



REPUBLIC OF KENYA

**LOWER PRIMARY LEVEL
CURRICULUM DESIGNS**

VOLUME FOUR

MOVEMENT AND CREATIVE ACTIVITIES



KENYA INSTITUTE OF CURRICULUM EDUCATION

2017

First Published in 2017

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FOREWARD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission of Kenya's curriculum reforms. The vision of the curriculum reforms is to develop an engaged, empowered and ethical citizen. The mission is to nature the potential of every learner.

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

Suitable curriculum designs have been developed to facilitate the implementation of the Basic Education Curriculum Framework. The designs contain the National Goals of Education, outline of the Early Years Education (EYE) and general and specific learning outcomes of each subject. They also suggest a variety of learning experiences, assessment and resources. The designs also link the topics to values, and Pertinent and Contemporary Issues (PCI).

It is my hope that all educators in Early Years Education Level will anchor their delivery of Basic and Teacher education on the curriculum designs.



**FRED MATIANG'I, PHD, EGH,
CABINET SECRETARY,
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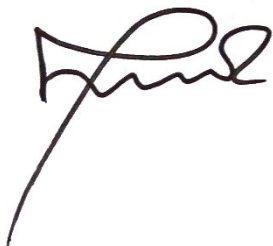
PREFACE

Kenya values the education of its citizen. At the heart of this education is the school curriculum. The constitution and the Kenya Vision 2030 clearly outline the role of education in the country. The dictates of the Constitution and the national aspirations of Vision 2030 triggered the curriculum reforms process. The process began with a needs assessment that was meant to identify and address the development agenda of the country.

The Basic Education Curriculum Framework (BECF) is a first for this country. The Curriculum Reform Technical Team at the Kenya Institute of Curriculum Development developed the framework. The team, led by experienced curriculum developers, benchmarked with various countries and developed a framework that aptly resonates with national needs.

The BECF is the guide to all education stakeholders on the national curriculum. It outlines the vision and mission of the curriculum, the structure of education, the levels of education, the learning areas for each level and the learning outcomes. It also stipulates the pillars that guide the reform process.

The learning areas are supported with curriculum designs that cover the educational content and guide the development of teachers' guides and various formats of curriculum support materials. The competency based curriculum in Kenya targets to develop globally competitive citizens who embrace 21st Century Skills.



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ACKNOWLEDGMENT

This curriculum design has been developed to facilitate the implementation of the Competence Based Curriculum for lower Primary – Grades 1, 2, & 3. The curriculum designs are organized in four volumes. Volume one contains Kiswahili, Literacy and Indigenous languages and English Activities. Volume two contains Mathematics, Environmental, Hygiene and Nutrition Activities. Volume three contains Christian Religious Education, Hindu Religious Education and Islamic Religious Education Activities. Volume four contains Movement and Creative Arts Activities.

The Curriculum designs for the Competence Based Curriculum for Early Years Education have been developed through a participatory approach embracing the various stakeholders at different levels of development. My sincere gratitude goes to all officers of Kenya Institute of Curriculum Development who ably guided the various panels. I am also grateful to all the panel members in the various learning areas for Early Years Education for their commitment, dedication and diligence in accomplishing this task. I also wish to thank all the Development Partners who provided financial and technical support throughout the process. My sincere thanks to the colleagues at the Ministry of Education for all their support.

It is my conviction that these designs will lay the foundation of the Competence Based Curriculum geared towards ensuring all our learners achieve their full potential through the learning experiences and activities they will be engaged in.

A handwritten signature in black ink, appearing to read 'Julius O. Jwan', is written over a faint, light-colored circular stamp or watermark.

JULIUS O. JWAN, PhD., MBS
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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWARD	iii
PREFACE	iv
ACKNOWLEDGMENT	v
INTRODUCTION	vii
LEARNING AREAS TIME ALLOCATION	ix
NATIONAL GOALS OF EDUCATION	x
GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION	xii
ESSENCE STATEMENT FOR MOVEMENT AND CREATIVE ACTIVITIES	xiii
MOVEMENT ACTIVITIES	1
GRADE ONE	2
GRADE TWO	67
GRADE THREE	127
ART AND CRAFT	183
GRADE ONE	184
GRADE TWO	226
GRADE THREE	266
MUSIC	303
GRADE ONE	304
GRADE TWO	321
GRADE THREE	340



INTRODUCTION

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

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

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

The Curriculum Designs for Lower Primary are in four volumes:

Volume One

- Kiswahili Activities
- Literacy
- English Activities

Volume Two

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

Volume Three

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

Volume Four

- Creative and Movement Activities



LEARNING AREAS TIME ALLOCATION

	Learning Area	Lessons Per Week
1	Literacy Activities	5
2	Kiswahili Language Activities/Kenya Sign Language	3
3	English Language Activities	3
4	Mathematical Activities	5
5	Environmental Activities	5
6	Hygiene and Nutrition Activities	2
7	Religious Activities	3
8	Movement and Creative Activities	8(5 for Movement Activities, 3 for Art and craft and 1 for Music)
9	Pastoral Programme of Instruction	1
	Total lesson per week	35

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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



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

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

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

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

8. Good health and environmental protection

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

GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION

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

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



ESSENCE STATEMENT FOR MOVEMENT AND CREATIVE ACTIVITIES

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

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

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

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

LEARNING OUTCOMES

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

1. appreciate own and others Artworks, Music and Movement Activities from the past and present within their social context and cultures,
2. express feelings, ideas, emotions and experiences through Artworks, Music and Movement Activities for therapeutic purposes,
3. develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities of self and others,
4. create Artworks, perform Music and Movement Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
5. use appropriate language in responding to Artworks, Music and Movement Activities for communication and collaboration,
6. obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

MOVEMENT ACTIVITIES

GRADE ONE

Basic movement skills: Locomotor skill: walking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	1.1 Locomotor skill: Walking 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) name the parts of the body that are in use when walking for body awareness, b) watch a video clip on the walk race for digital literacy , c) perform walking in different ways for strength, coordination, endurance, balance and space awareness, d) practice walking in different ways for strength, coordination, endurance, balance and for excellence , e) establish relationships through walking for critical thinking and problem solving, f. appreciate walking for strength, coordination, balance and self-esteem g. make appropriate play items for creativity and imagination, h. play simple games for enjoyment, collaboration and peaceful coexistence, i. observe the rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are in use when walking to create body awareness (eyes, hands, legs, the trunk). ▪ Learners to watch a video clip on the walk race and identify the body parts that are in use during the race. ▪ Learners to practice walking in different ways by: <ul style="list-style-type: none"> ○ walk in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ walking in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag - swivel ○ learners walk in different levels <ul style="list-style-type: none"> - low - medium - high 	<ol style="list-style-type: none"> 1. How many different directions can you walk? 2. Which direction can you walk faster?



			<ul style="list-style-type: none"> • Learners walk in varying levels-slow, medium and fast while making shapes such as square, circle, rectangle, triangles, rectangles, oval among others. ▪ Learners to establish relationships; under, over, mirroring, going through and going round: ▪ Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L, O, N, T, W, Y. ▪ Learners in groups to walk and make numbers such as 1, 2, 3, 4, ▪ Learners to play games that involve walking such as walk while carrying a bean bags on the head with quickly or slowly, walk while carrying an egg on a spoon with quick steps, walk while in sacks. ▪ Learners to observe rules as they walk for own and play games. 	
<p>Core competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				

<p>Link to PCIS and values:</p> <p>PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as unity, love, peace and integrity</p>	
<p>Suggested community service learning activity to support learning through application: learners to participate in cleaning the environment surrounding the school and home.</p>	<p>Suggested assessment: oral questions</p>
<p>Suggested Non-formal activity to support learning through application: learners to be taken to watch athletic championship and observe the walk race.</p>	<p>Suggested Resources: field makers, field, bean bags, ropes, digital devices such as computer and mobile phones, video clip on the walk race</p>



Movement activities assessment rubric: Locomotor skill: Walking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects

		<p>and readily accepts corrections</p> <ul style="list-style-type: none"> ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<p>lesson and reluctantly accepts corrections</p> <ul style="list-style-type: none"> ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Basic movement skills: Locomotor skill: Running

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	<p>1.2 Locomotor skill:</p> <p>Running</p> <p>12 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <ol style="list-style-type: none"> a) name the parts of the body that are in use during running for body awareness, b) watch a video clip on running for digital literacy, c) perform running in different ways for strength, coordination, endurance, balance and space awareness, d) practice running in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through running for critical thinking and problem solving, f) appreciate running for strength, coordination, balance and self-esteem, 	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for running. ▪ Learners watch video clips of an athletic championship and observe the various running events. ▪ Learners to practice running in different ways by: <ul style="list-style-type: none"> ○ running in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ running in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag 	<ol style="list-style-type: none"> 1. How many different directions can you run? 2. Which direction can you run faster?



		<p>g) make appropriate play items for creativity and imagination,</p> <p>h) play games for enjoyment, collaboration and peaceful coexistence,</p> <p>i) observe rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> ○ running in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners to establish relationships; under, over, mirroring, going through and going round. ▪ Learners to play games that involve running such as: <ul style="list-style-type: none"> ○ run carrying bean bags on the head with slow, moderate and quick speed. ○ run while speed carrying an egg on a spoon with slow, quick and fast ○ run while in sacks with slow, moderate and fast speed • Learners to obey rules as they run and play games 	
<p>Core competences to be developed:</p> <p>The learners are expected to acquire the following competences in the process of basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Environmental activities 	

<ul style="list-style-type: none"> ▪ Learner Support Program: sports and games: games that involve the running skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self-awareness: knowing myself and knowing the parts of the body involved in performing activities 	<ul style="list-style-type: none"> ▪ Hygiene and Nutrition ▪ Mathematic Activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect and Responsibility</p>	
<p>Suggested community service activity to support learning through application: Learners to give perform during the school sports day such as inter classes and inter house.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to make their own play items such as balls, batons and use them during games</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clips or computer generated pictures for the learners to watch the skill

Movement activities assessment rubric: Locomotor skill: Running

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Basic movement skills: Locomotor skill: Jumping for height

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<p>1.0 Basic movement skill</p>	<p>1.3 Locomotor skills: Jumping for height 12 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <p>a) watch a video clip on jumping for height for body awareness and digital literacy,</p> <p>b) perform jumping for height in different ways for strength, coordination, endurance, balance and space awareness,</p> <p>c) practice jumping for height in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>d) establish relationships through jumping for height for critical thinking and problem solving,</p> <p>e) appreciate jumping for height for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play games for enjoyment collaboration and peaceful coexistence,</p> <p>h) observe rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners to watch video clips of athletes performing the high jump and identify the parts of the body used when jumping for height. ▪ Learners to practice jumping in different ways by: <ul style="list-style-type: none"> ○ jump in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ jump in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ▪ Learners run in varying levels-slow, medium and fast while making shapes. ▪ Learners to establish relationships; under, over, mirroring, going through and going round. ▪ Learners to play games that involve jumping for height such as ; in threes and with a rope, two hold on each end and one to jump they change roles till all jump ▪ Learners to observe the rules as they play games using the skill jumping for height. 	<ol style="list-style-type: none"> 1. name the body parts in use when jumping for height 2. Which direction is easier for you to jump to?



<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem Solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve jumping for height skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love and Peace</p>	
<p>Suggested community service learning activity to support learning through application: The learners to visit the aged in the community and give a helping hand..</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: The learners to cooperate with others and play games that incorporate jumping for height.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computers and mobile phones ▪ video clips of athletes performing high jump or pole vault

Movement activities assessment rubric: Locomotor skill: Jumping for height

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching. ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Basic movement skills: Non Locomotor skills: Stretching

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	2.1 Non- Locomotor skill: Stretching 6 Lessons	By the end of the sub-strand, the learner should be able to:- a) explore stretching in different directions for body awareness, b) watch a video clip on a cheetah stretching for digital literacy , c) perform stretching in different ways for flexibility , agility, coordination and space awareness , d) practice stretching in different ways for flexibility, agility, coordination, balance and excellence,	<ul style="list-style-type: none"> • Learner to answer questions on parts of the body that are in use when stretching. • Learner to watch a video clip of a cheetah and a cat stretching. • Learner to stretch towards different directions such as sideways. • Learners to play games involving stretching such as sitting down and stretching to reach objects placed at different distances, heights using the hands or the legs. 	<ol style="list-style-type: none"> 1. Name the body parts that are in use when stretching? 2. How many different directions can you stretch towards?

		<ul style="list-style-type: none"> e) establish relationships through stretching for critical thinking and problem solving, f) appreciate stretching for flexibility, agility, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety. 	<ul style="list-style-type: none"> • Learners to obey rules as they stretch and play games. 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem Solving 				
<p>Link to PCIS and values: PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games activities that involve the stretching ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities ▪ Art activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace</p>				



Suggested community service learning activity to support learning through application: The learners may join in planting trees in the school, at home and in the community.	Suggested assessment: oral questions, practical
Suggested non-formal activity to support learning through application: The learners to cooperate with others and play games that incorporate stretching.	Suggested Resources: field makers, field, bean bags, ropes, digital devices such as computer and mobile phones video clip of the cat stretching and other animals

Movement activities assessment rubric: Locomotor skill: Stretching

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

		<ul style="list-style-type: none"> The learner readily observes safety during skill performance and game situation 	performance and game situation	performance and game situation	
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> The learner has positive attitude towards the movement activities and is always in the right attire The learner maximally participates in the lesson and readily accepts corrections The learner willingly contributes to team activities and contributes to peer teaching The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> The learner wears the right attire for movement activities The learner and participates in the lesson and accepts corrections The learner contributes to team activities The learner has some leadership qualities 	<ul style="list-style-type: none"> The learner rarely wears the right attire for the movement activities The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections The learner rarely contributes to team activities The learner has little leadership qualities 	<ul style="list-style-type: none"> The does not wear the right attire for movement activities The learner does not participates in the lesson nor accept corrects The does not contributes to team activities The learner exhibits poor leadership qualities

Basic movement skills: Non-locomotor skill: Bending and Curling

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	2.2 Non-locomotor skill:	By the end of the sub-strand, the learner should be able to:- a) explore bending and curling in different ways for body awareness,	<ul style="list-style-type: none"> Learners to watch video clips of the inchworms curling and bending. Learner to bend and curl in different directions. 	1. Name situations where you can bend and curl?



	Bending and Curling 5 Lessons	b) watch a video clip of an inchworm for digital literacy, c) perform bending and curling in different ways for coordination, endurance and space awareness, d) practice bending and curling in different ways for coordination, endurance, balance and for excellence, e) establish relationships through bending and curling for critical thinking and problem, f) make appropriate play items for creativity and imagination, g) appreciate bending and curling for coordination, balance and self-esteem, h) play games for enjoyment, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to bend and curl in different levels (low, medium). ▪ Learners to participate in activities that involve bending and curling. ▪ Learners to obey rules when bending and curling for own and others safety. 	2. Name parts of the body that bend and curl?
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Critical Thinking and Problem 7. Communication and Collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Environmental activities 	

<ul style="list-style-type: none"> ▪ Learner Support Program: sports and games: games that involve bending and curling skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<ul style="list-style-type: none"> ▪ Hygiene and Nutrition ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love and Peace</p>	
<p>Suggested community service learning activity to support learning through application: The learners to make play items and donate them to an orphanage of choice.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: The learners to make play items for use during movement activities or when playing with friends.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ computers or mobile phones ▪ video clips of different worms and insects bending and curling

Movement activities assessment rubric: Non locomotor skill: Bending and Curling

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Basic movement skills: Manipulative skill: Overarm throw

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<p>1.0 Basic movement skills</p>	<p>3.1 Manipulative skill</p> <p>Overarm throw</p> <p>12 Lessons</p>	<p>By the end of the sub-strand the learner should be able to:-</p> <p>a) name the parts of the body that are in use during the overarm throw for body awareness,</p> <p>b) watch a video clip on over arm throw for digital literacy and problem solving,</p> <p>c) perform the over arm throw in different ways for strength, coordination, endurance, balance and space awareness,</p> <p>d) practice the over arm throw in different ways for strength, coordination, endurance, balance and for excellence,</p> <p>e) establish relationships through using the overarm throw for critical thinking and problem solving,</p> <p>f) appreciate throwing using the overarm throw for strength, coordination, balance and self-esteem ,</p> <p>g) make appropriate play items for creativity and imagination,</p> <p>h) play games for enjoyment, collaboration and peaceful coexistence,</p> <p>i) observe rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners to name object around the school compound that they are able to throw. ▪ Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones. ▪ Learners to improvise balls using the locally available materials for use during the over arm throw. ▪ Practice the over arm by throwing objects in different directions such as throwing in front, sideways, behind, up and at the back . ▪ Throw objects of different sizes using the overarm throw. ▪ Learners to play games that involve the overarm throw. ▪ Learners to observe rules when playing games for safety. 	<ol style="list-style-type: none"> 1. Name games that involve the overarm throw? 2. Name situations where you can use the overarm throw



<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve the over arm throw skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self - awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematics activities
<p>Links to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace</p>	
<p>Suggested community service learning activities to support learning through application: learners to make appropriate play items and donate them to an orphanage of choice.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: learners to make appropriate play items and use them in their own games.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computers, mobile phones ▪ video clip of the over arm throw or games that use the skill such as netball and Cricket

Movement activities assessment rubric: Manipulative skill: Overarm Throw

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Basic movement skills: Manipulative skill: Catching

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	3.2 Manipulative skills: Catching 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) explore the different ways of catching a ball for body and space awareness, b) watch a video clip on catching for digital literacy and problem solving, c) perform catching in different ways for strength, coordination, endurance and balance , d) practice catching in different ways for strength, coordination, endurance, balance and excellence,	<ul style="list-style-type: none"> • Learners in groups to watch video clips of people playing netball and other games where the catching skill is used. • Learners to answer questions on the parts of the body in use when catching. • Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls. • Learners to practice catching in groups, in twos. 	<ol style="list-style-type: none"> 1. Name the body parts that are used for catching 2. Name games where catching is used

		<p>e) establish relationships through catching for critical thinking and problem solving</p> <p>f) appreciate catching for strength, coordination and balance and self-esteem,</p> <p>g) play games for enjoyment and peaceful coexistence,</p> <p>h) observe rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> • Learners to play games using the catching skill. • Learners to observe rules when playing games for safety 	
<p>Core competences to be developed:</p> <p>The Learners are expected to acquire the following competences in the process of learning basic motor skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve the catching skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games, report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematics activities 	
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Love, Peace</p>				



Suggested community service learning activities to support learning through application: learners: learner to make play items and donate them to a children’s home of choice.	Suggested assessment: oral questions and practical
Suggested non-formal activities to support learning through application: The learners to make improvised balls and use them to play a soccer game.	Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clips of the catching skill and games such as netball where the catching skill is used

Movement Activities Assessment Rubric: Manipulative Skill: Catching

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming: Water safety: Pool rules



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	1.1 Water safety: Pool Rules 5 lessons	By the end of the sub-strand, the learners should be able to: a) name water bodies found in the community, b) watch a video clip of different water bodies for digital literacy, c) create a poster of pool rules for display in the changing room, d) identify sections of the pool and its environs for safety awareness, e) familiarize with the pool rules for safety, f) observe sanitation around the pool environs for personal hygiene, g) play simple water games for enjoyment, collaboration, and peaceful coexistence, h) obey pool rules for own and others safety,	<ul style="list-style-type: none"> ▪ Learners could be shown video clips of different water bodies such as dams, lakes, rivers, oceans and swimming pools. ▪ Learners to create a poster showing the swimming pool rules for display in the changing room. ▪ Learners to create a poster showing the swimming pool rules for display in the changing room. ▪ Learners to observe the pool sanitation and hygiene by: <ul style="list-style-type: none"> - showering before entering the pool - appropriate dress code ▪ Learners to be taken round the swimming pool for familiarization. ▪ Learners to play water games. ▪ Learners to observe safety rules around the swimming pool. 	<ol style="list-style-type: none"> 1. Name some water bodies around where you come from? 2. Mention some of your classroom rules?
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Creativity and Imagination 5. Communication and Collaboration 6. Critical Thinking and Problem Solving 7. Learning to Learn 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: swimming gala: learners to play water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: The learners to make posters and display them during the AGM, academic days and during other school activities.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: The learners to make posters to sensitize the community on water hazards and display them on the community water bodies.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • rubbers • digital devices such as computers ,mobile phones

Movement activities assessment rubric: Swimming: Water safety: Pool rules

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho-motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Swimming: Water Safety: Personal floatation device

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
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<p>2.0 Swimming</p>	<p>1.2 Water Safety: Personal floatation device 5 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <ol style="list-style-type: none"> watch a video clip of people wearing flotation devices for digital literacy, identify different personal flotation device for wearing during swimming, demonstrate the wearing of a personal floatation device for safety, appreciate the flotation devices for safety, play simple water games for enjoyment, collaboration and peaceful coexistence, obey the pool rules for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to watch video clips of different types of floatation devices. ▪ Learners to name different items that float on water. ▪ Learners to watch video clips of people wearing flotation devices. ▪ Learners practice wearing flotation devices. ▪ Learners to play games in water while wearing flotation devices. ▪ Learners to observe the pool rules for safety. 	<ol style="list-style-type: none"> Name objects that float in water Name any two pool rules that you know?
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> Citizenship Self-Efficacy Digital Literacy Learning to Learn Creativity and Imagination Communication and Collaboration Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: play water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	

<ul style="list-style-type: none"> ▪ Life Skills: self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body involved in performing activities 	
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity	
Suggested community service learning activity to support learning: The learners to be taken for a trip around the community to familiarize with the different water bodies within their community.	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning: The learners to make posters to sensitize the community on water hazards and display them on the community water bodies.	Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computer, mobile phones ▪ video clips of different types of floatation devices

Movement activities assessment rubric: Swimming: Water safety: Personal floatation device

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming: Basic swimming skills: Exhaling in water

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<p>2.0 Swimming</p>	<p>2.1 Basic swimming skills:</p> <p>Exhaling in water</p> <p>8 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <p>a) name the organs used during exhaling in water for body awareness,</p> <p>b) watch a video clip on exhaling in water for digital literacy,</p> <p>c) practice exhaling in water for sustained swimming,</p> <p>d) establish relationships while exhaling in water for creativity</p> <p>e) improvise floatation devices for use during floating in water</p> <p>f) appreciate exhaling in water for stamina and endurance,</p> <p>g) play simple water games for creativity. enjoyment and peaceful coexistence,</p> <p>h) observe rules when playing simple water games for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners to name the organ used for exhaling in water ▪ Learners to watch a video clips of other learners swimming and observe exhaling in water ▪ Learners to practice the correct exhaling technique in water. <p>Breathe-Holding activities in water</p> <p>Teacher to practicing breathe-holding with the learners. Demonstrate to the learners the correct breathing technique in water.</p> <p>the learners to,</p> <ul style="list-style-type: none"> ▪ take a deep breath through the mouth, put the mouth in water and blow out all the air in the lungs through the mouth ▪ take a deep breath and o hold it for about 20 seconds with the mouth in water then blow out in water ▪ take a deep breath through the mouth, submerge the mouth and the nose in water and blow out all the air in the lungs through the mouth do the same but hold the breath for 20 seconds then blow out all the air in the lungs through the mouth ▪ repeat (I, ii and iii, till proficiency is gained 	<ol style="list-style-type: none"> 1. Is it possible to breath with your head in water? 2. Which body parts do we use for breathing in water exhaling in water



			<ul style="list-style-type: none"> ▪ take a deep breath through the mouth, submerge the face in water and blow out all the air in the lungs through the mouth <p>Activities for Blowing Bubbles in water The teacher to demonstrate blowing bubbles in water Learners to practice blowing bubbles in water with the;</p> <ul style="list-style-type: none"> ▪ Blow bubbles with mouth and nose in the water, ▪ blowing bubbles into the water with the face submerged, ▪ Completely immerse the face and hold breath while blowing bubbles in water, <p>Activities on Bobbing for Breaths in water</p> <ul style="list-style-type: none"> ▪ Hold onto the pool side in chest-deep water. ▪ Breath-in and bend the knees to fully immerse the head in water, ▪ straighten the legs and gently breath-out through the nose as you come to the surface. ▪ Breath-in when the mouth rises above the water surface. ▪ repeat (I, ii, ii and iv) until mastery is attained ▪ Move to where the water is at the mouth level and practice bobbing away from the wall ▪ Learners to play simple water games while bobbing in water and observe pool safety rules 	
Core Competences to be developed:				

<p>The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: swimming gala: games that involve swimming ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: The learners to be involved in draining stagnant water around the school, at home and community</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: The learners to make posters to sensitize the community on water hazards and display them on the community water bodies.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ swimming pool ▪ flotation devices ▪ digital devices such as computer and mobile phone



Movement activities assessment rubric: Swimming: Basic swimming skills: Exhaling in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ The learner does not participate in the lesson nor accept corrections ▪ The learner does not contribute to team activities ▪ The learner exhibits poor leadership qualities

Swimming: Basic Swimming Skills: Seeing in Water

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
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<p>2.0 Swimming</p>	<p>2.2 Basic swimming skills:</p> <p>Seeing in Water</p> <p>5 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <p>a) name the organ used to see in water while swimming for body awareness,</p> <p>b) watch a video clip of people playing games in water for digital literacy,</p> <p>c) acquire the ability to see in water for safety, personal and general space awareness,</p> <p>d) establish relationships while seeing in water for critical thinking and problem solving,</p> <p>e) make appropriate play items for creativity and imagination</p> <p>f) appreciate seeing in water for self-esteem,</p> <p>a) play simple water games for communication and collaboration, enjoyment and peaceful coexistence</p> <p>g) observe rules when playing games in water for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners could be shown video clips of other learners swimming. ▪ Learners to discuss why it is important to open eyes when swimming. <p>Seeing in water</p> <p>i. Take a deep breath through the mouth, and submerge the whole face in water with the eyes open, hold for 10 seconds and blow out in the water</p> <p>ii. Take a deep breath and submerge the whole face in water with the eyes open and hold for about 20 seconds and blow out in the water</p> <p>ii. Take a deep breath through the mouth, submerge the whole face in water with eyes open and hold a partner's hand, hold for 20 seconds and blow in water</p> <p>v. Repeat (I, ii and iii, till proficiency is gained</p> <p>Activities for opening eyes in water</p> <ul style="list-style-type: none"> • The learners to retrieve items that the teacher will throw in water such as coins, pebbles among others sinking objects in the shallow water 	<p>1. Discuss why it important to open the eyes hen swimming.</p>
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			<ul style="list-style-type: none"> ▪ Learners to play simple water games that involve opening eyes in water and observe own and others safety. 	
<p>Core competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: swimming games: playing water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self-Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ English activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love</p>				
<p>Suggested community service learning activity to support learning through application: Learners to be involved in draining the stagnant water around the school, at home, and community.</p>			<p>Suggested assessment: oral questions and practical</p>	



Suggested non-formal activity to support learning through application: Learners to plant trees and nurture them in school.	Suggested Resources: <ul style="list-style-type: none"> ▪ swimming pool ▪ flotation devices ▪ digital devices Computer and mobile phones
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Movement activities assessment Rubric: Basic swimming skills: Seeing in water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

		skill performance and game situation			
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming skills: Basic swimming skill: Mushroom float



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	<p data-bbox="416 248 584 360">2.3 Basic swimming skills:</p> <p data-bbox="416 408 584 520">Mushroom float 8 Lessons</p>	<p data-bbox="607 248 1140 320">By the end of the sub-strand, the learner should be able to:-</p> <ul style="list-style-type: none"> <li data-bbox="607 328 1140 400">a) watch a video clip of people floating in water for digital literacy, <li data-bbox="607 408 1140 520">b) acquire the ability to float in water using the mushroom float technique for survival and water safety, <li data-bbox="607 528 1140 632">c) demonstrate the ability to float in water using the mushroom float technique for survival, <li data-bbox="607 639 1140 751">d) establish relationships while floating in water for critical thinking and problem solving, <li data-bbox="607 759 1140 831">e) appreciate floating in water for self-esteem and survival, <li data-bbox="607 839 1140 911">f) make appropriate play items for creativity and imagination, <li data-bbox="607 919 1140 991">g) play simple water games for creativity, enjoyment and peaceful coexistence, <li data-bbox="607 999 1140 1070">h) observe rules when playing simple games for own and others safety. 	<ul style="list-style-type: none"> <li data-bbox="1162 248 1715 360">▪ Learner to watch video clips of people floating on water using the mushroom float, <li data-bbox="1162 368 1715 440">▪ Practiced floating on water using the mushroom float. <p data-bbox="1162 448 1715 480">Mushroom/Stationary Float</p> <ul style="list-style-type: none"> <li data-bbox="1162 504 1715 608">i. hold onto side of the pool hands shoulder width apart at the shallow end <li data-bbox="1162 616 1715 687">ii. Step back and straightening the arms and lock the elbows, <li data-bbox="1162 695 1715 767">iii. Bend forward till the chest is flat on top of water, <li data-bbox="1162 775 1715 847">iv. Move the feet far back to stand on tiptoes, <li data-bbox="1162 855 1715 999">v. Taking a deep breath and immerse the head and face in water (use the breathing technique) and hold the position for five seconds, <li data-bbox="1162 1007 1715 1078">vi. float with the face fully immersed in water with eyes open, <li data-bbox="1162 1086 1715 1158">vii. Slowly Lift the head and bring the body to a standing position <ul style="list-style-type: none"> <li data-bbox="1162 1166 1715 1270">▪ Learner to cooperate with others and play simple water games while using the mushroom float technique <li data-bbox="1162 1278 1715 1350">▪ Learners to enjoy playing simple water games. <li data-bbox="1162 1358 1715 1390">▪ Learners to observe pool safety 	<ol style="list-style-type: none"> <li data-bbox="1738 248 2029 320">1. Name things that may float in water? <li data-bbox="1738 328 2029 432">2. Why it is important to know how to float in water?

<p>Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem Solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate while playing water games ▪ Learner Support Program: swimming gala: water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self-Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activities: Learners to drain stagnant water around the school, home and community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activities to support learning: Learners to cooperate with others and compose water songs or sing the ones they know.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ swimming pool ▪ floatation devices ▪ digital devices such as Computer and mobile phones

Movement activities assessment rubric: Basic swimming skills: Mushroom Float

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Swimming skills: Sculling water (standing position)

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.4 Swimming skills: Sculling water (standing position) 8 Lessons	By the end of the sub-strand the learner should be able to:- a) explore the different ways of sculling water, b) watch video clips of people sculling in water for digital literacy, c) acquire the ability to scull in water for survival and water safety, d) demonstrate the ability to scull water for self-confidence,	<ul style="list-style-type: none"> ▪ Learners to watch a video clip of other learners sculling water (standing position) ▪ Learners practice sculling in water by: <ul style="list-style-type: none"> ○ at the shallow end of the pool the learner to extend the arms directly out in front, ○ elbows bent and the hands are positioned slightly wider than the shoulders ○ the learner's feet stand on the pool floor and the body in a sitting arm 	<ol style="list-style-type: none"> 1. name any floating technique you know 2. Why is it important to scull water?



		<ul style="list-style-type: none"> e) establish relationships while sculling water for critical thinking and problem solving, f) make appropriate play items for creativity and imagination, g) appreciate sculling in water for self-esteem, h) play simple water games for creativity, fun and peaceful coexistence, i) observe rules when playing simple games for own and others safety. 	<p>chair position the back leaning on the armchair,</p> <ul style="list-style-type: none"> ○ the palms of the hands face downwards and move in a circular or figure-eight motion pressing downwards and close to the water surface ○ Learner makes movement through the motion force generated by the movement of hands. ○ The motion keeps the body afloat in an upright position in the water. <ul style="list-style-type: none"> ▪ Learners cooperates with others to play simple games while sculling water ▪ Learners to observe safety while playing water games 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Critical Thinking and Problem solving 7. Communication and Collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate while playing water games ▪ Learner Support Program: swimming gala: water games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	

<ul style="list-style-type: none"> ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	
Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Social justice	
Suggested community service learning activity to support learning through application: The learners to visit the aged in the community and give help	Suggested assessment: oral questions and practical
Suggested non-formal activities to support learning: Learners to recite water poems	Suggested Resources: <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices ▪ Digital devices such as computers, mobile phones

Movement activities assessment Rubric: Swimming skills: Sculling water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Gymnastics: Static balances: Single leg balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	1.1 Static balances: Single leg Balance 5 Lessons	<p>By the end of the sub-strand, the learner should be able to:-</p> <p>a) name the parts of the body that are used in Single leg balance for body awareness,</p> <p>b) watch video clips on ballet dance for digital literacy,</p> <p>c) perform the single leg balance for coordination, balance, strength and space awareness,</p> <p>d) practice performing the single leg balance for coordination, balance, and strength,</p> <p>e) appreciate performing the single leg balance for self-esteem,</p> <p>f) establish relationships while performing the single leg balance for creativity and imagination,</p> <p>g) play games for enjoyment, collaboration and peaceful coexistence,</p> <p>h) observe rules for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body in use when performing the Single leg balance. ▪ Learners to watch video clips of gymnastic displays. ▪ Learners to be guided on how to perform Single leg balance. ▪ Learners to practice the Single leg balance. ▪ Learners to participate in various activities while using the Single leg balance such as the stork balance balancing bean bags on the head. ▪ Observe rules while performing the Single leg balance for own and others safety. 	<ol style="list-style-type: none"> 1. Name the parts of the body in use when perform the Single leg balance? 2. Name some body balances you know?

Core Competences to be developed:

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

1. Citizenship
2. Self-Efficacy
3. Digital Literacy



<p>4. Learning to Learn</p> <p>5. Creativity and Imagination</p> <p>6. Critical Thinking and Problem</p> <p>7. Communication and Collaboration</p> <p>8. Communication and Collaboration</p>	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastics ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills ▪ Learner Support Program: gymnastic displays: performing gymnastic displays that involve the learnt skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during academic days</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through display: learners to be taken to watch gymnastic displays performed during the trade fares in the community or at the national level</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, ▪ Digital devices such as computer and mobile phone ▪ video clip gymnastic displays

Movement activities assessment rubric: Gymnastics: static balance: Single Leg Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Gymnastics: Static balances: T-balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	1.2 Static balances: T-balance 5 Lesson	By end of the sub-strand, the learner should be able to:- a) name the parts of the body in use during T-balance performance for body awareness, b) watch video clips of T-balance for digital literacy, c) perform the T-balance for strength, coordination, balance, and space awareness, d) practice performing the T-balance for coordination, balance and strength, e) appreciate performing the T-balance for self-esteem,	<ul style="list-style-type: none"> • Learners to name the parts of the body in use when performing the in T-balance. • Learners to watch video clips of other learners performing the T-balance. • Learners to practice the T-balance individually and with others. • Learners to play games • Learners to obey rules while performing the T-balance for own and others safety 	<ol style="list-style-type: none"> 1. Name the body parts used in T-balance? 2. Name any body balance you know?

		f) establish relationships while performing the T-balance for creativity and imagination, g) play games for creativity, enjoyment and peaceful coexistence, h) observe rules while performing balances for own and others safety.		
Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning gymnastic skills: <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: Gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: gymnastic performance in individual and group displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene nutrition ▪ Environmental activities ▪ Mathematics activities 	
Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love				
Suggested community service learning activity to support learning through application : Learners to perform gymnastic displays during the academic days.			Suggested Assessment: oral questions and practical	
Suggested non-formal activities to support learning: Learners to make appropriate play items and use them when playing with friends.			Suggested Resources: Field markers, digital devices such as computer, mobile phones, video clips	



Movement activities assessment rubric: Gymnastics: Static balance: T – balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Gymnastics: Static balance: Star balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	1.3 Static Balances: Star balance 5 Lesson	By the end of the sub-strand, the learner should be able to:- a) name the parts of the body that are in use during the performance of star balance for body awareness, b) watch video clips of star balance for digital literacy, c) perform the star balance for coordination, balance, strength and space awareness, d) practice performing the star balance for coordination, balance, and strength, e) appreciate performing the star balance for self-esteem, f) establish relationships while performing the star balance for creativity and imagination, g) play games for communication , enjoyment and peaceful coexistence, h) observe rules while performing balances for own and others safety.	<ul style="list-style-type: none"> • Learners to answer questions on the parts of the body in use when performing the Star balance • Learners to watch the video clips of other learners performing the Star balance. • Learners to practice the Star balance individually and with others • Learners to collaborate with others and participate in activities using the star balance. • Observe rules when performing the star balance activities for own and others safety. 	<ol style="list-style-type: none"> 1. Name the body parts used in Star balance? 2. Name any body balance you know?

Core Competences to be developed:

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

1. Citizenship
2. Self-Efficacy
3. Digital Literacy
4. Learning to Learn
5. Creativity and Imagination
6. Communication and Collaboration

7. Critical Thinking and Problem solving	
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application : Learners to pay a visit to a children’s home and play with them.	Suggested Assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners to collaborate with others in performing the star balance.	Suggested Resources: <ul style="list-style-type: none"> ▪ Field markers, bean bags , ropes ▪ Digital devices such as computers and mobile phones

Movement activities assessment rubric: Gymnastics: Static balance: Star Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition



				physical fitness components	of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Gymnastics: Dynamic Balances: Egg roll

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	2.1 Dynamic balances: Egg roll 5 Lesson	By the end of the sub-strand, the learner should be able to:- a) explore the different ways of rolling for creativity b) watch various gymnastic rolls for digital literacy, c) perform egg roll for coordination strength and space awareness , d) practice egg roll for coordination strength and self-esteem, e) establish relationships while performing the egg roll for creativity and imagination, f) appreciate performing the egg roll for creativity, g) play games for creativity, fun and peaceful coexistence, h) observe rules when performing rolls for own and others safety,	<ul style="list-style-type: none"> • Learners to name the parts of the body used in Egg roll. • Learners to be guided in performing the Egg roll. • Learners to practice the Egg roll through rolling in different directions individual and with others. • Observe rules when performing rolls for safety. 	<ol style="list-style-type: none"> 1. Name the body parts used in Egg roll? 2. Mention any roll you know?

Core Competences to be Developed:

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

1. Citizenship
2. Self-Efficacy
3. Digital Literacy
4. Learning to Learn
5. Creativity and Imagination
6. Communication and Collaboration
7. Critical Thinking and Problem solving



<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group performance displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activities: Learners to perform gymnastic displays during the school AGM.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning: Learners to watch a video of gymnastic performance.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ Field markers, ▪ Digital devices such as computers and mobile phones

Movement activities assessment rubric: Gymnastics: Static balance: Egg roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components

			of a few components of physical fitness		
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities



Gymnastics: Dynamic Balances: Bear roll

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	2.2 Dynamic balances: Bear roll 3 Lesson	By the end of the sub-strand, the learner should be able to:- a) watch the various gymnastic rolls for digital literacy, b) perform the bear roll for balance, coordination, strength and space awareness, c) practice the bear roll for balance, coordination, strength and self-esteem, d) establish relationships through performing the bear roll for creativity, e) appreciate performing the bear roll for balance, coordination and strength , f) play games for creativity, enjoyment and peaceful coexistence, g) observe rules when performing rolls for own and others safety.	<ul style="list-style-type: none"> ▪ Name the body parts in use when performing the bear roll ▪ Learners answer questions on the various ways through which the body can roll. ▪ Learners to watch the video clips of other learners performing the bear roll. ▪ Learners to practice the bear roll individually and in groups. ▪ Learners to participate in activities using the bear roll. ▪ Observe rules during the Bear roll activities. 	<ol style="list-style-type: none"> 1. Name any body roll you know 2. Mention the body parts used when performing the T-balance?

Core Competences to be developed:

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

1. Citizenship
2. Self-Efficacy
3. Digital Literacy
4. Learning to Learn
5. Creativity and Imagination
6. Communication and Collaboration
7. Critical Thinking and Problem solving

<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: Gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: Gymnastic displays: Gymnastic performance in individual and group displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform during inter house, inter class and prize giving days in school.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to stage gymnastic displays to their peers in the community.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ Field markers ▪ Digital devices such as computers and mobile phones



Movement activities assessment rubric: Gymnastics: Dynamic balances: Egg roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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GRADE TWO

Basic movement skills: Locomotor skill: Hopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	1.1 Locomotor skills: Hopping 12 Lessons	<p>By the end of the sub-strand, the learner should be able to:-</p> <ul style="list-style-type: none"> a) name the parts of the body that are in use when hopping for body awareness, b) watch a video clip on grasshoppers hopping for digital literacy, c) perform hopping in different ways for strength, coordination, endurance, balance and space awareness, d) practice hopping in different ways for strength, coordination, endurance, balance and excellence, e) establish relationships through hopping for critical thinking and problem, f) appreciate hopping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, collaboration, and peaceful coexistence, i) observe rules when playing games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to answer questions on the animals and insects that move by hopping (kangaroo, playing mantis). ▪ Learners could watch video clips of other learners performing the hop skill. ▪ Practice hopping in different ways by: <ul style="list-style-type: none"> ○ Hop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ Hop in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ Hop in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners hop in varying levels and make shapes such as: <ul style="list-style-type: none"> - square - circle - rectangle 	<ol style="list-style-type: none"> 1. Mention animals that hop? 2. Name the parts of the body that are in use when hopping?

			<ul style="list-style-type: none"> - wavy lines - triangles ▪ Learners to establish relationships such as mirroring, under, over, on, going through and going round. ▪ Learners in groups to hop and make letters of the alphabet such as such as D, I, L, O, N, T, W. ▪ Learners to make a combination of levels, pathways, and hop . ▪ Learners to play games using the hop skill such as Hop-scotch and others. ▪ Learners to obey rules as they hop and play games. 	
<p>Core competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when hopping ▪ Citizenship: social cohesion: the learners to collaborate when hopping and playing games ▪ Learner Support Program: sports and games: games that involve the hopping skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while hopping report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	



Link to values: Exhibit responsible behaviour that respects self and others during movement activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application: Learners can perform during prize giving day and academic days.	Suggested assessment: oral questions and practical
Suggested non-formal activities to support learning through application: Learners collaborate with others and play hop scotch.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile phones ▪ video clip of learners hopping,

Movement Activities Assessment Rubric for Locomotor Skill: Hopping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities



Basic movement skills: Locomotor skill: Leaping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<p>1.0 Basic movement skills</p>	<p>1.2 Locomotor skills: Leaping</p> <p>12 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <ul style="list-style-type: none"> a) name the parts of the body that are in use when leaping for body awareness, b) watch a video clip of the leaping skill for digital literacy, c) perform leaping in different ways for strength, coordination, endurance and balance, d) practice leaping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through leaping for critical thinking and problem, f) make appropriate play items for creativity and imagination, g) appreciate leaping for strength, coordination, balance and self-esteem, h) play simple games for creativity, enjoyment and peaceful coexistence, i) observe the rules when playing games for own and others safety. 	<ul style="list-style-type: none"> • Learners to answer questions on parts of the body that are used for leaping. • Learners could watch videos clips of other learners performing the skill leaping. ▪ practice leaping in different ways by: <ul style="list-style-type: none"> ○ leaping different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ leaping in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ leaping in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners establish relationships such mirroring, under, on, over, though, round and beside. ▪ Learners in groups and individually to leap and make letters of the alphabet such as , I, L, H T, O. ▪ Learners to leap making a combination of levels, pathways. ▪ Learners to play games using the leaping skill ▪ Learners to obey rules as they leap and play games 	<ol style="list-style-type: none"> 1. Name the animals that move around by leaping? 2. Name the parts of the body used for leaping?

<p>Core Competences to be developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve leaping skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while leaping report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform during prize giving day and AGM.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners collaborate with others to play games that involve leaping.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clip of learners leaping

Movement Physical activities Assessment Rubric for Locomotor Skill: Leaping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Basic movement skills: Locomotor skill: Jumping for distance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.3 Locomotor Skill: Jumping for distance 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) watch a video clip on triple jump for digital literacy, b) perform jumping for distance in different ways for strength, coordination, endurance, balance and space awareness, c) practice jumping for distance in different ways for strength, coordination, endurance, balance and for excellence,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are use when jumping for distance. ▪ Learners to watch video clips of other learners jumping for distance or the athletes performing the long jump. ▪ learners to be guided on jumping in different ways by: <ul style="list-style-type: none"> ○ jumping in different directions such as forward, backward, to the right and left ○ jumping in different pathways such as circular, straight, curved and zigzag 	<ol style="list-style-type: none"> 1. name the parts of the body that are used for jumping 2. Which direction is easier to jump towards 3. name insects that move by jumping



		<p>d) establish relationships through jumping for distance for critical thinking and problem solving,</p> <p>e) appreciate jumping for distance for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play games for enjoyment, collaboration, and peaceful coexistence,</p> <p>h) observe the rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> o jumping in different levels such low, medium and high o jumping using varying speed such as slowly fast and faster <ul style="list-style-type: none"> ▪ Learners to practice jumping for distance using the following suggested physical activities: <ul style="list-style-type: none"> o jump and form the letters of the alphabet such as L, I, T, S among others o jump with legs together or apart o jump with arms in various positions, beside the body, held forward or backward o jump over objects on the ground ▪ the learners to establish relationships such mirroring ,under, on ,over, through ▪ Learners cooperate with others and play game that involve jumping for distance ▪ Observe rules when playing games involving jumping for distance for own and others safety 	
<p>Core Competences to be developed:</p> <p>The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Critical Thinking and Problem 7. Communication and Collaboration 				
<p>Link to PCIs:</p>			<p>Links to other learning areas:</p>	

<ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve the jumping skill ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform during inter school competitions.</p>	<p>Suggested assessment: oral questions</p>
<p>Suggested non-formal activities to support learning: Learners are involved in playing games such as Hop scotch.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computer and mobile phones ▪ video clip of learners or athletes performing the Long Jump

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

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Basic movement skills: Non Locomotor skill: Pulling and pushing

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	<p>2.1 Non- Locomotor skills:</p> <p>Pulling and pushing</p> <p>12 Lessons</p>	<p>By the end of the sub strand, the learner should be able to:-</p> <p>a) watch a video clip on pulling and pushing activities for digital literacy,</p> <p>b) perform pulling and pushing in different ways for coordination, strength, and endurance,</p> <p>c) practice pulling and pushing for strength, coordination, balance and self-esteem,</p> <p>d) establish relationships through pulling and pushing for creativity,</p> <p>e) appreciate pulling and pushing for strength, endurance and self-awareness,</p> <p>f) play games for enjoyment, collaboration , and peaceful coexistence,</p> <p>g) observe rules when pulling and pushing for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners to watch videos clips or picture cut outs of people pulling and pushing. ▪ Learners to practice pulling and pushing using the following suggested physical activities: <ul style="list-style-type: none"> ○ Four learners to hold a rope two on either side and pull each other ○ learners push and pull each other into different directions (forward, backwards, left, right) ○ learners push and pull in different levels (high, medium, low) ○ learners push and pull at different speed (slow, fast, faster) ▪ Learners for enjoyment. ▪ Learners obey rules when playing games for safety 	<ol style="list-style-type: none"> 1. How can you move a heavy object from one place to another? 2. Name the body parts used for pulling and pushing.
<p>Core Competences to be developed:</p> <p>The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				



<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve pulling and pushing skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Love, Unity, Peace</p>	
<p>Suggested community service learning activities to support learning through application: Learners to perform tug-of-war during the schools Sports Day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activities to support learning: Learners to collaborate with others and play games that involve pushing and pulling.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ digital devices such as computers and mobile phones ▪ video clip of people pushing and pulling

Basic movement skills Assessment Rubric for Non Locomotor Skill: Pulling and pushing

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition

			of a few components of physical fitness		of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities



Basic movement skills: Non-Locomotor Skills: Turning

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	2.2 Non-Locomotor skills: Turning 3 Lessons	By the end of the sub-strand the learner should be able to:- a) watch a video clip of animals playing and turning for digital literacy, b) perform turning in different ways for agility and self-awareness, c) practice turning in different ways for agility and space awareness, d) establish relationships through turning for creativity, e) appreciate turning for agility and self-awareness, f) play games for enjoyment , collaboration, and peaceful coexistence, g) observe rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ learners to watch video clips of animals turning such as donkey’s dog’s cat’s lions. ▪ Practice the turning skill by: <ul style="list-style-type: none"> ○ Learners to turn to different directions such as right, left ○ Learners to make, quarter turns, half turns and complete turns (360%) ○ Learners lie on the ground on their back and then turn onto their stomach ○ learners turn using varying levels (low, medium and high) to a given direction ○ learners to pair up and turn to each other as they give a high five ▪ Learners to play games for enjoyment ▪ Learners to obey rules for safety. 	<ol style="list-style-type: none"> 1. Which parts of the body is touching the ground when you lie on the ground and face up? 2. Name parts of the body that you can turn.
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 				

6. Communication and Collaboration	
7. Critical Thinking and Problem solving	
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve turning skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	Links to other learning areas: <ul style="list-style-type: none"> ▪ English activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities
Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application: Learners can perform and dance during the school opening day.	Suggested assessment: oral questions and practical
Suggested non-formal physical activity to support learning through application: Learners to visit a home for the elderly and entertain them with a dance.	Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computers and mobile phones video clip of animals turning for example the donkey’s dog’s cat’s and lions

Basic movement skills assessment rubric: Non Locomotor skill: Turning

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of



		<ul style="list-style-type: none"> The learners demonstrates acquisition of some components of fitness 	<p>acquisition of a few components of physical fitness</p>	<p>physical fitness components</p>	<p>the physical fitness components</p>
2.	<p>applies rules when playing games (cognitive and psycho -motor)</p>	<ul style="list-style-type: none"> The learner is excellent in following instructions during movement activities lesson The learner is exceptional in following rules during a game situation The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> The learner is good in following instructions during movement activities lesson the learner is able to follow rules during a game situation The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> The learner is satisfactory in following instructions during movement activities lessons The learner rarely obeys rules during a game situation The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> The learner is poor in following instructions during skill performance The learner does not obey rules during a game situation The learner does observes safety during skill performance and game situation
3.	<p>Participation, behavior (Affective)</p>	<ul style="list-style-type: none"> The learner has positive attitude towards the movement activities and is always in the right attire The learner maximally participates in the lesson and readily accepts corrections The learner willingly contributes to team activities and contributes to peer teaching 	<ul style="list-style-type: none"> The learner wears the right attire for movement activities The learner and participates in the lesson and accepts corrections The learner contributes to team activities The learner has some leadership qualities 	<ul style="list-style-type: none"> The learner rarely wears the right attire for the movement activities The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections The learner rarely contributes to team activities The learner has little leadership qualities 	<ul style="list-style-type: none"> The does not wear the right attire for movement activities The learner does not participates in the lesson nor accept corrects The does not contributes to team activities The learner exhibits poor leadership qualities

		<ul style="list-style-type: none"> ▪ The learner has exceptional leadership qualities and is a good role model 			
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Manipulative skill: Kicking

Strand	Sub – Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	3.1 Manipulative skills: Kicking 12 lessons	By the end of the strand the learner should be able to:- a) name the parts of the body that are in use when kicking for body awareness, b) watch a video clip on a game of soccer and observe kicking for digital literacy, c) perform kicking in different ways for strength, coordination, endurance, balance and space awareness, d) practice kicking in different ways for strength, coordination, endurance, balance and for excellence ,	<ul style="list-style-type: none"> ▪ Learners to name the body parts that are in use when kicking. ▪ Learners could be shown video clips of people kicking balls ▪ Learners to be guided on kicking in different ways by: <ul style="list-style-type: none"> ○ kicking in different directions such as forward, backward, to right and left ○ kicking in different pathways such as circular, straight, curved and zigzag 	<ol style="list-style-type: none"> 1. Name some of the items that are safe to kick 2. Which parts of the body are used in kicking?



		<ul style="list-style-type: none"> e) establish relationships through kicking for critical thinking and problem solving, f) appreciate kicking for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play games for enjoyment, collaboration, and peaceful coexistence, i) observe rules when playing games for own and others safety. 	<ul style="list-style-type: none"> o kicking in different levels such low, medium and high o kicking using varying speed such as slowly fast and faster o kick the ball and form the letters of the alphabet such as I, L, N, M, K ▪ Learners to make different balls and use them for playing games using the kicking skill. ▪ Learners to play modified soccer games. ▪ Learners obey rules for safety. 	
<p>Core competences to be developed: The learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Digital Literacy 3. Self-Efficacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve turning skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle <p>Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities</p>			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	

Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity	
Suggested community service learning activity: Learners to be taken to the stadium to watch a local team playing a football match.	Suggested assessment: oral questions and practical
Suggested non-formal physical activities to support learning: Learners to improvise balls using locally available resources and present them to the teacher.	Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computers and mobile phones ▪ video clip of people kicking the ball into different directions

Basic movement skills Assessment Rubric for manipulative Skill: Kicking

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Manipulative skills: Stopping

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	3.2 Manipulative skills: Stopping 12 Lessons	By the end of the strand the learner should be able to:- a) name the parts of the body that are in use when stopping for body awareness, b) watch a video clip on a game of soccer and observe stopping for digital literacy, c) perform stopping in different ways for coordination and balance,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are used for stopping. ▪ Learners could be shown video clips of a ball being stopped. ▪ Learners to practice stopping the ball from different directions such as <ul style="list-style-type: none"> - stop from front, - from the side - stop from the left 	<ol style="list-style-type: none"> 1. How can you stop a kicked ball? 2. which body parts are used in kicking the ball



		<p>d) practice stopping in different ways for coordination, balance and excellence,</p> <p>e) establish relationships through stopping for critical thinking and problem solving,</p> <p>f) appreciate stopping for, coordination, balance and self-esteem,</p> <p>g) make appropriate play items for creativity and imagination,</p> <p>h) play games for enjoyment collaboration, and peaceful coexistence,</p> <p>i) observe rules when playing games for own and others safety,</p>	<p>- stop from the right</p> <ul style="list-style-type: none"> ▪ Learners to pair up and practice stopping. ▪ Learners in groups practice stopping. ▪ Learners to play games using kicking skill. ▪ Learners ton observe safety when playing games. 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve stopping skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	

<ul style="list-style-type: none"> ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	
Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love	
Suggested community service learning activity to support learning through application: Learners to be taken to watch a football match in the local stadium.	Suggested assessment: oral questions and practical
Suggested non-formal physical activity to support learning through application: Learners to play a football match using the learnt skills.	Suggested Resources: <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ Digital devices such as computer and mobile phones ▪ video clip of football players practicing to stop the ball

Basic movement skills Assessment Rubric for Manipulative Skill: Stopping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming: Water safety: Signs of drowning

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	<p>1.1 Water Safety: Signs of drowning</p> <p>6 Lessons</p>	<p>By the end of the sub-strand, the learner should be able to:-</p> <p>a) name some items that sink and float in water for floating awareness ,</p> <p>b) identify a drowning person for rescue,</p> <p>c) role play a person drowning for rescue awareness,</p> <p>d) play simple water games for creativity, enjoyment and peaceful co-existence,</p> <p>e) observe pool rules for own and others safety.</p>	<ul style="list-style-type: none"> ▪ Learners to answer questions on items that sink and float in water. ▪ Learners to watch a clip of people drowning and role play. ▪ Learners to answer questions on why a person may get into trouble in water: a person may get into trouble in water because of; <ul style="list-style-type: none"> ○ not knowing how to swim ○ becoming tired in the water ○ becoming suddenly sick ○ getting a muscle cramp <p>Signs of a person in trouble in water:</p> <ul style="list-style-type: none"> ▪ May be holding onto a floating object without moving. 	<ol style="list-style-type: none"> 1. Name items that sink in water 2. Have you ever seen a person swimming in the river or swimming pool?



			<ul style="list-style-type: none"> ▪ May be trying to swim to safety but does not seem to be moving forward. ▪ The person is calling for help ▪ The person is struggling to remain afloat ▪ learners to obey the swimming pool rules 	
<p>Core Competences to be developed: The learners are expected to acquire the following competences in the process of learning swimming skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: sports and games: water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: Learners can perform during swimming gala in the school.</p>			<p>Suggested assessment: oral questions and practical</p>	

Suggested non-formal physical activities to support learning: Learners are involved in playing water games.	Suggested Resources: <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices ▪ Digital devices such as computer and mobile phones ▪ video clips of people drowning
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Basic movement skills : Assessment Rubric for Water safety: Signs of drowning

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming: Water safety: Rescuing a drowning person

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.2 Water Safety: Rescuing a drowning person 8 Lessons	By the end of the sub-strand, the learner should: a) name any item that may be used to rescue a drowning person for rescue awareness, b) watch a video clip of a water rescue mission for digital literacy, c) design homemade rescuing devices for use in rescuing a drowning person, d) role play rescuing a person who is drowning for safety, e) play simple water games for enjoyment, collaboration and peaceful co-existence,	<ul style="list-style-type: none"> ▪ Learners to name floating techniques that they know. ▪ Learners to name some of the items that can be used to rescue a drowning person. ▪ Learners to watch picture or clips of various rescue items that can be thrown to a person who is drowning. ▪ Learners to draw and colour pictures of the items that can be used to reach out to a person in trouble in water. ▪ Learners to carry out a project of making homemade, devices that could be thrown to a drowning person such as a five litre Jerrican attached to a short rope at the handle for use, a long rope attached to a one litter plastic 	<ol style="list-style-type: none"> 1. What would you do if you saw a person drowning 2. What items are used to rescue drowning people from your local environment



		f) observe caution while near water bodies for own and others safety	bottle, use a small piece of timber and attach a rope to it.	
<p>Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: sports and games: water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities ▪ Art and craft activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>				
<p>Suggested community service learning activity to support learning through application: Learners to collect the plastic papers and bottles in the school, home and community.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activities to support learning through application: Learners improvise floating devices using the locally available materials</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices ▪ five litre Jerrican ▪ a short rope 	

	<ul style="list-style-type: none"> ▪ Long ropes ▪ one litter plastic bottle, ▪ small piece of timber ▪ digital devices such as computer and mobile phones ▪ video clip of rescue items
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Swimming Assessment Rubric for: Water safety: Rescuing a drowning person

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming; Basic Swimming Skills: Treading water

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.3 Basic Swimming skills; Treading water 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) explore the different ways of moving in water for water-confidence, b) watch a video clip of people treading water for digital literacy, c) perform treading water for endurance, buoyance and for self-esteem, d) practice treading water for endurance, buoyance and for creativity, e) appreciate treading water for endurance and buoyance, f) establish relationships through while treading water for creativity, g) play simple water games for enjoyment, collaboration and peaceful co-existence,	<ul style="list-style-type: none"> ▪ Learners to answer question on ways of moving in water. ▪ Learners to watch video clips of people treading water. ▪ Learners to practice treading water individually and in groups. ▪ Learners to play water games while treading. ▪ Observe pool rules safety. 	<ol style="list-style-type: none"> 1. state some pool rules 2. Mention the parts of the body that are used for treading



		h) obey pool rules for own and others safety.		
<p>Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>				
<p>Suggested community service learning activities: Learners to visit water bodies in the community and to draw</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activities to support learning: Learners to play water games while treading.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ Swimming pool ▪ Floatation devices 	

Swimming Assessment Rubric for:Basic Swimming Skills: Treading Water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance



	(cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participate in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities

Swimming: Basic swimming skills: Horizontal float (Back float)

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Swimming	2.3 Basic swimming skills: Horizontal float (Back float) 12 Lessons	By the end of the sub-strand the learner should be able to:- a) name some objects that may float in water, b) perform the horizontal float technique in water for survival, c) practice floating in water using the horizontal float for excellence, d) appreciate floating on water in different directions using the horizontal float for survival, e) play simple water games for enjoyment, collaboration and peaceful co-existence, f) obey swimming pool rules for own and others safety .	<ul style="list-style-type: none"> ▪ Learners to name objects that can float in water. ▪ Learners to watch video clips of the horizontal float. ▪ Learners individually and in pairs to practice the horizontal float. ▪ Learners to cooperate while playing simple water games. ▪ Learners to obey swimming pool rules for safety. 	<ol style="list-style-type: none"> 1. name different positions for floating in water 2. why is it important to float in water

Core Competences To Be Developed:

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

1. Citizenship



2. Self-Efficacy 3. Learning to Learn 4. Creativity and Imagination 5. Communication and Collaboration 6. Critical Thinking and Problem solving	
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games ▪ Learner Support Program: sports and games: games that involve water skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace	
Suggested community service learning activity to support learning through application: Learners to drain stagnant water around the school, home and community.	Suggested assessment: oral questions and practical
Suggested non-formal physical activity to support learning through application: Learners to join in the schools swimming gala.	Suggested Resources: <ul style="list-style-type: none"> ▪ swimming pool ▪ floatation devices ▪ digital devices such as computer and mobile phones ▪ video clips of the horizontal float ▪ pebbles

Swimming Assessment Rubric for: Basic Swimming Skills: Horizontal Float (Back Float)

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
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1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Swimming: Basic swimming skills: Gliding

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
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2.0 Swimming	2.4 Basic swimming skills: Gliding 6 Lessons	By the end of the sub-strand the learner should be able to:- a) name some animals that live in water, b) watch a video clip of people gliding in water for digital literacy, c) perform gliding in water for confidence, d) practice gliding in water for self-esteem e) appreciate gliding in water for creativity, f) establish relationships while gliding in water for creativity and imagination g) play simple water games for enjoyment creativity and peaceful co-existence, h) obey rules while playing water games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to name some animals that live in water. ▪ Learners to be shown video clips of other learners /people gliding in water. ▪ Learners to individually and in groups to practice gliding in water. ▪ Learners to play simple water games while gliding in water. ▪ Learners to obey swimming pool rules for own and others safety. 	<ul style="list-style-type: none"> ▪ Mention ways in which a person can move in water? ▪ Name some of the animals you know that live in water?
<p>Core Competences To Be Developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing water games ▪ Citizenship: social cohesion: the learners to collaborate when playing water games 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Language activities ▪ Hygiene and Nutrition 	



<ul style="list-style-type: none"> ▪ Learner Support Program: sports and games: games that involve water games ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing water report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>	
<p>Suggested community service learning activity: Learners to visit elderly persons in the community and give help.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners sing environmental songs related to water theme.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, pebbles, ropes, ▪ digital devices such as computer and mobile phones ▪ video clip of other learners gliding in water

Swimming Assessment Rubric for: Basic Swimming Skills: Gliding in Water

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects



		<p>and readily accepts corrections</p> <ul style="list-style-type: none"> ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Gymnastics: Static balance: Back to back balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.1 Static balance: Back to back balance 3 Lessons	By the end of the sub- strand, the learner will be able to: a) name the parts of the body that are involved in back to back balance, b) perform back to back balance for strength, c) practice back to back balance for strength and creativity, d) appreciate back to back balance for strength and self-esteem, e) play games for enjoyment, creativity and peaceful co-existence, f) observe rules when performing back to back balance for own and others safety,	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body that are involved in back to back balance. ▪ Learners to watch video clips of people or other learners performing simple partner balances pictures of the same. ▪ Learners in groups to create letter shapes T, L and V. ▪ Learners to perform back to back balance. ▪ Learners to practice back to back balance. ▪ Learners to observe rules as they perform gymnastic activities. 	<ul style="list-style-type: none"> ▪ Name parts of the body involved in back to back balance ▪ mention any body balance you know/
<p>Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastic displays 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition 	



<ul style="list-style-type: none"> ▪ Citizenship: social cohesion: the learners to collaborate when performing individual and group gymnastic displays ▪ Learner Support Program: sports and games: perform individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing individual and group displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Environmental activities ▪ Mathematic activities
<p>Link to Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during the schools cultural day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning: Learners play games that involve back to back balancing.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, pebbles, ropes, ▪ digital devices such as computer and mobile devices ▪ Learners to watch video clips of people or other learners performing simple partner balances and supports or pictures of the same

Gymnastics: Assessment Rubric for: Static Balance: Back to back balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Static Balances: Wheel barrow balance

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.2 Static balances: Wheel barrow balance 2 Lessons	By the end of the sub-strand, the learner should: a) name the parts of the body that are in use when performing the wheel barrow balance for body awareness, b) perform the wheel barrow balance for strength, c) practice the wheel barrow balance for strength and creativity, d) appreciate the wheel barrow balance for strength and creativity, e) play simple games for enjoyment, collaboration, and peaceful co-existence, f) obey rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are used when performing the wheel barrow balance. ▪ Learners to watch video clips of other learners performing the wheel barrow balance or pictures. ▪ Learners to be guided in performing the wheel barrow balances. ▪ Learners to pair up and practice the wheelbarrow balance. ▪ Learners to obey rules when performing the wheel barrow balance for own and others safety. 	<ol style="list-style-type: none"> 1. How many types of gymnastic balances do you know 2. Name the parts of the body involved in body balance
<p>Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-Efficacy 3. Digital Literacy 4. Learning to Learn 5. Creativity and Imagination 6. Communication and Collaboration 7. Critical Thinking and Problem solving 				
<p>Link PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastic displays 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities 	



<ul style="list-style-type: none"> ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: perform individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Hygiene and Nutrition activities ▪ Environmental activities ▪ Mathematic activities ▪ Music activities
<p>Values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>	
<p>Suggested community service learning activity to support learning through application: Learner to perform dramatized dance during the prize giving day.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to play cultural games.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, pebbles, ropes, ▪ digital devices such as computer and mobile phones ▪ Learners to watch video clips of other learners performing the wheel barrow balance or pictures

Gymnastics Assessment Rubric for: Static Balances: Wheel barrow balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does observes safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Forward roll

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.3 Dynamic Balance: Forward roll 12 Lessons	By the end of the sub- strand, the learners should be able to: a) name the parts of the body that are in use when performing forward roll for body awareness, b) watch a video clip on forward roll for digital literacy, c) perform forward roll in different ways for agility flexibility and balance, d) practice performing the forward roll in different ways for agility, flexibility , balance and for excellence, e) establish relationships through performing the forward roll in different ways for agility, flexibility , balance and for critical thinking and problem solving, f) appreciate performing the forward roll in different ways for agility, flexibility, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play games for enjoyment, creativity, collaboration and peaceful coexistence, i) observe rules when performing rolls for own and others safety.	<ul style="list-style-type: none"> ▪ Learners give the directions towards which a person may roll. ▪ Learners mention gymnastic rolls they know. ▪ Learners watch a video clip of other learners performing the forward roll. ▪ Learners perform the forward roll ▪ Learners to practice the forward roll. ▪ Learners play simple games using various rolls. ▪ Learners observe rules when performing rolling activities. 	<ul style="list-style-type: none"> ▪ Give the directions towards which a person may roll? ▪ Name any roll you know?
<p>Core competences to be developed: The Learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 				



<ol style="list-style-type: none"> 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love, Social justice</p>	
<p>Suggested community service learning activity to support learning through application: Learners to perform during prize giving day or AGM .</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners are involved in playing games such as killing ‘rats’.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, bean bags, ropes, ▪ digital devices such as computer and mobile smart phones ▪ Learners watch a video clip of other learners performing the forward roll

Gymnastics Assessment Rubric for: Dynamic Balance: Forward roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
5.	applies rules when playing games (cognitive and psycho -motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balances: Wheelbarrow walk

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Gymnastics	3.4 Dynamic Balances: Wheelbarrow walk 2 Lessons	By the end of the sub-strand, the learner should be able to:- a) explore the different ways of moving from one point to the next for self-esteem, b) perform the wheelbarrow walk for strength and balance , c) practice the wheelbarrow walk for strength and balance, d) play simple games for enjoyment creativity, collaboration, and peaceful coexistence, e) obey rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners identify ways the body can move from one point to another. ▪ Learners in groups to watch video clips of people performing the wheelbarrow walk or observe pictures. ▪ Learners to perform the wheelbarrow walk. ▪ Learners to practice the wheelbarrow walk in groups. ▪ learners to play games for enjoyment ▪ Observe the rules when performing the wheelbarrow walk. 	<ol style="list-style-type: none"> 1. Mention ways in which the body can move on the ground? 2. Name the parts of the body that touch the ground when performing the wheelbarrow walk?
<p>Core competences to be developed: The Learners are expected to acquire the following competences in the process of learning gymnastic skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate performing gymnastic displays 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities 	



<ul style="list-style-type: none"> ▪ Learner Support Program: sports and games: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while gymnastic skills report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<ul style="list-style-type: none"> ▪ Mathematic activities ▪ music
<p>Link to values: Exhibit responsible behaviour that respects self and others during movement physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity: Learners to plant trees around the school, home and community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal physical activities to support learning: Learners can recite poems related to the environment.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and mobile smart phones ▪ video clips of people performing the wheelbarrow walk or observe pictures

Movement Physical activities Assessment Rubric for Gymnastics: Dynamic Balance: Wheelbarrow walk

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
7.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

8.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
9.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrections ▪ the learner does not contribute to team activities ▪ the learner exhibits poor leadership qualities



GRADE THREE

Basic movement skills: Locomotor Skill: Skipping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement Skills	1.1 Locomotor skill: Skipping 12 lessons	By the end of the sub-strand, the learner should be able to:- a) name the parts of the body that are in use when skipping for body awareness, b) watch a video clip on skipping for digital literacy, c) perform skipping in different ways for strength, coordination, endurance and balance , d) practice skipping in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through skipping for critical thinking and problem solving, f) appreciate skipping for strength, coordination, balance and self-esteem g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence, i) observe rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body in use when skipping. ▪ Learners in groups to watch a video clip of people skipping. ▪ Learners to practice Skipping in different ways by: <ul style="list-style-type: none"> ○ skip in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ skip in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag ○ skip in different levels <ul style="list-style-type: none"> - low - medium - high ○ learners to skip in varying tempo such as slowly, moderate and fast and make shapes(square , circle, rectangle etc) ▪ Learners to establish relationships such as mirroring, over, under, through, on beside, along and between ▪ Learners in groups to walk and make letters of the alphabet such as such as A, C, D, I, L. 	Name physical activities that can be performed using a rope?

			<ul style="list-style-type: none"> ▪ Learners in groups to walk and make numbers such as 6,7,8 ▪ Learners to make a combination of levels, pathways, tempo and skip. ▪ Learners to play games that involve skipping. ▪ Learners to obey rules as they skip and play games. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve skipping skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene nutrition ▪ Environmental activities ▪ Mathematics activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical l activities by displaying such values as Integrity, Respect, Responsibility, Love, Unity ,Peace</p>				
<p>Suggested Community Service Learning activity to support learning through application: Learners to make ropes and display them during parents meeting.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to visit a market to see different types of ropes.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, field, bean bags, ropes, ▪ digital devices smart phones ▪ video clips of people skipping 	



Basic movement skills Assessment Rubric for Locomotor Skill: Skipping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Basic movement skills: Locomotor skill: Galloping

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic movement skills	1.2 Locomotor skill: Galloping 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) watch a video clip on horses galloping for digital literacy, b) perform galloping in different ways for strength, coordination, endurance and balance, c) practice galloping in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through galloping for critical thinking and problem solving,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the animals that gallop. ▪ Learners watch a video of the animals that gallop. ▪ Learners to practice galloping in different ways by: <ul style="list-style-type: none"> ○ gallop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ gallop in different pathways <ul style="list-style-type: none"> - circular - straight - curved - zigzag 	<ol style="list-style-type: none"> 1. Name the animals that gallop? 2. How can you use the skill gallop in your daily life?



		<p>e) appreciate galloping for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play simple games for enjoyment and peaceful coexistence,</p> <p>h) observe the rules when playing games for own and others safety.</p>	<ul style="list-style-type: none"> ○ gallop in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners to gallop in varying tempo such as slowly, moderate, fast and make shapes such as square, circle etc: ▪ Learners establish relationships such as under mirroring etc. ▪ Learners in groups to gallop and make letters of the alphabet such as C, I, L, O, ▪ Learners in groups to gallop and make numbers such as 7, 6, 3. ▪ Learners to make a combination of levels, pathways, tempo and gallop. ▪ Learners to play games that involve galloping. ▪ Learners to obey rules as they gallop and play games. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Learning to learn 4. Digital Literacy 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	

<ul style="list-style-type: none"> ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	
Links to Values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace	
Suggested community service learning activity to support learning through application: Learners can perform during prize giving day and AGM	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners can be taken to watch athletic championship in the community stadium.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as mobile smart phones ▪ video clips of people galloping

Basic movement skills Assessment Rubric for: Locomotor Skill: Galloping

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components



2.	applies rules when playing games (cognitive and psycho-motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The learner does not wear the right attire for movement activities ▪ The learner does not participate in the lesson nor accept corrections ▪ The learner does not contribute to team activities ▪ The learner exhibits poor leadership qualities

Locomotor skills: Dodging

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	1.3 Locomotor skills: Dodging 12 lessons	<p>By the end of the sub-strand, the learner should be able to:-</p> <p>a) name the parts of the body that are in use when dodging for body awareness,</p> <p>b) watch a video clip on a game of Netball and observe dodging for digital literacy ,</p> <p>c) perform dodging in different ways for strength, coordination, endurance and balance ,</p> <p>d) practice dodging in different ways for strength, coordination, endurance, balance and for excellence ,</p> <p>e) establish relationships while dodging for critical thinking and problem solving,</p> <p>f) appreciate dodging for strength, coordination, balance and self-esteem,</p> <p>g) make appropriate play items for creativity and imagination,</p> <p>h) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,</p>	<ul style="list-style-type: none"> ▪ Learners to answer questions on the games where the dodging skill is used. ▪ Learners to watch video clips of a netball game and to make observation on dodging. ▪ Learners to practice dodging in different ways by: <ul style="list-style-type: none"> ▪ dodging in different directions <ul style="list-style-type: none"> ○ forward, ○ backward, ○ to the right ○ to the left ▪ dodging in different pathways <ul style="list-style-type: none"> ○ circular ○ straight ○ curved ○ zigzag ▪ dodging in different levels, slowly moderate and fast ▪ Learners to play games while using the skill galloping ▪ Learners to obey rules as they gallop and play games. 	<ol style="list-style-type: none"> 1. Mention games that you can play using dodging? 2. What do you do to avoid being hit by a kicked ball?



		i) obey rules when playing games for own and others safety,		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematics activities 	
<p>Link to values: exhibit responsible behaviour that respects self and others during physical activities by displaying such values as integrity, respect, responsibility, unity, love, peace</p>				
<p>Suggested community service learning activity to support learning through application: Learners to take part in the Freedom from Hunger Walk event</p>			<p>suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activities to support learning: Learners to make balls and bean bags from the locally available materials.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computer and smart mobile phones ▪ video clips of learners playing a game where dodging is used 	

Basic movement skills assessment rubric for: Locomotor skills: Dodging

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Locomotor skill: Sliding

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic Motor Skills	2.1 Locomotor skill: Sliding 12 lessons	By the end of the sub-strand, the learner should be able to:- a) explore sliding in different ways for body awareness, b) watch a video clip of people sliding for digital literacy, c) perform sliding in different ways for strength, coordination, endurance and balance, d) practice sliding in different ways for strength, coordination, endurance, balance and for excellence,	<ul style="list-style-type: none"> ▪ Learners to answer questions on the parts of the body that are in use when sliding. ▪ Learners watch a video clip of the animals that slide. ▪ Learners to practice sliding in different ways by: <ul style="list-style-type: none"> ○ gallop in different directions <ul style="list-style-type: none"> - forward, - backward, - to the right - to the left ○ slide in different pathways <ul style="list-style-type: none"> - circular - straight 	<ol style="list-style-type: none"> 1. How can you use the skill sliding (side gallop) in your daily routine? 2. Name animals that slid for movement?

		<ul style="list-style-type: none"> e) establish relationships through sliding for critical thinking and problem, f) appreciate sliding for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play simple games for enjoyment, creativity, collaboration, and peaceful coexistence, i) observe the rules when playing games for own and others safety, 	<ul style="list-style-type: none"> - curved - zigzag o slide in different levels <ul style="list-style-type: none"> - low - medium - high ▪ Learners to establish relationships such as under, on, through, round, between, sideways etc. ▪ Learners in groups to slide and make letters of the alphabet such as O, N, T, W, Y. ▪ Learners in groups to slide and make numbers, 5, 6, 7, 8. ▪ Learners to make a combination of levels, pathways, tempo and slide. ▪ Learners to play games that involve sliding. ▪ Learners to obey rules for safety. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	



<ul style="list-style-type: none"> ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love Peace	
Suggested community service learning activity to support learning through application: Learners to pay a visit to the chief and learn about his responsibilities in the community.	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning through application: Learners to watch video clips of people skating.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, pebbles ropes, ▪ digital devices such as smart phones ▪ video clips of animals that slide such as the seal

Basic movement skills Assessment Rubric for: Locomotor Skill: Sliding

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities



Basic Motor Skill: Non Locomotor skill: Twisting

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	2.2 Non-locomotor: Twisting 5Lessons	By the end of the sub-strand, the learner should be able to:- a) explore twisting in different ways for body awareness, b) watch a video clip of ballet dancers for digital literacy , c) perform twisting in different ways for strength, coordination, endurance and balance , d) practice twisting in different ways for strength, coordination, endurance, balance and for excellence, e) establish relationships through twisting for critical thinking and problem, f) appreciate twisting for strength, coordination, balance and self-esteem, g) make appropriate play items for creativity and imagination, h) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, i) obey rules when playing games for own and others safety,	<ul style="list-style-type: none"> ▪ Learners to watch video clips of ballet dancers. ▪ Learners to practice twisting individually and in groups. ▪ Learners participate in twisting activities. ▪ Observe rules for safety 	<ol style="list-style-type: none"> 1. Which parts of the body can twist 2. Name an activity that involves twisting?
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 				

<p>4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving</p>	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Love, Peace</p>	
<p>Suggested community service learning activity: Learners can perform a dance during the school closing ceremony.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners can engage in signing games for enjoyment.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as smart mobile phones ▪ video clips of ballet dancers



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

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Basic movement skills: Manipulative skill: Striking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.1 Manipulative skills: Striking 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) watch a video clip of cricket players and observe striking for digital literacy, b) perform striking in different ways for strength, coordination, endurance and balance, c) practice striking in different ways for strength, coordination, endurance, balance and for excellence, d) establish relationships through striking for critical thinking and problem solving,	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for striking. ▪ Learners to watch a video clip of game where the striking skill is performed such as rounder and cricket. ▪ practice striking in different ways by: <ul style="list-style-type: none"> ○ striking in different directions such as forward, backward, to right and left ○ striking sideways ○ strike in different levels such as low, medium and high ○ strike an object to varying distances such as near, far 	<ol style="list-style-type: none"> 1. Which parts of the body is used for striking? 2. Name a game where the striking skill is used?



		<ul style="list-style-type: none"> e) appreciate striking for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination, g) play simple games for creativity, collaboration ,enjoyment and peaceful coexistence, h) obey rules when playing games for own and others safety. 	<ul style="list-style-type: none"> ▪ Learners to play games that involve striking. ▪ Learners to observe rules as they play games. 	
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Self-efficacy 2. Citizenship 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Communication and collaboration 7. Critical thinking and problem solving 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	

Values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Peace	
Suggested community service learning activity to support learning through application: The learners to make bats for striking and display during the schools cultural day.	Suggested assessment: oral questions and practical
Suggested non-formal activity to support learning: The learners improvise bats from the locally available materials and present them to the teacher..	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, pebbles, ropes, ▪ digital devices such as computers and smart mobile phones ▪ video clip of games where the striking skill is used such as rounder and cricket

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

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during



			performance and game situation	<ul style="list-style-type: none"> ▪ The learner occasionally observes safety during skill performance and game situation 	skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities

Manipulative skills: Punting

Strand	Sub - strand	Specific learning Outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.2 Manipulative skills: Punting 12 Lessons	By the end of the sub-strand, the learner should be able to:- a) watch a video clip of soccer players punting for digital literacy , b) perform punting in different ways for coordination, endurance and balance , c) practice punting in different ways for coordination, endurance, balance and for excellence ,	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for punting. ▪ learners to watch a video clip on of a game where punting is used such as football. ▪ practice punting in different directions such as forward, left and right . ▪ Learners to play games that involve punting such as a minor game of soccer. ▪ Learners to observe rules as they punt and play games. 	<ol style="list-style-type: none"> 1. Mention the part of the body used for punting 2. Name a game where punting is used?

		<p>d) establish relationships through punting for critical thinking and problem solving,</p> <p>e) appreciate punting for strength, coordination, balance and self-esteem,</p> <p>f) make appropriate play items for creativity and imagination,</p> <p>g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence,</p> <p>h) obey rules when playing games for own and others safety.</p>		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve punting skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene Nutrition ▪ Environmental activities ▪ Mathematic activities 	



Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Unity, Love	
Suggested community service learning activity to support learning through: Learners to visit a nearby school for a friendly match.	Suggested assessment: oral questions and practical
Suggested non-formal physical activity to support learning through application: Learners to use the locally available materials and make ball for use in games.	Suggested Resources: <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as smart mobile phones ▪ video clip of a soccer game when punting is in use

Basic movement skills Assessment Rubric for the Non-Locomotor Skill: Punting

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components

2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation
3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participate in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities



Basic Motor Skills: Manipulative skill: Dribbling

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Basic motor skills	3.3 manipulative skills: Dribbling 12 lessons	By the end of the sub-strand, the learner should be able to:- a) watch a video clip of soccer game and observe dribbling for digital literacy, b) perform dribbling in different ways for coordination, endurance and balance, c) practice dribbling in different ways for coordination, endurance, balance and for excellence, d) establish relationships through dribbling for critical thinking and problem, e) appreciate dribbling for strength, coordination, balance and self-esteem, f) make appropriate play items for creativity and imagination, g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence, h) obey rules when playing games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners answer questions on the parts of the body that are used for dribbling. ▪ Learners to watch a video clip on a soccer game and observe as the ball is being dribbled. ▪ Learners to practice dribbling in different ways by: <ul style="list-style-type: none"> ○ dribbling in different directions such as forward, to the right and left ○ dribbling in different pathways such as circular, straight, zigzag and circles ○ dribble objects to varying distances such as near, far ▪ Learners to dribble individually and in groups. ▪ Learners to play games that involve dribbling. ▪ Observe the rules when dribbling for own and others safety. 	<ol style="list-style-type: none"> 1. Which directions can you dribble easily? 2. which part of the body is used for dribbling? 3. Name a game where dribbling is used?
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning basic movement skills:</p> <ol style="list-style-type: none"> 1. Self-efficacy 2. Citizenship 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				

<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve dribbling skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self - Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to make play items for display during AGM and academic days.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to cooperate with others in playing soccer and use dribbling as the main skill.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and smart phones ▪ video clip of a soccer games where the dribbling is being used



Basic movement skills Assessment Rubric for the Non-Locomotor Skill: Dribbling

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Swimming: Water Safety: Heat Escape Lessening Position (H.E.L.P)

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.1 Water safety: H.E.L.P 6 Lessons	By the end of the sub- strand, the learner should be able to:- a) name a floating technique that you know for self- esteem, b) watch a video clip of people in the H.E.L.P position for digital literacy, c) perform H.E.L.P for –survival, d) practice H.E.L.P for survival, e) appreciate H.E.L.P for rescue, f) make relationships while in water for creativity and imagination, g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence, h) obey the swimming pool rules for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to name floating techniques that they know. ▪ Learners to be guided on the meaning of Heat Escape Lessening Postures (H.E.L.P). ▪ Learners to watch a video clip of the H.E.L.P in water. ▪ Learners to practice H.E.L.P. ▪ Learners to state the importance of H.E.L.P in water such as: <ul style="list-style-type: none"> ○ Huddling with other people in the water lessens the loss of body heat ○ Huddle Position in water is good for morale and rescuers can spot a group more easily than an individual ▪ Learners to observe swimming pool rules for safety 	<ol style="list-style-type: none"> 1. State pool rules that you know? 2. State a floating technique that you know.



<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 	
<p>Link to PCIS and values: PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing game report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Unity, Love</p>	
<p>Suggested community service learning activity to support learning through application: Learners to plant trees around the water bodies in the community.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activities to support learning through application: Learners to visit a swimming gala organised in the community.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, bean bags, ropes, ▪ digital devices such as computer and smart phones ▪ video clip of a soccer games where the dribbling is being used

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

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Swimming: Basic swimming skills: Arm action in water- front crawl

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.1 Basic swimming skills: Arm action in water-front crawl 12 lesson	By the end of the sub-strand the learner should be able to:- a) explore the different actions that the arm can make in water for body awareness, b) perform the arm action in front crawl in swimming for strength and coordination, c) Practice the arm action in front crawl in swimming for excellence d) appreciate the arm action in front crawl in swimming for self-esteem, e) make relationships in water for creativity,	<ul style="list-style-type: none"> ▪ Learners to name the different arm action they can make in water. ▪ Learners to watch a video clip of the arm action in front crawl in swimming. ▪ Learners to be guided on performing the arm action in front crawl in swimming. ▪ Learners to practicing the arm action in front crawl in swimming. ▪ Learners to enjoy playing simple water games. ▪ Learners to observe pool rules for safety. 	<ol style="list-style-type: none"> 1. Mention ways in which you can move your water? 2. give the various directions the body can move to in water?

		<p>f) play simple water games for creativity, enjoyment and peaceful coexistence</p> <p>g) observe safety when performing the arm action in front crawl in swimming for own and others safety.</p>		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when playing games ▪ Citizenship: social cohesion: the learners to collaborate when playing games ▪ Learner Support Program: sports and games: games that involve walking skills ▪ Health Education: HIV and AIDS: when wounds and cuts occur while playing games report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values : Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Unity, Peace, Love</p>				
<p>Suggested Community Service Learning Physical activities: Learners to visit an orphanage and cooperate with the children there</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activities to support learning: The learners to dramatize and role play movement in water.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, ▪ digital devices such as computer and smart phones ▪ video clip of a soccer games where the dribbling is being used 	



Swimming Assessment Rubric for: Basic swimming skills: Front Crawl

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Swimming: Basic swimming skills: Leg action in water- Kicking

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.2 Basic swimming skills: Kicking (Leg action in water)in front crawl 12 lessons	By the end of the sub-strand the learner should be able to:- a) explore the different actions that the leg can make in water for body awareness, b) perform kicking- leg action in front crawl in swimming for strength and coordination, c) Practice kicking –leg action in front crawl in swimming for excellence, d) appreciate kicking-leg action in front crawl in swimming for self-esteem, e) make relationships in water for creativity and imagination, f) play simple water game for creativity, enjoyment and peaceful coexistence,	<ul style="list-style-type: none"> ▪ Learners to name the different leg actions they can make in water ▪ Learners to watch a video clip of kicking –leg action in front crawl in swimming ▪ Learners to be guided on performing kicking –leg action in front crawl in swimming ▪ Learners to practice kicking-leg action in front crawl in swimming ▪ Learners to enjoy playing simple water games ▪ Learners to observe safety rules while performing kicking- leg action in front crawl in swimming and when playing water games for safety 	<ol style="list-style-type: none"> 1. Name body part used for kicking in water 2. Mention any floating technique they know



		g) observe safety when performing kicking –leg action in front crawl in swimming for own and others safety.		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning movement skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Digital Literacy 3. Self-efficacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when swimming ▪ Citizenship: social cohesion: the learners to collaborate performing during the swimming gala/events ▪ Learner Support Program: swimming gala: swimming competitions ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>				
<p>Suggested community service learning activity: Learner to visit the aged in the community and assist in daily chores.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning: Learners to watch a video clip of people performing the leg action in water.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and smart phones ▪ video clip of a soccer games where the dribbling is being used 	

Swimming Assessment Rubric for: Basic swimming skills: Kicking (Leg Action in Water)

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Swimming; Basic swimming skills: Starfish float

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Swimming	2.3 Basic swimming skills: Starfish float 12Lessons	By the end of the sub-strand the learner should be able to:- a) name some animals that live in water b) watch a video clip of people floating in water for digital literacy, c) perform the starfish float in water for survival, d) perform the starfish float in water for self-esteem, courage and confidence, e) appreciate floating in water using the starfish float for survival, f) play simple water games for creativity, enjoyment and peaceful co-existence, g) obey rules while playing water games for own and others safety.	<ul style="list-style-type: none"> ▪ Learners to draw the starfish. ▪ Learners to watch a video clip of the starfish float in swimming. ▪ Learners to be guided on performing starfish float in swimming. ▪ Learners to practice starfish float in swimming. ▪ Learners to enjoy playing simple water games. ▪ Learners to observe rules for safety. 	<ol style="list-style-type: none"> 1. Mention some objects that may float in water 2. Name animals that live in water

<p>Core Competences to be Developed: The learners are expected to acquire the following competences in the process of learning swimming:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 	
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: when swimming ▪ Citizenship: social cohesion: the learners to collaborate performing during the swimming gala/events ▪ Learner Support Program: swimming gala: swimming competitions ▪ Health Education: HIV and AIDS: when wounds and cuts occur while swimming report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 	<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Responsibility, Peace, Love, Unity</p>	
<p>Suggested community service learning activity to support learning through application: Learners to make play items and donate them to a children’s home of choice.</p>	<p>Suggested assessment: oral questions and practical</p>
<p>Suggested non-formal activity to support learning through application: Learners to make improvised floaters for use and bring them to the teacher.</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field makers, field, bean bags, ropes, ▪ digital devices such as computers and smart phones ▪ video clip of a soccer games where the dribbling is being used

Swimming Assessment Rubric for: Basic swimming skills: Starfish floating technique

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Gymnastics: Static balances: V-balance

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	1.1 Static balances: V-balance 5 lessons	By the end of the sub- strand, the learner should be able to:- a) name the parts of the body that are involved in performing the V-balance, b) watch a video clip of people performing the V-balance for digital literacy, c) perform the V-balance for strength, agility, flexibility and coordination, d) practice the V-balance for strength, agility, flexibility, coordination and for excellence, e) appreciate performing the V-balance for strength, agility, flexibility, coordination and for self-esteem,	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body used in performing the V-balance. ▪ Learners to watch video clips of the V-balance. ▪ Learners to be guided on how to perform the V-balance. ▪ Learners to practice the V-balance individually. ▪ Learners to participate in activities involving the V-balance. ▪ Learners to observe rules when performing balances for safety. 	<ol style="list-style-type: none"> 1. Mention any other balance you know 2. Name animals that sometimes stand on two legs



		f) make relationships when performing the V-balance for creativity and imagination, g) play simple games for creativity, collaboration, enjoyment and peaceful coexistence, h) obey rules while performing balances for own and others safety.		
Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills: <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
Link to PCIs: <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			Links to other learning areas: <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity				
Suggested community service learning activity: Learners to perform gymnastic activities during the school closing day..			Suggested assessment: oral questions and practical	

Suggested non-formal activity to support learning through application: Learner to watch video clips of basic shapes in gymnastics.	Suggested Resources: field markers, bean bags, ropes, benches, digital devices such as computer and smart phones, video clips of the gymnastic skill
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Gymnastic Assessment Rubric for: static balance: V-Balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Gymnastics: Static balance: Crab stand balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	1.2 Static balance: Crab stand balance 2 lessons	By the end of the sub- strand, the learner should be able to:- a) watch a video clip on crabs for digital literacy, b) perform the crab stand balance for strength and coordination, c) practice the crab stand balance for strength and coordination, d) appreciate performing the crab stand balance for coordination strength and coordination, e) make relationships when performing the crab stand balance for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,	<ul style="list-style-type: none"> ▪ learners to name gymnastic balance they know, ▪ learners to watch video clips of the crab stand balance, ▪ Learners to be guided on how to perform the crab stand balance, ▪ Learners to practice the crab stand balance individually and in groups, ▪ Learners to participate in activities involving the crab stand crab stand balance, ▪ Observe rules when performing balances for safety, 	<ol style="list-style-type: none"> 1. Name the body parts used in crab stand balance? 2. name animals that have eight legs

		g) obey rules while performing the crab stand balance for own and others safety,		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during AGM and academic days.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to use locally available materials to improvise resources for use in during gymnastic lessons.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	



Gymnastic Assessment Rubric for: static balance: Crab stand

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
4.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
5.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

6.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Beam balance

Strand	Sub - strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Gymnastics	2.1 Dynamic balance: Beam balance 10 Lessons	By the end of the sub- strand, the learner should be able to:- a) watch a video clip of people performing beam balance for digital literacy, b) perform the beam balance for strength, balance and coordination, c) practice the beam balance for strength, balance, coordination and excellence, d) appreciate performing the beam balance for coordination, balance and courage, e) make relationships through performing the beam balance for creativity and imagination,	<ul style="list-style-type: none"> ▪ Learners to name any gymnastic balance they know. ▪ Learners to watch video clips of people performing the beam balance. ▪ Learners to be guided on how to perform the beam balance. ▪ Learners to practice the beam balance individually and in groups. ▪ Learners to participate in activities involving the beam balance. ▪ Observe rules for safety. 	<ol style="list-style-type: none"> 1. Name safety measures to observe when performing gymnastic skills? 2. Name some games you can play that involve balancing?



		<p>f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence</p> <p>g) obey rules while performing the beam balance for own and others safety.</p>		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: The teacher to invite a resource person to give a general talk on gymnastics.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activity to support learning through application: Learners to make a beam bag and bring to school.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	

Gymnastic Assessment Rubric for: Dynamic balance: Beam balance

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Backward roll

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key enquiry questions
3.0 Gymnastics	2.2 Dynamic Balance: Backward roll 12 Lessons	By the end of the sub- strand, the learner should be able to:- a) watch a video clip on people performing the backward roll for digital literacy, b) perform backward roll for strength, balance and coordination, c) practice backward roll for strength, balance, coordination and excellence, d) appreciate performing the backward roll for strength, and balance coordination, e) make relationships when performing backward roll for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,	<ul style="list-style-type: none"> ▪ Learners to mention the gymnastic activities they know ▪ Learners to watch video clips of people performing the backward roll. ▪ Learners to be guided on how to perform backward roll. ▪ Learners to practice Backward roll individually and in groups ▪ Learners to participate in activities involving backward roll. ▪ Observe rules when performing backward roll for safety. 	1. Identify games where rolling is used.

		g) obey rules while performing rolls for own and others safety,		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities ▪ Art activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: Learners to collect the community art facts and display them during the schools cultural day.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal physical activities to support learning: Learners to draw three cultural items from their community.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	



Movement physical activities assessment rubric Gymnastics: Dynamic balance: Backward Roll

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ the learner exhibits creativity by performing the skill in varied ways ▪ the learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ the learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ the learners does not exhibit creativity in skill performance ▪ the learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ the learner does not exhibit creativity in skill performance ▪ the learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ the learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation

3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ the learner maximally participates in the lesson and readily accepts corrections ▪ the learner willingly contributes to team activities and contributes to peer teaching ▪ the learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ the learner and participates in the lesson and accepts corrections ▪ the learner contributes to team activities ▪ the learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ the learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ the learner rarely contributes to team activities ▪ the learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ the learner does not participates in the lesson nor accept corrects ▪ the does not contributes to team activities ▪ the learner exhibits poor leadership qualities
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Gymnastics: Dynamic balance: Crab walk

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Gymnastics	2.3 Dynamic balance: Crab walk 2 lessons	By the end of the sub- strand, the learner should be able to:- a) name the parts of the body that are used in performing the crab walk, b) perform crab walk for strength and coordination , c) practice the crab walk for strength, coordination and excellence, d) appreciate performing crab walk for strength, coordination and excellence, e) make relationships when performing crab walk for creativity and imagination, f) play simple games for enjoyment, creativity, collaboration and peaceful coexistence,	<ul style="list-style-type: none"> ▪ Learners to name the parts of the body that are in use when performing crab walk. ▪ Learners to name gymnastic balance they know. ▪ Learners to watch video clips of crab walk. ▪ Learners to perform the crab walk. ▪ Learners to practice the crab walk individually. ▪ Observe rules when performing crab walk for safety. 	<ol style="list-style-type: none"> 1. Which direction is easier to perform crab walk? 2. How does a rabbit move?



		g) obey rules while performing the crab walk for own and others safety.		
<p>Core Competences to be Developed: The Learners are expected to acquire the following competences in the process of learning gymnastics skills:</p> <ol style="list-style-type: none"> 1. Citizenship 2. Self-efficacy 3. Digital Literacy 4. Learning to learn 5. Creativity and imagination 6. Critical thinking and problem solving 7. Communication and collaboration 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> ▪ ESD: DRR: safety and security: performing gymnastic displays ▪ Citizenship: social cohesion: the learners to collaborate when performing gymnastic skills and displays ▪ Learner Support Program: gymnastic displays: performing individual and group gymnastic displays ▪ Health Education: HIV and AIDS: when wounds and cuts occur while performing gymnastic skills and displays report to the teacher do not handle ▪ Life Skills: self-Esteem: Self –Awareness: knowing myself and knowing the parts of the body involved in performing physical activities 			<p>Links to other learning areas:</p> <ul style="list-style-type: none"> ▪ Languages activities ▪ Hygiene and Nutrition ▪ Environmental activities ▪ Mathematic activities 	
<p>Link to values: Exhibit responsible behaviour that respects self and others during physical activities by displaying such values as Integrity, Respect, Peace, Love, Unity</p>				
<p>Suggested community service learning activity to support learning through application: Learners to perform gymnastic displays during closing days or school cultural festivals.</p>			<p>Suggested assessment: oral questions and practical</p>	
<p>Suggested non-formal activity to support learning through application: Learners to create a catalogue of gymnastic activities they have learnt.</p>			<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ field markers, bean bags, ropes, benches ▪ digital devices such as computer and smart phones ▪ video clips of the gymnastic skill 	

Movement physical activities Assessment Rubric for Gymnastics: Dynamic balance: Crab Walk

#	Rubric domains	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
1.	Motor Skill acquisition (cognitive)	<ul style="list-style-type: none"> ▪ The learner demonstrates excellent ability in skill performance. ▪ The learner exhibits creativity by performing the skill in varied ways ▪ The learners demonstrates acquisition of some components of fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates good ability in skill performance ▪ The learner rarely exhibits creativity in skill performance ▪ The learner demonstrates acquisition of a few components of physical fitness 	<ul style="list-style-type: none"> ▪ The learner demonstrates average ability in skill performance ▪ The learners does not exhibit creativity in skill performance ▪ The learner demonstrates little acquisition of the physical fitness components 	<ul style="list-style-type: none"> ▪ The learner demonstrates poor ability in skill performance ▪ The learner does not exhibit creativity in skill performance ▪ The learner does not demonstrate acquisition of the physical fitness components
2.	applies rules when playing games (cognitive and psycho - motor)	<ul style="list-style-type: none"> ▪ The learner is excellent in following instructions during movement activities lesson ▪ The learner is exceptional in following rules during a game situation ▪ The learner readily observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is good in following instructions during movement activities lesson ▪ The learner is able to follow rules during a game situation ▪ The learner observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is satisfactory in following instructions during movement activities lessons ▪ The learner rarely obeys rules during a game situation ▪ The learner occasionally observes safety during skill performance and game situation 	<ul style="list-style-type: none"> ▪ The learner is poor in following instructions during skill performance ▪ The learner does not obey rules during a game situation ▪ The learner does not observe safety during skill performance and game situation



3.	Participation, behavior (Affective)	<ul style="list-style-type: none"> ▪ The learner has positive attitude towards the movement activities and is always in the right attire ▪ The learner maximally participates in the lesson and readily accepts corrections ▪ The learner willingly contributes to team activities and contributes to peer teaching ▪ The learner has exceptional leadership qualities and is a good role model 	<ul style="list-style-type: none"> ▪ The learner wears the right attire for movement activities ▪ The learner and participates in the lesson and accepts corrections ▪ The learner contributes to team activities ▪ The learner has some leadership qualities 	<ul style="list-style-type: none"> ▪ The learner rarely wears the right attire for the movement activities ▪ The learner demonstrates minimal participation in the lesson and reluctantly accepts corrections ▪ The learner rarely contributes to team activities ▪ The learner has little leadership qualities 	<ul style="list-style-type: none"> ▪ The does not wear the right attire for movement activities ▪ The learner does not participates in the lesson nor accept corrects ▪ The does not contributes to team activities ▪ The learner exhibits poor leadership qualities
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ART AND CRAFT

ART AND CRAFT

GRADE ONE

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.1 Line (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify a variety of lines in physical and/or ICT environment, to use in drawing b) draw straight line, curved line, wavy line, zigzag line c) identify different positions of straight line, such as vertical line, diagonal line and horizontal d) draw vertical line, diagonal line and horizontal e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • In a group, learners are taken for environmental and/or digital tour to identify a variety lines such as such as straight line, curved line, wavy line, zigzag line. • Individually, learners draw straight line, curved line, wavy line, zigzag line using current and/or emerging technologies. • In a group, learners identify different positions of straight line, such vertical lines, horizontal lines and diagonal lines, in physical and/or ICT environment • Individually, learners draw vertical lines, horizontal lines and diagonal lines using current and/or emerging technologies. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify variety of lines in the environment? 2. How do we draw different types of lines? 3. Which objects in the environment have straight line and which have curved lines?
<p>Core competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in-group work activities as learners exchange ideas. • Imagination and creativity skills as learners express themselves through current and/or emerging technologies. • Self-efficacy as learners express themselves about their artwork during display sessions. • Digital literacy skills as learners explore and use ICT environment in Information and Communications Technology ICT devices to draw lines. 				



Links to PCI's: <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. 		Links to values: <ul style="list-style-type: none"> Learners to acquire the values of responsibility, respect and sharing during group work. 	
Link to other learning activity areas: <ul style="list-style-type: none"> Language activities: learners use types and positions of line in writing letters of the alphabet. Mathematical activities: learners use types and positions of line in writing numerals. In Music, learners form different lines in dance formations. In Movement activities: learners use types and positions of line in walking. 		Suggested community service learning: <ul style="list-style-type: none"> With the help of parents/care givers, learners to engage in collecting materials and tools that can be used in drawing from the waste in environment, as a way of keeping the community spaces clean. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners can water vegetation in the school compound as a way of reinforcing care of the environment, which is a source of teaching and learning materials in Art and craft. 		Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested Resources: Pencils, crayons, charcoal, paper, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies variety of lines, types of line and different positions of straight line and able to draw them keenly, using Pencil, crayons, charcoal, paper and/or ICT devices.	Competently identifies variety of lines, types of line and different positions of straight line and able to draw them using pencil, crayons, charcoal, paper and/or ICT devices.	Identifies variety of lines, types of line and different positions of straight line but not able to draw them well using pencil, crayons, charcoal, paper and/or ICT devices.	Hardly identifies variety of lines, types of line and different positions of straight line and not able to draw them using Pencil, crayons, charcoal, paper and/or ICT devices

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.2 Shapes (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) review variety of lines and different positions of straight line in physical and/or ICT environment, to use in drawing shapes b) identify a variety of shapes in physical and/or ICT environmental, as a motivation in drawing shapes c) draw regular and irregular shapes d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> In a group, learners are guided to review variety of lines and different positions of straight line in physical and/or ICT environment, to use in drawing shapes In a group, learners are taken for an environmental and/or digital tour to identify variety of shapes, which are regular and irregular. Individually, learners draw simple regular and irregular shapes, using current and/or emerging technologies. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> Which shapes in the environment have straight lines and which ones have curved lines? How do we create different shapes using straight lines? How do we create different shapes using curved lines? Which shapes did you enjoy using in drawing?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as learners exchange ideas. Imagination and creativity skills as learners express themselves through current and/or emerging technologies. Self-efficacy as learners express themselves about their artwork during display sessions. Digital literacy skills as learners explore and use ICT environment in ICT devices to draw shapes. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. 			<p>Links to values:</p> <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 	
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> In Music, learners form different shapes dance formations. Mathematical activities: learners use regular shapes. In Music, learners form different shapes in dance formations. In Movement activities: learners use types of shapes in walking. 			<p>Suggested community service learning to support learning through application:</p> <ul style="list-style-type: none"> With the help of parents/care givers, learners to engage in collecting materials and tools that can be used in drawing from 	



<ul style="list-style-type: none"> In Music, learners can compose simple songs and rhymes on shapes found in the environment. 	the waste in environment, as a way of keeping the community spaces clean.		
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners can water vegetation in the school compound as a way of reinforcing care of the environment, which is a source of teaching and learning materials in art and craft. 		Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios. 	
Suggested Resources: <ul style="list-style-type: none"> Pencils, crayons, charcoal, paper, ICT devices, and any other relevant resources. 			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectations
Competently identifies variety of shapes in the environment and enjoys drawing elaborate shapes using pencils, papers, crayons, charcoal and/or ICT devices.	Competently identifies varied types of shapes in the environment and enjoys drawing shapes using pencils, papers, crayons, and charcoal and/or ICT devices.	Identifies varied types of shapes but shows little interest to draw them using pencils, papers, crayons, charcoal and/or ICT devices.	Barely identifies shapes in the environment, and cannot draw shapes using pencils, papers, crayons, charcoal and/or ICT devices.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.3 Texture (2 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify a variety of textures in physical and/or ICT environment, as a motivation in drawing b) create smooth and rough textures c) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> In a group, learners are taken for an environmental and/or digital tour to experience and differentiate texture through touch, as a motivation in creating texture in their drawings. Individually, learners create simple smooth and rough textures, using current and/or emerging technologies. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify texture? How do we differentiate textures? How do we create texture?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as learners exchange ideas. Imagination and creativity skills as learners express themselves through current and/or emerging technologies. Self-efficacy as learners display, talk about and appreciate their own and others' work, and express themselves about their artwork during display sessions. Digital literacy skills as learners explore and use ICT environment in ICT devices to create texture. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. 			<p>Links to values:</p> <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work. In reusing waste materials from the environment, the learners demonstrate value of patriotism 	
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> Language activities: the word texture can be incorporated as a vocabulary. In Music, learners can compose simple songs and rhymes on rough and smooth textures found in the environment. 			<p>Suggested community service learning to support learning through application:</p> <ul style="list-style-type: none"> With the help of parents/care givers, learners to engage in cleaning community spaces; collecting waste materials and sorting materials and tools that can be used in creating texture. 	



Suggested Non-formal activity to support learning through application		Suggested Assessment	
<ul style="list-style-type: none"> During school, community and national celebrations, learners can sing songs on the types of textures on objects around them 		<ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested Resources:			
<ul style="list-style-type: none"> Papers, pencils, crayons, charcoal, found materials, textured surfaces in the environment, ICT devices and any other relevant resources. 			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies variety of textures in the environment and enjoys creating detailed textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.	Competently identifies variety of textures in the environment and enjoys creating textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.	Identifies variety of textures in the environment shows little ability to create textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.	Barely identifies variety of textures in the environment and not able to create textures using textured surfaces, pencils, papers, crayons, charcoal and/or ICT devices.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Paint and Colour	1.1 Making improvised brushes (5 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify materials and tools that can be used to make improvised brushes in physical and/or ICT environment, as a motivation in improvising brushes	<ul style="list-style-type: none"> In a group, learners are taken for an environmental and/or digital tour to identify locally available materials and tools that can be used in making improvised brushes, as a motivation in improvising brushes. 	<ol style="list-style-type: none"> What materials and tools can be used to make improvised brushes? How do you make improvised brushes? How can you paint using improvised brushes?

		<ul style="list-style-type: none"> b) collect materials and tools that can be used to improvise brushes c) improvise brushes from locally available materials d) use the improvised brushes to paint within the outlines of simple shapes e) display, talk about and appreciate their own and others' work. 	<ul style="list-style-type: none"> • In a group, learners are guided to collect materials and tools that can be used to make improvised brushes. • Individually learners improvise brushes using locally available materials and tools. • Individually learners use the improvised brushes to paint within simple shapes. • In a group, learners display, talk about and appreciate their own and others' work. 	
<p>Core competences to be developed: Learners acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration in group work activities as the learners exchange ideas. • Critical thinking and problem solving as the learners identify materials and tools for making brushes in physical and/or ICT environment, and collect the materials and tools. • Imagination and creativity as they express themselves through colouring of simple shapes. • Self-efficacy as learners display, talk about and appreciate their own and others' work, during display sessions. • Digital literacy skills as learners explore and use ICT environment in ICT devices to discover other materials and tools for making improvised brushes. • Learning to learn as learners discover other materials and tools for making improvised brushes in the ICT environment, through ICT devices. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using cutting tools as they improvise brushes • ESD: Teacher to guide learners in taking care of the environment while collecting materials. 		<p>Links to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work • In reusing waste materials from the environment, the learners demonstrate value of patriotism 		
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Language activities: the word improvise can be incorporated as a vocabulary. • Mathematical activities: this lesson can enhance the learning of shapes. 		<p>Suggested community service learning to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/caregivers, learners, make improvised brushes to use in painting in the community. 		



<ul style="list-style-type: none"> Environmental Activities: this lesson can enhance care of the as learners collect waste materials for improvising brushes 			
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners can undertake collection of litter in the school and sort out materials and tools, which can be used in making improvised brushes. 		Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested resources: <ul style="list-style-type: none"> Papers, pencils, old clothes, sponge, sisal fibre, palm fibre, coconut fibre, green sticks, powder paints, improvised paint, improvised brushes, ICT devices, and any other relevant resources. 			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies and collects materials and tools that can be used to improvise brushes and enjoys making well-finished brushes, and elaborately paints within the outlines of simple shapes, using current and/or emerging technologies.	Competently identifies and collects materials and tools that can be used to improvise brushes and makes well-finished brushes, and paints within the outlines of simple shapes, using current and/or emerging technologies.	Identifies and collects materials and tools that can be used to improvise brushes and makes brushes but shows limited ability in painting within the outlines of simple shapes, using current and/or emerging technologies.	Barely identifies and collects materials and tools that can be used to improvise brushes and unable to make brushes, and cannot paint within the outlines of simple shapes, using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Pattern Making	3.1 Line Pattern (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify different patterns in the physical and/or ICT environment, as a motivation in pattern making b) identify materials and tools that can be used to make patterns in physical and/or ICT environment, as a motivation in patterns making c) observe objects with line patterns in the physical or ICT environment to help in creation of line patterns d) make line patterns in colour e) display, talk about and appreciate their own and others' work.	<ul style="list-style-type: none"> • In a group, learners are taken for an environmental and/or digital tour to identify different patterns. • In a group, learners are guided to identify materials and tools that can be used to make patterns in physical and/or ICT environment, as a motivation in pattern making • In a group, learners are taken for an environmental and/or digital tour to observe different line patterns. • Individually, learners make line patterns in colour, using current and/or emerging technologies. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify patterns in our environment? 2. How do we identify materials and tools that can be used to make patterns? 3. Where do we find line patterns in our environment? 4. How do you make line patterns? 5. What colours do you like to use in making line patterns?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through line patterns. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment for different patterns and make line patterns, using ICT devices. • Learning to learn as learners discover more different patterns using current and emerging technologies. 				
<p>Links to PCI's :</p> <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. 			<p>Links to values:</p> <ul style="list-style-type: none"> • Learner to acquire the values of responsibility, respect and sharing during group work 	



<ul style="list-style-type: none"> Health Education: Teacher to emphasis on safety when learners are using paint as they make line patterns. 			
Link to other learning activity areas: <ul style="list-style-type: none"> In Movement activities: learners can have movements that incorporate line patterns. In Music, learners can use line patterns in dance formations. 		Suggested community service learning to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners design simple linear patterned cards for decoration at home. 	
Suggested non formal activity to support learning through application <ul style="list-style-type: none"> Learners to compete across the classes in making line patterns, in in-house exhibitions organised by the school. 		Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested resources: Papers, pencils, powder paints, rugs, water, containers, brushes, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies different line patterns in the physical and/or ICT environment and enjoys making complex line patterns in colour using current and/or emerging technologies.	Competently identifies different line patterns in the physical and/or ICT environment and makes line patterns in colour using current and/or emerging technologies.	Identifies different line patterns in the physical and/or ICT environment but shows limited ability in making line patterns in colour using current and/or emerging technologies.	Hardly identifies different line patterns in the physical and/or ICT environment and unable to make line patterns in colour using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.2 Pattern Making	3.2 Dot Patterns (2 lessons)	By the end of the sub-strand, the learner should be able to: a) review different patterns in the physical and/or ICT environment, as a motivation in pattern making b) observe objects with dot patterns in the physical or ICT environment to help in making of patterns in pattern making c) make patterns in colour using dots d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners are guided to review different patterns in the physical and/or ICT environment, as a motivation in pattern making. In a group, learners are taken for an environmental and/or digital tour to observe different dot patterns. Individually, learners make patterns in colour using dots. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> How do we identify dot patterns in our environment? Where do we find dot patterns in our environment? How do you make dot patterns? What colours do you like to use in making dot patterns?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration skills in-group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through dot patterns. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment for different patterns and make line patterns, using ICT devices. Learning to learn as learners discover different patterns using current and emerging technologies. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. Health Education: Teacher to emphasis on safety when learners are using paint to make dot patterns. 			<p>Links to values:</p> <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 	
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> Language activities: the word dot can be incorporated as part of the vocabulary. In Music, learners can use dot patterns in dance formations. 			<p>Suggested community service learning to support learning through application:</p> <ul style="list-style-type: none"> With the help of parents/care givers, learners design simple dot pattern cards for decoration at home. 	



Suggested community service learning/non-formal activity to support learning through application:		Suggested assessment	
<ul style="list-style-type: none"> Learners to compete across the classes in making dot patterns in in-house exhibitions organised by the school. 		<ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested resources:			
<ul style="list-style-type: none"> Papers, pencils, powder paints, water, containers, rugs, brushes, ICT devices, and any other relevant resources. 			
Assessment Rubric			
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Competently identifies different line patterns in the physical and/or ICT environment and enjoys making complex dot patterns in colour using current and/or emerging technologies.	Competently identifies different line patterns in the physical and/or ICT environment and makes dot patterns in colour using current and/or emerging technologies.	Identifies different line patterns in the physical and/or ICT environment but shows limited ability to make dot patterns in colour using current and/or emerging technologies.	Hardly identifies different line patterns in the physical and/or ICT environment and unable to make dot patterns in colour using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experience	Key inquiry questions
3.0 Pattern Making	3.3 Numeral Pattern (2 lessons)	By the end of the sub-strand, the learner should be able to: a) review different patterns in the physical and/or ICT environment, as a motivation in pattern making b) observe numeral pattern in the physical and/or ICT environment, as a motivation in patterns using numerals c) make numeral patterns in colour d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> • In a group, learners are guided to review different patterns in the physical and/or ICT environment, as a motivation in pattern making • In a group, learners are taken for an environmental and/or digital tour to observe numeral patterns. • Individually, learners make numeral patterns in colour using current and/or emerging technologies. 	<ol style="list-style-type: none"> 1. How do we identify numeral patterns in our environment? 2. Where do we find numeral patterns in our environment? 3. How do you make numeral patterns? 4. What colours do you like to use to make numeral patterns?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through numeral patterns. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment for numeral patterns. • Learning to learn as learners discover numeral patterns, materials and tools for making numeral patterns. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using paint to make numeral patterns. 			<p>Links to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	



<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Mathematical activities: numeral patterns can serve to enhance the concept of numbers taught. 	<p>Suggested community service learning/non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/care givers, learners to design simple numeral patterned cards for the community.
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<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to compete across the classes in making numeral patterns in in-house exhibitions organised by the school. 	<p>Suggested assessment</p> <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios
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<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Papers, pencils, powder paints, water, containers, brushes, ICT devices, and any other relevant resources.

<p>Assessment Rubric</p>				
Exceeds expectations	Meets expectation	Approaches expectation	Below expectation	
Competently identifies numeral patterns in the physical and/or ICT environment and enjoys making complex numeral patterns in colour using current and/or emerging technologies.	Competently identifies numeral patterns in the physical and/or ICT environment and makes numeral patterns in colour using current and/or emerging technologies.	Identifies numeral patterns in the physical and/or ICT environment and but shows limited ability in making numeral patterns using current and/or emerging technologies.		Hardly identifies numeral patterns in the physical and/or ICT environment and unable to make numeral patterns in colour using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Paper Craft	4.1 Rolling Technique (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify decorative items made out of paper in the physical and/or ICT environment to help in making of items in paper craft</p> <p>b) identify materials and tools that can be used in paper craft in physical and/or ICT environment</p> <p>c) observe decorative items made out of paper using rolling technique in the physical and/or ICT environment to help in making of items using rolling technique</p> <p>d) make decorative items out of paper using rolling technique</p> <p>e) display, talk about and appreciate their own and others' work</p>	<ul style="list-style-type: none"> • In a group, learners are guided to identify decorative items made out of paper using rolling technique in the physical and/or ICT environment to help in making of items in paper craft • In a group, learners are guided to identify materials and tools that can be used in paper craft in physical and/or ICT environment. • In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using rolling technique. • Individually, learners make decorative items out of paper using rolling technique. • In a group, learners display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> 1. How do we identify decorative items made out of paper in our environment? 2. Where do we find decorative items made out of paper using rolling technique in our environment? 3. How do you make decorative items out of paper using rolling technique? 4. What items do you want to make out of paper using rolling technique?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through paper craft. • Self-efficacy as they express themselves about their artwork during display sessions. 				



<ul style="list-style-type: none"> • Digital Literacy as they explore ICT environment using ICT devices, for decorative items made out of paper, • Learning to learn as learners discover decorative items made out of paper using rolling technique in paper craft, materials and tools for making items in paper craft. 			
Link to PCIs: <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using cutting tools in paper craft. 		Link to values: <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	
Link to other learning activity areas: <ul style="list-style-type: none"> • Language activities: the word rolling can be included as a vocabulary. • Movement activities: the action of rolling to be included in movement. 		Suggested community service learning/non-formal activity to support learning through application: <ul style="list-style-type: none"> • With the help of parents/care givers, learners make decorative paper items for the community. 	
Suggested non formal activity to support learning through application: <ul style="list-style-type: none"> • Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school. 		Suggested assessment <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios 	
Suggested resources: <ul style="list-style-type: none"> • Paper, cutting tools, rulers, adhesives, pencils, brushes, ICT devices, and any other relevant resources. 			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and enjoys making detailed decorative items out of paper using rolling technique.	Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using rolling technique.	Identifies decorative items made out of paper, and materials and tools, which can be used in paper craft but shows limited ability in making decorative items out of paper using rolling technique.	Hardly identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and unable to make decorative items out of paper using rolling technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Paper Craft	4.2 Twisting Technique (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) review decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft</p> <p>b) observe decorative items made out of paper using twisting technique in the physical and/or ICT environment to help in making of items using twisting technique</p> <p>c) make decorative items out of paper using twisting technique</p> <p>d) display, talk about and appreciate their own and others' work</p>	<ul style="list-style-type: none"> • In a group, learners are guided to review decorative items made out of paper and materials and tools that can be used paper craft in the physical and/or ICT environment to help in making of items in paper craft • In a group, learners are taken for an environmental and/or digital tour to observe decorative items made out of paper using twisting technique, to help in making of items in paper craft using twisting technique. • Individually, learners make decorative items out of paper using twisting technique. • In a group, learners display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> 1. How do we identify items made out of paper using twisting technique in our environment? 2. Where do we find items made out of paper using twisting technique in our environment? 3. How do you make items out of paper using twisting technique? 4. What items do you want to make out of paper using twisting technique?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through paper craft. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices for items made out of paper using twisting technique. • Learning to learn as learners discover items made out of paper using twisting technique in paper craft, materials and tools for making the items. 				
Link to PCIs:			Link to values:	



<ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using cutting tools in paper craft. 	<ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work
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<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Language activities: The word twisting can be included in the vocabulary. • Movement activities: The action of twisting can be included in movement. 	<p>Suggested community service learning activity to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/care givers, learners make decorative paper craft items for the community. 		
<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school. 	<p>Suggested assessment</p> <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios 		
<p>Suggested resources: Paper, cutting tools, rulers, adhesives, pencils, brushes, ICT devices.</p>			
<p>Assessment rubric</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and enjoys making complex items out of paper using twisting technique.</p>	<p>Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using twisting technique.</p>	<p>Identifies decorative items made out of paper, and materials and tools, which can be used in paper craft but shows limited ability in making decorative items out of paper using twisting technique.</p>	<p>Hardly identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and unable to make decorative items out of paper using twisting technique.</p>

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Paper Craft	4.3 Folding Technique (2 lessons)	By the end of the sub-strand, the learner should be able to: a) review decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft b) observe decorative items made out of paper using folding technique in the physical and/or ICT environment to help in making of items out of paper using folding technique c) make decorative paper items out of paper using folding technique d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners guided in reviewing decorative items made out of paper and materials and tools that can be used in paper craft in the physical and/or ICT environment to help in making of items in paper craft In a group, learners are taken for an environmental and/or digital tour to observe items made out of paper using folding technique. Individually, learners make items out of paper using folding technique. In a group, learners display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> How do we identify items made of paper using folding in our environment? Where do we find items made of paper using folding technique in our environment? How do you create items made of paper using folding technique? What items do you like make out of paper using folding technique?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration skills in group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through paper craft. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment ICT devices for items made out of paper using folding technique. Learning to learn as learners discover items made out of paper using folding technique in paper craft, materials and tools for making the items. 				
Link to PCIs:			Link to values:	



<ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using cutting tools in paper craft. 	<ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work
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Link to other learning activity areas: <ul style="list-style-type: none"> • Language activities: the word folding can be included in the vocabulary. • Movement activities: the action of folding to be included in movement. 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> • With the help of parents/care givers, learners make paper craft items for the community. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> • Learners to make decorative items in paper craft and compete among themselves in in-house exhibitions organised by the school 		Suggested assessment: <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios 	
Suggested resources: Paper, cutting tools, rulers, adhesives, pencils, brushes, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and enjoys making complex items out of paper using folding technique.	Competently identify decorative items made out of paper, and materials and tools, which can be used in paper craft and makes decorative items out of paper using folding technique.	Identifies decorative items made out of paper, and materials and tools, which can be used in paper craft but shows limited ability in making decorative items out of paper using folding technique.	Hardly identifies decorative items made out of paper, and materials and tools, which can be used in paper craft and unable to make decorative items out of paper using folding technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Fabric Decoration	5.1 Painting on fabric with fingers (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify painted fabrics in the physical and/or ICT environment as a motivation to paint own fabric b) identify materials and tools that can be used in painting on fabric in physical and/or ICT environment c) observe finger painted fabrics in the physical and/or ICT environment to help in painting on fabric with fingers d) use fingers to paint on fabric e) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> In a group, learners guided in identifying painted fabrics in the physical and/or ICT environment for motivation to paint their own fabrics. In a group, learners are guided to identify materials and tools that can be used in painting on fabric in the physical and/or ICT environment In a group, learners are taken for an environmental and/or digital tour to observe finger painted fabric. Individually, learners use fingers to paint on fabric. In a group, learners display, talk about and appreciate their own and others' work 	<ol style="list-style-type: none"> How do we identify finger painted fabric in our environment? Where do we find finger painted fabric in our environment? How do you paint on fabric using fingers? What have you enjoyed when painting on fabric using fingers?
<p>Core-competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration skills in group work activities as they exchange ideas. Imagination and creativity skills as they express themselves through fabric decoration. Self-efficacy as they express themselves about their artwork during display sessions. 				



<ul style="list-style-type: none"> • Digital Literacy as they explore ICT environment in ICT devices for painting on fabric in fabric decoration. • Learning to learn as learners explore finger painting on fabric and, materials and tools for fabric decoration. 	
Links to PCI's: <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using fingers and paint to decorate fabrics. 	Link to values: <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work

Link to other learning activity areas: <ul style="list-style-type: none"> • Hygiene and Nutrition: simple finger-painted furnishings can be used for home furnishing. 	Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> • With the help of parents/care givers, learners paint on fabric using fingers to make simple furnishings for the community.
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> • Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school 	Suggested assessment Oral questions, discussions, observations, portfolios

Suggested Resources:
Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rags

Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and enjoys painting elaborate designs on fabric using fingers.	Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using fingers.	Identifies painted fabrics and materials and tools, which can be used in painting on fabric but shows limited ability in making designs on fabric using fingers.	Hardly identifies painted fabrics and materials and tools, which can be used in painting on fabric and unable to paint designs on fabric using fingers.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Fabric Decoration	5.2 Painting on fabric with brush (2 lessons)	By the end of the sub-strand, the learner should be able to: a) review painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or ICT environment as a motivation to paint own fabrics b) identify brush painted fabric in the physical and/or ICT environment for motivation to paint own fabrics c) use brush to paint on fabric d) display, talk about and appreciate their own and others' work	<ul style="list-style-type: none"> • In a group, learners guided in reviewing painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or digital as a motivation to paint own fabrics • In a group, learners guided in identifying brush painted fabric in the physical and/or ICT environment for motivation to paint their own fabrics. • Individually, learners use brush to paint on fabric. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify brush painted fabric in our environment? 2. Where do we find brush painted fabric in our environment? 3. How do you paint on fabric using brush? 4. What have you enjoyed when painting on fabric using brush?
<p>Core-competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through fabric painting. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices for brush painting in fabric decoration. • Learning to learn as learners explore brush painting on fabric and, materials and tools for fabric decoration. 				
Links to PCI's:			Link to values:	



<ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using and paint to decorate fabrics. 	<ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work
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<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Language activities: the word brush can be included in the vocabulary. • Hygiene and Nutrition: simple brush-painted furnishings can be used for home furnishing. 	<p>Suggested community service learning activity to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/care givers, learners paint on fabric using brush to make simple furnishings for the community. 		
<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school. 	<p>Suggested assessment</p> <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios 		
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rags, ICT devices, and any other relevant resources. 			
<p>Assessment rubric</p>			
<p>Exceed expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and enjoys painting elaborate designs on fabric using brush.</p>	<p>Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using brush.</p>	<p>Identifies painted fabrics and materials and tools, which can be used in painting on fabric but shows little ability in making designs on fabric using brush.</p>	<p>Hardly identifies painted fabrics and materials and tools, which can be used in painting on fabric and unable to paint designs on fabric using brush.</p>

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Fabric Decoration	5.3 Painting on fabric with sponge (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) review painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or ICT environment as a motivation to paint own fabrics b) identify sponge painted fabric in the physical and/or ICT environment for motivation to paint own fabrics c) use sponge to paint on fabric d) display, talk about and appreciate their own and others' work 	<ul style="list-style-type: none"> • In a group, learners guided in reviewing painted fabrics and materials and tools that can be used in painting on fabrics in the physical and/or digital as a motivation to paint own fabrics • In a group, learners guided in identifying sponge painted fabric in the physical and/or ICT environment for motivation to paint their own fabrics. • Individually, learners use sponge to paint on fabric. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify sponge painted fabric in our environment? 2. Where do we find sponge painted fabric in our environment? 3. How do you paint on fabric using sponge? 4. What have you enjoyed when painting on fabric using sponge?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through fabric painting. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices for sponge painting in fabric decoration. 				



<ul style="list-style-type: none"> • Learning to learn as learners explore sponge painting on fabric, materials, and tools for fabric decoration. 			
Links to PCI's: <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • Health Education: Teacher to emphasis on safety when learners are using sponge and paint to decorate fabrics. 		Link to values: <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	
Link to other learning activity areas: <ul style="list-style-type: none"> • Language activities: the word sponge can be included in the vocabulary. • Hygiene and Nutrition: simple sponge-painted furnishings can be used for home furnishing. 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> • With the help of parents/care givers, learners paint on fabric using sponge to make simple furnishings for the community. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> • Learners to compete among themselves in fabric decoration in in-house exhibitions organised by the school. 		Suggested assessment <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios 	
Suggested Resources: <ul style="list-style-type: none"> • Fabric, paint, fingers, brushes, sponge, painted fabrics, water, cleaning rags, ICT devices, and any other relevant resources. 			
Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and enjoys painting elaborate designs on fabric using a sponge.	Competently identifies painted fabrics and materials and tools, which can be used in painting on fabric and paints designs on fabric using a sponge.	Identifies painted fabrics and materials and tools, which can be used in painting on fabric but shows limited ability in making designs on fabric using a sponge.	Hardly identifies painted fabrics and materials and tools, which can be used in painting on fabric and unable to paint designs on fabric using a sponge.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
6.0 Mounting Techniques	6.1 Mosaic (3 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) identify simple mosaic pictures in the physical and/or ICT environment for motivation to make own mosaic pictures</p> <p>b) identify locally available materials and tools that can be used in mosaic picture making in the physical and/or ICT environment.</p> <p>c) collect different types of locally available materials and tools from the environment that can be used to make simple mosaic pictures.</p> <p>d) make simple pictures in mosaic using locally available materials and tools.</p> <p>e) display, talk about and appreciate own and others' work</p>	<ul style="list-style-type: none"> • In a group, learners are guided to identify simple mosaic pictures in the physical and/or ICT environment for motivation to make own mosaic pictures. • In a group, learners are guided to identify materials and tools that can be in mosaic picture making in the physical and/or ICT environment. • In a group, learners are taken for an environmental and/or digital tour to collect different types of locally available materials and tools from the environment that can be used to make simple mosaic pictures. f) Individually, learners make decorative items out of paper using locally available materials and tools. g) In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify mosaic pictures? 2. How do we identify materials and tools used to make mosaic pictures? 3. How do we make mosaic pictures? 4. What kind of mosaic pictures would you like to make?
Core competencies to be developed:				



<p>The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through mosaic picture making. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices for mosaic picture making. • Learning to learn as learners explore mosaic picture making, materials, and tools for making mosaic pictures. 			
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • ESD: The teacher to guide learner to care for the environment as source of materials and tools for mosaic picture making. 		<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work. • In reusing recycling waste materials from the environment, the learners demonstrate value of patriotism 	
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Environmental Activities: the use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials. • Health Education: Teacher to emphasis on safety when learners are collecting and using different types of locally available materials and tools from the environment. • Language activities: the word mosaic can be included in the vocabulary. • Hygiene and Nutrition: simple mosaic pictures can be used for home decoration. 		<p>Suggested community service learning activity to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/care givers, learners to engage in cleaning community spaces; collecting waste materials and sorting materials and tools that can be used in creating texture. 	
<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to compete among themselves in mosaic picture making. • The school to organise in-house exhibitions 		<p>Suggested assessment</p> <p>Oral questions, discussions, observations, portfolios</p>	
<p>Suggested Resources:</p> <p>Locally available materials and tools, adhesives, mounting surfaces, cutting tools, pencils, ICT devices, and any other relevant resources.</p>			
<p>Assessment rubric</p>			
<p>Exceeds expectation</p> <p>Competently identifies and collects different types of locally available material and tools for mosaic picture making and enjoys making detailed mosaic pictures.</p>	<p>Meets expectation</p> <p>Competently identifies and collects different types of locally available material and tools for mosaic picture making and makes mosaic pictures.</p>	<p>Approaches expectation</p> <p>Identifies and collects different types of locally available material and tools for mosaic picture making but shows limited ability in making mosaic pictures.</p>	<p>Below expectation</p> <p>Barely identifies and collects different types of locally available material and tools for mosaic picture making and unable to make mosaic pictures.</p>

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 Decorating Forms	7.1 Decorating Plastic Bottles using Coloured Paper (3 lessons)	By the end of the sub-strand, the learner should be able to; a) identify simple decorated three-dimensional (3D) forms using coloured paper to help in motivating them to decorate 3D forms b) observe simple decorated 3D forms in the physical and/or ICT environment to help in simple decorated 3D forms. c) collect different types of materials and tools from the environment that can be used to make simple decorated 3D forms d) decorate plastic bottles using coloured paper for self-expression. e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • Guide the learners, as a group, to Inquiry Corner to identify simple decorated 3D forms to motivate them • Guide the learners, to observe simple decorated 3D forms in the physical and/or ICT environment • Guide the learners, in identifying locally available materials and tools that can be used to decorate 3D forms. • Individually, learners decorate plastic bottles using coloured paper for self-expression. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify simple 3D forms that are decorated using coloured paper 2. How do we identify materials and tools used in decorating simple 3D forms? 3. How do we decorate plastic bottles using coloured paper? 4. What colours would you like to use in decorating plastic bottles?
<p>Core Competencies to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities as they exchange ideas. • Imagination and creativity skills as they express themselves through decoration of forms. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in decorating plastic bottles using coloured paper. • Learning to learn as learners explore decorating plastic bottles using coloured paper, materials, and tools in decoration of forms. 				
<p>Links to PCIs:</p> <ul style="list-style-type: none"> • Learner to develop self-awareness and self-esteem as they display and 			<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during 	



talk about their work.		group work	
Link to other learning activity areas: <ul style="list-style-type: none"> The use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials, which are linked to Environmental Activities. Language activities can incorporate the word decorate as part of the vocabulary 		Suggested community service learning activity to support learning through application <ul style="list-style-type: none"> With the help of parents/care givers, learners to engage in collecting materials (especially non-degradable) used in decorating forms from the environment as a way of keeping the community spaces clean. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners to compete among themselves in decorating forms. The school to organise in-house exhibitions 		Suggested assessment Oral questions, discussions, observations, portfolios	
Suggested resources: Found materials, assorted coloured paper, adhesives, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for decorating complex designs on 3D forms using coloured paper and competently makes elaborate decorative forms.	Keenly identifies and collects different types of locally available materials and decorates 3D forms using coloured paper and competently makes decorative forms.	Identifies and collects different types of locally available materials and tools for decorating 3D forms using coloured paper but shows limited ability in making decorative forms.	Has no interest in identifying and collecting different types of locally available materials and tools for decorating 3D forms using coloured paper and is unable to make decorative forms

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 Ornaments	8.1 Single stranded bracelets (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify beaded ornaments at Inquiry Corner to help in motivating them make ornaments b) observe beaded ornaments in the physical and/or ICT environment to help in making ornaments c) collect different types of materials and tools from the environment that can be used to make beaded ornaments d) make bracelets using single strand beading for self-expression e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • Guide the learners, as a group, to Inquiry Corner to identify ornaments to motivate them • Guide the learners, to observe ornaments in the physical and/or ICT environment • Guide the learners, in collecting locally available materials and tools that can be make ornaments. • Individually, learners make a bracelet using single strand beading for self-expression. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. How do we identify ornaments in our environment? 2. How do we identify materials and tools used in making ornaments? 3. How do we make ornaments using single strand beading? 4. What beads would you like to use in making stranded bracelets?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through the making of ornaments. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices. • Learning to learn as learners explore making ornaments using other materials and tools. 				
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Life skill: Teacher to help learners develop self-awareness and self-esteem through display of their work and allow them to express themselves 			<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	



<ul style="list-style-type: none"> • Citizenship: unity in diversity as learners make ornaments from different cultural background 			
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Language activities: to incorporate the word ornament as part of the vocabulary • Environmental Activities: emphasises on safe use of non-degradable, locally available, recycled, reused and waste materials. 		<p>Suggested community service learning activity to support learning through application</p> <ul style="list-style-type: none"> • With the help of parents/care givers, learners to engage in collecting materials used in making ornaments from the environment as a way of keeping the community spaces clean. 	
<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to compete among themselves in making ornaments. • The school to organise in-house exhibitions 		<p>Suggested assessment</p> <p>Oral questions, discussions, observations, portfolios</p>	
<p>Suggested resources:</p> <p>Assorted beads, quill, straws, needle, nails, cutting tools, strings, bracelets, wires, ICT devices, and any other relevant resources.</p>			
<p>Assessment rubric</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Enjoys identifying and collecting different types of locally available materials and tools for making ornaments and competently makes elaborate bracelets using single strand beading.</p>	<p>Keenly identifies and collects different types of locally available materials for making ornaments and competently makes bracelets using single strand beading</p>	<p>Identifies and collects different types of locally available materials and tools for making ornaments but shows limited ability in making bracelets using single strand beading.</p>	<p>Has no interest in identifying and collecting different types of locally available materials and tools for making ornaments and is unable to make bracelets using single strand beading.</p>

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.1 Toys (3 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) identify toys, locally available materials and tools for making toys at Inquiry Corner for motivation.</p> <p>b) observe toys in the physical and/or ICT environment to help in making toys.</p> <p>c) collect different types of materials and tools from the environment that can be used to make toys</p> <p>d) Make simple toys using locally available materials and tools, for playing.</p> <p>e) display, talk about and appreciate own and others' work</p>	<ul style="list-style-type: none"> • Guide the learners, as a group, to Inquiry Corner to identify toys, locally available materials and tools for making toys at Inquiry Corner for motivation. • Guide the learners, to observe toys, locally available materials and tools for making toys in the physical and/or ICT environment • Individually, learners make simple toys using available materials and tools. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What toys have you seen in class Inquiry Corner? 2. What materials and tools do we have for making simple toys? 3. What toys would you like to make?
<p>Core Competences to be developed: The learner to acquire;</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through the making of toys. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment in ICT devices. <p>Learning to learn as learners explore making toys using other materials and tools.</p>				



Link to PCI's <ul style="list-style-type: none"> Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. ESD: The teacher to guide learner to be aware of safety as they make toys. 		Link to values: <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work 	
Link to other learning activity areas: <ul style="list-style-type: none"> Environmental activities: to teach re-use of materials. 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> With help of parents/care givers , learners to collect used items from the community to be used in making toys as a way of environmental clean-up. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> Learners to compete among themselves in making toys. The school to organise in-house exhibitions 		Suggested assessment Oral questions, discussions, observations, portfolios	
Suggested Resources: Sample toys, found materials, locally available materials and tools, strings, rubber bands, wire, straws, bottle tops, cutting tools, rubber, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly identifies and collects different types of locally available materials and tools for making toys and makes detailed toys.	Keenly identifies and collects different types of locally available materials and uses them to make toys.	Identifies and collects different types of locally available materials and tools for making toys but shows limited ability in making toys.	Has no interest in identifying and collecting different types of locally available materials and tools for making toys and is unable to make toys.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.2 Kites (3 lessons)	By the end of the sub-strand, the learner should be able to; a) identify kites, locally available materials and tools for making kites at Inquiry Corner for motivation. b) observe kites in the physical and/or ICT environment to help in making kites. c) collect different types of materials and tools from the environment that can be used to make kites d) Make simple kites using locally available materials and tools, for playing. e) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • Guide the learners, as a group, to Inquiry Corner to identify kites, locally available materials and tools for making kites at Inquiry Corner for motivation. • Guide the learners, to observe kites, locally available materials and tools for making kites in the physical and/or ICT environment • Individually, learners make simple kites using available materials and tools. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What is a kite? 2. Have you ever seen a kite? 3. How do you play with a kite? 4. What materials and tools are used for making kites?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through the making of kites. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as they explore ICT environment for kites, in ICT devices. • Learning to learn as learners explore making kites using other materials and tools. 				
<p>Link to PCI's :</p> <ul style="list-style-type: none"> • Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	



<ul style="list-style-type: none"> • ESD: The teacher to guide learner to be aware of safety as they make kites 	
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<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Environmental activities: teach re-use of materials. 	<p>Suggested community service learning activity to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/care givers , learners to collect used items from the community to be used in making kites as a way of environmental clean-up.
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<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to compete among themselves in making kites. • The school to organise in-house kite-flying day. 	<p>Suggested assessment</p> <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios
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<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Locally available materials, old newspapers, sticks, straws, strings, rubber bands, sample kites, adhesives, ICT devices, and any other relevant resources.
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Assessment rubric			
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Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for making kites and competently makes detailed kites.	Keenly identifies and collects different types of locally available materials for making kites and competently makes kites	Identifies and collects different types of locally available materials and tools for making kites but has limited ability in making kites.	Has no interest in identifying and collecting different types of locally available materials and tools for making kites and is unable to make kites.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
10.0 Weaving	10.1 Plain Paper Weave (3 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify samples of plain weaves of varied materials and colours at Inquiry Corner for motivation. identify locally available material and tools for making plain weaves at Inquiry Corner for motivation. observe samples of plain weaves, materials and tools for weaving in the physical and/or ICT environment to help in making plain weaves in two colours. collect different types of materials and tools from the environment that can be used to make plain paper weaves in two colours. make simple paper table mats using plain weave in two colours from locally available materials and tools. display, talk about and appreciate own and others' work 	<ul style="list-style-type: none"> Guide the learners, as a group, to Inquiry Corner to identify samples of plain weaves of varied materials and colours for motivation. Guide the learners, to observe samples of plain weaves from varied materials and colours in the physical and/or ICT environment for motivation. Guide the learners, to collect different types of materials and tools from the environment that can be used to make plain paper weaves in two colours. Individually, learners collect different types of materials and tools from the environment and make simple paper table mats using plain weave in two colours. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> What is weaving? How do we identify woven items? How do we identify materials used in weaving? What is the process of plain paper weaving?
<p>Core Competences to be developed: Learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration skills in group work activities. Imagination and creativity skills as they express themselves through the making of paper plain weaves. Self-efficacy as they express themselves about their artwork during display sessions. Digital Literacy as they explore ICT environment for paper plain weaves, with ICT devices. 				



<ul style="list-style-type: none"> Learning to learn as learners explore making plain weaves using other materials and tools, ICT devices, and any other relevant resources. 			
Link to PCI's: <ul style="list-style-type: none"> Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. ESD: The teacher to guide learners to observe safety as they make plain paper weaves 		Link to values: <ul style="list-style-type: none"> Learner to acquire the value of responsibility, respect and sharing during group work. In reusing waste materials from the environment, the learners demonstrate value of patriotism 	
Link to other learning activity areas: <ul style="list-style-type: none"> Environmental activities: The learners are sensitized to use, recycle and re-use waste materials. Language activities: The word plain can be defined to show its different applications. 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners carry out projects, weaving functional articles that can be sold as a way of introducing financial literacy. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> During cleaning school compound, learners sort waste papers for use in paper weaving. Learners to compete among themselves in plain paper weaving. The school to organise in-house exhibitions 		Suggested assessment <ul style="list-style-type: none"> Oral questions, discussions, observations, portfolios 	
Suggested Resources: Samples of plain weaves, raffia, straws, grass, sisal, thread, wool, polythene paper, assorted colours Manilla paper, cutting tools, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys identifying and collecting different types of locally available materials and tools for making plain paper weave and competently makes elaborate two colour table mat	Keenly identifies and collects different types of locally available materials for making plain paper weave and competently makes a two colour table mat	Identifies and collects different types of locally available materials and tools for making plain paper weave but shows limited ability in making a two colour table mat.	Has no interest in identifying and collecting different types of locally available materials and tools for making plain paper weave and is unable to make a two colour table mat.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Modelling	11.1 Pinch Method (3 lessons)	By the end of the sub-strand, the learner should be able to: a) identify items modelled using pinch method, materials and tools at Inquiry Corner for motivation. b) observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation. c) model simple objects using pinch method for self-expression d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • Learners are guided, as a group, to Inquiry Corner to identify items modelled using pinch method, materials and tools for motivation. • Learners are guided, to observe items modelled using pinch method, materials and tools in the physical and/or ICT environment for motivation. • Individually, learners model simple objects using pinch method for self-expression. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What items in Inquiry Corner are modelled using pinch method? 2. What materials and tools are used for modelling? 3. What items would you like to model?
<p>Core Competences to be developed: Learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through modelling. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as learners explore ICT environment/ICT devices to enhance Pinch Method of modelling. • Learning to Learn as learners explore modelling and make varied designs, using other materials and tools. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> • Life skill: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work 	
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Language activities: incorporate the word pinch as part of the vocabulary 			<p>Suggested community service learning activity to support learning through application:</p>	



	<ul style="list-style-type: none"> • With the help of parents/care givers, learners are guided to model items based on cultural designs for display at community centres.
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<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • The school to organise for resource persons in community to talk about modelling items based on cultural designs and processes. 	<p>Suggested assessment</p> <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios
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<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Clay, water, containers, cleaning rags, sample items made using Pinch Method, ICT devices, and any other relevant resources.

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently models detailed items by pinch method, using materials and tools identified and motivated by the samples observed.	Competently models items by pinch method, using materials and tools identified and motivated by the samples observed.	Models items by pinch method, using materials and tools identified but seems unmotivated by the samples observed.	Hardly models items by pinch method, using materials and tools identified and not motivated by the samples observed.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Modelling	11.2 Coiling technique (3 lessons)	By the end of the sub-strand, the learner should be able to; a) observe items modelled using coil method, materials and tools in the physical and/or ICT environment for motivation b) identify materials and tools used in modelling by coil method, in the physical and/or ICT environment for motivation c) model items using coil method for self-expression d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> Learners are guided, to observe items modelled using coil method, materials and tools in the physical and/or ICT environment for motivation. Learners are guided, as a group, in the physical and/or ICT environment to identify materials and tools for modelling using coil method, for motivation. Individually, learners model simple items using coil method for self-expression. In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> What items in the physical and/or ICT environment are modelled using coil method? What materials and tools are used for modelling? What items would you like to model?
<p>Core-competence to be developed: Learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration while modelling and talking about their and others work Imagination and creativity while modelling. Self-efficacy when expressing self about their displayed artwork. 				
<p>Links to PCI's:</p> <ul style="list-style-type: none"> Health education: Teacher to guide learners to observe hygiene during and after modelling. Parental engagement: parents/care givers may be asked to source for materials and tools for modelling. 			<p>Link to values: Learner to acquire the value of responsibility, respect and sharing during group work.</p>	



Link to other learning activity areas: <ul style="list-style-type: none"> Mathematical activities: coil modelled numerals and shapes can be used. Language activities: coil modelled alphabets and shapes can be used. 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> With the help of parents/care givers, learners are guided to visit a children’s institution to donate modelled items and to show them how to model. 	
Suggested non-formal activity to support learning through application: <ul style="list-style-type: none"> The school to organise for resource persons in community to talk about modelling items based on cultural designs and processes. 		Suggested assessment Oral questions, discussions, observations, portfolios	
Suggested Resources: Clay, water, containers, cleaning rugs, sample items made using Coil Method, ICT devices, and any other relevant resources.			
Assessment rubric			
Exceed expectation	Meets expectation	Approaches expectation	Below expectation
Competently models detailed items by coil method, using materials and tools identified and motivated by the samples observed.	Competently models items by coil method, using materials and tools identified and motivated by the samples observed.	Models items by coil method, using materials and tools identified but is unmotivated by the samples observed.	Hardly models items by coil method, using materials and tools identified and not motivated by the samples observed.

ART AND CRAFT GRADE TWO

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.1 Forms (3lessons)	By the end of the sub-strand, the learner should be able to; a) identify a variety of forms in physical and/or ICT environmental, as a motivation in drawing forms b) identify materials and tools that can be used in drawing forms, in the physical and/or ICT environment for motivation c) draw simple forms for self-expression, using current and/or emerging technologies. d) display, talk about and appreciate own and others' work	<ul style="list-style-type: none"> • In a group, learners are taken for an environmental and/or digital tour to identify variety of forms, in the physical and/or ICT environmental, as a motivation to draw forms. • In as a group, learners are guided, to identify materials and tools that can be used in drawing forms, in the physical and/or ICT environment for motivation. • Individually, learners draw simple forms, using current and/or emerging technologies. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What types of forms are found in the environment? 2. Which forms do you want to draw? 3. What media can we use in drawing simple forms?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills in group work activities. • Imagination and creativity skills as they express themselves through drawing forms. • Self-efficacy as they express themselves about their artwork during display sessions. • Digital Literacy as learners explore ICT environment/ICT devices while drawing forms. • Learning to Learn as learners explore drawing and draw forms, using current and/or emerging technologies. 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Life Skills: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their drawings. 			<p>Link to values:</p> <ul style="list-style-type: none"> • Learner to acquire the value of responsibility, respect and sharing during group work. 	



<ul style="list-style-type: none"> • ESD: Teacher to emphasize on care of the environment as resource in drawing forms. • Health education: Teacher to guide learners to observe hygiene during and after drawing forms. 		<ul style="list-style-type: none"> • In using the environment as a resource in drawing forms, the learners demonstrate value of patriotism. 	
<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Environmental Activities: emphasis on care of the environment, which is a source of forms identified and used for in drawing. 		<p>Suggested community service learning activity to support learning through application:</p> <ul style="list-style-type: none"> • With the help of parents/care givers, learners are guided learners do a project in making simple seasonal cards, are decorated with drawn forms, for the community. 	
<p>Suggested non-formal activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to compete among themselves in drawing forms in in-house exhibitions organised by the school. 		<p>Suggested assessment</p> <ul style="list-style-type: none"> • Oral questions, discussions, observations, portfolios 	
<p>Suggested Resources: Paper/drawing books, pencils, ICT devices, and any other relevant resources.</p>			
<p>Assessment rubric</p>			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Competently identifies forms in the environment to be drawn and enjoys drawing detailed forms using current and/or emerging technologies.	Competently identifies forms in the environment to be drawn and enjoys drawing forms using current and/or emerging technologies.	Identifies forms in the environment to be drawn but shows limited ability in drawing forms using current and/or emerging technologies.	Hardly identifies forms in the environment to be drawn and unable to draw forms using current and/or emerging technologies.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
1.0 Drawing	1.2 Texture (3lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Identify types of texture in physical and/or ICT environmental, as a motivation in creating texture drawing.</p> <p>b) identify materials and tools that can be used in creating texture, in the physical and/or ICT environment for motivation</p> <p>c) create simple textural effects in drawings for self-expression, using current and/or emerging technologies.</p> <p>d) display, talk about and appreciate own and others' work</p>	<ul style="list-style-type: none"> • In In a group, learners are taken for an environmental and/or digital tour to identify types of texture, in the physical and/or ICT environmental, as a motivation to create a variety of textural effects in drawing. • In as a group, learners are guided, to identify materials and tools that can be used to create texture, in the physical and/or ICT environment for motivation. • Individually, learners create a variety of textural effects in drawing, using current and/or emerging technologies. • In a group, learners display, talk about and appreciate their own and others' work. 	<ol style="list-style-type: none"> 1. What types of textures are found in the environment? 2. How do we identify texture? 3. How do we differentiate types of texture? 4. How do we create texture in a drawing?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration as they take environmental tours digital tours. • Imagination and creativity as they create a variety of textural effects. • Self-efficacy as they talk about their art work during display. 				
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Life Skills: The Learner to develop self- awareness, self-esteem and assertiveness as they display and talk about their work. • ESD: Teacher to emphasize on care of the environment as resource in creating texture. 			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	



<ul style="list-style-type: none"> Health education: Teacher to guide learners to observe hygiene during and after creating texture. 	
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<p>Link to other learning activity areas: Environmental activities can teach on the need to conserve our environment that affords the textured surfaces</p>	<p>Suggested community service learning activity to support learning through application: With help of parents/care givers ,learners to create cards with the drawings, rubbings to create cards e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner’ s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Digital tools, pencils, paper, textured surfaces ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identify forms in the environment and or digital media to motivate them in creating texture drawing and enjoys creating complex textural effects in drawn forms	Identifies forms in the environment and or digital media to motivate them in creating texture drawing and enjoys creating textural effects in drawn forms	Identifies forms in the environment and or digital media to motivate them in creating texture drawing but shows little interest in creating textural effects in drawn forms	Seems distracted and has no interest in creating textural effects in drawn forms

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Paint and Colour	2.1 Paint shapes from observation (3lessons)	By the end of the sub-strand, the learner should be able to; a) Identify and name materials used for painting. b) Mix and paint correctly and paint simple shapes for self-expression. c) Draw and paint the national flag to appreciate the symbolism of the colours d) Paint simple shapes using digital tools for self-expression. e) Have fun as they paint and explore shapes and colour.	<ul style="list-style-type: none"> ▪ Class discussion on tools and materials used for painting ▪ Learners could be guided to paint organic and geometric shapes using painting tools and materials ▪ Paint shapes and explore colour using digital tools ▪ Individually learner to be guided in drawing and painting the national flag to appreciate the symbolism of the colours. ▪ Learners to display and talk own and others work 	<ol style="list-style-type: none"> 1. What tools materials do we use for painting? 2. How can one mix water based paint? 3. How do learners react when mixing paint? 4. What organic and geometric shapes can learners paint?
<p>Core-competence to be developed:</p> <ul style="list-style-type: none"> • The learner to acquire: • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they paint shapes. ▪ Self-efficacy as they talk about their art work during display. ▪ Digital literacy as learner paints shapes using digital tools. 				
<p>Links to PCI's: Life skills: The teacher to allow free expression of ideas, feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Language activities could teach on various names of shapes</p>		<p>Suggested community Service Learning activity to support learning through application: With the guidance of parents/care givers , learners could paint simple cards e.g. get well, birthday, thank you cards, Easter celebrations, Christmas etc and take them to senior citizens in their community and their friends and family</p>		



<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
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Suggested Resources:
Brushes, colour, papers, cards, sample shapes ICT devices and any other relevant resources.

Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly identify and name materials used for painting and enjoys mixing paint correctly and painting detailed shapes	Identifies and name materials used for painting and enjoys mixing paint and painting simple shapes	Identifies and name materials but lacks interest and shows limited ability in mixing paint and painting simple shapes	Seems distracted and shows no interest in mixing paint and painting simple shapes

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Pattern Making	3.1 Texture patterns (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe texture in the environment and or digital media to motivate them in creating texture patterns. b) Create simple texture patterns for self-expression simple forms for self-expression c) Enjoy creating texture patterns	<ul style="list-style-type: none"> Class discussion on types of texture and patterns seen in their immediate environment and those available on digital media. Individually, learners to create texture patterns in colour using texture rubbings over different surfaces Individually, learners to freely explore patterns in colour using ICT tools to express their ideas Learners to display and talk about own and others patterns. 	<ol style="list-style-type: none"> How do we create patterns with texture? How do learners react and appreciate use of colour in pattern making?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration as they take environmental and digital tours. Imagination and creativity as they create patterns. Self - efficacy as they talk about their art work during display. Digital literacy as the learner sources simulated texture from digital media 				
<p>Link to PCI's: ESD– teacher to emphasize on care of the environment as source of art materials Life skills: The teacher to allow free expression of ideas, feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.</p>			<p>Suggested community service learning activity to support learning through application: With the guidance of parents the learners can create simple cards with texture patterns forms, e.g. sorry cards, birthday cards, thank you, Easter</p>	



	cards, get well cards
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations

Suggested Resources:
Digital tools, pencils , paper, textured surfaces ICT devices and any other relevant resources.

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes texture in the environment or digital media and experiments with it to create complex patterns	Observes texture in the environment or digital media and experiments with it to create patterns	Observes texture in the environment and in digital media but seems not wholly interested in creating texture patterns	Seems distracted and lacks ability to create texture patterns

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Pattern Making	3.2 Shape Patterns (2lessons)	By the end of the sub-strand, the learner should be able to; a) Observe shapes in the environment and or digital media to motivate them in creating shape patterns. b) Create simple shape patterns for self-expression simple forms for self-expression. c) Enjoy creating shape patterns	<ul style="list-style-type: none"> • Class discussion on types of shapes seen in their immediate environment and those available on digital media. • Individually to create shape patterns in colour using texture rubbings and or ICT tools • Learners to display and talk about own and others patterns. 	<ol style="list-style-type: none"> 1. How do we create patterns with shapes? 2. Which types of shapes can be used in creating patterns?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration as they take environmental and digital tours. • Imagination and creativity as they create patterns. • Self - efficacy as they talk about their art work during display. • Digital literacy as the learner sources shapes from digital media 				
<p>Link to PCI's: ESD– teacher to emphasize on care of the environment as source of art materials Life skills: The teacher to allow free expression of ideas, feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	



<p>Link to other learning activity areas: In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.</p>	<p>Suggested community service learning activity to support learning through application: With the guidance of parents/guardian, the learners to create simple cards with shape patterns forms, e.g. Sorry cards, Birthday cards, Thank you, Easter cards, Get well cards</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Digital tools, pencils, paper, varied shapes ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keenly observes shapes in the environment or digital media and enjoys experimenting with them to create complex shape patterns	Observes shapes in the environment or digital media and enjoys experimenting with it to create shape patterns	Observes shapes in the environment and in digital media but seems not wholly interested in creating shape patterns	Seems distracted and lacks ability to create shape patterns

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
3.0 Pattern Making	3.3 Letter patterns (2lessons)	By the end of the sub-strand, the learner should be able to; a) Observe letters in the environment and or digital media to motivate them in creating letter patterns. b) Create simple letter patterns freehand or using ICT tools for self-expression c) Enjoy creating letter patterns	<ul style="list-style-type: none"> Class discussion on types of letter seen in their immediate environment and those available on digital media. Individually, learners to create letter patterns in colour Individually, learners to freely explore letter patterns in colour and or ICT tools to express their ideas Learners to display and talk about own and others patterns. 	<ol style="list-style-type: none"> How do we create patterns with letters? Which types of letters can be used in creating patterns?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> Communication and collaboration as they take environmental and digital tours. Imagination and creativity as they create patterns. Self - efficacy as they talk about their art work during display. Digital literacy as the learner sources letter shapes from digital media 				
<p>Link to PCI's: ESD– the teacher to emphasize on care of the environment as source of art materials Life skills: The teacher to allow free expression of ideas , feelings and emotions during display and discussion of learner's work so as to develop self-awareness, self-esteem and assertiveness</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
Link to other learning activity areas:			Suggested community service learning/ activity to support learning	



In Environmental activities to be taught on reuse of materials that can be used for drawing eg paper.	through application: With the guidance of parents/guardian, the learners to create simple cards with letters patterns forms, e.g. sorry cards, birthday cards, thank you, Easter cards, get well cards
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: Digital tools, pencils, paper, sample varied shapes ICT devices and any other relevant resources.	

Assessment rubric

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

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
4.0 Mounting Techniques	4.1 Collage (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Collect material from the environment that can be used to create collage. b) Create simple pictures in collage using locally available materials. c) Have fun while creating simple pictures in collage.	<ul style="list-style-type: none"> • In groups learners to be taken for environmental walks to collect materials that can be used to create collage e.g. natural materials stones / pebbles, dried fallen leaves, feathers, grass), coloured papers, fabric, small plastics etc. • A class discussion on collected items and sharing out some materials to those with fewer items • Individually create simple collage pictures • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we identify materials used to create collage? 2. How do we create collage?
<p>Core Competences to be developed: Learner will acquire :</p> <ul style="list-style-type: none"> • Communication and collaboration skills when going out in groups to collect the materials • Imagination and creativity while choosing the material for Collage • Self-efficacy as they talk about their work during display. 				
<p>Link to PCI's: Life skills: Teacher to help learner to develop self-esteem and awareness as they display and talk about their work</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: ESD: Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use</p>			<p>Suggested community service learning activity to support learning through application: Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for collage techniques</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	



Suggested Resources:

Adhesives, paper, fibres, print media and any other relevant resources.

Assessment rubric

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

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Decorating Forms	5.1 Decorating egg shells (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe teacher samples of decorated egg shells. b) Decorate egg shells by painting and pasting coloured paper for self-expression. c) Have fun while decorating egg shells by painting and pasting coloured paper.	<ul style="list-style-type: none"> • In groups learners could observe teacher samples of decorated egg shells. • Individually learner to decorate egg shells by painting and pasting coloured paper. • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we decorate egg shells? 2. What materials are needed for decoration of egg shells? 3. Which type of paint is suitable for decorating egg shells?
<p>Core Competences to be developed: Learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills when working together • Imagination and creativity while decorating egg shells • Self-efficacy as they talk about their work during display. 				
<p>Link to PCI's: Life skills: Teacher to help learner to develop self-esteem ,self- awareness and assertiveness as they display and talk about their work</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use</p>			<p>Suggested community service learning activity to support learning through application: Learners to engage parents/care givers and community members in collecting egg shells and decorate them for communal functions.</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	



Suggested Resources:

Adhesives, paper, paint, brushes, egg shells, masking tape, cellotape and any other relevant resources.

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting by painting and pasting coloured paper to create complex designs on the egg shells.	Enjoys experimenting by painting and pasting coloured paper designs on egg shells.	Can decorate egg shells by painting and pasting coloured paper but is not wholly interested in the activity.	Is distracted and disinterested and has not demonstrated ability to decorate egg shells by painting and pasting coloured paper.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
5.0 Decorating Forms	5.2 Decorating plastic containers (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe teacher samples plastic containers. b) Decorate plastic containers by painting and pasting coloured paper for self-expression c) Have fun while decorating plastic containers by painting and pasting coloured paper.	<ul style="list-style-type: none"> • In groups learners could observe teacher samples of decorated plastic containers • Individually learner to decorate plastic containers by painting and pasting coloured paper. • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we decorate plastic containers? 2. What materials are needed for decoration of plastic containers?
<p>Core Competences to be developed: Learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills when working together • Imagination and creativity while decorating plastic containers • Self-efficacy as they talk about their work during display. 				
<p>Link to PCI's: Life Skills: Teacher to help learner to develop self-esteem and awareness as they display and talk about their work</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences.</p>	
<p>Link to other learning activity areas: Learner to environmental activities when they collect degradable and / or non-degradable materials from the environment for use</p>			<p>Suggested community service learning activity to support learning through application: Learners to engage in collecting plastic containers in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for decorating forms techniques</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	
<p>Suggested Resources: Adhesives, coloured paper, empty plastic margarine/oil/ice cream containers, etc</p>				



Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with coloured paper to create complex designs on plastic containers by painting and pasting	Enjoys experimenting with coloured paper to create simple designs on plastic containers by painting and pasting	Can decorate plastic containers by painting and pasting coloured paper but is not wholly interested in the activity	Is distracted and disinterested and has not demonstrated ability to decorate plastic containers by pasting coloured paper

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Ornaments	6.1 Double strand Necklaces (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe beaded ornaments from teachers samples to help in making necklaces using double strand beading. b) Experiment with local materials to create necklaces using double strand beading. c) Enjoy making necklaces using double strand beading.	<ul style="list-style-type: none"> • Guide learners to observe beaded ornaments from teachers sample collections • In groups experiment with local materials and techniques to make double strand necklaces. • Learners to display their work followed by a class discussion to appreciate own and each other's necklaces 	<ol style="list-style-type: none"> 1. What materials can be used from the environment in making beads? 2. What are the suitable materials used in making beaded ornaments at this level? 3. How can learners borrow creative ideas from material culture in their locality on ornament making?
<p>Core Competences to be developed: The learner to acquire;</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Imagination and creativity when experimenting with local materials to make double strand necklaces. • Self-efficacy when giving feedback on their own necklaces during the display session. 				
<p>Link to PCI's: Life Skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally. ESD: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for necklaces.</p>			<p>Suggested community service learning activity to support learning through application: Learners can undertake a project whereby they can be assisted to incorporate beadwork techniques practiced in their locality</p>	
Suggested non-formal activity to support learning through application			Suggested assessment	



School to organize in-house exhibitions of learner' s artworks	Oral questions, portfolio, observations
Suggested Resources: Beads, strings ,thread, needles, sample ornaments ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to create necklaces with complex designs using double strand beading.	Enjoys experimenting with local materials to create necklaces using double strand beading.	Makes beaded ornaments but is not wholly interested in experimenting with local materials to create necklaces using double strand beading.	Is distracted and shows no interest in making necklaces using double strand beading.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
6.0 Ornaments	6.2 Double strand Bracelets (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe beaded ornaments from teacher’s samples to help in making bracelet using double strand beading. b) Experiment with local materials to create bracelets using double strand beading. c) Enjoy making bracelets using double strand beading.	<ul style="list-style-type: none"> The learner to observe beaded ornaments from teacher collection Guide learners in groups to experiment with local materials and techniques to make two colour bracelets. Learners to display their work followed by a class discussion to appreciate own and each other’s bracelets 	<ol style="list-style-type: none"> What materials can be used from the environment in making beads? What are the suitable materials used in making bracelets at this level? How can learners borrow creative ideas from material culture in their locality on ornament making?
<p>Core Competences to be developed: The learner to acquire;</p> <ul style="list-style-type: none"> Communication and collaboration through interactions during group work. Problem solving skill when experimenting with local materials to make bracelets. Self-efficacy when giving feedback on their own bracelets during the display session. 				
<p>Link to PCI’s: Life Skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally. ESD: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Environmental Activities can emphasise on the need to recycle materials such as plastics, wood, bones, glass etc which can be used for making bracelets.</p>			<p>Suggested community service learning activity to support learning through application: Learners can undertake a project whereby they can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.</p>	
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner’s artworks</p>			<p>Suggested assessment Oral questions, portfolio, observations</p>	



Suggested Resources:

Beads, thread ,needles, sample ornaments etc.

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to create bracelets with complex designs using double strand beading.	Enjoys experimenting with local materials to create bracelets using double strand beading.	Can make bracelets but is not wholly interested in experimenting with local materials to create bracelets using double strand beading.	Is distracted and shows no interest in making bracelets using double strand beading.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
7.0 Fabric Decoration	7.1 Printing on fabric with cut - out stumps (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe cut -out stump printed fabric from teacher samples to motivate them to print their own. b) Print fabric using cut-out stumps for decoration. c) Enjoy printing fabric with cut out stumps.	<ul style="list-style-type: none"> • Guide learners to observe cut - out stump printed fabric from teacher collection • Guide learners to individually print fabric using cut- out stumps • Display and talk about own and others works 	<ol style="list-style-type: none"> 1. Which materials can be sourced from the environment to make cut out stumps for printing on fabric? 2. How do we print on fabric using cut out stumps?
<p>Core Competences to be developed The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skill when experimenting with local materials to make bracelets. • Self-efficacy when giving feedback on their own prints during the display session. 				
<p>Link to PCI's : Life Skills: Learners will acquire environmental awareness as they take walks to identify locally available media for fabric decoration Health Education :Teacher to help learners be aware of their safety as they identify locally available media for printing</p>		<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>		
<p>Link to other learning activity areas: Music activities can use fabric decorated with cut-out stump technique for costuming in dance performance</p>		<p>Suggested community service learning activity to support learning through application Learner with guidance of parents/ care givers can undertake a project on creation of costumes decorated with cut-out stumps which can be used for communal activities eg culture day</p>		
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>		<p>Suggested assessment Oral questions, portfolio, observations</p>		
<p>Suggested Resources Fabric, paint, cut out stumps, water, containers, paper, sample decorated fabrics and any other relevant resources.</p>				



Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys printing complex designs on fabric using cut-out stumps	Enjoys printing on fabric using cut-out stumps	Can make cut -out stump printed fabric but is not wholly interested in printing decorations on fabric	Is distracted and shows no interest in printing on fabric using cut-out stumps

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 Modelling	8.1 Slab technique (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe items made using slab technique , materials and tools from the teachers collection and or digital media to motivate them make their own b) Model simple objects using slab technique to acquire modelling skill c) Have fun as they model objects using slab technique	<ul style="list-style-type: none"> ▪ Learners to observe items made using slab technique, materials and tools from the teacher’s collection or digital media. ▪ Individually model simple shapes by exploring clay through slab technique ▪ Learners to display and talk about own and other’s work 	<ol style="list-style-type: none"> 1. How do we identify materials and tools for modelling? 2. How do we model clay items using slab technique?
<p>Core competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration through interactions during modelling. ▪ Problem solving skill when experimenting with clay to model simple shapes. ▪ Self-efficacy when giving feedback on their own artwork during the display session. ▪ Digital literacy as learner observes examples of slab items, material and tools used in the technique from digital media. 				
<p>Links to PCI’s: Health hazards: Teachers could guide learners to observe hygiene when collecting clay.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	

<p>Link to other learning activity areas: Learners can model numerical shapes to enhance mathematical concepts of numbers</p>	<p>Suggested community Service Learning activity to support learning through application: Learners to visit community cultural centres to observe and appreciate pottery.</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Clay, water, containers, simple modelled items ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Enjoys experimenting with the materials to model complex objects using slab technique.</p>	<p>Enjoys modelling simple objects using slab technique.</p>	<p>Can model items made using slab technique but is not wholly interested in the activity</p>	<p>Is distracted and does not seem to enjoy modelling simple objects using slab technique.</p>



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
8.0 Modelling	8.2 Pellet technique (3 lessons)	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) Observe items made using pellet technique , materials and tools from the teachers collection and or digital media to motivate them make their own b) Model simple objects using pellet technique and decorate them using incising and texturing c) Have fun as they model objects using pellet technique. 	<ul style="list-style-type: none"> ▪ The learner to observe items made using pellet technique , materials and tools from the teachers collection and or digital media ▪ Individually model clay into forms of different sizes using pellets and decorate them using incising and texturing ▪ Learners to display and talk about own and others work 	<ol style="list-style-type: none"> 1. How does one model clay into forms using pellet technique? 2. How do we decorate forms modelled using pellet technique?
<p>Core Competences to be developed</p> <p>The learner to acquire:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration through interactions during modelling. ▪ Problem solving skill when experimenting with clay to model simple shapes. ▪ Self-efficacy when giving feedback on their own artwork during the display session. ▪ Digital literacy as learner observes examples of pellet items, material and tools used in the technique from digital media. 				
<p>Links to PCI's:</p> <p>Health hazards: Teachers could guide learners to observe hygiene when collecting clay.</p>			<p>Links to values:</p> <p>The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	

Link to other learning activity areas: Language activities can incorporate the word pellet as vocabulary	Suggested community Service Learning activity to support learning through application: Learners to visit community cultural centres to observe and appreciate pottery.
Suggested Non-formal activity to support learning through application: School to organize in-house exhibitions to showcase learner’s artworks	Suggested assessment Oral questions, discussions, observations
Suggested Resources: Clay, water, containers, simple modelled items ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the materials to model well, finished objects using pellet technique.	Enjoys modelling simple objects using pellet technique.	Can model using pellet technique but is not wholly interested in the activity	Is distracted and does not seem enjoy modelling simple objects using pellet technique.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.1 Toys (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of toys, material and tools from teachers collection and or digital media to motivate them make their own b) Make simple toys using local materials for playing c) Have fun as they make toys and play with them	<ul style="list-style-type: none"> • In groups, learners observe samples toys, material and tools from teachers collection and or digital media • Guide the learner to individually explore materials to construct and assemble simple toys • Learners display and talk about own and others toys 	<ol style="list-style-type: none"> 1. What toys are in the nature corner? 2. What materials and tools are used for constructing and assembling toys?
<p>Core Competence to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration through interactions when making toys. ▪ Problem solving skill when experimenting with materials to make toys. ▪ Self-efficacy when giving feedback on their own artwork during the display session. ▪ Digital literacy as learner observes examples of toys from digital media 				
<p>Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally. Health Education: Teacher to guide learner to be aware of safety as they construct and assemble toys</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>	
<p>Link to other learning activity areas: Environment activities to teach on re-use of waste materials</p>			<p>Suggested community service learning activity to support learning through application: With the guidance of parents/ care givers , the learners to carry out a project of making toys</p>	

Suggested Non-formal activity to support learning through application: School to organize in-house exhibitions to showcase learner's artworks	Suggested assessment Oral questions, discussions, observations
Suggested Resources: Assorted materials, sample toys, ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with local materials to make well finished toys	Enjoys making simple toys using local materials	Can make toys but lacks sustained interest and has limited ability to make simple toys using local materials	Is distracted and shows no interest or ability to make simple toys using local materials

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
9.0 Sculpture	9.2 Kites (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of kites, material and tools from teachers collection and or digital media to motivate them make their own b) Make simple kites using local materials for playing with. c) Have fun as they make kites and play with them.	<ul style="list-style-type: none"> • In groups, learners observe samples kites , material and tools from teachers collection and or digital media to motivate them make their own • Guide the learner to individually explore materials to construct and assemble simple kites • Learners display and talk about own and others kites 	<ol style="list-style-type: none"> 1. What local materials and tools are used for constructing and assembling kites? 2. What safety precautions should be taken as they make the kites? 3. How do learners react to and appreciate the kites they make?



<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> ▪ Communication and collaboration through interactions when making kites. ▪ Problem solving skill when experimenting with materials to make kites ▪ Self-efficacy when giving feedback on their own artwork during the display session ▪ Digital literacy as learner observes examples of kites from digital media 	
<p>Link to PCI's: Life Skills; Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally. Health Education : Teacher to guide learner to be aware of safety as they construct and assemble kites</p>	<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>
<p>Link to other learning activity areas: Environment activities to teach on reuse of waste materials</p>	<p>Suggested community service learning activity to support learning through application: With the guidance of parents/ care givers , the learners to carry out a project of making kites</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Assorted materials, sample kites, ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
Enjoys experimenting with local materials to make well finished kites	Enjoys making simple kites using local materials	Can make simple kites but lacks sustained interest and has limited ability to make simple kites using local materials	Is distracted and shows no interest or ability to make simple kites using local materials

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
10.0 Weaving	10.1 Weaving on a serrated card loom (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher's collection and or digital media to motivate them make their own b) Weave a two coloured table mat using a serrated loom for self-expression c) Enjoy weaving a table mat on a serrated loom.	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher's collection and or digital media • Learners be taken for environmental walks to collect materials for weaving using serrated card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually weave a two coloured table mat on a serrated loom • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we identify materials used in serrated loom weaving? 2. How does one weave using a serrated loom?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions when weaving on serrated card loom. • Problem solving skill when experimenting with materials as they weave on a serrated card loom. • Self-efficacy when giving feedback on their own artwork during the display sessions. • Digital literacy as learner observes examples of woven items from digital media 				
<p>Link to PCI's: Life Skills: Learner develop self-esteem and awareness as they display and talk about their work.</p>			<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences.</p>	



<p>Link to other learning activity areas: Environmental activities can teach on recycling things that had been thrown away i.e. the materials</p>	<p>Suggested community service learning activity to support learning through application: The learners be involved in projects of decorating places of worship, hospitals with woven items etc. in the community using woven items</p>
<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the serrated loom to weave complex and well finished designs of a two coloured table mat	Enjoys weaving a two coloured table mat using a serrated loom	Can weave but is not wholly interested in the activity	Is distracted and shows no interest in weaving a two colour mat using a serrated card loom.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
10.0 Weaving	10.2 Weaving on a dowel loom (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher’s collection and or digital media. b) Identify the tools and materials used in weaving using a dowel loom in the environment c) Weave a two coloured table mat using a dowel loom for self-expression d) Enjoy weaving a table mat on dowel loom	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher’s collection and or digital media. • Learners be taken for environmental walks to collect materials for weaving using dowel card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually weave a two coloured table mat on a dowel loom • Learners to display and talk about their own and others’ work. 	<ol style="list-style-type: none"> 1. Which materials can used in dowel loom weaving from the locality? 2. What is the process of weaving on a dowel loom?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • The learner to acquire: • Communication and collaboration through interactions when weaving on a dowel loom. • Problem solving skill when experimenting with materials as they weave on dowel loom. • Self-efficacy when giving feedback on their own artwork during the display sessions. • Digital literacy as learner observes examples of woven items from digital media 				



Link to PCI's : <ul style="list-style-type: none"> • Learner develop self-esteem and awareness as they display and talk about their work • Learners develop life skills i.e. on weaving • Emphasis on sharing as a value 	Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Environmental activities can teach on recycling things that had been thrown away i.e. the materials	Suggested community service learning activity to support learning through application: The learners be involved in decorating places of worship, hospitals etc. in the community.
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys experimenting with the dowel loom to weave a well finished two colour table mat.	Enjoys weaving a two coloured table mat using a dowel loom.	Shows little interest in weaving and has limited ability to weave a two coloured table mat using a dowel loom.	Is distracted and shows no interest in weaving a two colour mat using a dowel loom.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Paper Craft	11.1 Curling (2lessons)	By the end of the sub-strand, the learner should be able to; a) Observe items made using curling technique from teacher’s collection and or digital media. b) Identify tools and materials to be used c) Make a two colour paper decoration using curling technique for self-expression d) Enjoy making a two colour paper decoration using curling technique	<ul style="list-style-type: none"> • Guide learners to observe items made using curling technique from teacher’s collection a and or digital media • Guide learners to identify the tools and materials to be used eg paper, scissors , rulers etc • Individually the learner to make a two colour paper decoration using curling technique • Learners to display and talk about their own and others work 	<ol style="list-style-type: none"> 1. How do we create paper forms using curling technique? 2. Which safety precautions should be considered as learners use the cutting tools?
<p>Core Competences to be developed: Learners to acquire:</p> <ul style="list-style-type: none"> • Imagination and creativity as they make a two colour paper decoration using curling technique • Self-efficacy as they display and discuss their work • Problem solving as learner makes decorations from paper • Digital literacy as learner observes examples of paper decorations from digital media 				



<p>Links to PCI's: Life Skills: Learner develop self-esteem and awareness as they display and talk about their work ESD: Learner to develop their environmental awareness through recycling, safe disposal and responsible waste management Health Education: Teacher to caution learners on safety precautions when using cutting tools</p>	<p>Links to values: The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences</p>
<p>Link to other learning activity areas: Environmental activities to teach learners about recycling of waste paper as a reach source of art material</p>	<p>Suggested community Service Learning activity to support learning through application: Learners could embark on a community project to collect re-usable waste paper from their community that will be used for other activities paper craft and other activities</p>

<p>Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks</p>	<p>Suggested assessment Oral questions, portfolio, observations</p>
<p>Suggested Resources Assorted paper ,cutting, adhesives ,rulers , assorted paper ,cutting, adhesives ,rulers ICT devices and any other relevant resources.</p>	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys making complex and well finished two colour paper decorations using curling technique	Enjoys making a two colour paper decoration using curling technique	Not wholly interested and with limited ability to make a two colour paper decoration using curling technique	Is distracted and shows no interest in making a two colour paper decoration using curling technique

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Paper Craft	11.2 Cutting technique (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe items made using cutting technique from teacher's collection and or from digital media b) Identify the tools and materials to be used c) Make a two colour paper decoration using cutting technique for self-expression d) Enjoy making a two colour paper decoration using cutting technique	<ul style="list-style-type: none"> • Guide learners to observe items made using cutting technique from teacher's collection and or from digital media • Guide learners to identify the tools and materials to be used eg paper, scissors , rulers etc • Individually the learner to make a two colour paper decoration using cutting technique • Learners to display and talk about their own and others work 	<ol style="list-style-type: none"> 1. What materials are used to create paper forms? 2. How do we create masks and paper forms using cutting technique?
<p>Core Competences to be developed: Learners will develop:</p> <ul style="list-style-type: none"> ▪ Imagination and creativity as they make paper decorations using cutting technique ▪ Self-efficacy by their sense of accomplishment gained after making paper decorations. ▪ Digital literacy as learner observes examples of paper decorations from digital media ▪ Communication and collaboration as they work together 				
<p>Links to PCI's: Life skills: Learner develop self-esteem and awareness as they display and</p>			<p>Links to values:</p>	



talk about their work ESD: Learner to develop their environmental awareness through recycling, safe disposal and responsible waste management	The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Environmental activities to teach learners about recycling of waste paper as a reach source of art material	Suggested community Service Learning activity to support learning through application: Learners could embark on a community project to collect –reusable waste paper from their community which will be used for Art Activities e.g. collage, mosaic, montage, paper craft, weaving and other activities
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner’ s artworks	Suggested assessment Oral questions, portfolio, observations
Suggested Resources: assorted paper, cutting, adhesives, rulers ICT devices and any other relevant resources.	

Assessment rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys making complex two colour paper decorations using cutting technique.	Enjoys making a two colour paper decoration using cutting technique.	Is not wholly interested and has limited ability to make a two colour paper decoration using cutting technique.	Is distracted and shows no interest in making a two colour paper decoration using cutting technique.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
11.0 Paper Craft	11.3 Pleating (2lessons)	By the end of the sub-strand, the learner should be able to; a) Observe items made using pleating technique from teacher's collection and or from digital media b) Identify the tools and materials to be used. c) Make a two colour paper decoration using pleating technique for self-expression d) Enjoy making a two colour paper decoration using pleating technique	<ul style="list-style-type: none"> ▪ Guide learners to observe items made using cutting technique from teacher's collection and or from digital media ▪ Guide learners to identify the tools and materials to be used eg paper, scissors , rulers etc ▪ Individually the learner to make a two colour paper decoration using pleating technique ▪ Learners to display and talk about their own and others work 	<ol style="list-style-type: none"> 1. What materials are used to make pleated forms? 2. Which techniques of pleating technique are used to create pleated paper decorations 3. How do we create paper decorations using pleating technique
<p>Core Competences to be developed: The learners to acquire:</p> <ul style="list-style-type: none"> ▪ Imagination and creativity as they make paper decorations ▪ Self efficacy as they make paper decorations ▪ Digital literacy as learner observes examples of paper decorations from digital media ▪ Communication and collaboration as they work together 				
Links to PCI's:			Links to values:	



Life skills: The Learner to develop self- awareness , self-esteem and assertiveness by allowing them express themselves during display sessions ESD: Learner to develop their environmental awareness through recycling, safe disposal and responsible management of waste paper	The teacher to guide the learner to practice responsibility, respect and sharing as values within the learning experiences
Link to other learning activity areas: Environmental activities whereby learners learn about recycling of waste re-usable paper	Suggested community Service Learning activity to support learning through application: Learners could embark on a community project to collect re-usable waste paper from their community that will be used for activities e.g. collage, mosaic, paper maché, montage, paper craft, weaving, and other activities
Suggested non-formal activity to support learning through application School to organize in-house exhibitions of learner' s artworks	Suggested assessment Oral questions, portfolio, observations

Suggested Resources: Assorted paper, cutting, adhesives, rulers ICT devices and any other relevant resources.			
Assessment rubric			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys making well finished two colour paper decorations using pleating technique	Enjoys making a two colour paper decoration using pleating technique	Is not wholly interested and has limited ability in making a two colour paper decoration using pleating technique	Is distracted and shows no interest in making a two colour paper decoration using pleating technique

ART AND CRAFT
GRADE THREE

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	1.1. Animal forms (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe animal forms in the physical and or ICT environment to motivate them in drawing b) Draw animal forms for self expression c) Have fun as they draw animal forms, display and talk about own and other's work	<ul style="list-style-type: none"> • In groups learners could be taken for environmental walks and/or digital tours to identify animals. • Individually the learner draws simple forms of animals using a pencil and coloured pencil. • Individually the learner draws simple forms of animals using current and or emerge technologies. • Class discussion on the different types of animals in the physical and or ICT environment • Learners to display and talk about own and others work. 	<ol style="list-style-type: none"> 1. What animals are found in your environment? 2. How do animals help people? 3. How do we care for animals?



<p>Core Competences to be developed: The learner will develop:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skills when talking about own and others work. • Imagination and creativity as they draw animal forms • Digital literacy when drawing animal forms through current or emerging technologies 			
<p>Link to PCI's:</p> <ul style="list-style-type: none"> • Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally. • ESD: Learners to be sensitized on Animal Welfare by taking care of animals at home 		<p>Link to Values: The teacher will guide learners to practice respect for each other's work and responsibility for materials and tools.</p>	
<p>Link to other learning activity areas: Environmental Activities when learning about animals.</p>		<p>Suggested community service learning activities: Learners to visit a local farmer and help in feeding animals.</p>	
<p>Suggested Non Formal Activity to Support Learning: Learners to make drawings to create awareness on animals welfare during assembly</p>		<p>Suggested Assessment: Observation, oral questions, discussions</p>	
<p>Suggested Resources: Paper, pencil, emerging technologies, pictures of animals ICT devices and any other relevant resources.</p>			
<p>Assessment Rubrics</p>			
<p>Exceeds expectation</p> <p>Enjoys drawing detailed animal forms using a pencils, coloured pencils and or digital tools.</p>	<p>Meets expectation</p> <p>Enjoys drawing animal forms using pencils, coloured pencils and or digital tools</p>	<p>Approaches expectation</p> <p>Shows little interest and ability to draw animal forms using a pencils and coloured pencils and or digital tools.</p>	<p>Below expectation</p> <p>Seems distracted and has no interest and ability to draw animal forms using pencils, coloured pencils and or digital tools.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Drawing	1.2 Human forms (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe human forms in the physical or ICT environment as motivation in drawing. b) Draw human forms free hand or using current and emerging technologies for self expression. c) Have fun as they draw human forms.	<ul style="list-style-type: none"> • Class discussion on members of the school environment. • Individually draw simple human forms using pencils and coloured pencils. • Individually draw simple human forms using current and or emerging technologies. • The learner to display and talk about own and others work. 	<ol style="list-style-type: none"> 1. Can you draw a human being? 2. Who would you like to draw? 3. How do learners react and appreciate the media used in drawing human forms?
<p>Core Competences to be developed: Learners to acquire:</p> <ul style="list-style-type: none"> • Imagination and creativity as they draw • Communication and collaboration as they work and exchange ideas with others during learning • Digital literacy when drawing a human forms through current or emerging technologies 				



Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	Links to Values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment
Link to other learning activity areas: Environmental Activities to teach about care of environment as a resource for human life.	Suggested community service learning through application: Learners under guidance of teacher/parents/care givers to engage in caring for old and less privileged people in the community
Suggested Non Formal Activity to Support Learning: Learners to make drawings to create awareness on animals welfare during assembly	Suggested Assessment: Observation, oral questions, discussions
Suggested Resources: Paper, pencil, computer, animals ICT devices and any other relevant resources.	

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys drawing detailed human forms using pencils, coloured pencils or digital tools with details.	Enjoys drawing human forms using pencils , coloured pencils or digital tools	Shows little interest and ability to draw human forms using pencils, coloured pencils or digital tools.	Seems distracted and has no interest and ability to draw human forms using pencils, coloured pencils or digital tools.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Paint And Colour	2.1 Painting (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of simple painted pictures based on stories from the inquiry corner for motivation b) Paint simple pictures based on stories for self-expression using brushes or current and emerging technologies. c) Have fun as they paint pictures based on simple stories for self-expression.	<ul style="list-style-type: none"> • Class discussion on the simple painted pictures based on stories observed at the inquiry corner • The learner could be guided to paint simple pictures based on simple stories using brushes for self-expression. • The learner could be guided to paint simple pictures based on their simple stories using current and emerging technologies. • The learner to display and talk about own and others work. 	<ol style="list-style-type: none"> 1. What pictures are in the story? 2. What do you like in the picture? 3. What materials have been used to make the picture?
<p>Core Competences to be developed: Learners to acquire:</p> <ul style="list-style-type: none"> • Digital literacy as they use current and emerging technologies to paint • Imagination and creativity as they paint 				



<ul style="list-style-type: none"> Communication and collaboration as they work and exchange ideas with others during learning 	
Link to PCI's: Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work.	Links to Values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment
Link to other learning activity areas: Environmental Activities to teach on care for the environment which is a resource for art materials.	Suggested community service learning through application: Learners under guidance of teacher/parents/care givers to engage in clean up project to care for the environment.

Suggested Non Formal Activity to Support Learning: Make murals to make the school environment beautiful.	Suggested Assessment: Observation, oral questions, discussions		
Suggested Resources: Paper, pencil, computer, paint, print media ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys painting detailed pictures based on stories using brushes and or current and emerging technologies.	Enjoys painting simple pictures based on stories using brushes and or current and emerging technologies.	Shows little interest and ability to paint simple pictures with brushes based on stories using brushes and or current and emerging technologies.	Seems distracted and has no interest or ability to paint simple pictures based on stories using brushes and or current and emerging technologies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	3.1 Hand print patterns (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe hand printed patterns from teachers' samples from the inquiry corner for motivation b) Print patterns using hands or current and emerging technologies for decoration c) Have fun printing patterns with hands or current and emerging technologies.	<ul style="list-style-type: none"> In groups, learners to observe hand printed patterns from teacher's samples to help in creating decorations for beauty. Individually the learner to print patterns using hands and or current and emerging technologies for decoration. The learner to display and discuss own and other's work. 	<ol style="list-style-type: none"> What patterns can you see around the environment? What materials have been used to make the pattern? How do we make hand printed patterns?
<p>Core Competences to be developed: Learners to acquire:</p> <ul style="list-style-type: none"> Digital literacy as they use or current and emerging technologies to make decorations Imagination and creativity as they print decorations Communication and collaboration as they work and exchange ideas with others during learning 				
Link to PCI's:			Links to Values:	



Life Skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment
Link to other learning activity areas: English language activity area where they learn vocabulary pattern.	Suggested community service learning through application: With guidance of teacher/parent or care givers, learners could paint decorations and take to children's home.
Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks	Suggested Assessment: Observation, oral questions, discussions
Suggested Resources: Paper, pencil, paint ICT devices and any other relevant resources.	

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys printing detailed patterns using hands and or current and emerging technologies	Enjoys printing patterns using hands and or current and emerging technologies.	Shows little interest and ability to print patterns using hands and or current and emerging technologies.	Seems distracted and shows no interest in printing patterns using hands and or current and emerging technologies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	3.2 Leaf Print Patterns (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe leaf printed patterns from inquiry corner and or ICT environment to help in creating decorations. b) Print coloured patterns using leaves, for decoration. c) Have fun printing coloured patterns with leaves.	<ul style="list-style-type: none"> In groups, learners to observe leaf printed patterns from inquiry corner and or ICT environment to help in creating decorations. In groups learners could be taken for physical or digital environmental tours to identify leaves that could be used to make coloured prints. Individually the learners print coloured patterns with leaves for decoration. Learners to display and talk about own and each other's coloured leaf print patterns. 	<ol style="list-style-type: none"> Can you identify various shapes of leaves in the environment? How do we make coloured leaf printed patterns? What materials do we used to make coloured leaf printed pattern?
<p>Core Competences to be developed: The learner will develop:</p> <ul style="list-style-type: none"> Communication and collaboration through interactions during group work. 				



<ul style="list-style-type: none"> • Digital literacy as they use or current and emerging technologies to observe varied types of leaves. • Problem solving skills, imagination and creativity when making coloured patterns with leaves. • Self-efficacy when giving feedback on own leaf prints during the display session. 	
Link to PCI's: Life skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally.	Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment
Link to other learning activity areas: Environmental activities can teach on care for the environment.	Suggested community service learning through application: With guidance of teacher/parent or care givers, learners could paint decorations and take to children's home.

Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussions	
Suggested Resources: Paper, pencil paint, leaf ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys printing intricate and well finished patterns using leaves.	Enjoys printing patterns using leaves.	Shows little interest and ability to print patterns using leaves.	Seems distracted and shows no interest in printing patterns using leaves.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Pattern Making	3.3 Block print patterns (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe block printed patterns from teachers' samples or ICT environment to help in creating decorations b) Print patterns using a block for decoration. c) Have fun printing patterns with a block for decoration.	<ul style="list-style-type: none"> • In groups learners could observe printed patterns from teacher's samples or ICT environment to help in creating decorations • Individually the learners print decorative patterns using blocks. • Learners to display and talk about own and each other's block prints. 	<ol style="list-style-type: none"> 1. What materials can be used for making printing blocks for this level? 2. How do we print decorative patterns with blocks?
<p>Core Competences to be developed: Learner to acquire;</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skills, imagination and creativity when making patterns with blocks. • Digital literacy as they use or current and emerging technologies to observe varied types of block printed patterns. 				



<p>Link to PCI's:</p> <ul style="list-style-type: none"> Life skills: Self-awareness, self-esteem and assertiveness as they display and talk about their work verbally. 	<p>Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment</p>
<p>Link to other learning activity areas: Environmental activities can teach on care for the environment.</p>	<p>Suggested community service learning through application: With guidance of teacher/parent or care givers , learners could paint decorations and take to a children's home .</p>
<p>Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks</p>	<p>Suggested Assessment: Observation, oral questions, discussions</p>

<p>Suggested Non Formal Activity to Support Learning: School could organise in-house exhibitions to showcase learners' artworks</p>	<p>Suggested Assessment: Observation, oral questions, discussions</p>		
<p>Suggested Resources: Paper, paint, blocks ICT devices and any other relevant resources.</p>			
<p>Assessment Rubrics</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Enjoys printing detailed patterns using blocks.</p>	<p>Enjoys printing patterns using blocks.</p>	<p>Shows little interest and ability to print patterns using blocks.</p>	<p>Seems distracted and shows no interest in printing patterns using blocks.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Mounting Techniques	4.1 Photomontage (3 Lessons)	By the end of the sub-strand, the learner should be able to; a) Source different types of pictures from print media that can be used to create photomontage. b) Create simple pictorial composition in montage using cut out pictures. c) Have fun while creating simple pictorial composition in montage.	<ul style="list-style-type: none"> • In groups learners could source different types of pictures from print media that can be used to create photo montage. • Individually create simple pictorial composition in photomontage using cut out pictures. • Learners to display and talk about own and others work. 	<ol style="list-style-type: none"> 1. What materials can be used for creating pictorial compositions? 2. How do we create photomontage pictorial compositions using cut out pictures?
<p>Core Competences to be developed: Learner to acquire;</p> <ul style="list-style-type: none"> • Communication and collaboration skills as they are having group discussion. • Imagination and creativity skills as they choose the cut-outs to use in photomontage. • The learner will acquire problem solving skills, imagination and creativity when making photomontage pictures. • Digital literacy as they use or current and emerging technologies to make photomontage pictures. 				



Link to PCI's: Life skills: Teacher to help learner to develop self esteem and awareness as they display and talk about their work.	Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment
Link to other learning activity areas: Environmental activity area to teach on care for the environment.	Suggested community service learning activities: With guidance of parent/care givers, the learners to do a montage project with a theme and materials they have selected.
Suggested Non Formal Activity to support Learning: School could organise in-house exhibitions to showcase learners' artworks	Suggested Assessment: Observation, oral questions, discussion.
Suggested Resources : Glue, print media, paper	

Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Collects and classifies pictures from print media and experiments with them to create detailed pictorial compositions in photomontage using cut out pictures	Collects different types of pictures from print media and enjoys using them to create simple pictorial composition in photomontage using cut out pictures.	Collects different types of pictures from print media but shows little interest in creating simple pictorial composition in photomontage using cut out pictures	Seems distracted and shows no interest in creating simple pictorial composition in photomontage using cut out pictures

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.0 Decorating Forms	5.1 Decorating 3D forms using found materials (3 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe teacher samples and or digital media of decorated 3D forms to help in motivation b) Decorate three dimensional forms using found materials c) Have fun while decorating three dimensional forms using found materials	<ul style="list-style-type: none"> • In groups learners could observe teacher samples and or digital media of decorated forms. • In groups learners to experiment with materials to decorate three dimensional forms using found materials eg shells, buttons, beads, inedible seeds etc • Individually learner to experiment with materials to decorate three dimensional forms using found materials • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. What materials can one use for decoration 3D forms? 2. How do we decorate 3D forms using found materials?
<p>Core Competences to be developed: Learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration skills when working together • Imagination and creativity while decorating forms 				



<ul style="list-style-type: none"> • Self-efficacy as they talk about their work during display. • Digital literacy as they source for pictures of 3D decorated forms in digital media 	
<p>Link to PCI's: Life skills: Teacher to help learner to develop self-esteem and awareness as they display and talk about their work</p>	<p>Link to values: Teacher to emphasis on practice of respect for each other's work and responsibility for materials and tools and working environment. The teacher to emphasize on empathy as they share materials</p>

<p>Link to other learning activity areas: Environmental activity area to teach on care for the environment as a rich source of art materials</p>		<p>Suggested community service learning activity to support learning through application: Learners to engage in collecting materials (especially non degradable) in the community as a way of keeping the community clean. They can sort them in order to get those that can be recycled for use</p>	
<p>Suggested Resources: Sticky gum, found objects, 3D objects to be decorated ICT devices and any other relevant resources.</p>			
<p>Assessment Rubrics</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Enjoys experimenting with found materials to create well finished design on 3D forms.</p>	<p>Enjoys creating designs on 3D forms using found materials.</p>	<p>Seems not wholly interested and has limited ability in creating designs on 3D forms using found materials.</p>	<p>Is distracted and disinterested and cannot decorate 3D forms by sticking found materials on them.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Ornaments	6.1 Double Strand Knotted Necklaces (3 Lessons)	By the end of the sub-strand, the learner should be able to; a) Observe beaded ornaments from teacher’s samples and or ICT media to help in making necklaces using double strand knotting technique b) Experiment with local materials to create necklaces using knotting technique. c) Enjoy making necklaces using double strand knotting technique	<ul style="list-style-type: none"> In groups learners to identify from teacher samples and or ICT media sample necklaces using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc In groups experiment with local materials and techniques to make multi-colour necklaces and thread using double strand knotting technique Learners to display their work followed by a class discussion to appreciate own and each other’s necklaces 	<ol style="list-style-type: none"> What materials can be used from the environment in making beads? How can one make beads using double strand knotting technique? How can learners borrow creative ideas from their locality on ornament making?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> The learner will develop communication and collaboration skills through interactions during group work. The learner will acquire problem solving skills when experimenting with local materials to make necklaces. The learner will acquire Self efficacy when giving feedback on their own necklaces during the display session. 				



<ul style="list-style-type: none"> Digital literacy as they source for digital media examples of necklaces 	
Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally.	Link to values: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments. Teacher to help learners to practice responsible behaviour as they care for the environment.

Link to other learning activity areas: Environmental activities: when they collect degradable and / or non-degradable materials from the environment, they can sort them out the appropriate ones wall decorations.		Suggested community service learning activities: Learners can undertake a project whereby they can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.	
Suggested Non Formal Activity to support Learning: Compose a traditional song and use necklaces as costumes.		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Glass beads, plastic beads, clay beads, wooden beads, bone beads ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation Enjoys experimenting with local materials to create necklaces with complex designs using double strand knotting technique.	Meets expectation Enjoys experimenting with local materials to create necklaces using double strand knotting technique	Approaches expectation Shows no interest in experimenting with local materials and in creating necklaces using double strand knotting technique	Below expectation Is distracted and shows no interest in making necklaces using double strand knotting technique.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
6.0 Ornaments	6.2 Double Strand Knotted Bracelets (3 Lessons)	By the end of the sub-strand, the learner should be able to; a) Observe beaded ornaments from teachers samples and or ICT media to help in making bracelets using double strand knotting technique b) Experiment with local materials to create bracelets using double strand knotting technique c) Enjoy making bracelets using double strand knotting technique	<ul style="list-style-type: none"> • In groups learners could identify sample bracelets from teacher samples and or ICT media made using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc • In groups experiment with local materials and techniques to make three colour bracelets and thread using double strand knotting technique • Learners to display their work followed by a class discussion to appreciate own and each other's bracelets 	<ol style="list-style-type: none"> 1. What materials can be used from the environment in making beads? 2. How can learners borrow creative ideas from material culture in their locality on ornament making? 3. Is it possible to get a resource person to show learners how to make beads using local techniques?
Core Competences to be developed: The learner will acquire:				



<ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skills when experimenting with local materials to make bracelets. • Self-efficacy when giving feedback on their own bracelets during the display session. • Digital literacy as they source for examples of bracelets from digital media. 	
<p>Link to PCI's: Life Skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally</p>	<p>Link to values: Teacher to help learners to appreciate the value of using inedible materials in when creating beads for ornaments. Teacher to help learners to practice responsible behaviour as they care for the environment.</p>
<p>Link to other learning activity areas: Environmental activities: to have practical lessons when they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.</p>	<p>Suggested community service learning activities: Learners can undertake a project whereby they can be assisted by family and community resource persons to incorporate ornament making techniques practiced in their locality.</p>

<p>Suggested Non Formal Activity to support Learning: Compose a traditional song and use bracelets as costumes.</p>		<p>Suggested Assessment: Observation, oral questions, discussion, portfolio.</p>	
<p>Suggested Resources: Wooden beads, bone beads, glass beads, plastic beads, clay beads, ICT devices and any other relevant resources.</p>			
<p>Assessment Rubrics</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Enjoys experimenting with local materials to create bracelets with complex designs using double strand knotting technique.</p>	<p>Enjoys experimenting with local materials to create bracelets using double strand knotting technique.</p>	<p>Shows little interest and ability in experimenting with local materials to create bracelets using double strand knotting technique.</p>	<p>Is distracted and shows no interest in making necklaces using double strand knotting technique.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
7.0 Fabric Decoration	7.1 Appliqué (2 Lessons)	By the end of the sub-strand, the learner should be able to; a) Observe fabric decorated items from appliqué technique from teachers' samples and or from digital media to motivate them make their own. b) Decorate fabric using appliqué technique for self expression. c) Enjoy decorating fabric with the appliqué technique.	<ul style="list-style-type: none"> • In groups, learners to observe fabric decorated items in appliqué technique from teachers' samples and or from digital media to motivate them. • Class discussion on found materials which can be used for sticking on fabric • Individually learner to use found materials to stick on fabric and create decorations • Display and talk about own and others finished work 	<ol style="list-style-type: none"> 1. What materials are required to make Appliqué decorations? 2. What is the process of making Appliqué decorations on fabric? 3. Which adhesive is appropriate for Appliqué?
<p>Core Competences to be developed: The learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Problem solving skills when experimenting with local materials to make Appliqué • Self-efficacy when giving feedback on their own bracelets during the display session. • Imagination and creativity as they create patterns using found materials and stick them on fabric. • Digital literacy as they source for examples of appliqué from digital media. 				
<p>Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally.</p>		<p>Link to values: Teacher to help learner to appreciate the value of using found materials when decorating fabric with appliqué. Teacher to help learners to practice responsible behaviour as they care for the</p>		



	environment
Link to other learning activity areas: Environmental activities: to have practical lessons when they collect degradable and / or non degradable materials from the environment, they can sort them out the appropriate ones wall decorations.	Suggested community service learning activities: Learners to engage parents and care givers in sourcing for materials for appliqué and make decorative items.
Suggested Non Formal Activity to support Learning: Learners to decorate dance costumes using appliqué for use during music performances	Suggested Assessment: Observation, oral questions, discussion, portfolio

Suggested Resources: Fabric, adhesive, assorted materials (paper, buttons, coloured paper, shells) ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Enjoys creating well finished appliqué decorations on fabric.	Enjoys decorating fabric using the technique.	Shows little interest and ability in decorating fabric using appliqué technique	Is distracted and shows no interest in decorating fabric using appliqué technique.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 Modelling	8.1 Decorating Clay Items Using Incising Technique. (2 Lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Observe clay items decorated using incising technique from teacher's collection and or from digital media to motivate them make their own.</p> <p>b) Identify materials and tools to be used in decorating clay items using incising technique</p> <p>c) Model simple objects decorated using incising technique to beautify them.</p> <p>d) Have fun as they model and decorate objects using incising technique.</p>	<ul style="list-style-type: none"> • In groups , learners tom observe clay items decorated using incising technique from teachers collection and or from digital media to motivate them make their own • Class discussion on materials and tools for modelling simple pottery • Individually model simple pottery forms and finish decoration through incising method. • Learners to display and talk about own and others work 	<ol style="list-style-type: none"> 1. How do we decorate pots using incising technique? 2. Is it possible to get a resource person to demonstrate incising technique to learners?
<p>Core Competences to be developed: The learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. 				



- Imagination and creativity as they model and decorate pots
- Problem solving skills when experimenting with local materials to model.
- Self-efficacy when giving feedback on their own work during the display session.
- Digital literacy as they source for examples of incised clay items from digital media.

Link to PCI's: Life skill: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work verbally.		Link to values: Teacher to help learner to appreciate the value of using clay as a natural resource for modelling. Teacher to help learners to practice responsible behaviour as they care for the environment	
Link to other learning activity areas: Environmental activities can teach about clay as a resource from the environment that is used in making useful items.		Suggested community service learning activities: Teacher /parents/care givers to guide learners to clean areas where they are sourcing for clay e.g. river bank.	
Suggested Non Formal Activity to support Learning: School to organize for in-house exhibitions to showcase learners' artworks		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Clay, water, containers ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably identifies materials and tools used in modelling, enjoys modelling and applies good finishing to items decorated using incising decoration.	Ably identifies materials and tools used in modelling and enjoys modelling and decorating items using incising decoration.	Identifies materials and tools used in modelling but shows little interest or ability to decorate clay items using incising technique.	Is distracted and shows no interest in decorating clay items using incising technique.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
8.0 Modelling	8.2 Decorating clay work using embedding technique. (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe clay items decorated using embedding technique from teachers collection and or from digital media to motivate them make their own b) Identify materials and tools to be used in decorating clay items using embedding technique. c) Model simple objects decorated using embedding technique to acquire modelling skills. d) Have fun as they model and decorate objects using embedding technique.	<ul style="list-style-type: none"> • In groups , learners to observe clay items decorated using embedding technique from teachers collection and or from digital media to motivate them make their own • Class discussion on materials and tools for decorating pottery • Individually model simple pottery and finish with embedding technique. • Learners to display and talk about own and others work 	<ol style="list-style-type: none"> 1. How do we decorate pots using embedding technique? 2. How can locally made pottery inspire their creativity?
<p>Core Competences to be developed: The learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Imagination and creativity as they model and decorate pots • Problem solving skills when experimenting with local materials to model. • Self-efficacy when giving feedback on their own work during the display session. 				



<ul style="list-style-type: none"> Digital literacy as they source for examples of embedded clay items from digital media. 	
Link to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work.	Link to values: Teacher to help learner to appreciate the value of using clay as a natural resource for modelling Teacher to help learners to practice responsible behaviour as they care for the environment
Link to other learning activity areas: Environmental activities can teach about clay as a resource from the environment that is used in making useful items.	Suggested community service learning activities: Learner to be assisted by parents /care givers in a project on embedding technique

Suggested Non Formal Activity to support Learning: School to organize for in-house exhibitions to showcase learners' artworks	Suggested Assessment: Observation, oral questions, discussion.		
Suggested Resources: Clay, water, containers ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Aply identifies materials and tools e used in modelling, enjoys modelling and applies good finishing to items decorated using embedded decoration.	Aply identifies materials and tools used in modelling and enjoys modelling and decorating items using embedded decoration.	Identifies materials and tools used in modelling but shows little interest or ability to decorate clay items using embedded technique	Is distracted and shows no interest in decorating clay items using embedded technique.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	9.1 Shakers (2 Lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of shakers from teacher's collection. b) Identify materials and tools from teacher's collection to motivate them make their own. c) Make simple shakers using local materials for playing. d) Have fun as they make shakers and play with them.	<ul style="list-style-type: none"> • In groups, learners to observe samples of shakers from teacher's collection. • In groups, learners to identify materials and tools from teacher's collection to motivate them make their own. • Class discussion on tools and materials for construction and assembling shakers • Individually construct and assemble shakers • In a group, learners to have fun and enjoy as they play shakers they have made • Learners to display and talk about own and others shakers 	<ol style="list-style-type: none"> 1. What materials and tools are used for constructing and assembling shakers? 2. What instruments do you use to accompany songs?
<p>Core Competences to be developed: The learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Imagination and creativity as they make and play their shakers • Problem solving skills when experimenting with local materials to make shakers. • Self-efficacy when giving feedback on their own work during the display session. 				



<p>Links to PCI's: Life skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work. ESD: Teacher to guide learner to be aware of safety as they construct and assemble shakers</p>	<p>Links to values: Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment.</p>
<p>Link to other learning activity areas: Environmental activities can teach learners to appreciate their environment as a source of materials for constructing and assembling shakers. Music lessons can make use of the shakers made in the art lesson.</p>	<p>Suggested community Service Learning activity to support learning through application: Learners to undertake a project and with guidance of parents /care givers to make shakers and learn musical accompaniment peculiar to their culture.</p>

<p>Suggested Non Formal Activity to support Learning: School to organize for musical concerts where learners can use the shakers.</p>	<p>Suggested Assessment: Observation, oral questions, discussion.</p>
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<p>Suggested Resources: Wires, bottle tops, wood, nails ICT devices and any other relevant resources.</p>
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Assessment Rubrics			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Able to identify material and tools from teacher's collection and enjoys experimenting with local materials to make well finished shakers.	Able to identify material and tools from teacher's collection and enjoys making simple shakers using local materials.	Identifies material and tools from teacher's collection but lacks sustained interest and has limited ability to make simple shaker using local materials.	Is distracted and shows no interest or ability to make simple shakers using local materials.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.0 Sculpture	9.2 Propellers (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe samples of propellers from teacher’s samples and or from digital media. b) Identify materials and tools from teacher’s collection to motivate them make their own. c) Make simple propellers using local materials for playing. d) Have fun as they make propellers and play with them.	e) In groups, learners to observe samples of propellers from teacher’s samples and or from digital media. • In groups to identify materials and tools from teacher’s collection to motivate them make their own • Class discussion on tools and materials for construction and assembling propellers • Individually construct and assemble propellers • In groups, learners to have fun and enjoy as they play with their propellers • Learners to display and talk about own and other propellers	1. What materials can be used for constructing and assembling propellers? 2. Is it possible to get a resource person to teach the learners on how to make propellers?
<p>Core Competences to be developed: Learner will acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions during group work. • Imagination and creativity as construct and assemble propellers using locally available materials. 				



<ul style="list-style-type: none"> • Self-efficacy when giving feedback on their own work during the display session. • Digital literacy as they source for examples of propellers from digital media. 	
<p>Links to PCI's: Life Skills: Teacher to help learners to develop self-esteem and awareness as they display and talk about their work. Health Education : Teacher to guide learner to be aware of safety as they construct and assemble propellers</p>	<p>Links to values: <ul style="list-style-type: none"> • Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment </p>

<p>Link to other learning activity areas:</p> <ul style="list-style-type: none"> • Propellers could be used for physical education to enhance movement (fun game activities) • Environmental education – learners appreciate their environment as a source of materials for constructing and assembling propellers 	<p>Suggested community Service Learning activity to support learning through application:</p> <ul style="list-style-type: none"> • Learners to undertake a project and with guidance of parents /care givers to make propellers and peculiar to their culture. 		
<p>Suggested Non Formal Activity to support Learning:</p> <ul style="list-style-type: none"> • School to organize for sports where learners can race and compete using the propellers. 	<p>Suggested Assessment:</p> <ul style="list-style-type: none"> • Observation, oral questions, discussion. 		
<p>Suggested Resources: Assorted materials (fronds, stiff paper), nails, sticks, sample propellers ICT devices and any other relevant resources.</p>			
<p>Assessment Rubrics</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Ably identifies material and tools used in making propellers and enjoys experimenting with local materials to make well finished propellers.</p>	<p>Ably identifies material and tools used in making propellers and enjoys making simple propellers using local materials.</p>	<p>Identifies material and tools used in making propellers but lacks sustained interest and has limited ability to make simple propellers using local materials.</p>	<p>Is distracted and shows no interest or ability to make simple propellers using local materials.</p>

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	10.1 Plain Weaving on a Serrated Card Loom (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher's collection and or from digital media. b) Identify the tools and materials used in weaving on a serrated card loom in the environment c) Plain weave a three coloured table mat using a serrated loom for self-expression d) Enjoy plain weaving a table mat on a serrated loom	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher's collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a serrated card loom. • Learners be taken for environmental walks to collect materials for plain weaving using serrated card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually plain weave a three coloured table mat on a serrated loom • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we identify materials used in serrated loom weaving? 2. How can one make a serrated card loom? 3. How do we plain weave on a serrated card loom?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions when weaving on serrated card loom. • Problem solving skill when experimenting with materials as they weave on a serrated card loom. 				



<ul style="list-style-type: none"> • Self-efficacy when giving feedback on their own artwork during the display sessions. • Digital literacy as they source for examples of serrated card looms from digital media. 	
Link to PCI's: Life skills: Learner develop self-esteem and awareness as they display and talk about their work	Links to values Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment

Link to other learning activity areas: Environmental activities to teach on recycling things that had been thrown away		Suggested community Service Learning activity to support learning through application: Learners to undertake a project and with guidance of parents /care givers to weave items using a serrated card loom	
Suggested non-formal activity to support learning: School to organize for in-house competition where learners can showcase their woven items		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources.			
Assessment rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Abyl identifies the materials and tools used in weaving on a serrated card loom and enjoys experimenting them to plain weave a well finished three coloured table mat on a serrated loom	Abyl identifies the materials and tools used in weaving on a serrated card loom and enjoys plain weaving a three coloured table mat using a serrated loom.	Identifies the materials and tools used in weaving on a serrated card loom but shows little interest in plain weaving a three coloured table mat on a serrated loom.	Is distracted and shows no interest in plain weaving a three colour mat using a serrated card loom.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
10.0 Weaving	10.2 Plain Weaving on A Dowel Loom (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe woven items from teacher's collection and or from digital media. b) Identify the tools and materials used in weaving on a dowel loom in the environment c) Plain weave a three coloured table mat using a dowel loom for self-expression. d) Enjoy plain weaving a table mat on a dowel loom.	<ul style="list-style-type: none"> • Guide learners to observe woven items from teacher's collection and or from digital media. • In groups, learners to identify the tools and materials used in weaving on a dowel loom. • Learners be taken for environmental walks to collect materials for weaving on a dowel card loom e.g. sisal, cotton straws, threads, wool, yarn, fabric strips etc. • Individually plain weave a three coloured table mat on a dowel loom • Learners to display and talk about their own and others work. 	<ol style="list-style-type: none"> 1. How do we identify materials used in dowel loom weaving? 2. What is the process of weaving on a dowel loom?
<p>Core Competences to be developed: The learner to acquire:</p> <ul style="list-style-type: none"> • Communication and collaboration through interactions when weaving on a dowel loom. • Problem solving skill when experimenting with materials as they weave on dowel loom. 				



<ul style="list-style-type: none"> • Self-efficacy when giving feedback on their own artwork during the display sessions. 	
Link to PCI's and Values: <ul style="list-style-type: none"> • Learner develop self-esteem and awareness as they display and talk about their work 	Links to values <ul style="list-style-type: none"> • Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment

Link to other learning activity areas: <ul style="list-style-type: none"> • Environmental activities to teach on value of recycling things that had been thrown away i.e. the materials 		Suggested community service learning activity to support learning through application: <ul style="list-style-type: none"> • The learners be involved in decorating places of worship, hospitals etc. in the community. 	
Suggested Non formal activity to support learning: <ul style="list-style-type: none"> • School to organize for in-house competition where learners can showcase their woven items 		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: <ul style="list-style-type: none"> • Raffia, polythene paper, banana fibre, any fibrous material ICT devices and any other relevant resources. 			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ably identifies the materials and tools used in weaving on a serrated card loom and enjoys experimenting them to plain weave a well finished three coloured table mat on a dowel loom	Ably identifies the materials and tools used in weaving on a serrated card loom and enjoys plain weaving a three coloured table mat using a dowel loom.	Identifies the materials and tools used in weaving on a serrated card loom but shows little interest in plain weaving a three coloured table mat on a dowel loom.	Is distracted and shows no interest in plain weaving a three colour mat using a dowel card loom.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
11.0 Paper Craft	11.1 Combined paper craft techniques (2 lessons)	By the end of the sub-strand, the learner should be able to; a) Observe a hat made using combined paper craft technique from the teacher’s samples to help in making their own. b) Make a hat using combined paper craft techniques for self-expression. c) Have fun as they make hats using combined paper craft techniques.	<ul style="list-style-type: none"> • In a group, learners to be guided in observing a hat made using combined paper craft technique from the teacher’s samples to help in making their own. • Individually, learner to make a hat using a combined of paper craft techniques to develop a sense of confidence • Learners to display and talk about own and others work citing materials and techniques chosen 	<ol style="list-style-type: none"> 1. What materials can be used to make hats? 2. How do we make hats using combined techniques of paper craft?
<p>Core-competence to be developed: Learners will develop :</p> <ul style="list-style-type: none"> • Imagination and creativity as they make hats with combined paper craft technique • Communication and collaboration through interactions when working together • Problem solving skill when experimenting with materials as they make hats • Self efficacy is enhanced by their sense of accomplishment gained after making hats 				



Links to PCI's: ESD: Teacher to help learners develop their environmental awareness though recycling, safe disposal and responsible management of waste paper		Links to values Teacher to help learners to practice respect for each other and responsible behaviour as they care for the environment	
Link to other learning activity areas: Environmental activities can teach about recycling of waste re-usable paper		Suggested community Service Learning activity to support learning through application: Learners could embark on a community project to collect re-usable waste paper from their community which will be used for Art activities e.g. collage, montage, paper craft, weaving, paper maché, and other activities	
Suggested Non Formal Activity to support Learning: School to organize for in-house competition where learners can showcase their paper craft items		Suggested Assessment: Observation, oral questions, discussion.	
Suggested Resources: Assorted paper ,cutting, adhesives ,rulers ICT devices and any other relevant resources.			
Assessment Rubrics			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Able experiments with materials and enjoys making a well finished hat using combined paper craft techniques.	Able experiments with materials and enjoys making a hat using combined paper craft techniques.	Shows little interest or ability in experimenting with materials to make a hat using combined paper craft techniques.	Is distracted and shows no interest in making a hat using combined paper craft techniques.



MUSIC

GRADE ONE

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PERFORMING	1.1 Songs (7 lessons)	By the end of the sub-strand the learner should be able to:- a) name types of songs performed for different purposes in the community to enhance communication, b) sing alone and with others variety of simple songs in unison from different cultures and time for enjoyment, c) clap/stamp/tap the steady beat (pulse) when singing familiar songs to demonstrate an awareness of the beat , d) sing verse 1 of the Kenya national anthem in English and/or Kiswahili with proper etiquette for cohesion and peaceful co-existence,	<ul style="list-style-type: none"> • Learners name types of songs performed in the community • Learners are guided to listen to and watch a variety of live or recorded songs and be probed to identify occasions when the songs are performed. • Learners are guided in singing various types of songs that is: story songs, lullabies, patriotic songs, action songs, sacred songs and other topical songs on pertinent and contemporary issues paying attention to accuracy in pitch, rhythm and words. • Learners are guided in applying expressive elements of music (loud, soft, fast, slow) while singing different types of songs 	<ol style="list-style-type: none"> 1. During which activities do you sing? 2. Which songs do you like singing? 3. Why do you sing? 4. How do you feel when you sing? 5. What do the songs talk about? 6. How do you sing? 7. When do we sing the Kenya National anthem?



		<p>e) apply expressive elements of music through singing to enhance musicianship and for enjoyment,</p> <p>f) express ideas, feelings and emotions through singing for effective communication,</p> <p>g) appreciate and enjoy singing songs from diverse cultures for cultural preservation and advancement.</p>	<ul style="list-style-type: none"> • Learners are guided in identifying and discussing salient issues in topical and patriotic songs such as social cohesion, health, safety and values. • Learners are guided in identifying the beat in familiar songs by tapping, clapping and stamping and vary the tempi and dynamics to express feelings, ideas and emotions while singing. • In groups, learners are guided in singing and dramatizing story and action songs • In groups and individually learners are guided in singing verse 1 of the Kenya National anthem paying attention to accuracy in words, rhythm and pitch • In pairs and in groups learners sing songs from diverse cultural sources. 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Citizenship, Critical thinking and Problem solving and Self-efficacy</p>				
<p>Link to PCIs: Life skills: Skills of knowing and living with others- assertiveness, friendship formation and effective communication: expressing feelings and emotions through singing, Skills of knowing and living with oneself-coping with emotions and stress- through singing varied songs Education for Sustainable Development :Topical songs on safety & security, parts of the body, waste management, fire, Disaster Risk Reduction: singing Topical songs Citizenship: singing the Kenya National Anthem, Patriotic songs.</p>		<p>Link to Values: Respect, Responsibility, Social justice, Unity, Patriotism, Love and Integrity.</p>		
<p>Links to other Activity areas : Language activities: Actions songs, Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues,</p>		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participating in singing in the community e.g. places of worship, family occasions 		

Mathematical activities: Action songs on Number work, Religious Education: sacred songs	<ul style="list-style-type: none"> • Visiting special needs schools in the neighbourhood and sharing singing sessions • Performing topical songs during community events
Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> • Visits/field trips to music and cultural centres • Performing during various school events (such as assembly), and Kenya music festivals • Visiting older citizens to learn Kenyan folk songs and other types of songs 	Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources <ul style="list-style-type: none"> • Audio-visual excerpts of relevant of songs • Audio visual equipment • Musical instruments • Music print material i.e. Music scores of songs and the Kenya National Anthem and song books • Resource persons 	

Assessment Rubrics

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



Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.2 Singing Games (5 lessons)	By the end of the sub- strand the learner should be able to:- a) perform various singing games drawn from the local culture for enjoyment, b) apply the aspects of singing, movement, props and costumes in performing singing games to enhance the skills of performance, c) take precautions during performance of singing games for own and others safety, d) practice game etiquette for own and others respect, e) share available resources during performance of singing games for equity and integrity, f) appreciate and enjoy performing singing games from the local cultures.	<ul style="list-style-type: none"> • Learners are guided to watch a variety of live or recorded singing games from the locality using ICT devices. • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing own and others safety. • Practice and performance of singing games to be done in pairs and in groups. • In groups learners practice game etiquette and share available resources equitably during performance of singing games. • In groups and individually learners are guided in performing singing games from the local cultures 	<ol style="list-style-type: none"> 1. Which songs do you sing during play? 2. Name some of the materials or objects used during play. 3. What roles do you like taking during play?

Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving and Self-efficacy	
Link to PCIs: : Life Skills- Skills of knowing and living with oneself-self-awareness self-esteem coping with emotions and stress, Skills of knowing and living with others-assertiveness, effective communication, friendship formation, interpersonal relationship-through Performing Singing games Decision making skills- creativity and critical thinking- while performing singing games Education for sustainable development-Disaster Risk reduction-safety- safety in performing singing games	Link to Values: Respect, Responsibility, Unity, love, Patriotism, Social justice and Peace.
Links to other Activity areas : English activities- parts of the body, Mathematical activities- numbers, Movement activities-locomotor and non-locomotor movements Environmental activities- environmental management, water conservation, safety and security, soil conservation, Animal issues, Religious Education- sacred songs	Suggested Community Service Learning activities: <ul style="list-style-type: none">• Visiting the older citizens to help out in various activities as well as get to learn traditional singing games by interacting with other children.
Suggested Non formal Activity to support learning: <ul style="list-style-type: none">• Performing during various school events, Kenya music festivals and national days• Participate in singing games at home during play• Watching singing games on audio visual equipment at home with parental guidance (TV - in children programs)	Suggested assessment: Oral questions, portfolio, observation, adjudication, check lists
Suggested Resources <ul style="list-style-type: none">• Audio-visual excerpts of singing games• Audio-visual equipment• Costumes and props• Resource persons	

Assessment Rubrics

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



and displays a wide range of performance skills			
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Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.3 Musical Instruments (4 lessons)	By the end of the sub-strand the learner should be able to:- a) name different percussion instruments that can be used to accompany singing and dancing to enhance communication, b) improvise body percussions to accompany songs for creativity and imagination and for enjoyment, c) improvise percussion instruments using locally available materials for creativity and imagination, d) improvise percussion accompaniment to songs and dances for enjoyment.	<ul style="list-style-type: none"> • Learners look at real instruments/videos/pictures/ and are guided in identifying and naming them. • Learners listen to sounds of different percussion instruments and name them. • In groups and individually learners are guided in improvising body percussions by tapping, clapping, stamping and vocalising to accompany songs. • In groups and individually, learners are guided to improvise different percussion instruments such as rhythm sticks, shakers, rattles and drums using locally available materials and encouraged to share them with others. • Learners take turns playing the beat or a rhythmic pattern on improvised percussion instruments as the rest sing familiar songs, or for sound effects in a story. 	<ol style="list-style-type: none"> 1. Which musical instruments are used while singing or dancing? 2. Which instruments are played by striking? 3. Which instruments are played by shaking? 4. In what ways would one accompany a song without using instruments? 5. What is the role of instruments in a song? 6. Which materials and objects can be used to make percussion instruments?
Core Competences to be developed:				

Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving and Self-efficacy.	
<p>Link to PCIs: : Life Skills:-Skills of knowing and living with oneself-self-esteem, self-awareness, Skills of knowing and living with others- friendship formation, assertiveness, interpersonal relationship, Decision making skills- creative, critical thinking and decision making- while making and playing percussion instruments.</p> <p>Citizenship: use of improvised instruments to accompany patriotic songs.</p> <p>Education for Sustainable Development: waste management- use of locally available materials to improvise instruments, safety, animal welfare education.</p>	<p>Link to Values: Respect, Responsibility, unity, Patriotism and Peace.</p>
<p>Links to other Activity areas: Environmental activities, Religious studies, English, Kiswahili, Indigenous language activities</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Collecting used materials and objects from the community for use in improvising percussion instruments (recycling programs) • Playing instruments during events in the community such as places of worship and family occasions.
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Playing percussion instruments during various school events, Kenya music festivals, cultural festivals, Music club • Playing percussion instruments during events in the community e.g. places of worship, and family occasions, • Visit music and cultural centres to interact with performers and artists and share experiences during lessons • Visiting older citizens to learn how to improvise and play different percussion instruments 	<p>Suggested assessment: Oral questions, portfolio, observation, check lists</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available materials for improvising percussion instruments 	

Assessment Rubrics



Exceeding expectations		Meeting expectations		Approaching expectations		Below expectations	
Creatively and imaginatively creates and improvises body and other percussions in accompaniment to song and dance. Accurately identifies percussion instruments through observation.		Creates and improvises body and other percussions in accompaniment to song and dance. Accurately identifies percussion instruments through observation		Creates and improvises some body and other percussions in accompaniment to song and dance. Identifies some percussion instruments through observation		Inaccurately creates and improvises body and other percussions in accompaniment to song and dance. Exhibits difficulty identifying percussion instruments through observation	
Strand	Sub -strand	Specific Learning Outcomes		Suggested Learning Experiences		Key Inquiry Questions	

	<p>1.4 Dance (5 lessons)</p>	<p>By the end of the sub-strand the learner should be able to:-</p> <ol style="list-style-type: none"> identify various occasions during which dance is performed in the society, develop an awareness of body parts for their appropriate use in dance, apply body movements that are part of daily experience in a variety of ways in dance for self-expression and enjoyment, respond with movement to sound/music in a variety of ways for enjoyment, apply locomotor and non-locomotor/axial movements in creating own dance for enjoyment, observe basic elements of dance while dancing to enhance performance, take precautions during dance for own and others safety, practice etiquette during dance for own and others respect, use dance to express feelings and ideas for self-expression. 	<ul style="list-style-type: none"> Learners to identify occasions during which dance is performed in the society Learners watch relevant recordings of different dances from ICT devices for experience purposes and to freely dance along Learners to identify and use different body parts and to freely execute dance movements Learners identify and use body movements that are part of daily experience (waving, matching, shoulder shrugging, nodding, sweeping motion) in dance In groups and individually learners are guided in appropriate use of time, space, energy and relationships (elements of dance) in dance performance Learners use locomotor and non-locomotor/axial movements in creating own dance movements Pair and group dance sessions be used to enhance dance etiquette, cooperation and teamwork Learners freely dance to music stimuli 	<ol style="list-style-type: none"> During which occasions/events do you dance? Why do people dance? Which are some of the body movements we make every day? Which parts of the body are commonly used when dancing? How do you feel when you dance?
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving , Digital Literacy, Self-efficacy</p>				



<p>Link to PCIs: Life Skills-skills of living and knowing oneself- self-esteem, self-awareness, Skills of knowing and living with others- effective communication, assertiveness, Decision making skills- creative and critical thinking and decision making- achieved through dance performance Education for sustainable Development:-Safety and security- safety in dance performance Citizenship:-social cohesion- performance of traditional dances from diverse cultures</p>	<p>Link to Values: Respect, Responsibility, Unity, Patriotism, Love and Social justice.</p>
<p>Links to other Activity areas: Movement activities, language activities (English, Indigenous languages, Kiswahili), Environmental studies, Mathematics activities, Health and Nutrition</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participate in dance events in the community e.g. places of worship, family occasions • Visiting older citizens to help in chores and learn traditional dances
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of dance • Audio-visual equipment • Dance costumes and props • Multi-cultural musical instruments • Resource persons • Cultural centres 	

Assessment Rubrics

Exceeding expectations		Meeting expectations		Approaching expectations		Below expectations	
Demonstrates exemplary use of body movements, expresses ideas, feelings and emotions with a high degree of effectiveness through dance		Demonstrates satisfactory use of body movements, expresses ideas, feelings and emotions with a considerable degree of effectiveness through dance		Demonstrates limited use of body movements, expresses ideas, feelings and emotions with a limited degree of effectiveness through dance		Demonstrates difficulty using body movements that are part of daily experience in a variety of ways in dance	
Strand	Sub -strand	Specific Learning Outcomes		Suggested Learning Experiences		Key Inquiry Questions	

<p>2.0 CREATING/ COMPOSING MUSIC</p>	<p>2.1 Rhythm (4 lessons)</p>	<p>By the end of the sub- strand the learner should be able to:-</p> <ol style="list-style-type: none"> identify and imitate items that maintain a constant beat for beat articulation, clap/tap/stamp/vocalise rhythms of names and sounds from the environment for rhythm articulation, identify repetition and variations to rhythms in familiar tunes in order to use the technique in varying other tunes and own composition, create simple rhythmic accompaniments to songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments as a basis of compositional skills, record and playback constant rhythmic sounds from the environment on a digital device for digital literacy. 	<ul style="list-style-type: none"> In groups and individually learners are guided in identifying and clapping/tapping/stamping the beat of a clock or a metronome using an ICT device In groups and individually, learners are guided to clap/vocalise the rhythms of syllables in names such as pig, piglet, Mary, Patrick, duck, duckling and butterfly. In groups and individually, learners are guided to clap/vocalise sounds made by different machines/objects from the environment. Learners imitate and clap the rhythm of the sounds made by different animals/birds in the environment such as the cuckoo, donkey and crested crane. Learners listen to live/recorded music of familiar tunes with repetition and variations in rhythm and are guided in identifying the variations Learners take nature walks to identify different sounds in the environment that are rhythmical In pairs or in groups create own rhythms by tapping/clapping in accompaniment to simple songs and stories In groups or individually, learners record constant rhythmic sounds from the environment on digital devices 	<ol style="list-style-type: none"> Which objects make a repeated constant sound? Name animals in the environment that make repeated rhythmic sounds Which machines/ objects make repetitive rhythmic patterns?
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving, Self- efficacy, Learning to learn</p>				



<p>Link to PCIs: Life Skills: Skills of knowing and living with oneself-self-esteem, self-awareness- skills of knowing and living with others- assertiveness, interpersonal relationship, Decision making skills- creative thinking-creating own rhythms.</p> <p>Education for sustainable development: Animal welfare education-naming and imitating animal sounds</p> <p>Citizenship: social cohesion-group work on creating</p>	<p>Link to Values: Respect, Responsibility, Unity and Love.</p>
<p>Links to other Activity areas: English, Kiswahili language activities: pre-reading skill: breaking words into syllables. Mathematical activities: counting numbers, counting the number of syllables in names and words. Environmental studies: Animal issues, identifying animals and their sounds.</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Encourage learners to perform (sing) in social gathering such as places of worship and share their experiences in class. • Encourage learners to take care of animals as they imitate the sounds the animals make
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events (school assembly), Kenya music festivals and events in the society (national days). • Nature walks to identify different sounds in the environment. 	<p>Suggested assessment: Oral questions, portfolio, observation</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of musical instruments • Musical instruments • Flash cards • Wall clocks • Digital devices • Locally available materials for improvising instruments 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Consistently and accurately:</p> <ul style="list-style-type: none"> identifies repetition and variations to rhythm in familiar tunes Claps/taps/stamp/vocalises rhythms of names and sounds from the environment Creates simple rhythmic accompaniments to songs and stories/poems/rhymes using voice body percussions or improvised percussion instruments 	<ul style="list-style-type: none"> identifies repetition and variations to rhythm in familiar tunes Claps/taps/stamps/vocalises rhythms of names and sounds from the environment Creates simple rhythmic accompaniments to songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments 	<ul style="list-style-type: none"> identifies repetition and variations to rhythm in some familiar tunes Claps/taps/stamps/vocalises rhythms of names and sounds from the environment with some inaccuracies Creates simple rhythmic accompaniments to some songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments 	<ul style="list-style-type: none"> Exhibits difficulty identifying repetition and variations to rhythm in familiar tunes Inaccurately claps/taps/stamps/vocalises some rhythms of names and sounds from the environment Exhibits difficulty creating simple rhythmic accompaniments to songs and stories/poems/rhymes and using voice, body percussions or improvised percussion instruments

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.2 Melody (4 lessons)	<p>By the end of the sub- strand the learner should be able to:-</p> <p>a) identify melodic sounds from the environment for aural discrimination,</p> <p>b) identify melodic variations in simple familiar tunes to enhance</p>	<ul style="list-style-type: none"> Learners listen to sounds in the environment (live or recorded) and are guided to identify rhythmic and melodic sounds Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane. Learners listen to live/recorded familiar tunes with variations in 	<ol style="list-style-type: none"> Which animals in the environment make melodic sounds? What is the difference between these sounds? How can one vary a familiar tune?



		listening skills and as a basis for composition, c) create simple melodic variations in familiar tunes as a basis for composition and for enjoyment.	the melody and are guided in identifying the variations • Learners are guided in groups and individually to sing familiar tunes, introducing melodic variations.	
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination , Critical thinking and Problem solving , Self- efficacy, Digital literacy				
Link to PCIs: Life Skills: Skills of knowing and living with oneself-self-esteem, self-awareness- skills of knowing and living with others- assertiveness, interpersonal relationship, Decision making skills- creative thinking-creating own melodies. Education for sustainable development- Animal welfare education-naming and imitating animal sounds. Citizenship- social cohesion-group work on creating melodic variations Learners support programs-club and societies-Music club			Link to Values: Respect, Responsibility, Unity and Love.	
Links to other Activity areas: Mathematics Activities, language activities, Environmental Activities, English and Kiswahili Language activities, Religious education Activities			Suggested Community Service Learning activities: • Performing during various school events (school assembly) Kenya music festivals, occasions in society (national days) • Encourage learners to perform (sing) in social gatherings such as places of worship and share their experiences in class.	
Suggested Non formal Activity to support learning: 1.Performing in school clubs such as music club			Suggested assessment: Oral questions, portfolio, observation	
Suggested Resources • Percussion instruments • Live/recorded music excerpts of familiar tunes • ICT devices				

Assessment Rubrics

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

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING AND RESPONDING	3.1 Elements of Music (4 lessons)	By the end of the sub -strand the learner should be able to:- a) listen and identify sounds in the local environment for aural discrimination, b) respond imaginatively to sounds in the environment through movement or imitation for enjoyment, c) identify the character of musical pieces for emotional expression,	<ul style="list-style-type: none"> • Learners take a nature walk and are guided in listening and identifying sounds in the environment • Learners listen and respond to sounds in the environment through; movement, vocalisation, imitation and discussions. • Learners are guided in identifying and describing the 	<ol style="list-style-type: none"> 1. What is the source of the sound in the music? Is it from an instrument or voice? 2. When you listen to the music, how does it make you feel?



		<p>d) identify the elements of music as used in a song to enhance for effective communication,</p> <p>e) imitate rhythmic and melodic patterns of music to enhance listening skills,</p> <p>f) respond to music stimuli imaginatively for self-expression and enjoyment,</p> <p>g) express initial personal reactions to musical performances for effective communication.</p>	<p>character of selected pieces of music as either sad or happy</p> <ul style="list-style-type: none"> • Learners are guided to listen to live/ recorded music to identify and describe the elements of music used using music terminology: loud/ soft (dynamics), fast/ slow (Tempo), high/ low (Pitch), long /short (Duration) • In groups and individually, learners are guided in listening to live/recorded music and imitate the rhythmic and melodic patterns • In groups or individually learners respond to music stimuli imaginatively and creatively • Learners to express personal opinions about a musical performance and are guided to show respect for the opinions of others. 	<p>3. Is the music fast, slow, loud or soft?</p> <p>4. Where are you likely to hear this kind of music?</p>
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving</p>				

<p>Link to PCIs: Life skills: Skills of knowing and living with oneself- self-awareness, skills of knowing and living with others, coping with emotions-expressing feelings and emotions- listening and responding to sounds and Music</p> <p>Education for Sustainable Development: Environmental awareness-listening to sounds in the environment</p> <p>Service learning and parental engagement: visits to the community to listen and respond to different types of music</p>	<p>Link to Values: Respect, Responsibility, Unity and Love.</p>
<p>Links to other Activity areas: language activities: pronunciation, sounds, Religious activities: music for worship. Environmental studies: environmental management, Religious education-sacred songs</p> <p>Art: drawing; painting; Elements of art—An awareness of line, shape, pattern</p>	<p>Suggested Community Service Learning activities Encourage learners to attend live performances in the community.</p>
<p>Suggested Non formal Activities to support learning:</p> <ul style="list-style-type: none"> • Listening to and responding to music they listen to at home (such as on radio, TV, in places of worship, birthday parties) with parental help • Visits to music and cultural centres 	<p>Suggested assessment: Oral questions, portfolio, observation, progress reports</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Percussion instruments • Live/recorded music excerpts of familiar tunes • Audio- visual equipment (computer, video player) 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and confidently;	Accurately; <ul style="list-style-type: none"> • Identifies describes and imitates sounds in the local environment 		Exhibits difficulty;



<ul style="list-style-type: none"> Identifies, describes and imitates sounds in the local environment Imitates rhythmic and melodic patterns responding imaginatively and creatively through movement expresses initial personal reactions to musical performances Identifies the all elements of music as used in a song. 	<ul style="list-style-type: none"> imitates rhythmic and melodic patterns responding imaginatively and creatively through movement expresses initial personal reactions to musical performances Identifies most elements of music as used in a song. 	<ul style="list-style-type: none"> Identifies, describes and imitates some sounds in the local environment imitates some rhythmic and melodic patterns responding inappropriately through movement expresses initial personal reactions to some musical performances Identifies a few elements of music as used in a song. 	<ul style="list-style-type: none"> Identifying, describing and imitating sounds in the local environment imitating rhythmic and melodic patterns and responding through movement expressing initial personal reactions to musical performances Identifying most elements of music as used in a song
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GRADE TWO

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PERFORMING	1.1 Songs (7 lessons)	By the end of the sub- strand the learner should be able to:- a) identify different types of songs performed for different purposes to enhance comprehension, b) sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for enjoyment, c) sing 2-part rounds for enjoyment, d) sing verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with proper etiquette to enhance patriotism, cohesion and peaceful coexistence,	<ul style="list-style-type: none"> Learners listen to and watch a variety of live or recorded songs and be probed to identify possible occasions of performance and the message from the songs In groups and individually, learners are guided to sing various types of age appropriate songs such as Kenyan folksongs, lullabies, patriotic songs, action songs, sacred songs and other topical songs on pertinent and contemporary issues paying attention to pitch and rhythm and the words. Learners discuss the message in the songs they sing/listen to 	<ol style="list-style-type: none"> During which activities do you sing? What do the songs that you sing talk about? When do we sing the Kenya National anthem? Why would you prefer to sing together with others? How do we sing the Kenya national anthem?

		<ul style="list-style-type: none"> e) execute the elements of music while singing as a basis of musicianship, f) use vocal techniques in singing for effective communication, g) express ideas, feelings and emotions through singing for self-expression and effective communication, h) perform familiar songs individually (solo) or as a group (choral) for communication and enjoyment, i) sing familiar songs with body movement for self-expression, j) appreciate and enjoy singing songs from diverse cultures. 	<ul style="list-style-type: none"> • Learners are guided in groups and individually to sing 2-part rounds paying attention to entries and keeping to respective parts. • Learners watch a live /recorded performance of the Kenya national anthem and are guided in identifying the posture of performers • Learners are guided to sing verse 1 and 2 of the Kenya national anthem in English and /or Kiswahili in unison, paying attention to accuracy in pitch, rhythm, words and the etiquette during the singing of the National Anthem. • Learners sing familiar songs in pairs or in groups applying the elements of music such as pitch, tempo, duration, pulse/beat, and dynamics • Learners are guided in the use of appropriate posture, breath control, diction, tone quality, voice projection while singing • In pairs, groups or as a class, learners sing songs from diverse cultures • Learners sing familiar songs from memory as solo and choral • Learners perform familiar songs with movement 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination , Citizenship, Critical thinking and Problem solving, Digital Literacy, Self-efficacy,</p>				
<p>Link to PCIs: Education for Sustainable Development: Environmental awareness-through singing topical songs.</p>			<p>Link to Values: Unity, Social justice, Patriotism, Respect, love and Responsibility</p>	



<p>Health Education: HIV & Aids- through singing Topical songs</p> <p>Learner support programs: School clubs-Music club</p> <p>Service learning and parental involvement-learners learning songs from parents</p> <p>Education for Sustainable Development: Road safety-turn taking in rounds, Animal welfare-Topical songs on animals</p> <p>Citizenship-social cohesion-in performing in groups, Patriotism- singing the Kenya national anthem and folk songs</p>	
<p>Links to other Activity areas : Language activities: Actions songs, Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues, Mathematics activities: Action songs on Number work, Religious Education: sacred songs</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participate in singing in the community e.g. places of worship, family occasions • Visiting children’s homes to entertain and play/sing with them
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of a variety of songs • Musical instruments • Music print material i.e. Music scores • ICT devices 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and consistently identifies and sings a variety of songs with proper execution of the elements of music such as	identifies and sings some songs with some considerably accuracy in execution of the elements of music	identifies and sings a limited number of songs with some substantial inaccuracies in execution of the elements of	Exhibits inability to identify and sing a variety of songs executing the elements of music such as pitch, tempo, duration and vocal techniques.

pitch, tempo, duration and vocal techniques. Accurately and consistently sings verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with good mastery of lyrics	such as pitch, tempo, duration and vocal techniques Sings verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with accuracy in pitch and diction	music such as pitch, tempo, duration and vocal techniques Sings verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with inaccuracies in pitch and diction	Exhibits difficulty singing verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili
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Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.2 Singing games (5 lessons)	By the end of the Sub strand the learner should be able to:- a) perform various singing games drawn from local and other cultures for enjoyment, b) apply the aspects of singing, movement, props and costumes in performing singing games for enjoyment, c) take precautions during singing games for own and others safety, d) observe game etiquette for own and others respect, e) share available resources during performance of singing games for equity and integrity	<ul style="list-style-type: none"> • Learners watch a variety of live or recorded singing games from the local and other cultures and are guided in discussing about the performances • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing own and others safety • Practice and performance of singing games to be done in pairs and in groups to encourage team work and responsibility • Learners are encouraged to observe game etiquette and share 	<ol style="list-style-type: none"> 1. Do you sing as you play? 2. What songs do you sing during play? 3. What are some of the materials or objects you use as you play and sing? 4. How do you feel while performing a singing game?



		f) appreciate and enjoy performing singing games from diverse cultures.	<p>available resources equitably while performing singing games.</p> <ul style="list-style-type: none"> • Learners are guided to manipulate electronic gadgets as they watch and listen to singing games from diverse cultures • In groups and individually, learners collect materials for use as costumes and props in performance of singing games 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving</p>				
<p>Link to PCIs: Life skill: Skills of knowing and living with oneself- self-esteem, self-awareness, Skills of knowing and living with others- assertiveness, coping with emotions and stress, interpersonal relationship, effective communication- as they perform singing games and feel good about their achievements.</p> <p>Education for sustainable development: Gender issues- develop self-awareness as they perform singing games, Safety & Security- observing own and others safety during performance of singing games</p> <p>Citizenship: Patriotism-performing singing games from different cultures thus appreciating cultural diversity, cohesion and diversity as they perform singing games</p>		<p>Link to Values: Respect, Responsibility, Unity, love, Integrity and Patriotism.</p>		
<p>Links to other Activity areas: English and Kiswahili Language activities: Actions in singing games Environmental activities: collecting materials to make costumes, instruments and props. Mathematical activities: Number work- singing game activities Religious Education: singing games with sacred text</p>		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participate in performing singing games in the community e.g. places of worship, family occasions • Visit children’s homes or elderly people’s homes to entertain and play/sing with them • Collecting old clothes, toys and using them to improvise costumes and props for singing games 		

	<ul style="list-style-type: none"> Learners practice singing games with younger children or children with special needs in the community.
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> Performing during various school events, Kenya music festivals and national days Visiting the elderly to learn Kenyan singing games and other songs Visits to other schools to perform singing games together 	<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> Costumes and props Audio-visual excerpts of relevant music (singing games) Resource persons ICT devices 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Confidently and skilfully performs various singing games drawn from diverse cultures effectively applying the aspects of singing, movement, props and costumes</p> <p>Appreciates and enjoys performing singing games from diverse cultures</p>	<p>Performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes with considerable range of skills</p> <p>Appreciates and enjoys performing singing games from diverse cultures</p>	<p>Performs a few singing games drawn from some cultures applying the a few aspects of singing, movement, props and costumes with limited range of skills</p> <p>Appreciates and enjoys performing some singing games from some cultures</p>	<p>Lacks the skills of performing singing games drawn for diverse cultures</p> <p>Shows no appreciation in performing singing games drawn from diverse cultures</p>



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.3 Musical Instruments (4 lessons)	By the end of the sub- strand the learner should be able to:- a) identify and name wind instruments used in music making, b) identify different wind instruments visually and aurally used to accompany song and dance, c) demonstrate the skills of playing a wind instrument as a basis of skills development, d) improvise accompaniments to songs and dances using improvised wind instruments for enjoyment, e) observe own and others safety in improvising and playing instruments,	<ul style="list-style-type: none"> • Learners watch videos/pictures of different wind instruments being played. • Learners watch audio-visual recordings of instruments and are guided in identifying the instruments visually and aurally • Learners are guided to apply appropriate skills of holding, blowing, fingering and breath control when playing different wind instruments such as pipes, whistles and recorder • Learners are guided in observing own and others safety while improvising wind using locally available materials. 	<ol style="list-style-type: none"> 1. Which instruments are played by blowing? 2. How do you produce sounds on wind instruments? 3. How do you get different sounds when playing a wind instrument? 4. Which materials found in the surroundings can one use to make a wind instrument?

		<p>f) appreciate own improvised musical instruments and accompaniments and those of others,</p> <p>g) observe safety and care of the instrument in maintenance and storage,</p> <p>h) play virtual musical instruments to enhance playing skills and for digital literacy.</p>	<ul style="list-style-type: none"> • In groups and individually, learners improvise different accompaniment using wind instruments • Learners take pictures/videos of the improvised instrument for presentation and sharing • Learners are guided in playing virtual (computer generated) musical instruments using ICT devices. 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving, Self-efficacy</p>				
<p>Link to PCIs: Life skills; Skills of knowing and living with oneself- self - awareness, self-esteem- they discover their talents as they play different musical instruments, Skills of knowing and living with others- effective communication, interpersonal relationship, assertiveness- through improvising and playing wind instruments.</p> <p>Education for Sustainable Development-Environmental awareness, waste management- as they collect different items from the environment to improvise instruments Health Education-prevention and management of diseases- cleaning of collected materials to make instruments.</p>		<p>Link to Values: Respect, Responsibility, Unity and Social justice</p>		
<p>Links to other Activity areas: Religious studies, Environmental studies, Hygiene and nutrition, English, Kiswahili and Indigenous language activities- naming of instruments.</p>		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Visiting children’s homes and playing instruments with them • Playing instruments during community activities 		
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals • Visiting music and cultural centres 		<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>		



<p>Suggested Resources</p> <ul style="list-style-type: none"> • Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music • Resource persons • ICT devices, internet connectivity 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately identifies and names wind instruments used to accompany singing and dancing through observation and listening	Identifies and names wind instruments used to accompany singing and dancing through observation and listening	Identifies and names a few wind instruments used to accompany singing and dancing through observation and listening	Inaccurately identifies and names wind instruments used to accompany singing and dancing through observation and listening
Imaginatively and creatively improvises wind instruments and accompaniment songs and dances	Improvises wind instruments and accompaniment to songs and dances	Improvises some wind instruments and accompaniment to songs and dance	Exhibits difficulties in improvising wind instruments and accompaniment to songs and dance

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Dance (5 lessons)	<p>By the end of the sub- strand the learner should be able to:-</p> <ul style="list-style-type: none"> a) use body movements that are part of daily experience in a variety of ways in dance for enjoyment, b) use dance to express feelings, emotions and ideas for self-expression, c) apply locomotor and non-locomotor/axial movements creatively in own dance for enjoyment, d) observe basic elements of dance during performance, e) observe own and others safety during dance performance, f) practice etiquette during dance performance for integrity, g) perform appropriate traditional dances from their locality for social cohesion and enjoyment, h) appreciate and enjoy performing traditional dances from diverse 	<ul style="list-style-type: none"> • Learners to be exposed to various relevant live and recordings of dances for experience and appreciation • Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, pounding, grinding and sweeping in dance • Learners are guided in using functional dance movements to communicate ideas, feelings and emotions. • Learners use different body zones and body parts in dance • In groups and individually, the learners are guided in the use of dance elements such as time, space, energy and relationships in executing dance movement. • In groups learners practice traditional dances observing own and others safety. 	<ol style="list-style-type: none"> 1. Which dances are performed in your local community? 2. During which occasions are dances performed? 3. Which parts of the body are commonly used when dancing? 4. Which materials or objects are used in dances?



		<p>cultures for social cohesion and preservation of culture,</p> <p>i) use digital devices for learning, taking pictures, recordings and videos of traditional dances for presentation and enjoyment.</p>	<ul style="list-style-type: none"> • Pair and group dance sessions to be used to enhance cooperation, teamwork and dance etiquette. • Learners are guided in performing traditional dances from within their localities. • Learners to research more on dance styles using digital devices. 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital Literacy Citizenship, Self-efficacy</p>				
<p>Link to PCIs: Service learning and parental involvement: dance relating to community involvement, Education for Sustainable Development: Safety and security- Citizenship: dances from diverse Kenyan cultures</p>			<p>Link to values: Responsibility, Respect, Patriotism, Unity and Love</p>	
<p>Links to other Activity areas: Movement, Environmental studies-safety Language activities- Mathematics activities-numbers, Religious Education: respect of others</p>			<p>Suggested Community Service Learning activities: Encourage learners to participate in the cultural activities organized in the community.</p>	
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals, National functions • Participate in dance events in the community e.g. places of worship, family functions 			<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>	
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Excerpts of dance from ICT devices • Musical instruments • Costumes and props • ICT devices-recorders, cameras, mobile phones 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Demonstrates exemplary use of body movements that are part of	Uses body movements that are part of daily experience, expressing ideas,	Demonstrates limited use of body movements that are part of daily	Has difficulty using body movements that are part of daily experience with

daily experience, expresses ideas, feelings and emotions with a high degree of effectiveness in a variety of ways in dance	feelings and emotions with a considerable degree of effectiveness in a variety of ways in dance	experience in a variety of ways in dance	inaccurate expression of ideas, feelings and emotions in a variety of ways in dance
Creatively and effectively uses dance elements in performance of traditional dances from the locality	Uses dance elements in performance of traditional dances from the locality	Uses dance elements in performance of traditional dances from the locality with some effectiveness	Uses dance elements in performance of traditional dances from the locality with difficulty and inconsistencies

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 CREATING/ COMPOSING	2.1 Rhythm (4 lessons)	By the end of the sub-strand the learner should be able to:- a) Identify and mimic animals, objects that make rhythmic patterns for rhythm awareness, b) improvise rhythmic accompaniment to short, simple, familiar songs to enhance compositional skills and for enjoyment, c) create simple rhythmic patterns with short and long sounds and silences using body percussion for enjoyment, d) create rhythmic accompaniment to familiar songs as a basis for composition and for enjoyment	<ul style="list-style-type: none"> Learners clap/tap rhythms to familiar songs. In pairs or in groups, learners are guided to create simple rhythmic patterns using common names such as tea, coffee, soda, Coca-Cola, fish and chips, mango juice. In pairs or in groups, learners are guided to create simple rhythmic patterns with short and long sounds and silences (crotchets, minims and their equivalent rests) using body percussions (clap, tapping, snapping, stamping, vocalising) and instruments (beat, hitting, shaking, scrapping) Learners record own created rhythms on digital devices for enjoyment 	<ol style="list-style-type: none"> Which items in your surrounding keep a regular pulse/beat? Which organ in your body maintains a regular beat? Which animals make rhythmic sounds? Which animals make rhythmic movements? Which objects make repetitive rhythmic patterns?



		e) record own created rhythms on digital devices to make improvements after listening and for digital literacy.		
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital Literacy, Critical thinking and Problem solving				
Link to PCIs: Life skills-Skills of knowing and living with oneself-self-awareness, self- esteem; Decision making skills-creative thinking and critical thinking-clapping and creating rhythmic patterns		Link to Values: Respect, Unity, Responsibility and Social Justice		
Education for Sustainable Development: Animal welfare, awareness as they mimic different animals				
Links to other Activity areas: Environmental Activities-sources of sounds, Animal issues English and Kiswahili Languages Activities- names and words in rhythm Hygiene and nutrition-names of foods used in rhythm.		Suggested Community Service Learning activities: Performing in places of worship		
Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> Performing during various school events, Kenya music festivals 		Suggested assessment: Oral/aural performance rubric questions, portfolio, observation, check lists,		
Suggested Resources <ul style="list-style-type: none"> Excerpts of relevant music from ICT devices Flash cards ICT devices- recorders, 				

Assessment Rubrics

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



Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Melody (4 lessons)	By the end of the Sub strand the learner should be able to:- a) identify melodic variations in familiar simple tunes in preparation for own compositions, b) improvise simple melodic variations on familiar tunes as a foundation for composition and for enjoyment, c) improvise new words to known tunes for creativity d) appreciate own and others compositions, f) use digital devices to record own variations to familiar songs for enjoyment and digital literacy.	<ul style="list-style-type: none"> • Learners listen to and sing familiar tunes • Familiar tunes are played/sang with minimal variations and learners are guided to identify the variations • In groups and individually, learners are guided to sing familiar tunes (2 -4 bars long), introducing some melodic variations • In groups and individually, learners use new words to familiar tunes • Learners are guided in singing own melodic variations and those of others. • Learners use digital devices to record and playback their own variations to familiar songs 	<ol style="list-style-type: none"> 1. How can one tell if a tune has changed? 2. How can a familiar tune be made more interesting? 3. How can a familiar tune be varied?
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital literacy</p>				
<p>Link to PCIs: core living values: Life-skills: Decision making skills- Creative thinking, critical thinking and decision making, Skills of knowing and living with others- effective communication- through melody improvisation</p> <p>Education for Sustainable Development: Animal welfare education-songs on animals.</p>			<p>Link to Values: Respect, Unity, Responsibility and Love.</p>	
<p>Links to other Activity areas :English, Kiswahili and indigenous language Activities: words Environmental activities: safety, environmental management, soil and water conservation, Animal issues, religious education-sacred songs</p>			<p>Suggested Community Service Learning activities: Performing in the community during different occasions e.g. worship</p>	

<p>Suggested Non formal Activity to support learning:</p> <p>Performing during various school events, Kenya music festivals</p> <p>Attending events and occasions in the community e.g. weddings listening and learning songs with variations in melody and lyrics</p>	<p>Suggested assessment: Oral/aural performance rubric questions, portfolio, observation, check lists,</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of relevant music • Audio-visual equipment • ICT devices • Internet • Flash cards 	

Assessment Rubrics

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

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
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<p>3.0 LISTENING AND RESPONDING</p>	<p>3.1 Elements of Music (4 lessons)</p>	<p>By the end of the sub strand the learner should be able to:-</p> <ol style="list-style-type: none"> a) express initial personal reactions to musical performances for self-expression, b) imitate short melodies with accuracy in pitch and rhythm for aural acuity development, c) relate specific music to appropriate events in the community for effective communication, d) respond to live or recorded performances with appropriate audience behaviour to enhance etiquette, e) use appropriate music terminology in explaining/discussing music listened to for effective communication, f) discuss the message in the selected music for effective communication, g) appreciate and enjoy music drawn from diverse cultures and time through digital devices. 	<ul style="list-style-type: none"> • Learners listen to live/recorded music from ICT devices for appreciation • Short melodies are played and learners asked to imitate observing accuracy in pitch and rhythm. • Learners practice appropriate audience behaviour (sitting quietly, applauding, responding without interrupting performance) as they watch others perform • Learners sing familiar topical songs with appropriate expression such as sad or happy in relation to the text • Learners are guided to listen to and relate specific music to appropriate events. • Learners are guided to talk about music they listen to in relation to the basic elements of music (loud, soft, fast, slow) and their effects. • In groups learners to discuss the message in the music they listen to 	<ol style="list-style-type: none"> 1. What is the source of the sound in the music? Is it from an instrument or voice? 2. How does the music make you feel? 3. Is the music fast, slow, loud or soft? 4. Where are you likely to hear this kind of music? 5. What message do you get from the music? 6. How should you behave when listening to music?
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Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving	
Link to PCIs: :Life Skills: Skills of knowing and living with oneself- self-awareness, self-esteem, coping with emotions and stress. Skills of knowing and living with others- effective communication, Decision making skills- critical and creative thinking, decision making- while listening and responding to songs drawn fro diverse cultures Citizenship: Social cohesion-listening and responding to music drawn from diverse cultures	Link to Values: Respect, Unity, patriotism and Love.
Links to other Activity areas : Environmental studies, Language, religious education	Suggested Community Service Learning activities: Encourage learners to participate in musical activities in the community.
Suggested Non formal Activity to support learning: <ol style="list-style-type: none"> 1. Performing during various school events, Kenya music festivals 2. Visits to music and cultural centres to listen and interact with different types of music and performers 3. Participating in community events where music is performed to listen and participate later talking about the music with others 	Suggested assessment: Oral/aural questions, portfolio, observation, check lists,
Suggested Resources <ol style="list-style-type: none"> 1. Audio-visual excerpts of relevant music 2. Audio-visual equipment 	



Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Confidently and appropriately:</p> <ul style="list-style-type: none"> • expresses initial personal reactions to musical performances using appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events • imitates short melodies with accuracy in pitch and rhythm • Responds to live/recorded performance with appropriate audience behaviour 	<ul style="list-style-type: none"> • Expresses initial personal reactions to musical performances using appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events • Imitates short melodies with considerable accuracy in pitch and rhythm • Responds to live/recorded performance with appropriate audience behaviour 	<ul style="list-style-type: none"> • Expresses initial personal reactions to musical performances using limited appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events • Imitates short melodies with some inaccuracies accuracy in pitch and rhythm • Responds to live/recorded performance with more or less appropriate audience behaviour 	<ul style="list-style-type: none"> • Expresses initial personal reactions to musical performances using inappropriate terminology unable to relate the music to particular events • Imitates short melodies with inaccuracies in pitch and rhythm • Responds to live/recorded performance with inappropriate audience behaviour

GRADE THREE

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 PERFORMING	1.1 Songs (7 lessons)	By the end of the of the sub-strand the learner should be able to:- a) identify and name different types of songs performed for different purposes in the community for awareness, b) sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for enjoyment and self-expression, c) sing all verses of the Kenya national anthem in English and/or Kiswahili with proper etiquette for patriotism, cohesion and peaceful coexistence, d) sing 3-part rounds, keeping to the respective parts for enjoyment e) execute the elements of music while singing for effective communication, f) use vocal techniques in singing a variety of songs for effective communication,	<ul style="list-style-type: none"> • Learners are guided to listen and watch a variety of live or recorded songs and be probed to identify occasions when the songs were performed. • Learners sing various types of songs: Kenyan folksongs, lullabies, patriotic songs, action songs, sacred songs and topical songs on pertinent and contemporary issues in unison paying attention to accuracy in pitch, rhythm and words • Learners are guided in watching/listening to live or recorded performance of the three verses of the Kenyan national Anthem with keen interest in posture and text • Learners are guided in singing all the verses of the Kenya National Anthem in English and or Kiswahili paying attention to posture and appropriate etiquette • Learners are guided in groups and individually to sing 3-part rounds paying attention to entries and keeping to their respective parts • While singing learners are guided in applying tools and techniques of musicianship such as good posture, 	<ol style="list-style-type: none"> 1. During which occasions do you sing? 2. When is the national anthem sung? 3. How should we behave when singing the national anthem? 4. What are the messages in the songs you sing? 5. What variations can one make as they sing to the song interesting?



		<p>g) express ideas, feelings and emotions through singing for self-expression,</p> <p>h) perform songs individually and in groups for enjoyment</p> <p>i) sing songs with co-ordinated body movements for self-expression,</p> <p>j) appreciate the importance of singing songs from diverse cultures and time,</p> <p>k) record own and others performances using electronic devices for appreciation and digital literacy.</p>	<p>breathe control, diction and voice projection.</p> <ul style="list-style-type: none"> • In groups and individually, learners are guided in singing a variety of songs paying attention to the elements of music such as beat, rhythm and pitch • In pairs, groups or as a class, learners discuss the importance of singing songs from diverse sources. • Learners are guided to perform familiar songs in pairs or in groups employing the expressive elements of music • Learners sing songs with coordinated body movement. • In groups and individually, learners are guided to record own and others performances using electronic devices 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Self efficacy , Digital literacy</p>				
<p>Link to PCIs: Education for Sustainable Development- songs on types of waste, Life-skills-skills of knowing and living with oneself and skills of living and knowing others-self-esteem, self -awareness, coping with emotions, effective communication interpersonal relationships, assertiveness- enhanced through singing types of songs Service learning and parental involvement-Community involvement-songs depicting different cultures. Citizenship-Patriotism-The Kenya National Anthem</p>		<p>Link to Values: Respect, Responsibility, Unity, Patriotism, Peace, Social Justice and Integrity</p>		
<p>Links to other activity areas : Environmental studies, Language activities, Health and nutrition, Religious activities</p>		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Performing on topical issues during different activities in the community 		
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals • Visits to music and cultural centres 		<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>		

<ul style="list-style-type: none"> • Visiting the elderly to learn different types of songs 	
Suggested Resources <ul style="list-style-type: none"> • Audio-visual excerpts of relevant music • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices 	

Assessment Rubrics

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



Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.2 Singing games (5 lessons)	<p>By the end of the of the sub-strand the learner should be able to:-</p> <ul style="list-style-type: none"> a) perform various singing games drawn from local and other cultures for enjoyment, b) apply the aspects of singing, movement, game, props and costumes in performing singing games for enjoyment, c) performs singing games with coordinated body movements for aesthetic effect, d) perform singing games while observing own and others safety, e) practice game etiquette for integrity f) share available resources during the performance of singing games for equity, g) appreciate and enjoy performing singing games from diverse cultures. 	<ul style="list-style-type: none"> • Learners are guided to watch a variety of live or recorded singing games from the locality and from other cultures • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing own and others safety • Learners practice singing games with coordinated body movements • Practice and performance could be done in pairs and in groups to encourage team work and responsibility • Learners are guided to observe safety while performing singing games • Individually and in groups, learners observe game etiquette and share available resources equitably while performing singing games • Learners are encouraged to take up leadership roles in turns in singing games • Learners search for diverse singing games online • Learners are guided in performing singing games drawn from diverse cultures 	<ol style="list-style-type: none"> 1. What songs do you sing during play? 2. What roles do you like taking when performing singing games? 3. What are some of the materials or objects used while playing and singing? 4. Which games can we play as we sing? 5. Why do we need others while performing singing games?

<p>Core Competences to be developed: Communication and Collaboration , Creativity and Imagination , Critical thinking and Problem solving</p>	
<p>Link to PCIs: Education for Sustainable Development- singing games touching on waste management Service learning and parental involvement-Community involvement-songs depicting different cultures, Citizenship: Patriotism-performing singing games from diverse cultures in Kenya Education for sustainable Development: Disaster risk reduction-topical singing games</p>	<p>Link to Values: Respect, Responsibility, Integrity and Love</p>
<p>Links to other Activity areas: Language activities, Environmental activities, Mathematical activities</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Performing during different community activities with parental guidance • Performing and entertaining in a children's/elderly home
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals • Interacting with other during play in the community • Visiting local communities and learning singing games from other children in the community 	<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Costumes and props • Audio-visual excerpts of relevant music • Resource persons • ICT resources • Internet 	



Assessment Rubrics

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

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Musical Instruments (4 lessons)	By the end of the of the sub-strand the learner should be able to:- a) identify and name different string instruments used in music making, b) identify string instruments visually and aurally in preparation for improvisation, c) demonstrate the skills of playing string instruments to improve performance, d) use locally available materials to make improvised string instruments to enhance creativity, e) use improvised string instruments to accompany song for enjoyment, f) use improvised percussion, wind and string instruments in an ensemble for enjoyment, g) use digital devices to record and play virtual string instruments for enjoyment and digital literacy.	<ul style="list-style-type: none"> • Learners listen to and watch audio-visual recordings/pictures of instruments and are guided in identifying the instruments visually and aurally • In groups and individually, learners imitate playing of different string instruments • Learners are guided to apply the skills of holding, plucking/striking, bowing and strumming • In groups and individually learners are guided to improvise different string instruments (mouth bows, ground bows and fiddles) while observing own and others safety • Learners are guided in proper maintenance, care and storage of string instruments • Learners accompany familiar songs using improvised string instruments such as mouth bows, ground bows and fiddles • Learners play improvised percussion, wind and string instruments in an ensemble each trying out different string instruments • Learners use digital devices to play and take pictures/videos of the string instruments. • Learners use internet resources for further research on string instruments 	<ol style="list-style-type: none"> 1. Which methods are used in playing string instruments? 2. Which instruments are played by bowing/striking/plucking/strumming? 3. Which parts of the body do you use when playing string instruments? 4. Which locally available materials can you use to improvise string instruments?
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving , Self-efficacy				
Link to PCIs: Education for Sustainable Development- waste management, environmental awareness as they identify locally available materials to improvise instruments			Link to Values: Respect, Responsibility, Integrity and Love	



Life skills: Skills of knowing and living with oneself- Self-awareness and self-esteem, skills of knowing and living with others-friendship formation- as they play musical instruments	
Links to other Activity areas : Environmental activities, Language activities, Mathematical activities	Suggested Community Service Learning activities: <ul style="list-style-type: none"> • Collection of materials from the local environment for use in improvising instruments • Learners should be encouraged to use improvised musical instruments to accompany singing in places of worship or other performances in the community
Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> • Performing during various school events (assembly, parents day), Kenya music festivals • Visits to music and cultural centres to experience real percussion, wind and string musical instruments • Holding talent shows in school inviting parents to participate 	Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric
Suggested Resources <ul style="list-style-type: none"> • Audio-visual excerpts of Music featuring instruments • Audio-visual equipment • Musical instruments • Charts/pictures • Locally available materials for improvising instruments • Resource persons 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately identifies and names different string instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument	Identifies and names different string instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument	Identifies and names a few string instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument	Inaccurately names string instruments used to accompany singing and dancing
Imaginatively and creatively improvises accompaniment to	improvises accompaniment to songs and dances using string instruments		

songs and dances using string instruments			improvises accompaniment to some songs and dances using string instruments	Has difficulty improvising accompaniment to songs and dances using string instruments
Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Dance (5 lessons)	<p>By the end of the of the sub-strand the learner should be able to:-</p> <p>a) use body movements that are part of daily experience in a variety of ways in dance for enjoyment,</p> <p>b) use dance to express ideas feelings, and emotions for self-expression,</p> <p>c) use body zones and body parts appropriately in response to music,</p> <p>d) apply locomotor and non-locomotor/axial movements imaginatively to create own dance,</p> <p>e) observe basic elements of dance in a dance performance for effective execution of dance,</p> <p>f) practice etiquette during dance performance for integrity,</p> <p>g) perform appropriate simple dances from diverse cultures for appreciation and enjoyment,</p> <p>h) appreciate and enjoy performing different cultural dances for cultural preservation,</p>	<ul style="list-style-type: none"> • Learners are exposed to various relevant live performances and recordings of dances from ICT devices for experience and appreciation • Learners are guided to identify and use day to day activities related to dance movements such as waving, swaying, hand-shaking and digging in executing dance movements • Learners are guided on the use of different body zones and body parts to express ideas, feelings, and emotions in dance • Learners are guided in using locomotor and non locomotor/axial movements in creating own dance movements • Learners are guided in the use of dance elements such as space, time, energy and relationship with others in dance. • Learners practice dance while observing own and others safety • Pair and group dance sessions could be used to enhance cooperation, teamwork and dance etiquette • Learners perform dances from diverse cultures for enjoyment 	<ol style="list-style-type: none"> 1. Which dances are performed by the communities around you? 2. During which occasions are these dances performed? 3. What activities involving body movements can be used in dance? 4. Which parts of the body are commonly used when dancing?



		i) use digital devices to learn and record various dances for digital literacy and enjoyment.		
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital Literacy, self-efficacy				
Link to PCIs: Service learning and parental involvement-Community involvement-dances from different cultures. Life skills-skills of knowing and living with oneself- self-awareness, self-esteem –through dance performance Citizenship: Patriotism, social cohesion- performing dances			Link to Values: Respect, Responsibility, Patriotism, Peace and Unity	
Links to other Activity areas: Movement, Environmental studies, Language activities, Mathematical activities			Suggested Community Service Learning activities: Participate in dance events in the community such as places of worship and family functions.	
Suggested Non formal Activity to support learning: 1. Performing during various school events, Kenya music festivals 2. Visits to music and cultural centres 3. Interaction with performing artists in the community (if available)			Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric	
Suggested Resources 1. Excerpts of dance from ICT devices 2. Musical instruments 3. Costumes and decor 4. Resource persons 5. Locally available materials for improvising instruments 6. ICT devices				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
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<p>Demonstrates exemplary use of body movements that are part of daily experience, expresses ideas, feelings and emotions with a high degree of effectiveness in a variety of ways in dance</p> <p>Creatively applies locomotor and non-locomotor/axial movements with effective use of dance elements in performance of traditional dances from the locality</p>	<p>Uses body movements that are part of daily experience, expressing ideas, feelings and emotions with a considerable degree of effectiveness in a variety of ways in dance</p> <p>Applies locomotor and non-locomotor/axial movements with considerable effective use of dance elements in performance of traditional dances from the locality</p>	<p>Demonstrates limited use of body movements that are part of daily experience in a variety of ways in dance</p> <p>Applies some locomotor and non-locomotor/axial movements with limited effectiveness in the use of dance elements in performance of traditional dances from the locality</p>	<p>Has difficulty using body movements that are part of daily experience with inaccurate expression of ideas, feelings and emotions in a variety of ways in dance</p> <p>Applies some locomotor and non-locomotor/axial movements with difficulty in a relatively uncoordinated manner in the performance of dances from the locality</p>	
Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>2.0 CREATING/ COMPOSING MUSIC</p>	<p>2.1 Rhythm (4 lessons)</p>	<p>By the end of the of the sub-strand the learner should be able to:-</p> <p>a) improvise rhythmic accompaniment to familiar songs using body percussion and other instruments for enjoyment,</p> <p>b) create own simple rhythmic patterns using body percussion and other improvised percussions for creativity and imagination,</p> <p>c) use digital devices for creating rhythmic accompaniment to</p>	<ul style="list-style-type: none"> • Learners are guided to express pulse of familiar songs by tapping/clapping/stamping. • Learners clap/tap/ rhythms to familiar songs. • Learners are guided to clap/tap rhythms with short and long sounds and silences • A learner plays a short rhythm on a drum or objects around and the others imitate. • In pairs or in groups, learners to create own repetitive rhythmic patterns using body percussions or other percussion instruments. • Learners are guided in using digital devices to create, record and 	<ol style="list-style-type: none"> 1. What is a beat? 2. How can you create your own rhythms using your body? 3. How can familiar rhythmic patterns be made more interesting? 4. How can you vary the rhythm of a familiar song?



		familiar songs for enjoyment.	playback own created accompaniment to familiar songs.	
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital literacy				
Link to PCIs: Education for Sustainable Development- waste management-use of improvised percussions made from locally available materials Life Skills Education: Skills of knowing and living with oneself-self-esteem, Decision making-creative thinking as they record and review own compositions		Link to Values: Respect, Responsibility, Unity and Patriotism		
Links to other Activity areas: Environmental activities, Mathematics activities, Language activities		Suggested Community Service Learning activities: <ul style="list-style-type: none"> Participating in religious and other community activities by playing percussion instruments 		
Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> Providing rhythmic accompaniment to singing during various school events 		Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric		
Suggested Resources <ul style="list-style-type: none"> Percussion instruments ICT tools such computers, audio/video recorders Sounds from the environment (animals, machines etc) Existing rhythmic work Resource persons 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Creatively and imaginatively improvises and creates rhythmic accompaniment to simple songs combining short and long sounds and silences	Improvises and creates rhythmic accompaniment to simple songs combining short and long sounds and silences	Improvises and creates rhythmic accompaniment to simple songs with some inaccuracies	Exhibits difficulty in creating rhythmic accompaniment to simple songs

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.2 Melody (4 lessons)	<p>By the end of the of the sub-strand the learner should be able to:-</p> <ul style="list-style-type: none"> a) identify melodic variations in familiar simple tunes demonstrating an awareness of pitch and rhythm, b) create melodic variations to familiar tunes in preparation for composition, c) apply variations of tempo and dynamics to familiar songs for enjoyment, d) use new words to a familiar tune for effective communication, e) create own melodic patterns from differently pitched objects to enhance creativity, f) use digital devices in creating and recording own created melodic patterns for digital literacy and presentation to other for discussions. 	<ul style="list-style-type: none"> • Familiar tunes are played/sang with some melodic variations and learners guided to identify the variations. • Learners should be guided to sing familiar tunes (4 to 8 bars long), introducing melodic variations • In groups learners are guided to sing familiar songs, introducing tempo and dynamic variations • Learners are guided to create and use new appropriate text to familiar tunes. • Learners are guided to create melodic patterns from differently pitched objects such as voice and tuned percussion (e.g. bottles filled with water to different levels or two-tone wood blocks) • Individually and in groups learners perform their 	<ol style="list-style-type: none"> 1. Which variations can be introduced in a song to make it more interesting? 2. Which songs are performed loudly or softly? 3. Why are songs performed slowly or fast? 4. Which tunes can be performed to different words?



			<p>compositions to the rest of the class and as a group discuss the compositions.</p> <ul style="list-style-type: none"> Learners use digital devices to create and record own melodic patterns and discuss giving ideas for modification. 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving , Learning to learn, Self -efficacy</p>				
<p>Link to PCIs: Life skills: Decision making skills-, Critical thinking Creative thinking, decision making- in composing</p>			<p>Link to Values: Respect, Responsibility, Unity and Integrity</p>	
<p>Links to other Activity areas : Language Activities, math activities, environmental activities</p>			<p>Suggested Community Service Learning activities: Performing during community events</p>	
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> Performing during various school events, Kenya music festivals Singing in church and other family/community events Performing own compositions at home and getting feed-back from family members 			<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>	
<p>Suggested Resources</p> <ul style="list-style-type: none"> Melodic instruments Excerpts of short melodies ICT devices 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately identifies melodic variations in familiar and other tunes, varies the tempo and dynamics (4 to 8 bars long) and creates new text to familiar tunes	Identifies melodic variations in familiar tunes	Identifies some melodic variations in familiar tunes	Shows difficulty in identifying melodic variations in familiar tunes

Creatively and imaginatively combines low and high sounds in creating melodic patterns using objects	Combines low and high sounds in creating melodic patterns using objects with considerable level of creativity	Combines a limited range of low and high sounds in creating melodic patterns using objects	Exhibits difficulty in combining low and high sounds in creating melodic patterns using objects
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Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING AND RESPONDING	3.1 Elements of Music (4 lessons)	By the end of the of the sub-strand the learner should be able to:- a) express initial personal reactions to musical performances for self-expression, b) distinguish and categorise sounds heard for aural discrimination, c) relate selected music to personal experience/story/event for emotional expression d) imitate short melodies with accuracy in pitch and rhythm for aural development, e) use appropriate terminology in explaining/discussing music listened to effective communication, f) relate specific music to appropriate events in the community,	<ul style="list-style-type: none"> • Learners listen to recorded/live music and probed to give their personal reactions to the music such as sad, happy • Learners listen to sounds/music and are guided in distinguishing and categorising the sounds as speaking voice, singing voice, adult voice, and child voice, female and male voice. • Learners listen to live/recorded music and talk about it in relation to their experiences/events/stories • Short melodies played and learners asked to imitate them paying attention to pitch and rhythm • Learners are guided to talk about music they listen to in relation to the basic music elements; ranges in dynamics; repetition and their effects • Learners sing familiar topical songs (health, environment, peaceful coexistence etc) with appropriate 	<ol style="list-style-type: none"> 1. What does the music make you think about? 2. How does it make you feel? 3. When do you feel like listening to certain types of music? 4. What is the difference between the voice of an adult and of a child? 5. How does the voice of a female compared to a male sound like?



		g) listen and discuss music heard from ICT devices for effective communication.	expressions and movements that illustrate focused listening <ul style="list-style-type: none"> Learners are guided to discuss music from ICT devices in terms of the message conveyed and feelings evoked 	
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital literacy.				
Link to PCIs: Life skills- Skills of knowing and living with others-effective communication, Decision making skills- critical thinking, decision making-through listening and responding to different genres of music			Link to Values: Respect, Responsibility, Unity and Integrity	
Links to other Activity areas : Language activities, Environmental activities			Suggested Community Service Learning activities Encourage learners to attend musical performances in the community and share their experiences in class.	
Suggested Non formal Activity to support learning: <ul style="list-style-type: none"> Performing during various school events, Kenya music festivals Attending concerts and music shows Attending cultural festivals Visit to music and cultural centres 			Suggested assessment: Oral/aural questions, portfolio, observation, check lists	
Suggested Resources <ul style="list-style-type: none"> Music excerpts (recorded audio-visual material) Live performers ICT devices Internet connectivity 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Explicitly expresses initial personal reactions to musical performances relating them to personal experiences and specific	Expresses initial personal reactions to musical performances relating them to personal experiences and specific events using appropriate terminologies	Expresses initial personal reactions to some musical performances relating them to personal experiences and specific events	Expresses initial personal reactions to musical performances inappropriately and has difficulty relating the music relating them to

<p>events using appropriate terminologies</p> <p>Imitates short melodies with high level of accuracy in pitch and rhythm and discusses music in terms of the messages conveyed and feelings evoked</p>	<p>Imitates short melodies with considerable level of accuracy in pitch and rhythm and discusses music in terms of the messages conveyed and feelings evoked</p>	<p>using a limited scope of terminologies</p> <p>Imitates short melodies with a limited level of accuracy in pitch and rhythm and discusses music in terms of the messages conveyed and feelings evoked</p>	<p>personal experiences and specific events.</p> <p>Imitates short melodies with a lot of inaccuracies in pitch and rhythm and cannot discuss the music in terms of the messages conveyed and feelings evoked</p>
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