing games
Self-efficacy: Confidence.

Link to Pertinent and Contemporary Issues	**Link to Core Values:**
• Financial literacy – proper storage of materials	• Respect: Self and others. • Responsibility: Performing traditional games.
Links to other learning Activity areas:	**Suggested Community service learning**
• Environmental: Collect materials from home and neighborhood. • Language: Talk with each other as they perform in groups	• Invite a resource person to teach modern and traditional games
Non-Formal Activity to support learning through application: Visit old people	**Suggested Assessment:** Questions and answer, observation
Suggested resources : costumes, jigs	

Assessment rubrics:

Indicators	Exceed Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Traditional games	• Learner can successfully identify games within the environment • Can perform the games successfully • Can perform games with props correctly and encourage others	• Learner is able to identify games within the environment • Can perform the games successfully • Can perform games with props well •	• Learner can identify game within the environment with prompts • May perform the games with prompts • Can attempt to perform games with props well	• Learner has difficulty in identifying games within the environment • Needs assistance to perform some games • Has difficulty in performing games with props well

PRE PRIMARY 2

ART ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Picture Making	**1.1 Drawing from observation** 3 Lessons	By the end of the sub-strand, the learner should be able to: a) use appropriate tools to draw simple pictures; b) draw simple representation from observation; c) appreciate each other's, drawing.	• Learners to be guided on how to use drawing tools. • Learners to observe personal safety as they handle and sharpen pencils. • Learners to be encouraged to draw pictures within margin. Learners with missing limbs, motor and manipulation difficulties could use alternative functioning parts of the body, be assisted by teacher aide, teacher or use assistive devices. • Learners draw simple picture from observation (Adaptations in bullet 3 above apply her). • Learners to discuss their drawings in purposive pairs and groups. Learners with speech difficulties could use communication board. • Learners could be guided to draw pictures using ICT devices (Adaptations in bullet 3 above apply her).	1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?
Core-Competence: Creativity and imagination – Drawing. Digital literacy – Draw pictures using ICT				
Link to PCIs :			**Link to Values:**	

• **Education for sustainable development (ESD):** Disaster Risk Reduction (DRR) – Safety as they handle drawing tools patriotism	Love: As they assist one another. Responsibility: As they draw
Links to other Activity Areas: Mathematics: As they draw different shapes. Language: As they discuss their drawings in purposive pairs and groups. Environmental Activities: As they observe different things in the environment.	**Suggested Community Service Learning:** Building collaborative relationships between school and families as they discuss their completed work with parents
Suggested Non-formal Activity to support learning through application: Display finished work within the classroom	**Suggested assessment:** Observation /demonstration, open-ended questions, Self assessment, portfolio.
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices, pencil grips and book holders	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner can do all drawing activities successfully: • Handles drawing tools well • Draws picture from observation • Draws to express feeling • Draws within margins and assists others	• Learner can handle drawing tools well • Draws within margin • Makes complete pictures.	• Learner attempts to handle drawing tools • Attempts to make picture • Draws pictures out of margin	• Learner scribbles • Draws pictures out of margin

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	**1.2 Drawing from memory** 3 Lesson	By the end of the sub-strand, the learner should be able to: a) identify drawing materials; b) use appropriate tools to draw simple pictures; c) draw symbolic representation of things found in the classroom from memory ; d) appreciate each other's, drawing.	• Guide learners to identify drawing materials. • Learners to be guided on how to use drawing tools. • Learners draw simple picture from memory. Learners with missing limbs, manipulative and motor difficulties could be assisted by teacher aide, teacher or use alternative functioning parts of the body or use assistive devices. • Learners could be guided to take a photo of their drawn pictures using different devices (Adaptations in bullet 3 above apply here). • Learners to be encouraged to draw pictures within margin (Adaptations in bullet 3 above apply here). • Learners to discuss their drawings in pairs and groups. Learners with speech difficulty could use communication board. • Learners to observe personal safety as they handle and sharpen pencils. • Learners could draw using tools available on various computing devices (Adaptations in bullet 3 above apply here).	1. What do you use for drawing? 2. Why do you like drawing? 3. What would you like to draw? 4. What do you like about your drawing?
Core-Competence: Creativity and imagination: Drawing. Digital literacy: Drawing using computers			
Link to PCIs :			**Link to Values:**

• **ESD**-DRR: Safety using sharpening materials; Learning support programme	Unity: As they work in groups/discuss
Links to other Activity Areas: Mathematics: As they draw shapes Language: As they use vocabulary in communication. Environmental Activities: As they observe different objects in their surrounding.	**Suggested Community Service Learning:** Building collaborative relationships between school and families as they discuss their completed work with parents
Suggested Non-formal Activity to support learning through application: Display finished work within the classroom	**Suggested assessment:** Observation /demonstration, open-ended questions, self-assessment, Portfolio.
Suggested Resources: Drawing reference books; eBooks, videos on drawing steps, drawing materials and tools such as pencil, marker pen, crayons, sharpener, paper, drawing templates, computing devices, grips, book holders	

Assessment rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify drawing materials • Able to handle drawing tools • Can do all drawing activities successfully: • Draw picture from memory • Draw to express feelings • Draw within margin	• Learner is able to identify some drawing materials • Can handle drawing tools well • Makes complete pictures. • Draws within margin.	• Learner attempts to identify drawing materials • Attempts to handle drawing tools • Attempts to make pictures. • Draws out of margin	• Learner has difficulty in identifying drawing materials • Scribbles • Draws out of margin

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making techniques	**1.3 Printing** 4 Lessons	By the end of the sub-strand the leaner should be able to: a) identify printing materials; b) develop simple printing tools with assistance where necessary; c) create patterns using different objects for creativity with assistance where necessary; d) appreciate own and other pupils work.	• Guide learners to identify local materials used for printing. Learner without speech could point or write/type. • Guide the learner to pick materials for printing. Learners with motor and manipulation difficulties could be assisted by their peers, teacher aide or teacher. • Guide the learner to apply solution on an object and register the first print for creativity (Adaptations in bullet 2 above apply here). • Guide learners to work in purposive groups to enhance collaboration. • Guide learners to display printed materials. (Adaptations in bullet 2 above apply). • Learners could be guided to take photos of their printed materials using mobile phones or digital cameras (Adaptations in bullet 2 above apply here).	1. Which materials do you use for printing? 2. Which materials do you use for making printing patterns? 3. Which printing do you like?

Core Competence: Creativity and Imagination: As they print. Self-efficacy: As they talk about their work. Communication and Collaboration: As they seek for assistance and assist others.

Link to PCIs	**Link to Core Values**	
• **ESD:DRR**: Safety • Health Education, Hygiene	• Co-operation: As they work together. • Responsibility: Display printed materials	
Link to other Activity Areas: • Environmental: Pattern making	**Suggested Community service learning:** Mentorship	

• Language Activities: During collaboration		
Non-Formal Activity to support learning through application: Have painting activities	**Suggested Assessment:** Observation, self-assessment, questions and answers	
Suggested Resources: Cardboard, newspapers, brush, colours, mobile phone, digital cameras, book holders, grips.		

Assessment rubrics:

Exceeds expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify all printing tools • develop simple printing tools and use • create patterns using finger and others objects technique • perform free choice correctly and successfully	• Learner is able to Identify some printing tools • Attempt developing simple printing tools • Create some patterns using finger printing technique fairly • Perform free choice successfully	• Learner attempts to identify printing tools • Fairly attempt developing simple printing tools • Fairly creates some patterns using finger and other objects printing technique • Fairly perform free choice successfully	• Learner has difficulty in attempting to use printing tools. • Has difficulty in appreciating own and others work.

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	**1.4 Colouring** 6 lessons	By the end of the sub-strand the learner should be able to: a) recognize common colours in the environment for use in colouring; b) display ability to use colour media freely for enjoyment; c) appreciate and talk about their work.	• Guide learners to identify colours of different objects around them. • Learners could be guided to observe the different colours in various computing devices. • Learners to do free colouring individually or in groups as they observe personal safety. Learners with motor difficulties and missing limbs could use alternative functioning parts of the body or use assistive devices, • Learners clear working area in turns and store the colouring materials. Learners with mobility difficulties and motor difficulties could be assisted by their peers teacher aide, teacher or use assistive devices. • Guide learners to display their work (adaptations in bullet 4 above apply here). • Learner could be guided to take photos of their coloured drawings (adaptations in bullet 4 above apply here). • Encourage learners to talk about their displayed work. Learners with speech difficulties could be	1. Which is your favourite colour? 2. What would you do if your pencil breaks? 3. What do you like colouring?

| | | | | assisted by their peers to report their views or use communication board.
 • Learners could be guided to use computer drawing tools to colour some generated shapes (adaptations in bullet 4 above apply here). | |

Core-Competence: Imagination and creativity: As they colour different objects. Self-efficacy: As they talk about their work. Communication and collaboration: As they talk and work together. Digital literacy: Use computer drawing tools to colour.

Link to PCIs and Values: • Health education: Hygiene • ESD: DRR; Safety	**Links to Values:** Responsibility: As they draw individually Respect: As they talk about other people's work. Love: As they assist one another.
Links to other Activity Areas: • Environmental Activities: Identify colours of different objects around them. • Language Activities: Talk about their displayed work	**Suggested Community Service Learning:** Draw and colour found objects from their community. Culture and Diversity; artwork reflects a broad spectrum of cultures..
Suggested Non-Formal Activity to support learning through application: Make colours from locally available material	**Suggested assessment:** Open-ended ,Oral questions, portfolio, self-assessment, rating forms

Suggested Resources: Handbooks, coloured artworks, e-books, colouring materials such coloured pencils, marker pens, crayons; flash cards, colouring books/ colouring books with 4D App, tracing paper, drawing paper, drawing pencils, erasers, sharpener, learning laptops, grips, book holders.

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner recognizes common colours in the environment • Able to colour successfully • Talks about work done with ease	• Learner recognizes common colours • Able to colour successfully • Attempts to talk about art work done	• Learner recognizes some colours • Colours with prompts • Has difficulty talking about work done	• Learner needs assistance in almost all areas

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making	**1.5 Painting** 4 lessons	By the end of the sub-strand the learner should be able to: a) identify painting materials. b) paint freely on paper for familiarization of materials; c) use finger technique for painting; d) paint freely for enjoyment; e) appreciate own and others painted work.	• Guide Learners to identify painting materials. • Organize learners to paint freely in purposive pairs/groups. Learners with manipulation difficulties and missing limbs could use assistive devices. • Learners to paint objects using finger technique. Learners with missing limbs could use alternative functioning parts of the body or use hand model.	1. Why do we paint? 2. What do we use to paint? 3. What can we paint?

			• Learners to appreciate own and others paintings Learners without speech could use communication devices. Learners with asthmatic conditions could use paints which may not trigger the condition. • Learners could be guided to take photos of their paintings(Adaptations in bullet2 above apply here). .	

Core-Competence: Critical thinking and problem solving: In choosing paint colour. Imagination and creativity: As they take photos or paint objects.   Self-efficacy: As they talk about their work. Life skills: Observe safety in using paints.

Link to PCIs: **ESD**:**DRR;** Safety **Health Education:** Personal Hygiene	**Links to Values:** Responsibility: As they work individually or in groups. Love: As they help each other.
Links to other Activity Areas: Environmental: Painting objects found in the environment. Religious education : Sharing materials. Language Activities: Use of vocabulary as they talk.	**Suggested Community Service Learning:** Paint found objects from their community.
Non-Formal Activity to support learning through application: • Supported learning at home and within community to enhance painting skills	**Suggested assessment:** Observation; demonstration, question and answer, portfolio

Suggested Resources: Brushes washable paints, water paints, Tempera paints, water colour pencils, palette, brushes, smock/apron, old newspaper, water ,colour paper/drawing paper/tracing paper, drawing pencils, water containers and sharpener, learning laptops Internet or your local library, mobile phones, digital cameras, grips, book holders, hand model

Assessment rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify all painting materials • uses painting tools appropriately and motivates others • uses paints to express feeling successfully • appreciate own and others work	• Learner is able to identify all painting materials • Uses painting tools appropriately • Use paints to express feelings • Attempts to appreciate others and own work	• Learner is able to identify some painting materials • Attempts to use paints • Attempts to appreciate work	• Learner requires assistance to identify some painting materials • Attempts to use paints with assistance • Attempt to appreciate work own work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	**1.5 Mosaic** 4 lessons	By the end of the sub-strand the learner should be able to: a) Identify materials for making mosaic. b) Make mosaic pictures using locally available materials for aesthetics; c) Appreciate the use of locally available materials for making mosaic.	• Guide learners to identify materials for making mosaic. • Guide learners into working groups for collaboration. • Assign group leaders to collect materials. • Guide learners in preparing working surface. Learners with mobility Manipulative and motor difficulties could be assisted by peers, teacher aide, teacher or use mobility devices and assistive devices. • Guide learners to creatively make mosaic pictures from the collected	1. Why do we make pictures? 2. Where do we get materials for mosaic pictures? 3. What materials do we use for mosaic?

			• materials (Adaptations in bullet 4 above apply here).	
			• Learners could be guided to take photographs of their finished mosaic pictures (Adaptations in bullet 4 above apply here).	
			• Guide learners to appreciate each other's work. Learners with speech difficulties could use communication devices to express their views	
			• Learners to pick and keep materials safely and neatly (Adaptations in bullet 4 above apply here).	

Core-Competence
- Self-efficacy: Self confidence as they talk about their work
- Communication and collaboration: As they talk and work together.
- Critical thinking and problem solving: As they choose materials.

Link to PCIs:	**Link to Values:**
• **Life skill:** Skills of knowing and living with oneself	• Co-operation: As they work together
• **Self-efficacy:** Self-esteem	• Responsibility: As they use and keep materials.
Links to other Activity Areas:	**Suggested Community Service Learning:** Collect materials from the community for use in school to make mosaic picture
• Environmental: Reusing materials from the environment.	
• Religious education: Sharing materials.	
• Language: Talking as they collaborate.	
• Mathematics Activities: Counting as they make mosaic.	
Suggested Non-Formal Activity to support learning through application:	**Suggested assessment:** Observation, open-ended questions, self-assessment, portfolio
• Exhibit their work during academic/parents day	

Suggested Resources: Child-safe scissors , glue, construction paper, white card stock, paper punch, tracing paper, assorted paper, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, digital cameras, mobile phones

Assessment rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify the correct mosaic material • Learner makes mosaic picture with ease • Handle glue and tools well • Able to appreciate mosaic work	• Learner is able to identify the mosaic material • Able to make mosaic pictures with assistance • Appreciates mosaic work	• Learner is able to identify the mosaic material with prompts • Needs assistance to glue • Attempts to make mosaic picture • Attempts to appreciate mosaic work	• Learner has difficulty recognizing mosaic material • Needs assistance to complete the work • Needs assistance to appreciate mosaic work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Picture Making Techniques	**1.6 Collage** 4 lessons	By the end of the sub-strand the learner should be able to: a) Identify material for making collage; b) Make collage pictures using locally available materials for aesthetics; c) Make collage pictures using locally available materials for enjoyment; d) Appreciate their own and other pupils work and develop self-esteem.	• Guide learners to identify materials for making Collage. • Guide learners into working groups for collaboration. • Assign group leaders to collect materials. Learners with mobility and motor difficulties and could be assisted by their peers, teacher aide teacher or use assistive devices. • Guide learners in preparing working surface. • Guide learners to creatively make Collage pictures from the collected materials. Learner with manipulation difficulties and those with missing limbs could use	1. Where do we get materials for making collage? 2. How do we make collage?

				assistive devices or be assisted by their peers/ use alternative functioning parts of the body.
				• Learners could be guided to take photos of the finished collage pictures (Adaptations in bullet 5 above apply here).
				• Guide learners to appreciate each other's work.
				• Learners to pick and keep materials safely and neatly (Adaptations in bullet 5 above apply here).

Core-Competence: Creativity and imagination: In making collage pictures. Communication and collaboration: As they talk and work together. Critical thinking and problem solving: Choosing the material and tools to user.

Link to PCIs	**Links to Values:**
• **ESD: DRR** safety: • LSP • Financial literacy	Responsibility: As they work with tools. Love: As they assist each other. Co-operation: Make Collage pictures.
Links to other Activity Areas: • Environmental: As they reuse different objects in the environment to me collage. • Mathematics: As they sort materials to use.	**Suggested Community Service Learning:** • Involve the community in collecting and assembling of materials to be used in school.
Suggested Non-Formal Activity to support learning through application: • Review their projects with family and reflect on favorite techniques or materials they've used and artists they've learned about	**Suggested assessment:** Observation, open ended questions, checklist, portfolio

Suggested Resources: child-safe scissors and glue, construction paper, white card stock, sticks, feathers, straws, yarn, stencils, and more, learning laptops, digital cameras, mobile phones, grips and holders.

Assessment rubrics

Exceed Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify materials for collage accurately • Sticks the different types of material correctly • Makes a colourful collage picture • Works with others well and appreciates own and others work	• Learner is able to identify materials for collage • Sticks the different types of material correctly • Make a colourful picture using collage technique • Appreciates other learners' work and own	• Learner is able to identify materials for collage with prompts • Glues some materials • Leaves some empty spaces • Has difficulty appreciating what others are doing	• Learner has difficulty identifying materials for collage without assistance • Cannot complete a picture • Make a colourful picture using collage technique with assistance • Attempts to appreciate own work

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	**2.1 Ball Technique** 2 lessons	By the end of the sub-strand the learner should be able to: a) identify different types of materials used in modelling; b) model items using ball techniques; c) model for enjoyment; d) express their ideas feelings and emotions through modelling.	• Identify different types of materials used in modellingg. • Collect and interact with the modelling materials and tools. Learners with manipulative and mobility difficulties could be assisted by their peers, teacher aide, teacher or use assistive devices and mobility devices respectively. • Collect and interact with the modelling materials and tools (Adaptations in bullet 2 above apply here).	1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials? 4. What do you like modelling?

			• Learners could be shown a video on how the ball technique is used while modelling (Adaptations in bullet 2 above apply here). • Guide learners into purposive working groups. • Guide group leaders to distribute modelling materials. • Guide to make objects using ball technique (Adaptations in bullet 2 above apply here). • Guide learners to display, appreciate own and others work. Learners with speech difficulties could be assisted by their peers to report their views or use communication devices. Guide learners to clear working area and wash their hands (Adaptations in bullet 2 above apply here).	

Core-Competence: Self-efficacy: Develop self confidence in expressing their ideas. Critical thinking and problem solving: Choice of materials used and objects being modeled. Imagination and creatively: As they make objects using ball techniques. Learning to learn: Practicing modeling using ball techniques.

Link to PCIs: Life-skills; Skills of knowing and living with others – Interpersonal relationships **Health education:** Hygiene	**Link to Values:** Responsibility: As they use modeling materials Co-operation: As they follow instructions given in ball technique.
Links to other Activity Areas: • Environmental Activities : Modeling • Religious education: Role modeling	**Suggested Community Service Learning :**Caring for the environment through recycling of used paper.

• Language Activities: Use of vocabulary • Mathematics Activities: Counting modeled objects.	
Suggested Non-Formal Activity to support learning through application: Group art activities	**Suggested assessment:** Observation, walk and watch, listening to conversation as they work, noticing and collecting information
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, adapted laptops/other ICT devices.	

Assessment rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectation	Below Expectation

• Learner is able to identify modeling materials
• Able to use modeling materials with ease
• Able to appreciate own and others work
	• Learner is able to identify modeling materials
	• Makes items successfully using two methods
	• Talks about the work done
		• Learner is able to identify modeling materials
		  – Manipulates modelling materials
		  – Can use one method successfully
		  – Can work with others with prompts
			• Learner attempts to identify modeling materials
			• Attempts to model with assistance
			• Has difficulty in talking about own work and others.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	**2.2 Coil Technique** 2 lessons	By the end of the sub-strand the learner should be able to: a) identify different types of material used in coil technique with assistance;	• Guide learners to identify different types of material used in Coil technique. • Guide learners into purposive working groups.	1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with?

		b) model items using coil techniques with assistance; c) model for enjoyment d) express their ideas, feelings and emotions through modelling.	• Guide group leaders to distribute modelling materials • Guide to make objects using coil technique. Learners with manipulation and motor difficulties could be assisted by peers, teacher aide, teacher or use assistive devices • Learners could be guided to take photographs of their finished objects (Adaptations in bullet 4 above apply here). • Guide learners to play. • (Adaptations in bullet 4 above apply here). • Guide learners to display, appreciate own and others work. • (Adaptations in bullet 4 above apply here). • Guide learners to clear working area and wash their hands (Adaptations in bullet 4 above apply here).	3. Where do you get modelling materials?
Core-Competence : Self-efficacy: Confidence as they talk about their work. Critical thinking and problem solving: Modeling on object using coiling method.					

Link to PCIs: **Health education:** Hygiene	**Link to Values:** Responsibility: As they use materials Unity: As they work together.
Links to other Activity Areas: • Environmental Activities: Modeling. • Language Activities: As they talk in group work. • Mathematics Activities: As they count what they have made.	**Suggested Community Service Learning;** Caring for the environment through recycling of used paper.

Suggested Non-Formal Activity to support learning through review with the family at home on the method of modelling learner: Group art activities	Suggested assessment: Observation, question and answer, Walk and watch, Listen to conversation as they work, Noticing and collecting information
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops, digital cameras, moble phone, assistive devices, human resource, mobility device	

Assessment rubrics

Exceeds expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Learner is able to identify modeling materials for coil technique easily • Able to model using coil technique correctly • Able to appreciate own and others work with ease	• Learner is able to identify modeling materials for coil technique • Able to make items using coil technique • Appreciate own and others work	• Learner is able to identify some of modeling materials for coil technique • Attempts to model using coil technique • Appreciate own working only	• Learner attempts to identify some materials for modeling with assistance • Attempts to model. • Appreciate own work with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Modelling Techniques	**2.3 Slab Technique** 2 lessons	By the end of the sub-strand the learner should be able to: a) identify different types of material used in slab technique; b) model items using slab techniques with assistance	• Guide learners to identify different types of material used in slab technique • Guide learners into working groups	1. What type of materials do you use for modelling? 2. What type of materials do you enjoy modelling with? 3. Where do you get modelling materials?

		c) model for enjoyment; d) express their ideas, feelings and emotions through modelling with assistance.	• Guide group leaders to distribute modelling materials. • Guide to make objects using slab technique. Learners with manipulation and motor difficulties could be assisted by peers, teacher aide, teacher or use assistive devices. • Learners could be guided to take photos of the finished products. Learners with epilepsy could use digital cameras with reduced light intensity. • Guide learners to display, appreciate own and others work (Adaptations in bullet 4 above apply here). • Guide learners to clear working area and wash their hands (Adaptations in bullet 4 above apply here).	4. What do you like modelling?
Core-Competence: Self-efficacy: Self confidence as they do their work. Critical thinking and problem solving: As they make objects using slam method.					

Link to PCIs: **Health education: Hygiene**	**Link to Values** Responsibility : Clear working area and wash their hands Co-operation: Make objects using slab technique. Love: Appreciate own and others work
Links to other Activity Areas: • Environmental Activities: Use of different material in slab technique.	**Suggested Community Service Learning:** Caring for the environment through recycling of used paper.

• Religious education: Role modeling. • Language Activities: As they talk in group work. • Mathematics Activities: As they count the number of slabs to use.	
Suggested Non-Formal Activity to support learning through application: Doing group art activities at house	**Suggested assessment:** Observation, walk and watch, listen to conversation as they work, noticing and collecting information
Suggested Resources: clay, plasticine, papiermache, tools relevant to media, glue, water, Craft reference books, internet sites on art, Books, Learning laptops. Digital cameras, mobile phones, mobility devices, assistive device	

Assessment rubrics

Exceeding Above Expectation	Meeting Expectation	Approaches Expectations	Below Expectation

• Learner is able to identify modeling materials for slab technique
• Able to model using slab technique with ease
• Able to appreciate own and others work easily
	• Able to identify modeling materials for slab technique
	• Able to make items using slab technique
	• Appreciate own and others work
		• Learner is able to identify modeling materials for coil technique
		  – Attempts to model using slab technique
		  – Can make items with prompts
		  – Talk of owns work with prompts
			• Learner attempts to identify materials for modelling
			• Attempts to model freely
			• Talk about own work with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Paper Craft	**3.1 Paper Folding** 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify different methods of folding papers for creativity; b) make items using folding techniques for problem solving with assistance; c) make items using paper folding techniques for fun.	• Guide the learner to identify different methods of folding papers for creativity. • The learner observes different objects made out of folding techniques. • Learners could be guided to observe video clips on folding techniques. • Practice in purposive groups how to make items using paper folding techniques. Learners with motor and manipulation difficulties could or be assisted by peers, teacher and teacher aides or use assistive devices. • Learner fold paper to make items of their choice (Adaptations in bullet 4 above apply here). • Guide learners to display their work (Adaptations in bullet 4 above apply here). • Guide learners to talk about their art work. Learners with speech difficulties be assisted by peers to reports their response, teacher aide, teacher or gesture or use communication board.	1. What items do we make by folding papers? 2. Which items do you like making most using paper?

Core-Competence: Critical thinking and problem solving: Making objects through folding techniques.	
Link to PCIs: • Citizenship: Social cohesion • Life skills: Skills of knowing and living with oneself - Interpersonal relationships	**Link to Values:** • Unity: As they share • Love: As they help one another • Co-operation: As they work together.
Links to other Activity Areas: • Environmental activities: Reuse of materials • Language: Use of vocabulary as they talk • Mathematics: Counting of made objects.	**Suggested Community Service Learning:** Recycling paper to enhance cleanliness in the environment.
Non-Formal Activity to support learning through application: Organised hobby/talent day show	**Suggested assessment:** Listening, observation, open-ended questions, portfolio, self-assessment
Suggested Resources: Art craft reference books, design magazines, internet sites on craft teaching, art materials; looped scissors, papers, videos, DVD players, television sets, assistive devices, mobility devices	

Assessment rubrics

Indicators	Exceeds expectation	Meeting Expectation	Approaches Expectations	Below Expectation
Paper folding	• Learner is able to identify all materials for folding paper easily • Fold paper to make items correctly • Make items using folding techniques and other techniques.	• Learner is able to identify materials for folding methods • Folds paper and make some items • Make items using folding techniques	• Learner identifies some folding methods • Folds paper and make some items with prompts	• Learner identifies some materials with assistance • Attempts to fold paper for items with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.0 Creating Shapes And Forms Using ICT .	**4.1 Creating shape forms** 4 lessons	By the end of the sub-strand the learner should be able to: a) identify drawing icons for familiarization with digital devices with ease; b) use digital device to create shapes and forms for creativity; c) appreciate the use of ICT in creating shapes and forms.	• Guide learners to access drawing icons from digital devices independently. Learners with motor and manipulation difficulties could use assisted by peers, teacher and teacher aids or could use assistive devices like head pointes, universal cuffs or stamp. • Guide learners to draw shapes and forms using ICT devices randomly. (Adaptations in bullet 1 above apply here). • Guide learners with epilepsy should have ICT devices with reduced light intensity. Learners with manipulation difficulties could use assistive devices. • Guide learners to create shapes and forms using digital devices (Adaptations in bullet 1 above apply here).	1. Which are the digital devices tools used in drawing? 2. What is your favourite shape? 3. Which form do you enjoy drawing most? 4. Which digital device do you like using

			• Guide learners to use electronic devices independently while observing personal safety. Learners with epilepsy should have ICT devices with reduced light intensity. • Guide learners to share experience. Learners with speech difficulties could gesture or use communication board.	

Core-Competence to be developed Self efficacy: Collaboration – Working together. Cooperation – Working together. Learning to learn – Practising learnt skills.

Link to PCIs:
• **ESD-DRR;** Safety
• **Life skills**:
   – Skills of knowing and living with oneself – self-esteem
   – Skills of knowing and living with others: Interpersonal relationships
	Links to Values:
	• Responsibility: As they work together or individually.

Links to other Activity Areas: • Mathematics: Shapes • Language: Talking with each other. • Environmental Activities: Use of materials.	**Suggested Community Service Learning:** Work with parents and community to perfect their skills/ visit each other and share their gadgets
Suggested Non-Formal Activity to support learning through application: Group art activities outside the classroom	**Suggested assessment:** Portfolio, graphs, observation use rating forms, video recording, Self-assessment.
Suggested Resources: books, e-books, resource persons, adapted computers and smart toys and appropriate software.	

Assessment rubrics:

Exceeding Expectation	Meeting Expectation	Approaches Expectation	Below Expectation
• Learner displays familiarity of using drawing tools • Draws shape and form on the electronic gadgets with ease • Colours using icons successfully • Able to work with minimum guidance • Appreciate the use of ICT in creating shape forms.	• Learner uses ICT drawing tools to create shapes with ease • Draw shapes and forms • Colour shapes and forms • Appreciate the use of ICT in creating shapes and forms.	• Learner uses drawing tools with prompts • Draw shapes and forms with prompts • Appreciate the shapes and forms created	• Depend a lot on assistance to identify and use tools to draw shapes • Appreciate the shapes drawn by self

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.0 PAPER CRAFT	**5.1 Weaving** 6 Lessons	By the end of the sub-strand the learner should be able to: a) identify materials for weaving. b) make weaves using paper for creativity; c) appreciate the use of local materials for making woven articles.	• Identify materials for weaving with ease. • Learners could be guided to observe photographs of weaving materials. • Guide learners to cut paper strips for weaving. Learners with motor and manipulation difficulties could be assisted by peers,	1. What do we use to make a twine weave? 2. What are some of the tools used in weaving? 3. Where can weave articles be used?

			teacher aide, teacher or use assistive devices.
			• Learners to weave simple item using twining technique (Adaptations in bullet 2 above apply here).
			• Learners to use technique of their choice to weave article (Adaptations in bullet 1 above apply here).
			• Guide learners to display work and share comments. (Adaptations in bullet 1 above apply here). Learners with speech difficulties could be assisted by peers to report their views or use communication board.

Core-Competence: Learning to learn: As they practice learnt skills. Communication and Collaboration: As they talk with each other.

Link to PCIs:	**Link to core value:**
Life Skills: Skills of knowing and living with oneself – self esteem	Respect: As they observe others work.
Life skills: Skills of knowing and living with others – interpersonal relationships	

Links to other Activity Areas:	**Suggested Community Service Learning:** Recycling paper to enhance cleanliness in the environment.
Language: As they use vocabulary. Mathematics: Counting items made. Religious education Sharing materials	

Suggested Non-Formal Activity to support learning through application: Group art activities,	**Suggested Assessment:** Listening, observation, checklist, question and answer, portfolio.

Suggested Resources: Works of paper craft artists like Su Blackwell, Internet sites on craft, (education.com), Craft Books, laptop in learning, videos, video players, TV sets, mobile phones. Assistive devices, mobility devices

Assessment rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner can identify materials for weaving with ease • Makes innovative weaves • Talks of mats made and used	• Learner can identify materials for weaving • Makes innovative weaves • Talks of how to make • Talks of mats made and used	• Learner can identify few materials for weaving • Makes mat with prompts • Attempts to talk of how to make materials • Attempts to talk about the use	• Learner attempts to identify few materials for weaving with assistance • Attempt to makes mat with assistance • Attempts to talk of how to make materials Attempts to talk about few uses with assistance

Strand	SUBSTRAND	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.0 Construction	**6.1 3-Dimensional forms** 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify materials for construction; b) create forms in 3-d using locally found materials for innovation with assistance;	• Guide learners to identify materials for construction. • Learner to familiarise with the found materials for making 3-D forms. • Learners could be guided to observe 3-D objects from laptop and mobile phone.	1. What do you like making most? 2. What materials are used for construction? 3. Where do we get the materials for construction?

		c) handling construction materials for exploration and enjoyment with assistance. d) appreciate self and others work.	Learners with epilepsy could use digital devices with less light intensity. • Guide learners to make 3D forms. Learners with motor and manipulation difficulties could be assisted by peers, teacher aide, teacher or use assistive devices. • Learners arrange and rearrange the found objects to create the 3D items, keenly observing personal safety (Adaptations in bullet 4 above apply here). • Appreciate self and others work. Learners with speech difficulties or be assisted by peers to express their feelings, teacher aide, teacher or use communication board. • . Guide learners to clean work place (Adaptations in bullet 4 above apply here).	

Core-Competence: Creativity and imagination: In creating 3D forms. Critical thinking: As they use the required skill to make the forms. Learning to learn: As they practice the skills.

Link to PCIs: Learners support programmes **ESD: DRR;** Safety and security: As they used different materials	**Links to Values:** • Unity: As they work together. • Responsibility: As they work individually. • Love: As they use working area/materials.
Links to other Activity Areas: Environmental activities: Get materials from environment. Mathematics create the 3D items:	**Suggested Community Service Learning:** Recycle material within the school

Language Activities: Appreciate self and others work	
Suggested Non-Formal Activity to support learning through application: Participating in group construction activities	**Suggested Assessment:** Observation, question and answer, self-assessment, portfolio
Suggested Resources: open-ended art materials/ assorted found materials, such as bottles, boxes, wooden blocks, wires and more; videos on 3D making, artifacts of renown artists, Resource persons, adapted mobile phones, adapted laptops.	

Assessment rubrics

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify materials for constructing 3D objects from their environment • Able to construct 3D objects using found materials with ease • Able to Observe safety precaution as they construct 3D objects • Able to comment on self and others work	• Learner is able to identify materials for constructing 3D objects from their environment • Able to construct 3D objects using found materials • Able to observe some safety	• Learner attempts to identify some materials for constructing 3D objects from their environment • Able to perform the activity to some extent • Observe safety with prompts	• Learner is able to perform the activity with assistance • Able to identify 3D objects from the environment with assistance • Observe safety with assistance

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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Ornaments	**7.1 Beading** 4 Lessons	By the end of the sub-strand the learner should be able to: a) identify locally available materials for beading; b) make an item using coloured beads for creativity; c) appreciate self and others work.	• Guide learners to identify locally available materials for beading. • Guide learners to Sort and group beads according to the colour scheme. Learner with mobility and manipulation difficulties could be assisted by peers, teacher, teacher aide or use assistive devices. • Guide learners to thread the beads in sequence to come up with prescribed ornament (Adaptations in bullet 2 above apply here) • Learners could be guided to take photos of finished ornaments(Adaptations in bullet 2 above apply here) • Learners to observe safety as they make the ornaments. (Adaptations in bullet 2 above apply here) • Guide learners to appreciate self and others work. Learners with speech difficulties could gesture, be assisted by peers, teacher aide, teacher or use communication board.	1. Which materials do we use for beading? 2. How can do we make a beading pattern? 3. Where do we get beading materials? 4. Which ornament do you like making most?
Core-Competence: Imagination and Creativity: In beading.					
Link to PCIs: Learning support programme • **ESD –DRR** – Safety			**Links to Values:** • Patriotism: Using colours of our National flag.	

• **Life skills:** Skills of knowing and living with oneself – self-esteem	
Links to other Activity Areas: Environmental activities: Identify locally available materials Mathematics Activities: Determining number of beads to use	**Suggested Community Service Learning:** Make ornaments using locally available materials and sue them for cultural functions and festivities
Suggested Non-Formal Activity to support learning through application: Participating in group construction activities	**Suggested assessment :** Observation, question and answer, self-assessment, portfolio
Suggested Resources: any art materials, assorted found materials, videos on 3D , artifacts of renown artist**, r**esource persons, e books, internet; art websites, assorted beads, locally available materials, mobile phones, digital cameras.	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify all materials for beading. • Able to make beads for his/her choice from locally available materials. • Able to do beading sequentially with ease. • Able to describe his/her work. • Appreciates beading work	• Learner is able to identify all material for beading. • Able to make beads of his/her choice • Able to do beading sequentially • Able to describe his/her work. • Appreciates completed own and others beading work	• Learner is able to identify few materials for beading • Able to bead sequentially with a lot of prompts • Has difficulties describing his/her work confidently • Appreciates own work	• Learner can identify materials for beading with a lot of assistance • Able to thread a few beads with a lot of assistance • Attempts to describe own work • Attempts to appreciates own work

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.0 Ornaments	**7.2 Bracelets** 4 lessons	By the end of the sub-strand the learner should be able to: a) identify local materials for making bracelets; b) make and decorate bracelets for friendship. c) make bracelets for enjoyment.	• Guide learners to identify locally available materials for making bracelets. • Learners could be guided to watch a video on decoration of bracelets. • Guide learners to decorate bracelets using techniques of their choice. Learners with motor and manipulation difficulties could be assisted by peers, teacher, teacher aide or use assistive devices. • Observe safety as they make the bracelets.	1. What are the beads strung on? 2. What do you use to strung the beads 3. How do we make bracelets beautiful?

Core-Competence: Imagination and creativity; Selecting materials. **Communication and collaboration**: Working together

Link to PCIs: Learners support programme **ESD-DRR;** Safety – Safety when stringing **Health Education; -** Observe cleanliness as they handle the beads	**Link to Values :** • Integrity: As they watch video clips. • Co-operating: As they work together.
Links to other Activity Areas: Environmental activities: Identify locally available materials Language: Talk with each other Mathematics activity: Counting numbers made	**Suggested Community Service Learning:** Recycling material within the school
Suggested Non-Formal Activity to support learning through application: Participate in ddecorating activities and sharing.	**Suggested assessment:** Answering open ended questions, observation; the students can demonstrate that they have learned the skill of using their fine motor skills by demonstrating to the teacher, portfolio, self-assessment

Suggested learning resources: paint, tassels, drape using shiny ribbon or fancy strips of clothes or stone or beads, ribbons, videos, laptops

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify local materials for making bracelet. • Able to use bracelet materials for making ornaments • Able to make bracelet individually and in pairs	• Learner is able to identify local material used for making bracelets • Able to use bracelet materials for making ornaments • Able to make bracelets in pairs and groups • Appreciate talent in making bracelets	• Learner is able to identify few materials used for making bracelets • Attempts to make bracelets with a little assistance • Attempts to make bracelets individually with a little assistance.	• Learner can identify some materials used for making bracelets with a lot of assistance • Fairly make bracelets with a lot of assistance • Attempts to make bracelets in pairs with assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 PERFORMANCE	**8.1 Dance** 5 Lessons	By the end of the sub-strand the learner should be able to: a) Perform a free dancing style for enjoyment; b) Dance in pairs and groups for co-operation; c) Respond to changes in tempo and rhythms through body movement for enjoyment; d) Perform traditional dances within the locality to enhance culture.	• Guide learners to dance freely in purposive pairs, small groups or individually. • Learners could be guided to watch a video clip on free dancing style. • Organize learner to dance individually, in pairs and groups. Learners with mobility and manipulation difficulties could be assisted by peers ,teacher aide ,teacher or use assistive devices. • Guide learners to observe a variety of dance. • Guide learners to respond to tempo and rhythms through body movement. Learners with brittle bone could perform less vigorous exercises. • Guide learners to perform traditional dance using improvised costumes (Adaptations in	1. Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing?

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			bullet 3 above apply here).	

Core-Competence: Communication and Collaboration: As they talk and work together.

Link to PCIs	**Links to Value:**
• Citizenship: Social Cohension	Respect: As they form dances from other cultures.

Links to other Activity Areas:	**Community Service Learning:** Musical artefacts
• Language Activities: talk with each other • Environment Activities: As they make costumes. • Mathematics Activities: Counting steps in anthem.	

Non-Formal Activity to support learning through application: Clubs, Fun day	**Suggested Assessment:** Observation and actions, checklist, self- assessment.

Suggested Resources: Props, Cultural villages and local museum visit- musical instruments costumes and props, - musical instruments from a variety of cultures, range of music from different cultures and genres for dance and movement activities (e.g. traditional, classical, local and others) learning laptops.\videos, TV sets, internet.

Assessment rubrics

Exceeds expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner performs a free and a coordinated dancing style for enjoyment • Learner responds to changes in tempo and rhythms through body movement easily • Learner performs traditional dances within and outside the locality to enhance culture	• Learner performs a free dancing style for enjoyment • Learner responds to changes in tempo and rhythms through body movement • Learner performs traditional dances within the locality to enhance culture	• Perform a free dancing style with prompts • Learner tries to respond to changes in tempo and rhythms	• Attempts to perform a free dancing style with assistance • Learner responds to changes in tempo only and with assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	**8.2 Musical** **Rhymes**. 5 Lessons	By the end of the sub-strand the learner should be able to: a) recite rhymes with repetitive phrases and rhythmic patterns; b) display the ability to recite simple rhymes c) perform simple rhymes for entertainment with assistance; d) recite a range of musical rhymes to enhance creativity; e) appreciate others talents as they perform simple rhymes.	• Organize learners in groups to recite different rhymes. Learners with speech difficulties to mime, gesture, clap, hum or tap. • Play recorded rhymes. Learners with mobility and motor difficulties could be assisted by peers, teacher aide, teacher or assistive devices. • Guide individual learners to perform simple rhymes through dramatization (Adaptations in bullet 2 above apply. • Guide learners to interact with each other during play to enhance social play (Adaptations in bullet 2 above apply. • . Guide learners to sing and perform actions rhymes e.g. Baa baa black sheep. (Adaptations in bullet 1 above apply here). Guide learners to appreciate self and others	1. What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most?

			talents as they perform simple rhymes (Adaptations in bullet 1 above apply here)	

Core-Competence: Self-efficacy: Develop confidence as they recite rhymes. Communication and Collaboration: As they work together.Creativity and imagination: As they recite musical rhymes.

Link to PCIs: Life skills and value education: **Citizenship:** Social cohesion as they interact with each other	**Links to Values:** • Respect: As they listen to and take turns in reciting rhymes. • Unity: As they work together. • Responsibility As they perform allocated tasks. • Love: As they help others to pronounce the musical rhymes.
Links to other Activity Areas: • Language: As they talk with each other • Environment: perform activity within the environment • Mathematics Activity: As they count in rhyming songs.	**Community Service Learning:** Visit the elderly and entertain by reciting and dramatizing rhymes
Non-Formal Activity to support learning through application: Children to participate in music club	**Suggested Assessment:** Observation, self assessment, progress record.
Suggested Resources: Resource persons, resource centres, library, e-books, audio recorders, mobile phones, adapted laptops.	

Assessment rubrics

Exceeding Expectation	Meeting Expectation	Approaches Expectation	Below Expectation
• Learner is able to recite rhymes independently • Has the ability to repeat simple words in the rhymes with ease • Has the ability to compose own rhymes	• Learner is able to recite simple rhymes • Has the ability to repeat simple words in the rhymes • Can compose own rhythms • Appreciate own and others performance of simple rhymes	• Learner is able to listen to the rhymes as others recite • Has difficulty in pronouncing some words • Learner has difficulty to compose own rhymes independently	• Learner is able to listen to the rhyme; enjoy but has difficulty to say the words correctly without assistance • Has difficulty composing own rhymes without assistance

• Appreciate own and others performance of simple rhymes				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	**8.3 Rhythmic Patterns** 5 lessons	By the end of the sub-strand the learner should be able to: a) identify musical instruments used for performing rhythmic patterns such as percussion; b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment; c) create rhythm using percussion instruments to enhance tempo with assistance; d) appreciate others talent as they perform rhythmic patterns using percussion instruments.	• Guide learners to identify percussion instruments. • Learners could be guided to observe photos showing the different percussion instruments. • Organize learners in small purposive groups, pairs and individually to create rhythmic movements. Learners with motor and mobility difficulties could be assisted by peers, teacher aide, teacher or use assistive devices. • Learners create rhythmic patterns using percussion instruments	1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument?

			(Adaptations in bullet 3 apply here). • Learners to appreciate self and others talents(Learners with speech difficulties could be assisted by peers to report their feelings, teacher aide, teacher , gesture, or use communication board	

Core-Competence: Creativity and imagination: As they perform rhythmic patterns. Critical thinking: In creating rhythmic patterns.Self efficacy: As they perform rhythmic patterns.

Link to PCIs **ESD: DRR;** Safety • Citizenship : Social Cohesion as they work in groups	**Links to Values** • Patriotism: Appreciating other peoples cultural rhythmic. • Responsibility: As they use musical instruments. • Unity: As they work together. • Cooperation
Links to other Activity Areas: • Language activities: As they talk with each other in group work • Mathematics activities: Counting in rhythmic patterns. • Religious activities: Sharing materials/singing.	**Community Service Learning:** Perform in festivals, places of worship
Non-Formal Activity to support learning through application: Dance club activities, games, singing and dance	**Suggested Assessment:** Observation, question and answer

Suggested Resources: drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones with adaptations where necessary.

Assessment rubrics:

Exceeds expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to create rhythmic patterns well • Able to identify several percussion instruments that produce sound • Able to follow the sounds and coordinate patterns • Show fun in daily in the rhythmic activities	• Learner is able to follow rhythmic patterns well • Show skills in creating patterns accurately • Identify percussion instruments that produce rhythmic patterns • Co-ordinates the body movement patterns	• Follow few rhythmic patterns accurately • Can coordinate the body fairly to follow few patterns • Can identify few percussion instruments used to make rhythmic patterns	• Has difficulty to creating any pattern without assistance. • Has difficulty co-coordinating the body parts to follow pattern • Has difficulty in identifying percussion instruments

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	**8.4 Singing** **Games** 5 Lessons	By the end of the sub-strand the learner should be able to: a) identify different cultural singing games for harmonious core existence; b) perform varied cultural singing games using props for enjoyment with assistance; c) express feelings through singing games for appreciation.	• Guide learners to listen to and sing songs from different cultural backgrounds. • Learners could be guided to observe songs sang from different cultural background. • Guide learners to display the ability to use props. Learners with gross motor and mobility difficulties could be assisted or use assistive devices.	1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games?

			• Guide learners to have fun and enjoy as they sing and dance. Learners with speech difficulties could be mime, hum, tap, clap or use communication board. • Learners to be encouraged to sing and dance cooperatively in purposive pairs and small groups (Adaptations in bullet 3 above apply her).	

Core-Competence :
• **Self-efficacy:** Develop confidence as they perform singing games.

Link to PCIs: Life Skills – Life skills and value education Learning to learn **Citizenship;** Our diversity; Social cohesion	**Links to Values:** • Unity: As they work together • Cooperation: As they work together. • Respect: As they perform singing games from various communities.
Links to other Activity Areas: Mathematics: Counting steps and singing games formations. Language: As they sin songs. Environmental Activities: Topical songs about the environment.	**Suggested Community Service Learning** • Visit the elderly in community to learn songs and meanings.
Non-Formal Activity to support learning through application: Role play as they do the singing game	**Suggested Assessment:** Listening, observation, self-assessment
Suggested Resources: Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders, multipurpose communication board, universal cuff.	

Assessment rubrics:

Exceeding Expectation	Meeting Expectation	Approaches Expectations	Below Expectation
• Learner is able to perform singing games and enjoy using props. • Identify different cultural singing games. • Express feelings through singing games.	• Learner is able to perform varied songs from different cultures. • Display the ability to use prop in singing games • Express feelings as away of appreciation to singing games by self and others.	• Learner is able to have fun and enjoy as they sing and dance with prompts. • Sing cooperatively in pairs and in small groups with prompts.	• Learner has the ability to listen, hear and sing but has difficulty to make sequential movements without assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.0 Performance	**8.5 Play simple musical instruments**	By the end of the sub-strand the learner should be able to: a) identify various music ICT device for familiarization; b) play simple musical instruments for enjoyment; c) display ability to play various simple musical instruments including ICT device; d) play simple instruments and make movement for talent development	• Guide learners to interact with ICT device.Learners with fine motor difficulties and those with missing limbs could be provided with adapted device and manipulation devices. • Guide learners to play music using ICT device such as piano, guitar (Adaptations in bullet 1 above apply here). • Guide learners to play virtual instruments downloaded on mobile phones or tablets (Adaptations in bullet 1 above apply here). • Guide learners to play independently and	1. What are some of the gadgets used for playing music? 2. Which gadgets do you enjoy playing music from? 3. How do you play music on/from the gadget you love? 4. Which is your favourite music?

			cooperatively in purposive pairs and small groups (Adaptations in bullet 1 above apply here). • Guide learners to play, listen and make movements. (Adaptations in bullet 1 above apply here). • Encourage learners to assist each other in operating the gadgets. • Guide learners to observe safety and care of the gadgets (Adaptations in bullet 1 above apply here).	

Core-Competence: Creativity and Imagination: As they play musical instruments. Learning to learn: As they practice playing instruments. Self-efficacy: As they perform individually or in groups.

Link to PCIs: **ESD: DRR;** Safety – observe safety precautions Life skills and value education: Skills of knowing and living with others. Effective communication: As they talk with each other ESD: Safety: Oobserve safety and care of the gadgets	**Link to Values:** • Responsibility: As they care for gadgets. • Unity: As they work together • Cooperation: As they collaborate in performing tasks.
Links to other Activity Areas: Mathematics, Language, Environmental Activities	**Suggested Community Service Learning** Visit old peoples' home
Suggested Non Formal Activity to support learning through application: Music club activities, Entertain in Church/Mosque/Temple/gatherings	**Suggested Assessment:** Listening, observation

Suggested Resources: Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments, mobile phones, tablets, ipads, adapted ICT devices

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner has the ability to listen to the music and make movements • Has the ability to play simple music using electronic gadgets • Has the ability to identify different electronic gadgets used to play music	• Has the ability to identify various music ICT device for familiarization • Has ability to play simple music instruments and make movements • Learn to play simple music and make movement	• Learner is able to listen to music and make movements • Has difficulty in playing electronic gadgets without prompts	• Learner is able to interact with gadgets but has difficulty playing music from the gadgets. • Has difficulty to make any rhythmic movement without assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.0 LISTENING AND RESPOND ING	**9.1 Musical Sounds** 5 Lessons	By the end of the sub-strand the learner should be able to: a) Listen to sounds from the environment for familiarisation; b) imitate sounds made from the environment for vocal development; c) Appreciate sounds from the environment for correct response.	• Guide learners to interact with the sounds within the school environment. • Guide learners to imitate the different sounds within the environment. Learners with speech difficulties could be guided by communication boards. • Learners could be guided to record sound within their environment and play the recorded sounds back.	1. Which musical sound do you enjoy listening to? 2. Where does the sound come from? 3. Which sound do you like to imitate?

| | | | | Learners with fine motor difficulties and missing limbs could use alternative functioning parts of the body, use assistive devices or adapted musical instruments.
 • Guide learners to name sources of sound from within the school environment. Learners with speech difficulties could mime or use communication board | |

Core-Competence: Communication and collaboration: Interaction with one another.Self-efficacy: Confidence as they perform musical pieces. Learning to learn: As they practice singing

Link to PCIs: **Citizenship: Social cohesion**	**Link to Values:** • Unity: As they work together. • Responsibility: As they perform and make sounds individually.
Links to other Activity Areas: Environmental activities: record sound within their environment Language: Using vocabulary in singing. Mathematics: Counting steps as they sing Religious education: Songs of worship	**Suggested Community Service Learning:** Listening to different sounds and discouraging distractions where making sounds
Non-Formal Activity to support learning through application: Play by making different sounds	**Suggested assessment:** Listening, observation, question and answer

Suggested Resources: Resource persons, e- books, internet; music websites, toys, videos, mobile phones, audio recorders, communication boards, universal scuff, adaptations to be done for most of the resources to meet the learners' needs

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner has the ability to identify musical sounds from the environment • Has the ability to imitate sound they hear • Able to name the source of sound and differentiate • Learner is able to dance to the musical sounds	• Has the ability to listen to and identify musical sounds • Imitates sounds made from the environment for vocal development • Is able to appreciate the music sounds from the environment and imitate the sounds	• Learner attempts to identify musical sounds • Imitates sounds made from the environment for vocal development with prompts • Is able to appreciate the music sounds from the environment	• Learner has difficulty imitating the musical sounds heard without assistance • Learner is able to listen to and appreciate any one of the musical sounds

OUTDOOR ACTIVITIES

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 BASIC MOTOR SKILLS	10.1 **Locomoti ve skills** 30 Lessons	By the end of the sub-strand the learner should be able to: a) identify common terms used in outdoor activities such as climbing/sliding, throwing and catching for correct response; b) climb and slide on playing objects for enjoyment with assistance; c) observe safety during climbing and sliding on playing objects	• Guide learners to throw and catch, climb and slide. Learners with motor and orthopaedic difficulties could use light materials and appropriate assistive devices. • Guide learners to watch a video showing children throwing, catching, climbing and sliding. • Encourage learners to throw and catch objects, such as balls, bean bags (Adaptations in bullet 1 apply here). • Organize learners in pairs, groups or individually, to play climbing sliding; throwing and catching games (Adaptations in bullet 1 apply here). • Guide learners on simple First Aid skills.	1. Which activity do you enjoy most? 2. What objects do you enjoy throwing and catching? 3. How do you climb and slide?

Core-Competence: Self efficacy: Self-esteem as they perform locomotive skills. Learn to learn: As they practice the learnt skills.

Link to PCIs:	Link to Values:
Life Skills and value education: Skills of knowing and living with oneself – self-esteem **Life skills**; Skills of knowing and living with others – interpersonal relationships	• Responsibility: As they climb or slide on play objects. • Cooperation: As they work together. • Responsibility: AS they take care of play. • Respect: As they observe rules of play.

ESD: **DRR;** Safety and security	
Links to other Activity Areas: Language activity: As they talk with each other Mathematical activity: As they measure sliding distances. Environment activity: As they observe safety and care for self and play area.	**Suggested Community Service Learning:** Help the elderly hang and un hang things.
Suggested Non-Formal Activity to support learning through application: Fun day for creativity	**Suggested assessment:** Observation, Question and answers, Progress records
Suggested Resources: Fixed outdoor equipment, such swings, slides, climbing frames; balls, Frisbees and bean ball, videos, internet, laptops, wheelchairs, crutches, calipers.	

Assessment rubrics:

Exceed Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner has the ability to climb and slide, throw and catch play objects successfully	• The Learner is able to throw a catch, climb and slide play objects	• Learner has the ability to slide and throw with ease but has difficulty climbing or catching objects without support.	• Learner is able to do one activity • Has difficulty doing the other three activities without assistance.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 BASIC MOTOR SKILLS	**10.2 Non-locomotive skills** 30 Lessons	By the end of the sub-strand the learner should be able to: a) Identify common terms used in turning and twisting activities for appropriate response; b) Turning and twisting for flexibility with assistive devices; c) Turn and twist for safety with assistance.	• Learners to play games related to turning and twisting. Learners with motor difficulties could be encouraged to perform tasks according to their ability. Precaution could be observed for learners with brittle bones and epilepsy. • Organize learners to role play games related to turning and twisting in groups and pairs (Adaptations in bullet 1 above apply here). • Guide learners in turning and twisting as they play. (Adaptations in bullet 1 above apply here).	1. What are the playing materials and equipment used in twisting and turning? 2. How do we turn and twisting? 3. How do you feel when twisting and turning?

Core-Competence: Learning to learn: As they practice the skills learnt. Self-efficacy: As they develop confidence in carrying out the task. Communication and Collaboration: As they talk and work together.

Link to PCIs:	Links to Values:
• **ESD: DRR** - Safety • Citizenship: Social Cohesion as they work together	• Responsibility: As they perform the given tasks. • Respect: As they obey rules/guidelines given. • Cooperation: As they collaborate. • Unity: As they work harmoniously.

Links to other Activity Areas:	Suggested Community Service Learning: Participating in
Language activity: Talk with each other Environment activity: Imitation of twisting/swaying objects.	cultural celebrations and religious functions.
Non-Formal Activity to support learning through application: Singing games	**Suggested assessment:** Observation, question and answers, self-assessment.
Suggested Resources: Hula hoops, rings, round shaped sticks, whistles, adapted balls, universal scuffs, hoops	

Assessment rubrics:

Exceeds expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner has the ability to stretch, bend and shake well • The learner has the ability to coordinate parts of the body well	• Learner has the ability to stretch, bend and shake • The learner has the ability to coordinate parts of the body	• Learner has the ability to stretch backward • Has difficulties shaking with apparatus like hula-hoops without prompts	• Learner is able to stretch but has difficulty to bend and shake both with and without the apparatus • Has difficulty doing the three activities without assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.0 Basic Motor Skills	**10.3 Manipulative Skills**	By the end of the sub-strand the learner should be able to: a) kick freely for enjoyment; b) display the ability to balance the body for kicking technique with assistance; c) display manipulative skills through bouncing ball for distance estimation with assistance; d) bounce and kick balls safely with assistance; e) bounce and kick balls for enjoyment.	• Guide learners to kick freely. Learners with brittle bones, muscular dystrophy and those with motor and mobility difficulties could be assisted by peers to exercise within their ability or be given alternative ability level tasks. • Encourage learners to practice kicking techniques (Adaptations in bullet 1 apply here). • Organize learners in groups to display manipulative skills (Adaptations in bullet 1 apply here). • Guide learners to sing songs while bouncing and kicking in pairs and in groups (Adaptations in bullet 1 apply here). • Guide learners to do more practise on kicking skills. (Adaptations in bullet 1 apply here).	1. What do you use for kicking and bouncing? 2. Which game do you enjoy playing most? 3. How do we bounce a ball?

Core-Competence: Self efficacy: Self-esteem - as they display their ability to balance. Critical thinking and problem solving: Bouncing with alternative functional part of the body or using assistive device. Communication and collaboration: As they talk and play together. Creativity and imagination: As they balance, kick and bounce balls.

Link to PCIs:	Links to Values
Citizenship: social cohesion	• Cooperation: Sing songs while bouncing and kicking in pairs and in groups

	Responsibility : Practice kicking techniques • Respect : Working in groups
Links to other Activity Areas: Language activity: Talk to each other in group work Mathematical activity: Counting as they bounce the ball. Environment activity: Bouncing ball on hard surface. CRE, IRE, HRE: Playing as an activity of leisure time.	**Suggested Community Service Learning:** Collect litters, responding to activities of carrying and throwing litters away
Non-Formal Activity to support learning through application: Games day/sports day	**Suggested assessment:** Observation, Question and answers, checklist
Suggested Resources: Balls, balloons, tennis balls, resource person, videos, laptops, TV sets, DVD players, adapted balls of different weights	

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• The learner has the ability to kick and bounce ball successfully	• The learner has the ability to kick and bounce the ball.	• The learner has the ability to kick a ball well with support. • The learner has a challenge in bouncing objects.	• The learner kicks with difficulty • Can do bouncing of balls with assistance • Has difficulty in doing the three activities.

STRAND	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 SWIMMING	**11.1 Pool safety** 30 Lessons	By the end of the sub-strand the learner should be able to: a) identify basic water safety and hygiene rules for application in the pool; b) demonstrate ability to follow safety rules accordingly with assistance; c) appreciate the swimming pool rules for safety.	• Guide learners to name the rules of basic water safety and hygiene in the pool. Learners with communication difficulties could use communication board • Encourage learners to follow safety rules accordingly. Learners with motor and movement difficulties could be supported to use life savers and appropriate adaptations made.	1. What is the importance of basic water rules?

Core-Competence: Learning to learn: As the practice skills learnt. Self-efficacy: Confidence as they talk about their performance of skill activities. Communication and collaboration: As they talk and work together.

Link to PCIs : ESD-DRR; Safety	**Link to Values** • Responsibility: As they follow safety swimming rules.
Links to other Activity Areas: • Environmental activity: Use of water • Mathematics activity: Measuring swimming distances. • Language activity: as they communication with each other.	**Suggested Community Service Learning:** Sharing experiences with others in the community.
Suggested Non-Formal Activity to support learning through application: Visit a local swimming/water pool	**Suggested Assessment:** Observation, Open ended question oral or written

Suggested Resources: Resource person, pool, swimwear, swim accessories (goggles), pool/improvised tools- hula hoop communication boards, head/mouth pointers, universal cuffs.

Assessment rubrics:

Exceeds expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner has the ability to follow the safety rules • Has the basic water safety hygiene rules • Ability to interact with water in the pool • Ability to change into correct swimming attire	• Learner has the ability to follow the pool rules. • Ability to interact with water in the pool • Appreciate the pool rules.	• Learner has the ability to follow the pool rules but difficulty in interacting with water. • Appreciate pool rules as others interact with water.	• Has difficulty in following pool rules without assistance • Has difficulty interacting with water.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.0 Swimming	**11.2 Water Orientation** 15 Lessons	By the end of the sub-strand the learner should be able to: a) Confidently move around the pool in readiness for swimming with assistance; b) Opening eyes confidently in water for safe swimming; c) Identify basic floating techniques for swimming; d) Appreciate the use of water for recreation.	• Learners could be guided to walk around the pool to adapt the environment. Learners with motor and mobility difficulties could be supported using assistive devices appropriately. • Learners could be guided to take photos of the swimming pool (Adaptations in bullet 1 above apply here). • Encourage learners to open eyes in water confidently.	1. How do you feel when walking in water? 2. How do you feel when you put your head in water with eyes open? 3. What do you like most about being in water?

			• Learners could be guided to watch videos showing the different floating techniques. • Guide learner on how to float and walk safely in water. Learners with other health impairments could be closely supervised doing the exercises with appropriate devices in use (life savers and assistive devices). • Learners play games in the pool. (Adaptations in bullet 5 above apply here).	

Core-Competence to be developed: Critical thinking: In identifying floating techniques. Self-efficacy: Confidence – as they talk about their performance.

Link to PCIs	**Link to Values**
• **ESD-DRR;** Safety • **Health Education:** Hygiene	• Responsibility: As they perform individually and in groups. • Respect: As they follow pool rules.
Links to other Activity Areas: • Environmental activity: Use of water. • Mathematics activity: Swimming distance or time taken. • Language activity: Communicate with each other	**Suggested Community Service Learning:** Improve school grounds
Suggested Non-Formal Activity to support learning through application: Fun day	**Suggested Assessment**: Observation, question and answer, self-assessment.

Suggested Resources: Pool/ improvised pools, floaters, resource person (pool attendant), materials such as balls, toys, digital cameras, mobile phones, videos, laptops, TV sets, DVD players - Adaptation done to balls toys, floaters and depth of the pool as appropriate.

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner has confidence in moving around the pool • Has the confidence in opening eyes in water • Has the ability to float in water • Able to play games with materials in the pool	• Learner is able to move around the pool • Has confidence in opening eyes in water • Floats and plays games in water	• Has the ability to move around the pools • Ability to sing routine songs • Has difficulty in opening eyes in water, floating and playing games without support devices	• Sing swimming routine songs • Has difficulty to open eyes, float or play games in water without assistance

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.0 FUN GAMES	**12.1 Modern/ Traditional fun games**. 15 Lessons	By the end of the sub-strand the learner should be able to: a) Identify some fun games within their environment for play; b) Perform fun games for enjoyment; c) Appreciate and acknowledge each other as they perform the fun games.	• Guide learners to name some familiar fun games. Learners with speech difficulties could use communication boards or mime to do the naming. • Learners could be guided to watch some videos on familiar fun games. Organize learners in purposive groups to practice some fun games of their choice Learners with motor and mobility difficulties could be assisted by peers, teacher aide, teacher or use assistive devices.	1. Which fun game do you like most? 2. How do we perform the following fun games; telling time, skittle, killing a rat game 3. What are some of the activities done in fun games? 4. Which fun game do you enjoy most?

			• Learners to play and relate with others in fun games(Adaptations in bullet 2 above apply here).	

Core-Competence: Learning to learn: As they practice skills learnt. Collaboration and communication: As they talk and work together. Self efficacy: Self-esteem – as they perform the learnt skills.

Link to PCIs: Skills of knowing and living with others – Interpersonal relationship Citizenship : Social cohesion	**Link to Core Values:** • Co-operation: As they work/play together. • Respect: As they obey pool rules. • Responsibility: As they observe self-safety in the pool.
Links to other Activity Areas: • Language as they communicate with each other • Mathematics Activities	**Suggested Community Service Learning:** Learner to visit own community and source for fun games.
Suggested Non-Formal Activity to support learning through application: Participate in fun day	**Suggested Assessment:** Observing.

Suggested Resources: Music artifacts **,**Resource person, costumes, instruments, internet sites on fun games, videos, library, TV sets, laptops, DVD players

Assessment rubrics:

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
• Learner is able to identify various modern and traditional games • Able to identify materials used in the games • Able to perform various modern traditional games successfully • Can assist other to perform • Can perform games with props	• Learner is able to identify fun games within the environment • Able to perform fun games well. • Able to perform using props.	• Learner is able to identify games with prompts • May perform the games with prompts	• Learner has difficulties identifying any fun game within the environment • Needs assistance to perform fun games within their environment

APPENDIX 1: SUGGESTED ASSISTIVE DIVICES, ENVIRONMENTAL ADAPTATIONS, TIME AND ADAPTATIONS INASSESSMENT

1. **SUGGESTED ASSISTIVE DEVICES**
   The suggested assistive devices have been categorized into 3 groups:
   a) Instructional devices
   b) Positioning devices
   c) Mobility devices

   a) **INSTRUCTIONAL DEVICES**
   - Head pointes
   - Page turners
   - Mouth operated pointers
   - Pen/pencil holders/grips
   - Book holders
   - Stabilizers
   - Adapted tools and equipment
   - Adapted computers
   - Adapted books

   NOTE: Adaptation and modification of learning resources should be done to suit the individual learners' needs.

   b) **POSITIONING DEVICES**
   - Adapted chairs/desks
   - Adapted tables
   - Adjustable boards
   - Corner seats
   - Standers
   - Floor seaters
   - Prone wedgers
   - Orthotics
   - Straps

c) MOBILITY DEVICE
- Crutches
- Calipers
- Walkers
- Wheelchairs
- Braces
- Canes
- Prosthesis
- Artificial limbs

2. SUGGESTED HUMAN RESOURCES
- Physiotherapists
- Occupational therapists
- Speech therapist
- Teacher Aides

3. SUGGESTED ENVIRONMENTAL ADAPTATIONS
Provide a barrier free environment
- Wide doors
- Ramps
- Railings
- Handrails
- Walk-ways
- Sanitation facilities
- Lifts
- Low door handlers
- Low switches
- Low water taps
- Storage facilities

Safety precaution measures

- Avoid slippery floors
- Clutter free environment
- Barrier free walkways

4. **TIME**
   Instructional and examination time to vary according to the needs of the learner.

5. **SUGGESTED ADAPTATIONS IN ASSESMENT**
- Oral testing
- Audio recording
- A person writing or recording with learners instructions
- Use of computer
- More time
  The target **learner** here is one with difficulties in writing.

NOTE: Deviations in levels of accuracy and time allocation should be allowed based on the individual learners' physical limitations (KNEC to workout modalities of fixing time).