



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**VISUAL ARTS
FOR LEARNERS WITH VISUAL IMPAIRMENTS**

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *‘to develop curriculum and curriculum support materials’* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonization of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on ‘Reforming Education and Training in Kenya for Sustainable Development’. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country’s future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4, 5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9), and Prevocational Level will subsequently follow.

It is my hope that the curriculum designs for learners with visual Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with visual Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with visual Impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed and adapted the Grade 7 curriculum designs for learners with visual impairment taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with visual impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present an assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed and adapted with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development and adaptation of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaptation of the Grade 7 curriculum design

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development and adaptation of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TABLE OF CONTENTS

FOREWORD	i
PREFACE	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
TIME ALLOCATION	v
NATIONAL GOALS OF EDUCATION	vi
LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL	viii
ESSENCE STATEMENT	viii
SUBJECT GENERAL LEARNING OUTCOMES	ix
STRAND 1.0: THE ARTS AND ENTREPRENEURSHIP	1
STRAND 2.0 PICTURE MAKING	9
STRAND 3.0: MULTIMEDIA ARTS	21
STRAND 4.0 INDIGENOUS CRAFTS	31
COMMUNITY SERVICE-LEARNING CLASS ACTIVITY	48

TIME ALLOCATION

S/No.	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect, which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships, which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system, which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii) Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Visual Arts in Junior School refers to two or three-dimensional art that appeals primarily to visual sensory perception. The subject aims at enabling the learner to develop a deeper understanding and appreciation of artistic, social and cultural expressions through two or three-dimensional artworks. Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts' knowledge. They learn, with growing sophistication, to express and communicate experiences through and about visual arts.

At this level, more tools, materials and techniques are introduced in addition to ICT integration. In relation to Dewey's Social Constructivism Theory, emphasis is laid on an experiential and participatory approach that will give the learner an opportunity to articulate their thoughts and feelings. Learners apply their knowledge and understanding through the appropriate and skillful use of visual arts practices. As learners progress through the levels of Visual Arts, their knowledge, understanding and practice as artists and viewers increases through exposure to a breadth of artists, craftspeople and designers. Learners engage with artworks, visual arts ideas, practices, histories and theories. Through learning in Visual Arts, learners consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society. They consider how historical forces and critical commentators shape the contribution of artistic ideas to society and culture. They also learn how formative contexts such as personal experience, family, education systems, values, beliefs, culture, class and society shapes the visual arts practices of both artists and viewers. Through creativity and collaboration learners with visual impairment are equipped with knowledge, skills, values and attitudes to help them create aesthetic and functional artworks in picture making, multimedia arts and indigenous craft with a focus on entrepreneurial skills. This subject lays a foundation for the study of visual and applied arts at Senior Secondary School

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary School, the learner should be able to:

1. Create aesthetic and functional artworks by exploring the expanded range of techniques, tools, media and emerging technologies.
2. Appreciate the rich and diverse local, historical and cultural heritage through their artworks.
3. Apply creative imagination, critical thinking and self-expression through their works of art
4. Explore the immediate environment for the acquisition of information, inspiration and resources for artistic expression
5. Apply display and presentation skills for appreciation of artworks.
6. Develop aesthetic awareness and judgment to enable appreciation of own and others' artworks.
7. Apply entrepreneurial and problem-solving skills in the creation of artworks
8. Recognise the role of government in exempting vat on machines and equipment imported for the purpose of teaching and training
9. Learners with visual impairments to enable them realise their full potentials in matters related to visual arts
10. Adapt to the changing economic environment to be relevant in the 21st century

STRAND 1.0: THE ARTS AND ENTREPRENEURSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 The Arts and Entrepreneurship	1.1 Categories of the Arts (4 Lessons)	By the end of the sub strand, the learner should be able to: a) research on the categories of the Arts b) create a presentation on the categories of Arts c) appreciate the various categories of the Arts.	<ul style="list-style-type: none"> ● Learners to research and discuss on categories of the Arts with clear verbal description information from journals, newspapers magazines and or using digital devices with assistive technologies, namely; <ul style="list-style-type: none"> - <i>visual arts</i> - <i>applied arts</i> - <i>performing arts</i> - <i>written/literary art</i> ● Learners to work in pairs or in groups to discuss and create a presentation on the categories of the Arts with emphasis on: <ul style="list-style-type: none"> - <i>relevance of content</i> - <i>oral presentation (using appropriate language, expressions, and tonal variation.</i> - <i>teamwork (actively participates in group activity with focus on behaviour modelling of respect and unity) (Support learners with blindness in activities that require sight)</i> ● Learners to talk about own and others' presentations with clear verbal descriptions on the categories of the Arts. 	<ol style="list-style-type: none"> 1. How are the Arts classified? 2. How do we differentiate the visual from performing arts? 3. Why do we have a presentation in Art?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners share information during group work on the categories of the Arts ● Learning to learn as learners research on the activities entailed in the arts careers. ● Digital literacy as learners use digital devices with assistive technologies to search for information on categories of Arts 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity and respect are enhanced as learners discuss harmoniously in groups or in pairs. ● Responsibility is enhanced as learners handle and use digital devices with assistive technologies with care. 				

- Integrity is enhanced as learners visit safe sites as guided by the teacher.

Pertinent and Contemporary Issues (PCIs):

- Citizenship is enhanced as learners relate own talents and abilities to the career opportunities in the Arts.
- Life skills are enhanced as learners develop interpersonal and effective communication during group presentations

Link to Other Subjects:

- Performing arts as learners discuss categories of Arts under this subject..
- English as learners discuss using new terminologies like visual arts, performing arts, literary arts
- Computer Science as learners use digital devices with assistive technology to search for information in preparation for presentation on categories of Arts.

Non Formal Activities to Support Learning:

- Learners help a friend during break time to list categories of Art.
- Learners practice a presentation on categories of Art at break time and make a presentation during a community exhibition.

Suggested Learning Resources:

- Digital devices with assistive technology,
- Journals,
- Magazines,
- Text books

Suggested Mode of Assessment:

- Oral questioning
- Rubric,
- Self and peer assessment

Suggested Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Research on four categories of the Arts.	Conducts research on four and discusses the categories of the Arts.	Conducts research on four categories of the Arts.	Conducts research on three categories of the Arts	Creates research on one categories of the Arts.
Create a presentation on four the categories of the Arts	Prepares a presentation on four categories of the Arts taking into consideration relevance of content and oral presentation	Create a presentation on four of the categories of the Arts	Create a presentation on three of the categories of the Arts	Create a presentation on one categories of the Arts

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 The Arts and Entrepreneurship	1.2 Career pathways in the Arts (4 Lessons)	By the end of the sub-strand, the learner should be able to: a) research on the career pathways related to the Arts b) create a presentation on the careers in the Arts c) appreciate career pathways related to the Arts.	<ul style="list-style-type: none"> ● Learners research on information on career pathways related to the Arts with clear verbal descriptions from journals, newspapers magazines and or using digital devices with assistive technologies; <ul style="list-style-type: none"> - <i>Advertising</i> - <i>Architecture</i> - <i>Computer Graphics</i> - <i>Education</i> - <i>Fashion</i> - <i>Fine Arts</i> - <i>Museum/Gallery</i> - <i>Photography/Film</i> - <i>Publishing</i> <p>Other areas:</p> <ul style="list-style-type: none"> - <i>Art Therapist</i> - <i>Cake Decorator</i> - <i>Caricaturists</i> - <i>Courtroom Sketch Artist</i> - <i>Event Planner</i> - <i>Food Stylist</i> - <i>Industrial Product Designer</i> - <i>Police Sketch Artist</i> <ul style="list-style-type: none"> ● Learners work in pairs or groups with clear verbal descriptions discuss and create a presentation on the information about career pathways in the Arts with emphasis on: <ul style="list-style-type: none"> - <i>relevance of content</i> 	<ol style="list-style-type: none"> 1. Why is knowledge on the pathways and careers related to Arts important? 2. How can the arts contribute to the economy of the nation?

			<ul style="list-style-type: none"> - <i>oral presentation (using appropriate language, expressions, and tonal, variation/eye contact while speaking with the audience)</i> • Learners to reflect positively on career opportunities related to the Arts with clear verbal descriptions. 	
Core competencies to be developed :				
<ul style="list-style-type: none"> • Communication and collaboration as learners share information to support own points on the careers related to visual Arts. • Learning to learn as learners research for information on careers related to the Arts. • Digital Literacy as learners use digital devices with assistive technology to search for information on career pathways related to the Arts. 				
Values:				
<ul style="list-style-type: none"> • Unity is enhanced as learners work together in harmony to search for information on career pathways related to Arts. • Respect is enhanced as learners discuss in groups and pairs in harmony. It is also enhanced as learner critique own and others' points positively. • Responsibility is enhanced as learners handle and use digital devices with assistive technologies with care. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> • Life skills are enhanced as learners develop Intrapersonal and effective communication during discussion and presentation. • Citizenship is enhanced as learners relate own talents and abilities to the career opportunities in the Arts. 				
Link to Other Subjects:				
<ul style="list-style-type: none"> • Performing arts as learners discuss and co-relate the disciplines under this subject. • English as learners discuss new terminologies related to the career pathways in the Arts • Computer Science as learners interact with digital devices with assistive technologies to research for information on career pathways related to Arts. 				
Non Formal Activities to Support Learning:				
<ul style="list-style-type: none"> • Learners hang posters of different careers within the school community. • Learners sing songs related to career pathways in Arts during break time. 				
Suggested Learning Resources:				
<ul style="list-style-type: none"> • Digital devices with assistive technologies, • Magazines, • Journals, • Newspapers. 				
Suggested Modes of Assessment:				
<ul style="list-style-type: none"> • Rubric, • Oral questioning 				

- Observation,
- Self and peer assessment

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Research on ten career pathways related to Arts.	Researches on twelve career pathways related to Arts.	Researches on ten career pathways related to Arts	Researches on nine career pathways related to Arts.	Researches on five career pathways related to Arts.
Create a presentation on four career pathways in Arts.	Creates a presentation on five career pathways in Arts	Creates a presentation on four career pathways in Arts.	Creates presentations on three career pathways in Arts.	Creates presentations on one career pathway in Arts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 The Arts and Entrepreneurship	1.1 Categories of the visual arts (4 Lessons)	By the end of the sub strand, the learner should be able to: a) explore and classify samples of 2D and 3D artworks b) create a presentation on the categories of the visual arts c) appreciate the categories of the visual arts.	<ul style="list-style-type: none"> ● Learners with low vision to observe and classify actual samples of 2D and 3D artworks ● Learners with blindness to manipulate actual samples of 3D and listen to clear verbal descriptions on actual samples of 2D artworks. ● Learners with low vision to watch and listen video clips of virtual samples of 2D and 3D artworks using digital devices with assistive technologies ● Learners with blindness to listen to clear verbal description on virtual samples of 2D and 3D artworks using assistive digital device with assistive technologies, 	<ol style="list-style-type: none"> 1. How do we differentiate 2D and 3D art forms? 2. Why should one have eye contact with the audience when presenting a PowerPoint presentation?

			<ul style="list-style-type: none"> • Learners with low vision to prepare a presentation on categories of 2D and 3D artworks by drawing with emphasis on: <ul style="list-style-type: none"> - <i>relevance of content</i> - <i>oral presentation (using appropriate language, expressions and eye contact while speaking with the audience)</i> - <i>teamwork (active participation in group activity, modelling respect and unity)</i> • Learners with blindness to prepare a presentation on categories of 2D and 3D artworks by sticking sand, green grams or rice to feel the dimensions on a outline of 3D cuboid with emphasis on: <ul style="list-style-type: none"> - <i>relevance of content</i> - <i>oral presentation (using appropriate language, expressions and tonal variations while speaking with the audience)</i> - <i>teamwork (active participation in group activity, modelling respect and unity)</i> • Learners to critique own and others' presentations with clear verbal descriptions on the categories of visual arts positively with clear verbal descriptions. 	
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Core competencies to be developed :

- Communication and collaboration as learners share information during discussion by using facts and examples to support their own points on the categories of the Arts.
- Learning to learn as learners research on the activities entailed in the Arts careers.
- Digital literacy as learners use digital devices with assistive technology to watch or listen to video clips of virtual samples of 2D and 3D.

Values:

- Unity is enhanced as learners discuss in harmony within groups and pairs during discussion and presentations.
- Respect is enhanced as learners critique own and others' opinions positively.
- Integrity is enhanced as learners visit only relevant sites as guided by the teacher.
- Responsibility is enhanced as learners handle and use digital devices with assistive technology carefully.

Pertinent and Contemporary Issues (PCIs):

- Citizenship is enhanced as learners relate own talents and abilities to the career opportunities in Arts.
- Life skills is enhanced as learners develop interpersonal and effective communication during group presentations
- Safety and security is enhanced as learners watch and or listen to video clips with clear verbal descriptions from safe sites as guided by the teacher.

Link to Other Subjects:

- English as learners discuss using new art terminologies related to 2D and 3D artworks
- Computer Science as learners use digital devices with assistive technology to search for information on 2D and 3D artwork

Non Formal Activities to Support Learning:

- Learners model 2D and 3D artworks during break time
- Learners help a desk mate draw 2D and 3D artwork during break time.
- Learners name 2D and 3D items in school environment

Suggested learning Resources:

- Digital devices with assistive technology,
- Journals,
- Magazines,
- Newspapers,
- Pencils,
- Paper,
- Samples of 2D and 3D artworks,
- Pencils,

<ul style="list-style-type: none"> • Sand, green grams, rice • Spur wheel.
Suggested Modes of Assessment: <ul style="list-style-type: none"> • Observation, • Self and peer assessment, • Rubric

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Classifies virtual and actual samples of 2D and 3D artworks.	Discusses and classifies virtual and actual samples of 2D and 3D artworks	Classifies virtual and actual samples of 2D and 3D artworks.	Classifies actual samples of 2D and 3D artworks.	Classify actual samples of 3D artworks
Creates a presentation on three categories of visual arts	Creates a presentation on the four categories of the visual arts.	Creates a presentation on three categories of visual arts	Creates a presentation on two categories of visual arts	Creates a presentation on one category of visual arts.

STRAND 2.0 PICTURE MAKING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>1.0 Picture Making</p>	<p>2.1 One-point Perspective Drawing (8 Lessons)</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>a) analyse components of perspectives in samples of cuboids drawn in one point perspective</p> <p>b) draw cuboids in varied views to depict one point perspective</p> <p>c) set up a still life composition of cuboid forms</p> <p>d) draw a still life composition of cuboid forms in one point perspective</p> <p>e) appreciate own and others' perspective drawings.</p>	<p>Learners with low vision to:</p> <ul style="list-style-type: none"> ● observe actual samples and or watch /listen to video clips of virtual sample drawing of cuboids in one point perspective using digital devices with assistive technologies with emphasis on: <ul style="list-style-type: none"> - <i>projection lines/convergence lines</i> - <i>vanishing point projection lines /convergence lines vanishing point horizon</i> ● draw cuboids in one point perspective and explore; <ul style="list-style-type: none"> - <i>normal eye view</i> - <i>bird's eye view</i> - <i>worms' eye view</i> with emphasis on; <ul style="list-style-type: none"> ✓ <i>projection lines/convergence lines</i> ✓ <i>vanishing point</i> ✓ <i>horizon</i> ● set up a still life composition of cuboid forms with emphasis on; <ul style="list-style-type: none"> - <i>election of variety of cuboid forms</i> - <i>placement of forms</i> 	<p>1. How is recession in a picture plane created in perspective drawing?</p> <p>2. Why are the different eye views important in perspective drawing?</p> <p>3. How is the effect of perspective made in picture?</p>

			<ul style="list-style-type: none"> • draw the still life composition comprising of cuboid forms with emphasis on; <ul style="list-style-type: none"> -one point perspective -normal eye view -Line -shape and form -overlap of forms -size of objects (near and far) -of forms -placement of forms -balance of forms • display and talk positively about own and others' work with clear verbal descriptions. 	
<p>Core competencies to be developed :</p> <ul style="list-style-type: none"> • Communication and collaboration as learners speak clearly and positively about own and others' artwork. • Learning to learn as learners do own research and apply information on various eye view in one-point perspective • Creativity and imagination as learners practice different ways of setting up a still life composition and artistically draw. • Digital literacy as learners use digital devices with assistive technologies to source for virtual samples of cuboid forms. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as the learners express their opinions during discussions and presentations positively. • Unity is enhanced as learners learn to work together during discussions in harmony • Patriotism is enhanced as learners use and take care of digital devices with assistive technologies provided by the school 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Life skills are enhanced as learners display and talk about own artwork. • Safety and security is enhanced as learners visit safe sites using digital devices with assistive technologies to source for information on one point perspective. 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> • English as learners relate to vocabularies such as perspective, horizon, vanishing point, eye view during discussion and presentations. • Computer Science as learners use digital devices with assistive technologies to search for information on one point perspective 				

<p>Non Formal Activities To Support Learning:</p> <ul style="list-style-type: none"> • Learners hang pictures taken from different perspectives on walls within the school environment. • Learners gift a desk mate a picture at break time taken from different perspectives to display in community exhibition for sale
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Newspapers, • Magazines • Journals, • Digital devices with assistive technologies, • Pencils, • Eraser • Ruler, • Drawing • Dapers, • Samples
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> • Observation, • Rubric, • Oral questioning, • Self and peer assessment

Suggested Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analysing the four components of perspectives in samples of cuboids drawn in one point perspective	Analyses five components of perspectives in samples of cuboids drawn in one point perspective	Analyses four components of perspectives in samples of cuboids drawn in one point perspective	Analyses three components of perspectives in samples of cuboids drawn in one point perspective	Analyses one component of perspectives in samples of cuboids drawn in one point perspective
Draw cuboids from three varied views to depict one point perspective	Draws and colours cuboids from three varied views to depict one point perspective	Draw cuboids from three varied views to depict one point perspective	Draw cuboids from two varied views to depict one point perspective	Draw one incomplete cuboids from one view to depict one point perspective

Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line, vanishing line	Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line, vanishing line and vanishing point	Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line and vanishing line	Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line	Set up an incomplete still life composition of cuboid forms
Draw a still life composition of cuboid forms on one point perspective with emphasis on horizon line, vanishing line and vanishing point	Draw a still life composition of cuboid forms on one point perspective with emphasis on horizon line, vanishing line and vanishing point	Draws a still life composition of cuboid forms on one point perspective with emphasis on , horizon line, vanishing line	Draw still life composition of cuboid forms on one point perspective with emphasis on horizon line	Draw an incomplete still life composition of cuboid forms

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Picture Making	2.1.1 One point perspective drawing (collage)	By the end of the sub-strand the learner should be able to: a) analyse components of perspectives in samples of cuboids drawn in one point perspective b) make a cuboid using collage technique in varied views to depict one point perspective c) set up a still life composition of cuboid forms	Learners with blindness to: <ul style="list-style-type: none"> • manipulate actual samples and or listen to video clips of virtual sample drawing of cuboids in one point perspective using digital devices with assistive technologies with emphasis on: <ul style="list-style-type: none"> - <i>projection lines /convergence lines</i> - <i>vanishing point</i> - <i>horizon</i> • Make a cuboid using collage technique in one point perspective and explore; <ul style="list-style-type: none"> - <i>normal eye view</i> - <i>bird's eye view</i> - <i>worms' eye view</i> with emphasis on;	<ol style="list-style-type: none"> 1. How is recession in a picture plane created in perspective drawing? 2. Why are the different eye views important in perspective drawing? 3. How is the effect of perspective made in picture making?

		<p>d) draw a still life composition of cuboid forms in one point perspective</p> <p>e) appreciate own and others' perspective drawings.</p>	<ul style="list-style-type: none"> - <i>projection lines/convergence lines</i> - <i>vanishing point</i> - <i>horizon</i> ● set up a still life composition of cuboid forms within marked outline with emphasis on; <ul style="list-style-type: none"> - <i>selection of variety of cuboid forms</i> - <i>placement of forms</i> ● make a still life composition using a collage technique within marked outline comprising of cuboid forms with emphasis on; <ul style="list-style-type: none"> - <i>one point perspective</i> - <i>normal eye view</i> - <i>Line</i> - <i>shape and form</i> - <i>overlap of forms</i> - <i>size of objects (near and far)</i> - <i>proportion of forms</i> - <i>placement of forms</i> - <i>balance of forms</i> ● display and talk positively about own and others' work with clear verbal descriptions. 	
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Core Competencies to be Developed:

- Communication and collaboration as learners speak clearly and positively about own and others' artwork.
- Learning to learn as learners do own research on and apply information on various eye view in one-point perspective.
- Creativity and imagination as learners practice different ways of setting up and using a collage technique to make a still life composition.
- Digital literacy as learners use digital devices with assistive technologies to source for virtual samples of cuboid forms

Values:

- Respect is enhanced as the learners express their opinions during discussions and presentations positively.
- Unity is enhanced as learners learn to work together during discussions in harmony
- Patriotism is enhanced as learners use and take care of digital devices with assistive technologies provided by the school

Pertinent and Contemporary Issues (PCIs):

- Life skills is enhanced as learners display and talk about own artwork.
- Safety and security is enhanced as learners visit safe sites using digital devices with assistive technologies to source for information on one point perspective.

Link to other Subjects:

- English as learners relate to vocabularies such as perspective, horizon, vanishing point, eye view during discussion and presentations.
- Computer Science as learners use digital devices with assistive technologies to search for information on one point perspective

Non Formal Activities To Support Learning:

- Learners hang pictures taken from different perspectives on walls within the school environment.
- Learners gift a desk mate a picture at break time taken from different perspectives to display in community exhibition for sale

Suggested Learning Resources:

- Newspapers,
- Magazines
- Journals,
- Digital devices with assistive technology,
- Spur wheel
- Styler
- Ruler,
- Drawing
- Papers,
- Samples

Suggested mode of assessment:

- Oral questioning
- Rubric
- Self and peer assessment
- Observation

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analysing four components of perspectives in samples of cuboids made using collage technique in one point perspective	Analyses five components of perspectives in samples of cuboids made using collage technique in one point perspective	Analyses four components of perspectives in samples of cuboids made using collage technique in one point perspective	Analyses three components of perspectives in samples of cuboids made using collage technique in one point perspective	Analyses one component of perspectives in samples of cuboids made using collage technique in one point perspective
Make cuboids using collage technique from three varied views to depict one point perspective	Makes cuboids using collage technique from four varied views to depict one point perspective	Makes cuboids using collage technique from three varied views to depict one point perspective	Makes cuboids using collage technique from two varied views to depict one point perspective	Makes one incomplete cuboids using collage technique from one view to depict one point perspective
Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line, vanishing line	Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line, vanishing line and vanishing point	Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line and vanishing line	Set up a still life composition of cuboid forms with emphasis on one point perspective, horizon line	Set up an incomplete still life composition of cuboid forms
Make a still life composition of cuboid forms using collage technique on one point perspective with emphasis on horizon line and vanishing line	Make a still life composition of cuboid forms using collage technique on one point perspective with emphasis on horizon line, vanishing line and vanishing point	Make still life composition of cuboid forms using collage technique on one point perspective with emphasis on , horizon line and vanishing line	Make still life composition of cuboid forms using collage technique on one point perspective with emphasis on one component	Make an incomplete still life composition of cuboid forms using collage technique

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
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<p>2.0 Picture Making</p>	<p>2.2 Painting (10 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> observe/ listen to descriptions of samples of a colour wheel to identify analogous and complementary colours create a colour wheel to illustrate analogous and complementary colours analyse the concepts of hue, intensity and value as properties of colour create colour gradation strips to depict colour intensity illustrate tonal value using gradation strips appreciate own and others' works on properties of colour gradation strips. 	<ul style="list-style-type: none"> ● Learners with Low vision to observe and identify analogous and complementary colours from actual samples of a colour wheel and or watch video clips of virtual samples of colour wheel using digital devices with assistive technologies ● Learners with blindness to listen to clear verbal descriptions of actual samples of colour wheel to identify analogous and complementary colours and or listen to virtual samples using digital devices with assistive technologies. ● Learners with Low vision to draw a colour wheel by: <i>Mixing primary colours and apply them on the colour wheel</i> <i>Mixing sets of primary colours to create secondary colours and apply them on the colour wheel</i> <i>Mixing sets of primary and secondary colours to create tertiary colours and apply them on the colour wheel</i> ● Learners with blindness to listen to clear verbal descriptions on how to mix and obtain other colours. <ul style="list-style-type: none"> - <i>Mixing sets of primary colours to create secondary colours and apply them on the colour wheel</i> - <i>Mixing sets of primary and secondary colours to create tertiary colours and apply them on the colour wheel</i> (Support learners with blindness in activities that require sight) 	<ol style="list-style-type: none"> Why is the chromatic grey used in creation of colour intensity? Why do we have analogous and complementary colours? How does one colour complement another?
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			<ul style="list-style-type: none"> • Learner with blindness to arrange objects painted in different colours of the colour wheel within a marked circular outline using sand to depict texture. (Support learners with blindness in activities that require sight) • Learner to work in groups or in pairs to label the analogous and complementary colours with clear verbal descriptions (Support learners with blindness in activities that require sight) • Learner to work in groups or in pairs to explore the concepts of hue, intensity and value as they observe/listen to verbal descriptions of objects in the environment <i>Plants</i> <i>Animals</i> <i>manmade forms</i> (Support • Learners with blindness in activities that require sight) • Learners with low vision to draw a gradation strip (7 x 1 cm) on paper • Learners with blindness to arrange gradation strips (7x1cm) provided by the teacher within marked outline • Learners to work in groups or in pairs with clear verbal description on how to mix the three primary colours in equal proportions to get a chromatic grey <i>-red +yellow+ blue.</i> (Support learners with blindness in activities that require sight) 	
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			<ul style="list-style-type: none"> • Learners work with in groups or in pairs with clear verbal descriptions to experiment mixing of hues to create intensity scales using the chromatic grey on one pure colour e.g. -<i>chromatic grey + blue etc .</i> (Support learners with blindness in activities that require sight) • Learners work in groups or in pairs with clear verbal descriptions to experiment mixing of hues to create value gradation strips by adding neutral e.g. <ul style="list-style-type: none"> - <i>white + red (tinting)</i> - <i>black+ red (shading)</i> (Support learners with blindness in activities that require sight) • Learners display and critique with clear verbal descriptions own and others' work positively. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration as learners speak clearly and effectively as they critique own and others' works as well as recognising value of others' ideas. • Learning to learn as learners investigate the effect of mixing colours to create new ones. • Self-efficacy as learners clearly talk about their own limitations and strengths with regard to their completed artworks. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as learners critique positively own and other's work during the mixing of colours • Responsibility is enhanced as learners clear their working areas and keep remaining colours safe for future use. • Unity is enhanced as learners work harmoniously in pairs or groups as they share the colours. • Integrity is enhanced as group leaders distribute colours to group members equally. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Personal hygiene is enhanced as the learners clean their hands after mixing colours and clears their working areas. • Life skills is enhanced as learners mix different colours in their dressing for different occasions. • Citizenship is enhanced as learners mention colours in the Kenyan flag. 				

<p>Links to Other Subjects</p> <ul style="list-style-type: none"> ● Integrated science as learners learn colour prism related to hue as a property of colour (perception of colour). ● English as learners learn new words like prism, hue, complimentary, intensity, analogous ● Agriculture as learners mention properties of soil and their colours such as clay- black.
<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Learners collect items within school compound that has different colours in the colour wheel ● Learners paint landmarks within school environment with different colours from colour wheel.
<p>Suggested Learning Resources;</p> <ul style="list-style-type: none"> ● Paint, ● Paint brushes ● Containers, ● Water, ● Watercolors, ● Stick
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Observation, ● Rubric ● Self and peer assessment. ● Oral questioning

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Describe samples of a colour wheel to identify analogous and complementary colours	Describes, makes and identifies samples of analogous and complementary colours from the colour wheel.	Describes samples of a colour wheel to identify analogous and complementary colours	Describes samples of a colour wheel to identify complementary colours	Describes incomplete samples of a colour wheel to identify complementary colours
Create a colour wheel to illustrate analogous and complementary colours	Creates a colour wheel, explain and illustrate analogous and complementary colours	Creates a colour wheel to illustrate analogous and complementary colours	Creates a colour wheel to illustrate complementary colours.	Creates an incomplete colour wheel to illustrate complementary colours .

Analyse the concepts of hue, intensity and value as properties of colour	Analyses and explain the concepts of hue, intensity and value as properties of colour	Analyses the concepts of hue, intensity and value as properties of colour	Analyses concepts of hue and intensity as properties of colour	Analyses concepts of hue as properties of colour
Create colour gradation strips to depict colour intensity and tonal value	Creates and explain colour gradation strips by mixing colours to depict their intensity and tonal value	Creates colour gradation strips by mixing colours to depict their intensity and tonal value.	Creates colour gradation strips by mixing colours to depict their intensity	Creates incomplete colour gradation strips by mixing colours to depict their intensity

STRAND 3.0: MULTIMEDIA ARTS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Multimedia Arts	3.1 Traditional 2D Animation (8 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) analyse aspects of flip books with simple scenic backgrounds b) make a flip book of a moving object against a simple scenic background c) manipulate the flip book to animate the moving object d) appreciate own and others' flip book animations. 	<ul style="list-style-type: none"> • Learners with low vision to observe and discuss actual sample flip books having simple scenic backgrounds and or watch video clips of virtual sample flip books having simple scenic backgrounds using digital devices with assistive technologies. with emphasis on: <ul style="list-style-type: none"> - <i>materials and tools used</i> - <i>Sequencing of objects image(s) (positioning of objects on subsequent pages).</i> - <i>frequency of image(s)-(speed of flick per second).</i> • Learners with blindness to manipulate and listen to clear verbal descriptions on actual samples of flip books having simple scenic backgrounds and or listen to virtual samples of flip books having simple scenic backgrounds using digital devices with assistive technologies with emphasis on: <ul style="list-style-type: none"> - <i>materials and tools used</i> - <i>Sequencing of objects image(s) (positioning of objects on subsequent pages).</i> - <i>frequency of image(s)-(speed of flick per second).</i> • Learners work in groups or in pairs to prepare the flip book using clear verbal descriptions by: 	<ol style="list-style-type: none"> 1. How do you create background for flip book animation? 2. Why is frequency important when making a flip book?

			<ul style="list-style-type: none"> - <i>collating the papers</i> - <i>trimming the papers</i> (Support learners with blindness in activities that require sight) ● Learners with low vision to draw a sequence of a moving object focusing on ; <ul style="list-style-type: none"> - <i>creation of simple scenic background</i> - <i>creation of sequence of one moving object</i> - <i>creativity (storyline),</i> - <i>craftsmanship in use of materials and tools</i> - <i>binding of papers (using string/stapling)</i> ● Learners with blindness to arrange object to show sequence of moving objects with clear verbal descriptions focusing on: <ul style="list-style-type: none"> - <i>creation of simple scenic background</i> - <i>creation of sequence of one moving object</i> <i>creativity (storyline),craftsmanship in use of materials and tools binding of papers (using string/stapling)</i> ● Learners to manipulate the flip book to animate the moving object against the scenic background with clear verbal descriptions. ● Learners critique with clear verbal descriptions, in groups own and others' work. 	
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Core competencies to be developed:

- Communication and collaboration as learners interact with others during making of flip book animations.
- Self- efficacy as learners critique positively and reflects on own and others' flip book animations as well as recognising the value of peers' ideas.
- Critical thinking and problem solving as a learner use available resources to make a flip book.
- Imagination and creativity as the learner create a flipbook with a linear background.

- Learning to learn as a learners explore the online resources to search for information on flip book animation.
- Digital literacy as a learner interact using digital devices with assistive technologies to observe and or listen to videos clips of virtual samples of flip book animations with linear backgrounds.

Values:

- Respect is enhanced as learners critique positively own and others' works during the display session.
- Unity is enhanced as learners share available resources as they work together in groups in harmony.
- Responsibility is enhanced as learners handle and use digital devices with assistive technologies with care.
- Integrity is enhanced as learners visit only safe sites as guided by the teacher.

Pertinent and Contemporary Issues (PCIs)

- Environmental conservation is enhanced as learners recycle paper for making flipbook
- Health Education is enhanced as learners wash hands after handling materials and tools
- Safety and Security is enhanced as learners exercise safety during usage and storage of sharp tools.

Link to other subjects:

- Performing arts when flip book animation are used to communicate pertinent message during performances
- Mathematics as learners consider measurement when making Facebook.

Non formal activities to support learning:

- Learners make a flip book and give a guest of honour during prize giving day
- Learners make a flip book and give a neighbour as a birthday present.

Suggested Learning Resources;

- Papers,
- Cutting tools,
- Digital devices with assistive technologies,
- Strings,
- Staples

Suggested Modes of Assessment:

- Observation ,
- Rubric,
- Self and peer assessment.
- Oral questioning.

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analyses, explains and makes a flipbook of a moving object against a simple scenic background	Analyses, explains and makes a flipbook of a moving object against a simple scenic background using suitable papers, trimming and binding.	Analyses, explains and makes a flipbook of a moving object against a simple scenic background	Analyses and makes a flipbook of a moving object against a simple scenic background	Analyses and makes incomplete flipbook
Manipulate the flipbook to animate the moving object with sequence.	Manipulates the flip book to animate the moving object with repeated sequence	Manipulates the flip book to animate the moving object with sequence	Manipulates the flip book to animate the moving object.	Manipulate flip book

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 MultiMedia Arts	3.2 Stencil Printing (10 hours)	By the end of the sub strand, the learner should be able to: a) identify full repeats and alternate patterns in stencil printing b) design a motif from organic and inorganic shapes c) prepare a stencil with organic or inorganic motifs for fabric decoration d) create a full repeat pattern by stencil printing on fabric e) create an alternate repeat stencil print pattern on fabric f) appreciate own and others' stencil printed works	<ul style="list-style-type: none"> • Learners with low vision to observe and listen to clear verbal descriptions of actual samples of full repeats and alternate patterns in stencil printing and or watch video clip on virtual samples of full repeats and alternate patterns in stencil printing using digital devices with assistive technologies. • Learner with blindness to listen to clear verbal descriptions of actual samples of full repeats and alternate patterns in stencil printing and or listen to virtual samples of full repeats, and alternate patterns in stencil printing using digital devices with assistive technologies. • Learners work in groups or in pairs to design a motif from geometric (inorganic) shapes to 	<ol style="list-style-type: none"> 1. Why do we need a motif in printing? 2. Why do we follow a procedure of preparing a stencil for printing? 3. How do we achieve full repeat and alternate patterns in stencil printing?

			<p>be used in creating a full repeat pattern in stencil printing (<i>focusing on creativity and originality</i>) with clear verbal descriptions. (Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> ● Learners to work in groups or in pairs to prepare stencil based on the inorganic motif with clear verbal descriptions focusing on: <ul style="list-style-type: none"> - <i>selection of materials used in stenciling</i> - <i>transferring of inorganic motif onto the stencil</i> - <i>Cutting out of the motif from the stencil (positive & negative space)</i> - <i>making of registration marks on the fabric</i> - <i>preparation of printing ink and surface</i> - <i>printing of the full repeat pattern on fabric using dabbing method</i> - <i>fixing the ink by ironing</i> . (Support learners with blindness in activities that require sight) ● Learners work in groups or in pairs to design a motif from organic (natural) shapes to be used in creating alternate repeat patterns in stencil printing with clear verbal description (<i>focusing on creativity and originality</i>) (Support learners with blindness in activities that require sight) ● Learner work in groups or in pairs to prepare stencil based on the organic motif with clear verbal descriptions focusing on: 	
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			<ul style="list-style-type: none"> - <i>transferring of inorganic motif onto the stencil</i> - <i>Cutting out of the motif from the stencil (positive & negative space)</i> - <i>making of registration marks on the fabric</i> - <i>preparation of printing ink and surface</i> - <i>printing of the alternate repeat pattern on fabric using dabbing method (and improvised printing paste)</i> - <i>fixing the ink by ironing</i> (Support learners with blindness in activities that require sight) ● Learners to display and critique positively with clear verbal description own and others' work, and make the necessary adjustments 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners interact during group or pair discussions and presentations. ● Imagination and creativity as learners develop motifs form organic and inorganic forms. ● Learning to learn as learners prepare stencils for print making. ● Digital literacy as learners interact with digital devices with assistive technology to search for information and understand stenciling, full repeats, and alternate patterns. ● Self-efficacy as learners prepare prints and critique positively with clear verbal descriptions own and others' work. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as the learner works in groups or in pairs in harmony ● Responsibility is enhanced as learner takes care while using and storing cutting tools and organising the working area neatly. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Health Education is enhanced as learner washes hands after handling materials and cleaning working area. ● Safety and security is enhanced as learner takes precautions while working with cutting tools to avoid injuring group members. 				
<p>Link to other subjects</p> <ul style="list-style-type: none"> ● Mathematics as learners use knowledge on geometric forms learnt in mathematics when designing motifs using geometric shapes 				

<ul style="list-style-type: none"> ● English as learners use new words such as stencils, print learnt in English during this lesson. ● Social Studies as learners use natural resources from the environment such as leaves as motifs.
<p>Non formal activities to Support Learning:</p> <ul style="list-style-type: none"> ● Learners prepare a motif artwork and gift most disciplined learner in class. ● Learners prepare a motif art work to be displayed during cultural day in school.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Cutters, ● Masking tape, ● Tracing paper, ● Strings ● Carbon paper, ● Dye, ● Glue, ● X -ray film,
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Self and peer assessment ● Oral questioning ● Rubric, ● Observation,

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identify full repeats and alternate patterns in stencil printing	Identifies different full repeats and alternate patterns in stencil printing	Identifies full repeats and alternate patterns in stencil printing	Identifies full repeats in stencil printing.	Identifies incomplete repeats in stencil printing
Design a motif from organic and inorganic shapes	Designs different motif from organic and inorganic shapes.	Designs a motif from organic and inorganic shapes	Designs a motif from organic shapes	Designs an incomplete motif from organic shapes

Make different full repeat pattern in stencil printing on fabric.	Makes and explain different full repeat pattern in stencil printing on fabric.	Makes different full repeat pattern in stencil printing on fabric.	Makes a full repeat pattern in stencil printing on fabric.	Makes an incomplete repeat pattern in stencil printing.
Make different an alternate repeat pattern in stencil printing on fabric.	Makes and explains different an alternate repeat pattern in stencil printing on fabric.	Makes different an alternate repeat pattern in stencil printing on fabric.	Makes an alternate repeat pattern in stencil printing on fabric.	Makes an incomplete alternate repeat pattern in stencil printing on fabric.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Multimedia Arts	3.3 Photography (6 Lessons)	By the end of the sub-strand, the learner should be able to: a) explore aspects of traditional human portraiture using actual and virtual samples b) take self-portrait using a digital device c) apply ICT skills to edit the captured photographs d) appreciate own and others photographs taken using digital devices.	<ul style="list-style-type: none"> • Learners with low vision to observe/listen to and analyse aspects of traditional human portraiture and or watch video clip on virtual samples of traditional human portraiture using digital devices with assistive technologies emphasis on; <ul style="list-style-type: none"> - <i>portrayal of subject's mood</i> - <i>portrayal of the subject (chest upwards)</i> - <i>profile (front or side)</i> - <i>centering the subject within the grid</i> • Learners with blindness to listen to and analyse actual samples of aspects of traditional human portraiture and or listen to video clips on virtual samples of aspects of traditional human portraiture using digital devices with assistive technologies emphasis on; <ul style="list-style-type: none"> - <i>portrayal of subject's mood</i> - <i>portrayal of the subject (chest upwards)</i> - <i>profile (front or side)</i> 	<ol style="list-style-type: none"> 1. How do you develop a creative portrait? 2. Why do we edit images?

			<ul style="list-style-type: none"> - <i>centering the subject within the grid</i> ● Learner to work in pairs, take portrait using a digital devices with assistive technologies from the chest upwards with emphasis on the following aspects; <ul style="list-style-type: none"> - <i>mood of the subject</i> - <i>creative profile</i> - <i>light effect</i> - <i>suitable background</i> - <i>clarity of image</i> ● Learner to work in pairs or in groups to edit image by cropping and adding visual effects with clear verbal descriptions. (Support learners with blindness in activities that require sight) ● Learners to display and critique positively with clear verbal description own and others' work. 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> ● Digital literacy as learners interact with a digital device with assistive technologies to take and edit self-image. ● Self-efficacy as learners set targets, take and edit own portrait to accomplish the task. ● Communication and collaboration as learners engage in pairs or in groups and speak clearly as they take, edit, and present images. ● Imagination and creativity as learners create inspirational self-portraits by adding effects on the image. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Citizenship is enhanced as learners take photographs in different sites of environment showing Kenyan rich heritage 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners take care of own and others' materials during group activity. ● Unity is enhanced as learners take photographs together 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> ● English as learners use captured photographs to write creative stories/captions 				

<ul style="list-style-type: none"> ● Business studies as learners learn the skills of giving balance to friends after taking them photos at a reduced costs in a community dowry giving ceremony
<p>Non formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners take photos of their friends at a reduced price and buy lunch for the disadvantaged learners in school. ● Learners take photos of their leaders during special ceremonies in school
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Digital devices with assistive technologies, ● Pictures, ● Journals, ● Newspapers, ● Magazines
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> ● Observation, ● Oral questioning ● Self and peers assessment

Assessment Rubric:

Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Explore aspects of traditional human portraiture using samples	Explores and explain aspects of traditional human portraiture using samples	Explores aspects of traditional human portraiture using samples	Explores aspects of traditional human portraiture	Explores incomplete aspects of traditional human portraiture
Use ICT skills of editing images by cropping	Applies ICT skills of editing images by cropping and adding visual effects on the captured photographs	Applies ICT skills of editing images by cropping	Applies ICT skills of editing images without cropping.	Apply incorrect ICT skills of editing image

STRAND 4.0 INDIGENOUS CRAFTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
4.0 Indigenous Crafts	4.1 Pottery 10 Lessons)	By the end of the sub strand, the learner should be able to: a) observe/ listen to actual and or virtual demonstrations on the process of clay preparation b) prepare and store clay in readiness for modeling c) analyse samples of coiled items for familiarization d) model a vessel using coil technique for self-expression e) decorate the modelled vessel using appropriate techniques f) construct an open pit kiln and fire the clay vessels g) analyse the procedure of firing in an open pit kiln h) appreciate own and others' works.	<ul style="list-style-type: none"> • Learners with low vision to observe/ listen to actual demonstrations on the process of clay preparation and or watch video clips on virtual demonstration tion using digital devices with assistive technologies <i>Learners with blindness to listen to clear verbal descriptions on actual demonstrations on the process of clay preparation and or listen to video clips on virtual demonstration on the process of clay preparation using digital devices with assistive technologies.</i> • Learners work in groups or in pairs to prepare and store clay in readiness for modeling focusing on; <ul style="list-style-type: none"> - <i>drying the clay</i> - <i>removal of impurities</i> - <i>crushing clay</i> - <i>sieving clay</i> - <i>slaking clay</i> - <i>sieving clay</i> - <i>drying clay</i> - <i>kneading and wedging</i> - <i>storage methods</i> - <i>shallow pit</i> - <i>banana fibres</i> - <i>plastic buckets</i> (Support learners with blindness in activities that require sight) 	<ol style="list-style-type: none"> 1. Why does one prepare clay? 2. Why are impurities removed from clay? 3. Why are items arranged with spacing between them in a kiln during firing?

			<ul style="list-style-type: none"> ● Learners to analyse actual samples of coiled items and or watch /listen to virtual samples of coiled items for familiarization using digital devices with assistive technologies. ● Learners work in groups or in pairs to model and decorate a vessel using coil technique with clear verbal descriptions focusing on: <ul style="list-style-type: none"> - <i>uniformity of the coils</i> - <i>joining of the coils</i> - <i>smoothing of the coils (on the inside of the vessel-and parts of the outer surface)</i> (Support learners with blindness in activities that require sight) ● Learners work in groups or in pairs to decorate the modelled vessel using a combination of the following techniques:- <ul style="list-style-type: none"> - <i>burnishing</i> - <i>impressing</i> ● Learners work in groups or in pairs to construct an open pit kiln and fire the vessels with focus on: <ul style="list-style-type: none"> - <i>digging the shallow pit</i> - <i>preparing the base (twigs, firewood)</i> - <i>arranging the items into the pit</i> - <i>arranging the fuelling material over the items</i> - <i>firing</i> - <i>removal of fired items</i> ● Learners watch a live or listen to verbal descriptions of virtual demonstration on 	
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			<p>process of firing in an open pit kiln using process of firing and analyse:</p> <ul style="list-style-type: none"> - <i>the process of preparing it</i> - <i>the process of loading the items the process of firing it</i> <ul style="list-style-type: none"> • Learners to critique positively with clear verbal description own and others' artwork. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> • Communication and collaboration as learners speak clearly and effectively using appropriate language with others during group work. • Critical thinking and problem solving as the learners explore options of building an open pit kiln, loading and firing the clay items. • Digital literacy as learners use digital devices with assistive technologies to search for information on pottery. • Learning to learn as learners model the clay vessels, decorates and constructs an open pit kiln, and fire clay items. • Creativity and imagination as learners model and decorate coil vessels. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love is enhanced as learners share materials and tools during the group tasks. • Responsibility is enhanced as learners handle and take care of the materials and tools used in open pit firing. • Patriotism is enhanced as learners use recycled resources in the environment such as maize cobs and broken plastics to light the fire. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Safety and Security is enhanced as learners handle and use sharp tools with care • Health Education is enhanced as learners wash their hands after handling the materials and clearing their working areas. • Environmental conservation is enhanced as learners source for fuel and uses recycled resources in the environment such as maize cobs and broken plastics to light fire in an open pit kiln. 				
<p>Links to other subjects</p> <ul style="list-style-type: none"> • Agriculture as learners use knowledge about characteristics of soil types when using clay to model • Social studies as learners use information about cultural heritage in regards to pottery making among Kenyan communities. • English as learners use new words like kiln, pottery, model, clay 				
<p>Non formal activities to Support Learning:</p> <ul style="list-style-type: none"> • Learners collect materials from school environment and use them in pottery work • Learners take pottery items during lunch break to be displayed during community exhibitions 				

<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Clay, ● Source of fire, ● Water, ● sieve, ● cutting tools
<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Rubric, ● Oral questioning, ● Observation, ● Self and peer assessment

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Discuss the process of clay preparation and storage for modelling	Discusses the process of clay preparation ,storage and explains process of modelling	discusses the process of clay preparation and storage for modelling	discusses the process of clay preparation	Discusses incomplete process of clay preparation
Analyse samples of coiled items for familiarization	Analyses samples of coiled items for familiarization and models own	Analyses samples of coiled items for familiarization	Analyses samples of coiled items.	Analyses incomplete samples of coiled items
Model a vessel with uniform and neatly joined coils.	Models a vessel with uniform, neatly joined and smoothed coils.	Models a vessel with uniform and neatly joined coils.	Models a vessel with uniform coils	Models a vessel with incomplete joined coils
Decorates the modelled vessel using burnishing and impressing techniques	Decorates and explains the modelled vessel using burnishing and impressing techniques.	Decorates the modelled vessel using burnishing and impressing techniques.	Decorate the modelled vessel using burnishing techniques	Decorates incomplete modelled vessel using burnishing techniques
Analyse the procedure of firing in an open pit kiln and fires the clay vessel	Analyses the procedure of firing in an open pit kiln, process of loading items in a kiln and fires the clay vessel	Analyse the procedure of firing in an open pit kilns and fires the clay vessel	Analyse the procedure of firing in an open pit kilns	Analyse incomplete procedure of firing in an open pit kilns

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
4.0 Indigenous Crafts	4.2 Sculpture (10 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) discuss samples of relief sculptures b) prepare papier maché for modelling a mask c) design mask in low relief using papier maché d) create mask in low relief using papier maché e) discuss virtual and actual samples of clay models in the round f) create an animal form sculpture in the round using clay g) appreciate own and others' sculptural work. 	<ul style="list-style-type: none"> ● Learners with low vision to observe and discuss actual samples of relief sculptures made from papier maché and or watch and discuss video clips of virtual samples of relief sculptures made from papier maché using digital devices with assistive technologies focusing on; <ul style="list-style-type: none"> - <i>the process</i> - <i>materials and tools</i> ● Learners with blindness to manipulate and discuss actual samples of relief sculptures made from papier maché and or listen to video clips of virtual sample of relief sculptures made from papier maché focusing on; <ul style="list-style-type: none"> - <i>the process</i> - <i>materials and tools</i> ● Learners to work in groups or in pairs with clear verbal description to prepare the pulp with emphasis on; <ul style="list-style-type: none"> - <i>selection of paper (recycled paper)</i> - <i>shredding</i> - <i>soaking</i> - <i>pounding</i> - <i>addition of adhesive.</i> (Support learners with blindness in activities that require sight) ● Learners to work in groups or pairs to sketch the mask on paper and or 	<ol style="list-style-type: none"> 1. How is stability achieved in sculpture? 2. How does one create models, using clay? 3. Why is an armature important in the creating clay models?

			<p>marked outline. (Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> ● Learners work in pairs or in groups to create a mask in low relief with clear verbal description emphasizing on; <ul style="list-style-type: none"> - <i>balance</i> - <i>drying in a dry, cool and well aerated place</i> - <i>finishing (decorate by painting).</i> - (Support learners with blindness in activities that require sight) ● Learners to analyse and discuss with clear verbal descriptions models of clay in the round from actual and or virtual sources using assistive technology in regard to decorative techniques. <ul style="list-style-type: none"> - <i>burnishing,</i> - <i>incising embossing</i> ● Learners to work in pairs with clear verbal descriptions to make a sketch of an animal form and construct an armature with emphasis on; <ul style="list-style-type: none"> - <i>size</i> - <i>materials (paper and strings)</i> - <i>balance.</i> <p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> ● Learners to model a sculpture in the round based on animal forms with 	
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			<p>clear verbal description, using clay with emphasis on:</p> <ul style="list-style-type: none"> - <i>balance</i> - <i>solids</i> - <i>voids</i> - <i>plane</i> - <i>finishing (texturing)</i> - <i>drying in a dry, cool and well aerated place.</i> <p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> ● Learners to display and critique positively with clear verbal description own and others' work 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners display their models, confidently talk about their work and experiences as they interact with others in groups. ● Learning to learn as learners experiment with materials used in preparing papier maché ● Imagination and creativity as learners design and produce original sculptures. ● Digital literacy as learners interact with digital devices with assistive technology to search for information on sculpture. ● Self-efficacy as learners display and appreciate own and others' works as well as accomplishing the task. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is enhanced as learners appreciate own and others' works. ● Responsibility is enhanced as learners clear work surface at the end of a working session. ● Love is enhanced as learners share resources with others during group work. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Environmental Conservation is enhanced as learners re-use old paper to make papier maché sculpture. ● Safety and Security is enhanced as learners are sensitized on measures to take when handling resources collected and recycled for making artworks. ● Animal welfare is enhanced as learners create awareness on animal welfare as they make sculptures in the round based on animal forms 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> ● Agriculture as learners refer to anatomy of animal as they model animal forms. 				

<ul style="list-style-type: none"> ● Integrated Science as learners collect the right soil for modelling considering stickiness as a property of soil.
<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Learners plant flowers at break time in various pots modelled during the lesson. ● Learners tell a school mate about pots modelled by different communities
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Papers, ● Sculptures, ● Digital devices with assistive technology ● Clay soil
<p>Suggested Mode of Assessment:</p> <ul style="list-style-type: none"> ● Observation, ● Checklist, ● Oral questioning ● Rubric

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Discuss the process of making relief sculptures and the tools used	Discusses the process of making relief sculptures, the tools and materials used.	Discusses the process of making relief sculptures and the tools used.	Discusses the process of making relief sculptures	Discusses incorrect process of making relief sculptures
Prepare papier maché for modelling design and make a mask in low relief using papier maché with emphasis on balance and drying	Prepare papier maché for modelling design and make a mask in low relief using papier maché with emphasis on balance, drying and finishing	Prepare papier maché for modelling design and make a mask in low relief using papier maché with emphasis on balance and drying	Prepares papier mache for modelling a mask with emphasis on balance.	Prepares incomplete papier mache for modelling a mask
Discuss virtual and actual samples of clay models in the round	Discuss virtual and actual samples of clay models in the round and create an animal form sculpture using clay	Discuss virtual and actual samples of clay models in the round	Discuss actual samples of clay models in the round	Discuss incomplete actual samples of clay models in the round

Design and produces a sculpture by constructing an armature taking into consideration size and materials.	Designs and produces a sculpture by constructing an armature taking into consideration Size, materials and balance.	Designs and produces a sculpture by constructing an armature taking into consideration size and materials.	Designs and produces a sculpture by constructing an armature.	Designs and produces an incomplete sculpture by constructing an armature.
Make an animal form sculpture in the round using clay with emphasis on <i>balance, Solids, voids, plane</i>	Makes an animal form sculpture in the round using clay with emphasis on <i>balance, Solids, voids, plane</i> , and procedurally dries and decorates	Makes an animal form sculpture in the round using clay with emphasis on <i>balance, Solids, voids, plane</i>	Makes an animal form sculpture in the round using clay.	Makes an incomplete animal form sculpture in the round using clay

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
4.0. Indigenous Crafts	4.3 Ornaments (8 Lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between ornaments and jewellery from samples b) analyse materials and tools used in making wire armlet c) create an armlet using wires for self-expression d) analyse earrings made using natural materials for inspiration to create own e) make earrings using natural materials f) appreciate own and others' armlets and earrings.	<ul style="list-style-type: none"> ● Learners with low vision to distinguish between ornaments and jewellery from actual samples by observation/manipulation and or watch/listen to video clips to distinguish between ornaments and jewellery virtual samples using digital devices with assistive technologies with focus on; <ul style="list-style-type: none"> - <i>function</i> - <i>materials</i> - <i>Tools</i> ● Learners with blindness to distinguish between ornaments and jewellery from actual samples by manipulation and or listen to video clips to distinguish between ornaments and jewellery virtual samples 	<ol style="list-style-type: none"> 1. Why is it important to consider choice of materials and tools while making jewellery? 2. Why is finishing important as a process in jewellery making? 3. How can one display the finished armlet? 4. Why is it important to consider the finish and design while making earrings? 5. How would one effectively display earrings for self-expression?

			<p>using digital devices with assistive technologies with focus on;</p> <ul style="list-style-type: none"> - <i>function</i> - <i>materials</i> - <i>Tools</i> <ul style="list-style-type: none"> • Learners to work in groups or pairs to analyse materials and tools to make wire armlet with clear verbal descriptions with emphasis on; <ul style="list-style-type: none"> - <i>suitable wire (pliable)</i> - <i>appropriate tools scissors, tin snips, hammer, pliers-, flat nose pliers, round nose pliers and wire cutters, pencil</i> • Learners to work in groups or in pairs to design and create an armlet using wires with clear verbal descriptions with focus on; <ul style="list-style-type: none"> - <i>design</i> - <i>size of the armlet</i> - <i>making the armlet</i> - <i>appropriate finishing (filing of the edges)</i> <p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> • Learners with low vision to study and analyse actual samples of earrings made from natural materials and or watch video clips on virtual sample of earrings made from natural materials using digital devices with assistive technologies with focus on; <ul style="list-style-type: none"> - <i>design</i> 	
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			<ul style="list-style-type: none"> - <i>materials used (inedible seeds, wood, horn, shells</i> - <i>and animal hide)</i> - <i>finishing techniques</i> • Learners with blindness to manipulate and analyse actual samples of earrings made from natural materials and or listen to video clips on virtual samples of earrings made from natural materials using digital devices with assistive technologies with focus on; <ul style="list-style-type: none"> - <i>design</i> - <i>materials used (inedible seeds, wood, horn, shells</i> - <i>and animal hide)</i> - <i>finishing techniques</i> • Learners to work in groups or in pairs with clear verbal descriptions to design and create earrings with emphasis on: <ul style="list-style-type: none"> - <i>design</i> - <i>preparation of the materials</i> - <i>(cleaning, cutting/drilling holes twisting, folding, sanding)</i> - <i>decoration (painting, incising, burning, varnishing, staining)</i> - <i>stringing the materials</i> - <i>finishing (clasps, hooks, stoppers, spacers,)</i> <p>(Support learners with blindness in activities that require sight)</p>	
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			<ul style="list-style-type: none"> • Learners to display and critique with clear verbal descriptions own and others' armlets and earrings. 	
<p>Core Competencies to be Developed</p> <ul style="list-style-type: none"> • Creativity and imagination as learners make ornaments using locally available materials. • Communication and Collaboration as learners discuss in groups during virtual and actual research. • Critical thinking and problem solving as learners create different options to improvise local resources to make jewellery. • Digital literacy as learners use digital devices with assistive technologies to search for information on materials and jewellery making. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as learners work and share in groups or in pairs the varied types of local jewellery from actual and virtual environment in harmony. • Patriotism is enhanced as learners display constructed jewellery from diverse Kenyan communities, share knowledge and skills used in jewellery making from local communities • Respect enhanced as learners appreciate own and other's jewellery pieces during display and positively critique. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> • Safety and Security is enhanced as learners handle and use sharp materials and tools with care • Health Education is enhanced as learners observe hygiene as they recycle materials and use objects from the environment. • Environmental conservation is enhanced as learners reuse paper in making papier maché. 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> • Mathematics as learners measure the fitting sizes of the jewellery made. • Computer Science: as learners use digital devices with assistive technologies to search for information on jewellery. 				
<p>Non Formal Activities to Support Learning:</p> <ul style="list-style-type: none"> • Learners sell jewellery to teachers during break time in order to buy school uniform for a needy learner. • Learners wear jewellery from different communities for different occasions. 				
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Jewellery, • Ornaments, • Wire cutter, • Earrings, • Scissors, • Tin snips hammer pliers, 				

<ul style="list-style-type: none"> • Wires • Pencils
Suggested Mode of Assessment: <ul style="list-style-type: none"> • Oral questioning • Rubric, • Self and peer assessment

Assessment Rubric

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Identify three materials and two tools used in making wire armlet	Identifies four materials and two tools for making wire armlet.	Identify three materials and two tools used in making wire armlet	Identifies two materials and two tool for making wire armlet	Identifies one material and a tool for making wire armlet
Distinguish between ornaments and jewellery samples from different communities	Distinguishes between, and makes ornaments and jewellery samples from different communities.	Distinguishes between ornaments and jewellery samples from different communities	Distinguishes between ornaments and jewellery samples	Not able to distinguish between ornaments and jewellery samples
Creating an armlet using wires of appropriate size, craftsmanship and finish	Designs and makes a well-designed armlet of appropriate size, craftsmanship and finish for self-expression.	Creates an armlet using wires of an appropriate size, craftsmanship and finish	Creates an armlet using wires of appropriate size	Creates incomplete armlet using wires of appropriate size
Analyses earrings made using natural materials and makes own neat earrings for inspiration	Analyses earrings made using natural materials and makes own neat and unique earrings for inspiration	Analyses earrings made using natural materials and makes own neat earrings for inspiration	Analyses earrings made using natural materials and makes own earrings	Analyses earrings made using natural materials and makes incomplete own earrings

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
<p>4.0 Indigenous Crafts</p>	<p>4.4 Weaving on a Frame loom (8 Lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> analyse samples of 2/2 twill weave structure make a frame loom using mitre joints prepare recyclable materials for weaving create a scarf in 2/2 twill weave using two colours apply finishing techniques on the woven scarf. appreciate own and others' woven artwork. 	<ul style="list-style-type: none"> • Learners with low vision to observe and analyse actual samples of 2/2 twill weave and or watch/ listen to video clips on virtual samples of 2/2 twill weave using digital devices with assistive technologies focusing on: <ul style="list-style-type: none"> - <i>materials and tools used</i> - <i>weave structure</i> - <i>weaving device (frame)</i> • Learners with blindness to manipulate and analyse actual samples of 2/2 twill weave with clear verbal descriptions and or listen to video clips on virtual 2/2 twill weave samples using digital devices with assistive technologies focusing on: <ul style="list-style-type: none"> - <i>materials and tools used</i> - <i>weave structure</i> - <i>weaving device (frame loom)</i> - <i>loom)</i> • Learners work in groups or pairs to make a frame loom using meter joints with clear verbal descriptions to be used in weaving with emphasis on: <ul style="list-style-type: none"> - <i>alignment joints</i> - <i>nail spacing</i> - <i>sturdiness of the frame</i> <p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> • Learners work in groups or in pairs with clear verbal descriptions to select and reuse flexible weaving materials available in the locality namely: <ul style="list-style-type: none"> - <i>woolen yarn</i> - <i>Plain coloured cloth.</i> 	<ol style="list-style-type: none"> Why is choosing of materials important in weaving? How does waisting differ from sagging? Why is a frame loom necessary for weaving? Why should one <i>finish</i> a woven scarf?

			<p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> • Learners work in groups or in pairs with clear verbal descriptions to warp the loom with emphasis on: <ul style="list-style-type: none"> - <i>equal tension of warps</i>. (Support learners with blindness in activities that require sight) • Learners work in groups or in pairs with clear verbal descriptions to weave (2/2) scarf in two colours on a frame loom, taking into account the following weaving defects: <ul style="list-style-type: none"> - <i>Waisting</i> - <i>Sagging</i>. <p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> • Learners work in groups or in pairs with clear verbal descriptions to explore and apply finishing techniques on the woven scarf with emphasis on; <ul style="list-style-type: none"> - <i>knotting</i> - <i>tasseling (trimming /alignment, uniformity, colour alternation)</i>. <p>(Support learners with blindness in activities that require sight)</p> <ul style="list-style-type: none"> • Learners to display and positively critique with clear verbal description own and others' work. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners share resources such as loom, and speak clearly and effectively in a logical flow during group interactions. • Imagination and creativity as learners explore ideas for weaving from recyclable objects. • Digital literacy as learners effectively and creatively interact with digital devices with assistive technologies to search for information on weaving. • Learning to learn as learners share learnt knowledge while making the loom in pairs. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love is enhanced as learners share ideas and resources as they work in groups and in pairs. 				

- Unity is enhanced as learners work in groups or in pairs in the physical or online environment.
- Respect is enhanced as learners demonstrate self-discipline as they work collaboratively when making the loom in pairs and use it for weaving.

Pertinent and Contemporary Issues (PCIs)

- Safety and Security is enhanced as learners handle and use sharp cutting tools.
- Life skills is enhanced as learners reuse wool or cloth as weaving materials

Link to other subjects

- English as learners use new terminologies such as twill weave and sagging when discussing.
- Religious Education as learners use natural resources created by God such as sticks in weaving.

Non Formal Activities to Support Learning:

- Learners weave a scarf and give best runner during inter classes sports competition
- Weave a scarf and gift a desk mate to display during community exhibition.

Suggested Learning Resources:

- 2/2 twill weave,
- Loom,
- Cutting tools,
- Nails,
- Thread,
- Wool

Suggested Modes of Assessment:

- Rubric
- Oral questioning
- Observation

Assessment Rubric:

Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analyse actual and virtual samples of 2/2 twill woven structure	Analyses and explain actual and virtual samples of 2/2 twill woven structure	Analyses actual and virtual samples of 2/2 twill woven structure	Analyses actual samples of 2/2 twill woven structure	Analyses an actual sample of 2/2 twill woven structure
Make a strong frame loom using mitre joints to be used	Makes a neat and strong frame loom using mitre joints to be used	Makes a strong frame loom using mitre joints to be used in	Makes a weak frame loom using mitre joints to	Makes a weak incomplete frame loom

in 2/2 twill weaving prepare recyclable materials for weaving	in 2/2 twill weaving and prepares recyclable materials for weaving	2/2 twill weaving prepares recyclable materials for weaving	be used in 2/2 twill weaving	.to be used in 2/2 twill weaving
Weave a scarf in 2/2 twill weave using 2 colours with no defects, visible diagonal pattern	Weaves a scarf in 2/2 twill weave using 2 colours with no defects, visible diagonal pattern and colours are vividly depicted.	Weaves a scarf in 2/2 twill weave using 2 colours with no defects, visible diagonal pattern	Weaves a scarf in 2/2 twill weave using 2 colours with no defects	Weaves an incomplete scarf in 2/2 twill weave
Finish neat scarf using knotting and tasseling technique	Finishes neat scarf using knotting and tasseling techniques	Finishes scarf using knotting and tasseling technique	Finishes scarf using knotting technique	unfinished scarf using knotting technique

COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners with visual impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners with blindness will be grouped with those who have sight. Learners will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with visual impairment to execute a simple school based CSL class activity. This activity can be done in 1-2 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with blindness who may require more time to implement the CSL project.

CSL Skills to be covered

- i) **Research:** Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analysing information and presenting their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, and presentation skills using varied modes.
- iii) **Citizenship:** Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners will develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners will consider how to source and utilise resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
<p>Learners will be guided to consider the various PCIs provided in the subject in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify a problem in the school community through research; b) develop a plan to solve the identified problem in the community; c) design solutions to the identified problem; d) implement solution to the identified problem; e) share the findings to relevant actors; f) reflect on own learning and relevance of the project; g) appreciate the need to belong to a community. 	<ul style="list-style-type: none"> • In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention. • In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. • In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. • Learners brainstorm on the resources needed for the activity and source for them. Learners with blindness to be guided in selecting materials that are safe and accessible such as tactile charts, pictures, graphs and braille. Those with low vision to use reference materials with appropriate font size and contrasting colours as well as three dimensional resources. • In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. Learners with visual impairments to be supported in preparation and use of data collection methods and tools such as questionnaires, focus discussions and interviews. • In groups, learners to develop appropriate tools for collecting data with the guidance of the teacher. • In groups, learners collect data and record findings. Learners with blindness to work with sighted peers when collecting data. The sighted peers would support in explaining or describing aspects that require use of sight. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

		<ul style="list-style-type: none"> • Learners with blindness to use audio recorders to record the responses. • In groups, learners discuss their findings, develop various reporting documents and use them to report on their findings. • Based on the research report, learners implement a project to get solutions to the identified problem. Learners with blindness to work with sighted peers and ensure the project site is free from hazards such as hanging trees, sharp objects and potholes to ensure safe mobility. • Learners use feedback from peers and the school community to improve on the implementation of the project. • In groups learners discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. • Learners reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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Assessment Rubric				
Criterion	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a pertinent issue in school the community to be addressed.	Gives Justification for the identified pertinent issue in the school community to be addressed.	Identifies a pertinent issue in the school community to be addressed.	States a pertinent issue in the school community to be addressed.	Recalls a pertinent issue discussed in class.

Planning to solve the identified issue.	Designs and develops a step-by-step plan of the activities to be carried out in the process of solving the problem.	Develops a plan to solve the identified problem.	Gives an outline of a plan to solve the identified problem.	States activities to be included in the plan to solve the identified problem.
Designing and implementing solutions to the identified problem.	Designs, implements and solves the identified problem.	Designs and implements solutions to the identified problem.	Designs solutions to the identified problem.	Suggests solutions to the identified problem.
Sharing findings to relevant actors.	Incorporates feedback from relevant actors to the findings.	Shares findings to relevant actors.	Gives brief description of findings to relevant actors.	States aspects of the findings to relevant actors.