

MUSIC ALONE SHALL LIVE
for the elementary music classroom



CREATIVE ARTS

GRADE 7



SESSION OUTCOMES



By the end of the session participants should be able to:

- Outline learning Areas in Visual Arts, Performing Arts and Physical Education and Sports Subject Cluster,
- Outline the specific subject competencies to be developed in Junior Secondary School,
- Develop the requisite pedagogy to achieve the expected learning outcomes within the cluster,
- Appreciate the role of Visual Arts, Performing Arts and Physical Education and Sports subjects in moulding a 21st century learner.



KWL

- 1. What *I know* about
- 2. What *I want to know* about



LEARNING AREAS

1. Visual Arts

2. Performing Arts: Music, Dance, Theatre, Elocution and Film

3. Physical Education and Sports

VISUAL ARTS



Essence Statement

- Visual Arts in Junior School refers to two or three-dimensional arts 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.
- 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. Through creativity and collaboration, the learner is equipped with knowledge, skills, values and attitudes to help them create aesthetic and functional artworks, with a focus on entrepreneurial skills.
- This subject lays a foundation for the study of visual and applied arts at Senior Secondary School.

VISUAL ARTS CONT...D

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.

ORGANIZATION OF CONTENT



STRANDS	SUB STRANDS
0 THE ARTS AND ENTREPRENEURSHIP	<ul style="list-style-type: none">▪ Categories of the Arts▪ Career pathways related to the Arts▪ Categories of the visual arts
0 PICTURE MAKING	<ul style="list-style-type: none">▪ One point perspective drawing▪ Painting
0 MULTIMEDIA ARTS	<ul style="list-style-type: none">▪ Traditional 2D animation▪ Stencil Printing▪ Photography▪ Community Service learning Photography project

ORGANIZATION OF CONTENT



STRANDS

4.0 INDIGENOUS CRAFTS

SUB STRANDS

- Pottery
- Sculpture
- Ornaments
- Weaving on a frame loom

PERFORMING ARTS



Essence Statement

- Performing Arts offers the learner a platform to use musical instruments, voice, technological media, and the body in space for artistic expression.
- The curriculum integrates diverse subject matter in music, dance, film, elocution and theatre to allow the learner to explore and discover their own abilities and interests. This is in line with Howard Gardner's (1983) Multiple Intelligence Theory which indicates that learners possess different kinds of minds and therefore, learn, remember, perform, and understand in different ways.
- Performing arts will enable the learner to develop the ability to express ideas and feelings artistically.

ESSENCE STATEMENT CONT...D



- The curriculum in this area is aimed at enabling the learner to develop an understanding and appreciation of artistic and cultural expression through scripting, improvisation, choreography, body movement, acting, reciting, singing, playing musical instruments, composing music, narration, public speaking, interpreting music and contextual drama, and application of performance techniques. This is in line with the Kenyan Constitution 2010 article 11 which provides for promotion and conservation of all forms of culture.

GENERAL LEARNING OUTCOMES CONT'...



- 5) Evaluate music, dance, theatre, elocution and film works to make meaningful connections to local and international communities.
- 6) Use locally available materials to make instruments, costumes, scenery and props for use in performance.
- 7) Use available technology to enhance learning and develop creativity in music, dance, theatre, elocution and film.
- 8) Use music, dance, theatre, elocution and film to address pertinent and contemporary issues in society.

PERFORMING ARTS



General Learning Outcomes

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

- 1) Perform music, dance, theatre, elocution and film works for self and cultural expression.
- 2) Perform different genres of music, dance, theatre, elocution and film to promote diverse cultural knowledge.
- 3) Create musical, theatrical, elocution and film artworks within specified guidelines for enjoyment and appreciation.
- 4) Perform alone and with others for individual development, self-fulfilment and enjoyment.

ORGANIZATION OF CONTENT

Strand	Sub strands
1. Performing Arts Basic Elements	1.1 Introduction to Performing Arts 1.2 Rhythm 1.3 Pitch 1.4 Narrative 1.5 Verse 1.6 Skit
2.0 Creating	2.1 Rhythm 2.2 Melody 2.3 Narrative 2.4 Verse 2.5 Skit

ORGANIZATION OF CONTENT CONT'D



Strand	Sub strands
3.0 Performing	3.1 Folk songs 3.2 Kenyan idiophones and membranophones 3.3 Western solo instruments 3.4 Kenya Folk Dance 3.5 Narrative 3.6 Verse 3.7 Skit
4.0 Critical Appreciation	4.1 Kenyan Folk music 4.2 Kenyan Folk Dance 4.3 Narrative 4.4 Verse 4.5 Skit



ORGANIZATION OF CONTENT CONT'

Strand	Sub strands
5.0 Performing Arts in Society	5.1 Place of Performing Arts in society

PHYSICAL EDUCATION AND SPORTS



Essence Statement

- Physical Education (PE) is the learning and development of fundamental movement skills and ability to use them safely for active and healthy lifestyles.
- Sports is any activity that involves physical exertion and skills where an individual participates for recreation or reward.
- PE builds a foundation for identification of sporting talent which can later be developed through participation in sports.
- Anchored in The Constitution of Kenya 2010 (Schedule 4).



Subject General Learning Outcomes

- By the end of Junior Secondary School level, the learner should be able to :
 1. Exhibit positive intrapersonal and interpersonal skills of communication during play.
 2. Perform skills that promote physical fitness and hygiene for a healthy lifestyle.
 3. Explore natural abilities in sports to nurture talent for personal development.
 4. Manage economic resources acquired from use of talents and financial rewards.

SUBJECT GENERAL LEARNING OUTCOMES CONT'...



5. Demonstrate patriotism and nationalism through participation in sports and games.
6. Develop skills in sports using technology for enjoyment, perfection and digital citizenship.
7. Conserve resources in the economic and physical environment for sustainability.
8. Apply pertinent and contemporary issues during games and sports.
9. Apply rules and regulations in Physical Education and Sports ethically, for harmonious civic coexistence.
10. Appreciate Kenyan culture by participation in games and sports in the community.

PHYSICAL EDUCATION AND SPORTS



ORGANIZATION OF CONTENT- GRADE 7

STRAND	SUB STRAND	8-4-4
1.0 Games	1.1 Chest pass in Netball	
	1.2 Dodging and marking in Netball	
	1.3 Footwork in Netball	
	1.4 Passes and reception in Handball	
	1.5 Footwork in Handball	Form 1
	1.6 Dodging and marking in Handball	Form 2
	1.7 Dribbling in Handball	Form 1
	1.8 Shooting in Handball	Form 1 and Form 2

PHYSICAL EDUCATION AND SPORTS



STRAND	SUB STRAND	8-4-4
2.0 Athletics	2.1 Long jump	Form 1 and Form 2
	2.2 Javelin	Form 1 and Form 2
	2.3 Sprint start	Form 1, 2 and 3
	2.4 Running in Sprints	Form 1, 2 and 3
	2.5 Finishing techniques in Sprints	Form 1, 2 and 3
	2.6 Baton change in Relay	Form 2

PHYSICAL EDUCATION AND SPORTS



STRAND	SUB STRAND	8-4-4
3.0 Physical fitness and Health	3.1 Pre-exercise assessment of flexibility, balance and coordination	Form 1 and Form 2
	3.2 Fitness activities for flexibility, balance and coordination	Form 1 and Form 2
	3.3 Post exercise assessment of flexibility, balance and coordination	Form 1 and Form 2

PHYSICAL EDUCATION AND SPORTS

STRAND	SUB STRAND	8-4-4
4.0 Career Opportunities in Sports	4.1 Games and Sports related careers	Non existent
	4.2 Use of talent to generate income	Non existent

Strand: Options

STRAND	SUB STRAND	8-4-4
5.0 Hockey	5.1 Equipment, grip and stance	Form 1
	5.2 Passing	Form 1
	5.3 Hitting	Form 1
	5.4 Stopping	Form 1
6.0 Kabaddi	6.1 Defensive positioning and entry	Non existent
	6.2 Defensive skills	Non existent
	6.3 Attacking skills	Non existent
7.0 Swimming	7.1 Water orientation	Form 1
	7.2 Front crawl	Form 1
	7.3 Back stroke	Form 2

DELIVERY AND PEDAGOGY

- Methodology used in Creating Arts is focused around a learner-centred, inquiry based learning approach, project-based learning, task based approach, reflective approach and collaborative approach.
- These approaches emphasises on the learners' responsibility in taking charge of their own learning through interactions with each other, manipulation and use of variety of learning materials, sharing experiences, interrogating facts and creating new knowledge.
- Delivery is purely by practical work , demonstrations and observation of virtual or actual samples will be vital to be able to guide the learner on the expected outcomes .

DELIVERY AND PEDAGOGY CONT'...



- Emphasis on procedures and guided steps to coming up with artworks .
- All strands have a brief project set up with emphasis on creativity and exploration to ensure that by the end of the strand a learner has a tangible artwork to present.
- Learners will carry out a performance project on the strands covered. They will be expected to identify pertinent and contemporary issue(s) in the community through research and thereafter perform simple project(s) to solve the identified problem(s).



Visual Arts:

- Visual Arts in Junior School will be delivered purely by practical work, demonstrations and observation of virtual or actual samples will be vital to be able to guide the learner on the expected outcomes .
- Emphasis on procedures and guided steps to coming up with artworks.
- All strands have a brief project set up with emphasis on creativity and exploration to ensure that by the end of the strand a learner has a tangible artwork to present.



Performing Arts:

- Performing Arts is a combination of five subject areas namely: Music, dance, film, theatre, and elocution.
- Builds on to the foundation laid in previous grades in a spiral manner.
- Learners will carry out a performance project on the strands covered. They will be expected to identify pertinent and contemporary issue(s) in the community through research and thereafter perform simple project(s) to solve the identified problem(s).



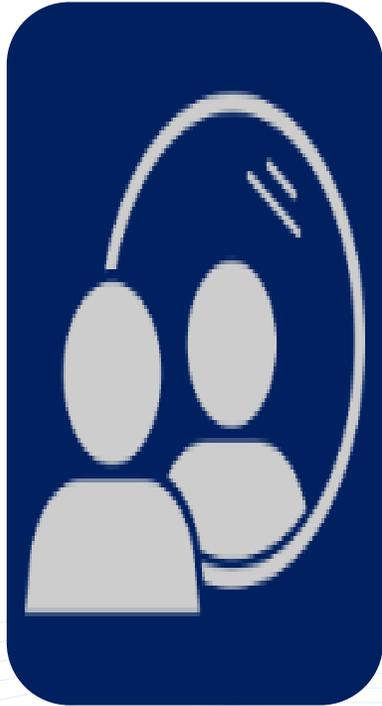
Physical Education and Sports:

- Physical Education and Sports design has an essence statement which provides rationale for teaching the subject.
- The design also provides optional games and sports to take care of inequalities in terms of resources and facilities.
- The design builds foundation for senior school where some learners will pursue the Arts and Sports pathway.

TIME ALLOCATION



- Visual and Performing Arts have been allocated 3 lessons per week for 10 weeks in a term. This brings the total number to 90 lessons in Grade 7.
- Physical Education and Sports has been allocated 2 lessons per week for 10 weeks in a term. This brings the total number of lessons to 60 lessons in Grade 7.



Self-Reflection

1. I learnt.....
 2. I need to learn more about.....
 3. How I will apply what I have learnt
- Suggestions I have for improvement of the session

Upload your responses on

<https://forms.office.com/r/7nHVcLMZrt>

Facilitators to use this link to View Responses:

<https://tinyurl.com/KWL-Facilitators>



THANK YOU

