

1.0: Creating and Executing

1.1: Percussion Musical Instruments (Drawing)

Activity 1

- a) a-shaker b -Kayamba c - drum d - Adongo e - shaker f – Bell
- b) a-Luo, Luhya b -Mijikenda c – used widely d - Luo e - Kamba f – Maasai
- c) They produce sound when they are struck, shaken or scraped
- d) Select an instrument you can play.

Activity 2 - 4

Observe and study the instruments you have identified.

Activity 5

1. Drum
2. Luo, Luhya, Kikuyu
3. Drumhead, resonator, tuning peg
4. Drumhead – It is the surface that is struck to produce sound.
Resonator – It amplifies and enriches the sound made by the drumhead.
Tuning peg – It tightens or loosens the drumhead to change the pitch of the drum.

Activity 6

1. Drum head
2. Resonator
3. Tuning pegs
4. Beater/sticks
5. Fillers

Activity 7

Draw any percussion instrument.

Activity 10

1. Charcoal sticks
3. Charcoal sticks are made from twigs. The twigs are heated at a high temperature in an enclosed container.

Activity 12

1. Drawing of pictures that are shaded.

2. Use your hand to point at light-shaded areas.
3. Use your hand to point at darkly shaded areas.
4. Background
5. It is a technique of shading.

Activity 13

1. I can see colour strips and drawings showing how colours change from dark to light.
2. The colours are spread gradually from dark on one side to light on the other side.
3. Tinting is adding white to a colour to make it lighter.
4. Shading is adding black or making a colour darker to show depth or shadow.
5. Smudging is gently rubbing or blending pencil or charcoal to create smooth, soft tones.
6. The picture was likely drawn using pencils, coloured pencils, charcoal or pastels.

Revision questions 1.1

1. Identify the parts given.
2. Hitting, shaking or scraping.
3. A non-melodic percussion instrument
4. Vibration of the skin membrane when struck.
5. Drum, Shaker,
6. Draw a drum appropriately
7. Pencil
8. Make the colour darker
9. Burns
10. Charcoal sticks
11. Softwood, Sand (for heating)
12. Smudging is blending or rubbing pencil or charcoal marks to make smooth shading.
13. a) Because fingers help blend the pencil or charcoal smoothly.
b) She could use a tissue, cotton wool or blending stump.
c) By using good shading, tonal variation, details and smooth blending.
14. When drawing, use pencil shading and smudging to show light and dark areas.

1.2 Netball

Activity 1

1. The girl in the picture is passing the ball using a chest pass. She holds the ball close to her chest and pushes it forward with both hands straight to her teammate.
2. A chest pass is performed by holding the ball at chest level, stepping forward and pushing the ball straight out with both hands. Your arms extend forward and your wrists flick to send the ball quickly and accurately to your teammate.

Activity 4

1. The boy is passing the ball using an overhead pass. He holds the ball above his head and throws it forward to his teammate.
2. An overhead pass is performed by holding the ball above your head with both hands, stepping forward and throwing it forward over your head. Your arms fully extend and your hands follow through in the direction of the pass.

Activity 7

1. The hands are held apart with fingers spread, forming a “W” shape to catch the ball safely. Both hands are used to secure the ball.
2. To catch a ball in Netball:
 - Observe the ball as it comes.
 - Move towards the ball if needed.
 - Use both hands with fingers spread.
 - Absorb the impact by slightly bending your elbows.
 - Hold the ball securely before passing or shooting.
3. A double-handed catch is catching the ball with both hands to keep it safe and under control during the game.

Activity 10

1. The ball is made using cord, twine or rope.
2. The pictures show macramé knotting, often using square knots or half knots.

Revision questions 1.2

1. Chest pass and Overhead pass
2. Hold the ball at chest level, step forward and push the ball straight out to your teammate using both hands.
3. He was using two hands.
4. Passing is throwing or sending the ball to a teammate to keep possession and move it toward the goal.
5. Draw a simple round ball and colour it using paper, cloth or plastic.
6. To practice when a real ball is not available
 - To save money.
 - To encourage creativity.
7. Cloth, rope
8. Use clean materials.
 - Avoid throwing scraps on the ground.
 - Recycle used items responsibly.
9. Clear the area to avoid obstacles.
 - Wear proper shoes to prevent slipping.
 - Warm up before practising to avoid injuries.

10. Teamwork is when players work together, support each other and cooperate to achieve a common goal in the game.

1.3 Painting and Montage

Activity 1

1. The colours are red, blue and yellow.
2. Colour wheel
3. The colours are primary colours.
4. Primary colours are the basic colours, red, blue and yellow, that cannot be made by mixing other colours. They are used to create all other colours.

Activity 2

1. The colours are purple, orange and green.
2. Colour wheel or secondary colour chart.
3. They are secondary colours.
4. Secondary colours are colours made by mixing two primary colours.

Activity 4

1. The primary colours are red, blue and yellow.
2. The secondary colours are green, orange and purple.
3. The pictures use colour value to show depth, shadow and highlights.

Activity 11

1. There are several paintings in each picture.
2. The paintings are arranged together creatively to form a single composition.
3. A montage is a composition made by combining different images or pictures into one artwork to show a theme or tell a story.

Revision questions 1.3

1. Primary and secondary colours.
2. Secondary colour
3. Primary colours
4. Purple
5. Shading is making a colour darker by adding black or gradually pressing harder with a pencil/paint to show depth and shadow.
6. To make the colour lighter or create tints.
7. Black
8. A montage composition is an artwork made by combining different images or pictures into one composition.
9. Overlapping is placing one image partly on top of another to create depth and interest.
10. To stick the different images or materials together securely.

11. Scissors, craft knife/cutter
12. Glue, paste, tape
13. Red, blue, yellow
14. A colour wheel is a circular diagram showing the relationship between primary, secondary and sometimes tertiary colours.

1.4 RHYTHM

Activity 1

1. a) Crotchet
b) A pair of quavers

Activity 8

1. A pair of quavers and crotchet
2. French rhythm name of a pair of quavers is ta-te and a crotchet is taa.
3. Crotchet

Activity 10

Repeat writing the notes given to create a repeating rhythm pattern.

Activity 12

1. Taa, ta-te, ta-te, taa, taa, ta-te, ta-te, taa
2. Taa, taa, ta-te, taa, taa, ta-te
3. Ta-te, taa, ta-te, ta-te, taa, ta-te

Revision questions 1.4

1. Rhythm is the pattern of long and short sounds or beats in music. It helps to create a sense of movement.
2. A pair of quavers and crotchet
3. Taa
4. Ascenders: b, d, f, h, k, l, t
Descenders: g, j, p, q, y
5. Compose a rhythmic pattern accurately.
6. Clear and easy to follow
Balanced (variation and repetition)
Interesting and creative
Matches the mood or style of music
7. Repetition – repeating certain beats
Variation – changing some beats for interest
8. Practice writing taa and ta-te in a clear, bold style.

9.

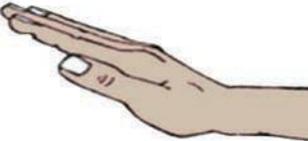
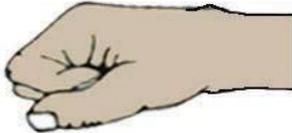
Rests	Note name
	Crotchet
	Quaver

1.5 Melody

Activity 1-3

Study the solfa syllables and sing them as is in the activities.

Activity 5

Kodaly hand sign	Solfa syllable
	r
	d
	m

Activity 9

Add rhythms using the note crotchet and a pair of quavers.

Activity 11

1. Clay slabs
2. Take a piece of soft clay.
Place it on a smooth working surface.
Use a rolling pin or bottle to flatten the clay evenly.
Roll it until you get a flat, even piece (a slab).
Cut the slab into desired shapes, such as rectangles or circles, as needed.
3. Start by drawing light, smooth lines without using a ruler.
Make sure tall letters with ascenders (b, d, f, h, k, l, t) stretch upward.
Write slowly and neatly, making the curves and strokes clear.

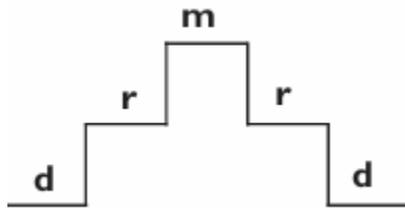
Maintain equal spacing between letters.

Revision questions 1.5

1. A good melody:

- Is easy to sing.
- Has clear pitch movement (up and down).
- Has a steady rhythm.
- Is interesting and memorable.
- Has a smooth flow from one note to another.

2. Solfa ladder



3. Compose a melody appropriately.
4. A clay slab is a flat, even piece of clay that has been rolled out using a rolling pin or smooth bottle.
5. Modelling is the process of shaping, forming or creating objects using soft materials like clay.
6. Clay, water, rolling pin or bottle, cutting tools, working board or mat, sticks for marking designs.

2.0 PERFORMING AND DISPLAYING

2.1 Athletics

Activity 1

1. The learners are in different starting positions.
Their foot spacing and knee positions are different.
2. Their hands are placed behind the starting line.
3. Bunch start: The feet are very close together and the back knee is almost touching the front foot.
Medium start: The feet are moderately spaced and the back knee is slightly behind the front foot.
Elongated start: The feet are far apart and the back knee is placed well behind the front foot.

4. Sprint starts help runners begin a race with speed and power. In Athletics, there are three types of sprint starts: the bunch start, where the feet are close together; the medium start, where the feet are moderately spaced; and the elongated start, where the feet are placed far apart. During sprinting, runners lean slightly forward, swing their arms strongly, lift their knees high and take quick, light steps. Good sprint starts and proper sprinting techniques help athletes run faster, maintain balance and finish the race well.

Activity 5

1. Picture (a): The athlete's body is leaning slightly forward, with arms swinging correctly and knees lifted.
Picture (b): The athlete is running upright with a forward lean and taking long, powerful strides.
Picture (c): The athletes are leaning forward as they approach the finish line.
2. In picture (b), the athlete is taking long, extended strides to help increase speed while sprinting.
3. The athletes in picture (c) are finishing the sprint by leaning their bodies forward and running through the finish line, without slowing down.

Activity 8

1. Flag
2. Black, green, white, red
3. Paint brush, colours

Revision questions 2.1

1. In a medium start, the feet are placed at a moderate distance apart. In an elongated start, the feet are placed far apart, with the back knee much farther behind the front foot.
2. It is important because good posture helps athletes run faster, stay balanced, avoid injuries and use their energy efficiently.
3. The Kenyan flag has four colours.
4. Black, green, white, red
5. Black represents the people of Kenya.
6. It shows national pride, unity, identity and support for Kenyan athletes representing the country.
7. Draw as instructed correctly.
8. Draw as instructed correctly.
9. Athletes finish sprinting by leaning forward and running through the finish line without slowing down.
10. Warm up properly before running.
Use a flat, safe running surface.
Avoid pushing or blocking other runners.

2.2 Gymnastics

Activity 1

1. The learner is performing a crab balance, lifting the body off the ground while facing upwards.
2. The learner is using both hands and feet to support the body while keeping the hips lifted.

Activity 4

1. The learner is performing a side roll, rolling sideways across the floor.
2. The learner is using the shoulders, arms, back and legs to roll safely and smoothly.

Revision questions 2.2

1. A side roll is a gymnastics movement where a person rolls sideways across the floor to develop coordination, balance and flexibility.
2. Hands, feet, hips, arms and legs for support
3. One faces upwards
4. Perform on a soft or padded surface.
Tuck the chin while rolling to protect the head and neck.
Lift hips and roll smoothly without rushing.
5. Improves body coordination and balance.
Strengthens arms, legs and core muscles.
Increases flexibility and control of movements.
6. Back
7. Combination
8. Crab balance
9. Sit on the ground with knees bent and feet flat.
Place hands behind you with fingers pointing towards feet.
Lift your hips off the ground using hands and feet.
Keep the body balanced and steady.
Hold the position for a few seconds, then gently lower.
10. Side roll is important because it develops coordination, balance, flexibility and safe rolling techniques, which are essential for other gymnastics movements.

2.3 Songs

Activity 1-3

Listen to different songs and identify them.

Activity 4

1. Patriotic song
2. Happy and joyful

Activity 8

3. The East African anthem is sung during special national occasions.
4. Sing the anthem, observing the correct pitch.

Activity 9

1. a) Maasai
b) Kikuyu
c) Luhya
2. a) Initiation
b) Marriage
c) Naming

Revision questions 2.3

1. Topical songs, patriotic songs, religious songs, lullabies.
2. A topical song is a song that talks about current events, social issues or happenings in the community.
3. Dynamics
4. Folk songs are traditional songs passed down from one generation to another, often reflecting the culture, history and daily life of a community.
5. To show unity among East African countries.
To honour the member states.
To celebrate peace, cooperation and development in the region.
6. Stand upright
7. Topical songs, patriotic songs, religious songs, lullabies.
8. Posture – Stand or sit upright, shoulders relaxed
Expression – Show emotion that matches the song
Clarity – Pronounce words clearly
Volume – Adjust to suit the audience or situation (loud or soft)
Timing/rhythm – Keep in time with the beat or accompaniment
Gestures – Use hand or body movements to enhance performance

2.4: Photography

Activity 1

1. Laptop, mobile phone, camera, iPad
2. Mobile phone

Activity 2

1. Photograph a, c, d
2. The centre of interest must be well-focused and in the light.

Activity 3

1. The photographer chooses a subject to capture and they use a camera or phone to take the photo.
2. Lighting, centre of interest, background
3. Eye-level position – holding the camera at your eye level.
High angle – taking the photo from above the subject.
Low angle – taking the photo from below the subject.
Close-up – focusing closely on a subject for detail.
Wide shot – capturing a larger area or scene.

Revision questions 2.4

1. Laptop, mobile phone, camera, iPad
2. Draw and colour correctly
3. Lighting, centre of interest
4. Light
5. A good background is simple, not distracting and enhances the main subject.
6. Subject
7. Photograph
8. Photographer
9. Bad photograph

2.5 Descant Recorder

Activity 1

1. Descant recorder
2. Three

Activity 2

1. Three
2. c
3. b
4. a

Activity 3

- a) Head joint – It is where you blow air into the recorder to produce sound.

- b) Middle joint – It is the main body where most of the finger holes are, used to play different notes.
- c) Finger holes – They are covered or uncovered by fingers to change the pitch of the sound.
- d) Foot joint – It is the bottom part that helps produce the lowest notes on the recorder.

Activity 4

- 1. To prevent the spread of germs and infections through saliva.
- 2. Cleaning removes moisture, dirt and bacteria, keeping the recorder hygienic and in good working condition.
- 3. Cleaning rod with cloth or tissue, soft brush, mild soap and water
- 4. It could crack, break or get damaged, making it difficult or impossible to play properly.
- 5. Keep it in a protective case or bag. Store it in a clean place away from dust.
- 6. In a hard case or soft bag, away from heat, moisture and direct sunlight.
- 7. It could crack, break or not fit properly, affecting the sound quality and making it harder to play.

Activity 6 - 9

Play the notes and pitch patterns using the descant recorder.

Revision questions 2.5

- 1. Blowing air into it and covering the finger holes.
- 2. Head joint, Middle joint, Foot joint
- 3. It may crack, break or get loose, causing poor sound quality or making it unusable.
- 4. It should be stored in a protective case or bag, kept in a clean, dry place.
- 5. Left hand covers the top holes. The right hand covers the bottom holes.
- 6. Sit or stand upright with good posture. Blow gently to produce a clear sound.
- 7. To keep it clean and hygienic.
To prevent damage so it lasts longer.
To ensure the sound remains clear and good.
To avoid spreading germs or infections.

Optional sub-strands

2.6 Swimming

Activity 1

- 1. They are walking, striding and sliding
- 2. Walking

Activity 5

1. Is about water games.
2. Shark and cat tagging game.
3. Marco polo, sharks and minnows

Activity 7

1. Mushroom, prone and supine techniques.

Activity 10

1. The body is in a prone position.
2. Gliding is allowing the body to move in water while in a streamlined body position after a powerful push off or the completion of a stroke.

Revision questions 2.6

1. Walking, striding and sliding
2. Feet-first entry is done by standing at the pool edge, keeping the body upright and entering the water with feet going in first, slowly and safely.
3. Floating is staying on top of the water without sinking, while keeping the body relaxed.
4. Mushroom, prone and supine techniques.
5. He faced upwards, with his back to the water.
6. A clean, safe swimming pool with supervision.
7. Because the teacher keeps us safe, teaches correct techniques and helps in emergencies.
8. Gliding is moving smoothly through the water in a stretched body position without kicking or stroking.
9. Always swim with supervision.
Stay in the shallow end if you are a beginner.
Keep your body relaxed to avoid panic.
10. It keeps the body fit and healthy.
It builds confidence in water.
It helps improve breathing and body coordination.

2.7 Indigenous Kenyan Games

Activity 1

1. Nyama nyama game
2. Cock fights are games where learners imitate roosters by hopping on one leg and trying to knock each other off balance.
Bull in the ring is a game where one learner stands in the centre like a bull while others form a circle, and the “bull” tries to break through the ring.
3. Frog jumps, monkey runs, cat and mouse and elephant swings.

Revision questions 2.7

1. Frog jumps, cat and mouse
2. Frog, cat and mouse
3. Play in a clean and open space.
Ensure the ground is free of stones and sharp objects.
Avoid pushing or rough play.
Wear comfortable clothes and shoes.
Have a teacher or adult supervise the activity.
4. Clapping rhythm
Drumming rhythm

3.0 APPRECIATION IN CREATIVE ARTS

3.1 Analysis of Creative Art Work

Activity 1

1. Clear shapes and forms.
Balanced composition
2. Neat and well-detailed.
3. Observing and discussing art.
4. All are best because they are neat and well-presented

Activity 4

1. The items are handmade and show creativity. They have different shapes, colours and designs.
2. Paper or cardboard, paints, markers, crayons, glue, scissors
3. A portfolio is a collection of a learner's best creative artworks arranged in an organised way. It is used to show progress, skills and creativity over time.

Activity 10

1. The anthem is performed during national celebrations such as Jamhuri Day and Madaraka Day. It is sung during official government events and state functions. It is performed during school assemblies and important school ceremonies.
2. The Kenyan National Anthem has three verses. Each verse carries a different message about unity, peace and national development.
3. The anthem represents our country and national identity.

Revision questions 3.1

1. Appreciation means understanding and valuing an artwork or performance by observing, interpreting and giving a thoughtful opinion.
2. A gallery is a place where artworks are displayed, such as paintings, drawings and sculptures.
3. To make a portfolio:
 - i. Collect your best artworks.
 - ii. Arrange them neatly and in order.
 - iii. Add a cover page with your name.
 - iv. Include titles, dates and short descriptions for each piece.
 - v. Keep everything clean and well-organised.
4. School exhibition, Classroom walls, Art gallery, Community hall, Digital platforms (online)
5. A folk song is a traditional song passed down in a community to express its culture, beliefs and stories.
6. Three verses.
7. National celebrations, school assemblies, sports events, government functions, flag-raising ceremonies
8. We have different folk songs because communities use them for different purposes, such as work, celebrations, storytelling, rituals and teaching values.
9. To lead the song.
10. Because they add rhythm, mood and cultural flavour to the music.

MODEL TEST PAPER 1

1. Draw appropriately
2. B
3. A
4. A
5. B
6. C
7. D
8. A
9. A
10. B
11. A
12. B
13. C
14. B
15. A
16. A
17. B
18. D
19. A
20. A
21. D
22. A
23. C

24. A
25. D
26. C
27. B
28. B
29. A
30. D

MODEL TEST PAPER 2

1. C
2. D
3. A
4. B
5. A
6. A
7. A
8. A
9. B
10. A
11. B
12. D
13. D
14. A
15. C
16. D
17. C
18. A
19. A
20. C
21. C
22. A
23. C
24. B
25. C
26. D
27. C
28. D
29. A
30. D

MODEL TEST PAPER 3

1. D
2. A
3. D

4. A
5. A
6. D
7. A
8. A
9. A
10. A
11. A
12. C
13. B
14. B
15. A
16. A
17. A
18. A
19. A
20. A
21. A
22. C
23. B
24. A
25. D
26. A
27. D
28. B
29. A
30. A

MODEL TEST PAPER 4

1. D
2. B
3. D
4. D
5. A
6. B
7. B
8. B
9. D
10. A
11. B
12. D
13. B
14. A
15. B
16. A

17. A
18. C
19. D
20. D
21. B
22. B
23. D
24. A
25. B
26. A
27. D
28. D
29. B
30. A

MODEL TEST PAPER 5

1. A
2. B
3. A
4. B
5. C
6. A
7. A
8. A
9. B
10. D
11. A
12. A
13. A
14. C
15. B
16. B
17. A
18. A
19. B
20. C
21. B
22. A
23. A
24. B
25. C
26. A
27. A
28. A
29. A

30. C