

GRADE 9; CREATIVE

ARTS AND SPORTS

CBC RATIONALIZED NOTES

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NATIONAL GOALS OF EDUCATION IN KENYA

Education in Kenya should:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

Extracted from the KICD Curriculum by Mwalimu Consultancy Ltd.

LEARNING OUTCOMES FOR JUNIOR SCHOOL

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

- 1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.** Students should be able to read and write with confidence. This includes understanding different genres, composing coherent texts and interpreting information from various sources. Students should understand basic mathematical concepts like addition, subtraction, multiplication and division and be able to apply these in real-life scenarios. Encouraging problem-solving and critical thinking through puzzles, simple coding activities and science experiments.
- 2. Communicate effectively, verbally and non-verbally, in diverse contexts.** Participating in group discussions, presenting ideas clearly and listening actively. Using body language, facial expressions and gestures to enhance understanding and express emotions.
- 3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.** Practicing teamwork, empathy and conflict resolution. Learning about honesty, respect, and responsibility through stories, role-playing and classroom discussions.
- 4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.** Engaging in hands-on activities like planting trees, recycling projects and nature walks. Understanding the importance of reducing waste and protecting natural resources through classroom projects and field trips. **Authored by Mwalimu 0746222000.**
- 5. Practice relevant hygiene, sanitation and nutrition skills to promote health.** Teaching proper handwashing techniques, personal cleanliness and the importance of dental care. Understanding waste disposal, keeping personal and communal spaces clean. Learning about balanced diets, recognizing healthy food choices and understanding the impact of nutrition on overall health.
- 6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.** Discussing concepts of fairness, respect and integrity through stories and classroom activities. Participating in community service, understanding civic duties and respecting diverse perspectives.
- 7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.** Learning about various cultural practices, traditions and celebrations through activities, guest speakers and cultural events. Encouraging respect for diversity and inclusion through collaborative projects and discussions. **Done Mwalimu Consultancy Limited.**
- 8. Manage pertinent and contemporary issues in society effectively.** Discussing current affairs, events and social issues in age-appropriate ways. Encouraging students to think critically about solutions and their roles in addressing societal challenges.
- 9. Apply digital literacy skills for communication and learning.** Using educational software, engaging with online resources responsibly and understanding the basics of internet safety. Leveraging digital tools to create presentations, research topics and collaborate with peers.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. **Explore individual abilities in Creative Arts and Sports to nurture talent for self-expression and personal development.** Encouraging learners to discover and develop their talents in Creative Arts and Sports, which aids in self-expression and personal growth.
2. **Exhibit positive intrapersonal and interpersonal skills of communication during activities in Creative Arts and Sports.** Developing both intrapersonal (self-awareness and self-management) and interpersonal (effective communication and teamwork) skills during Creative Arts and Sports activities.
3. **Cultivate social values, moral principles in Creative Arts and Sports for peaceful coexistence .** Promoting social values and moral principles in activities, fostering peaceful coexistence and positive community interactions. *Done by Mwalimu Consultancy Ltd.*
4. **Manage resources in the physical environment for sustainable development.** Teaching learners to manage resources in the physical environment, ensuring sustainable development and responsible use of materials.
5. **Promote health and wellness through participation in Creative Arts and Sports activities.** Encouraging active participation in Creative Arts and Sports to improve physical health and overall wellness.
6. **Embrace ethics and etiquette in producing Creative Arts and Sports items to enhance good citizenship.** Instilling ethics, good manners, and proper etiquette in the production of Creative Arts and Sports items, fostering good citizenship.
7. **Participate in Creative Arts and Sports activities to appreciate Kenya's diverse cultures for harmonious coexistence.** Promoting an appreciation for Kenya's diverse cultures through participation in Creative Arts and Sports, helping learners understand and respect cultural differences for harmonious coexistence.
8. **Address Pertinent and Contemporary Issues through Creative Arts and Sports.** Using Creative Arts and Sports as a means to discuss and raise awareness of contemporary issues affecting society.
9. **Apply digital skills in learning and production in Creative Arts and Sports.** Integrating digital technology into the learning and creation processes within Creative Arts and Sports, fostering the development of technological competencies in learners.

1. FOUNDATIONS OF CREATIVE ARTS AND SPORTS

1.1. CAREERS IN CREATIVE ARTS AND SPORTS

- A career is an occupation that one wishes to pursue in the future.
- The field of Creative Arts and Sports is broad and fascinating, offering a wide range of interesting career opportunities that require specific skills and individual abilities to excel.
- These industries also provide a platform for creativity, innovation and personal expression.
- Furthermore, pursuing a career in Creative Arts and Sports can lead to both personal fulfillment and the opportunity to inspire others through one's work.

1.2. Careers in music

1. **Audio engineers** – Technical experts who manage sound and recording during music production.
2. **Composer** – A composer writes music, creating the melodies and harmonies for various types of performances.
3. **Dancers** – Dancers are artists who entertain people through body movements in rhythm with music.
4. **Disc jockey (DJ)** – A DJ plays music at clubs, parties and public events, mixing tracks for an audience.
5. **Instrumentalists** – These are musicians who play musical instruments like the guitar, drums and piano.
6. **Music producer** – A producer oversees the production of music, working with artists and sound engineers to create a polished final product.
7. **Music teacher** – An educator who teaches students how to play instruments, sing and understand music theory.
8. **Music therapist** – A professional who uses music to help individuals with emotional, psychological or physical challenges.
9. **Singers** – A singer is a person who performs music by singing songs.
10. **Songwriter** – A person who writes the lyrics and melody of songs, often collaborating with other musicians.
11. **Sound designer** – A person who creates and manipulates audio effects for films, television or video games.

1.3. Careers in theatre arts

1. **Actors or actresses** – Performers who portray characters in plays, films and other performances.
2. **Costume designer** – A professional who creates and designs costumes for performers in a play or film.
3. **Director** – A director guides actors and crew to interpret and bring a script to life, overseeing every aspect of the production.
4. **Drama or theatre teacher** – An educator who teaches drama techniques and the history of theatre to students at various levels.

5. **Lighting technician** – This person manages the lighting design for a production, ensuring that it complements the mood and action on stage.
6. **Playwright** – An individual who writes plays, creating the dialogue, characters and storylines.
7. **Producer** – A producer manages the financial and organizational aspects of a theatre production.
8. **Set designer** – A designer who creates the physical environment for a performance including stage layout and props.
9. **Sound designer** – A professional who creates the sound effects and audio atmosphere for a performance.
10. **Stage manager** – Responsible for organizing rehearsals, coordinating the crew and ensuring the production runs smoothly.
11. **Theatre critic** – A person who reviews plays and other live performances, providing an analysis of the production.

1.4. CAREERS IN ART

1. **Animator** – Animators design moving images and visual effects for films, television and video games.
2. **Architect** – A professional who designs and plans buildings and structures focusing on both functionality and aesthetics.
3. **Art teacher** – Educators who teach the techniques, concepts and history of art in schools, colleges or community centers.
4. **Curator** – A professional responsible for managing and organizing art collections in museums or galleries.
5. **Fine artist** – A fine artist creates original artwork in various mediums like painting, sculpture and mixed media.
6. **Graphic designer** – Designers use visual elements to communicate messages, creating work for websites, advertisements, logos and more.
7. **Illustrator** – An artist who creates visual representations for books, magazines, advertisements and more.
8. **Interior designer** – A professional who plans and designs the aesthetics and layout of interior spaces.
9. **Muralist** – A painter who specializes in creating large-scale artworks on walls or ceilings.
10. **Photojournalist** – A photographer who documents real-life events and news through images.
11. **Printmaker** – An artist who creates artworks by printing images onto paper or fabric using various techniques.

1.5. CAREERS IN SPORTS

1. **Athlete** – Competes professionally in sports such as basketball, soccer, tennis or track and field events.
2. **Coach** – Guides and trains athletes to improve their skills and overall performance.
3. **Event coordinator** – A person who organizes sports events, managing logistics and ensuring everything runs smoothly.
4. **Fitness trainer** – A professional who helps individuals improve their fitness and physical health through personalized exercise programs.
5. **Physical therapist** – A healthcare professional who helps athletes recover from injuries and improve physical mobility.

6. **Referee or umpire** – Officials who enforce the rules of a sport during competitions and ensure fair play.
7. **Sports agent** – Represents athletes in contract negotiations, endorsements and other business dealings.
8. **Sports journalist** – A journalist who covers sports events, writing articles and providing commentary for newspapers, magazines or television.
9. **Sports manager** – Oversees the operations of sports teams, events and venues, ensuring smooth business and administrative functions.
10. **Sports photographer** – A photographer who captures action shots during sports events for publications, media, and marketing.
11. **Sports psychologist** – A psychologist who works with athletes to improve their mental health and performance.

1.6. Entrepreneurial opportunities in Creative Arts and Sports

1. **Art galleries and studios** – This involves collecting, curating and selling items in Creative Arts and Sports to people such as tourists, art enthusiasts and collectors.
2. **Art studio or gallery owner** – One can open a space where artists can display and sell their work. You can also host art classes or workshops.
3. **Constructing and running arts and sports facilities** – This includes building and managing gymnasiums, sports and arts venues/fields and sports and arts clubs.
4. **Content creation** – You can share your creative process, tutorials or art-related content.
5. **Crafts and handmade products** – You can create and sell handmade goods such as jewelry, pottery or home décor.
6. **Creating and selling digital art** – Artists can sell their works on platforms such as YouTube and Facebook. These artworks can include short films, drama and music.
7. **Dance instruction** – Dance instructors can offer classes in various dance styles, from contemporary to traditional and can organize performances and events.
8. **Event planning and management** – This involves creating income and employment by organizing events for sports and arts festivals.
9. **Freelance artists and designers** – This includes activities such as painting, sculpture, drawing, graphic design and web development, which individuals can practice and earn income from.
10. **Graphic designer** – You can offer design services for logos, websites and marketing materials.
11. **Manufacturing and selling arts and sports equipment** – This includes producing and selling sportswear, footballs, paints, drawing materials and equipment for film production and shooting.
12. **Music production and performance** – Musicians can compose, produce and perform music for various platforms, including live performances, streaming services and film soundtracks.
13. **Offering consultancy and advice** – Some individuals earn income by providing advice on how to succeed in Creative Arts and Sports. These individuals can be called coaches in sports and creative arts.
14. **Organizing art/sports education and workshops** – People can earn a living by educating students and learners in arts and sports through workshops and seminars.
15. **Photography or videography** – You can offer services for events, portraits or commercial needs.

- 16. Sports and arts journalism** – Media practitioners can focus on reporting, writing and broadcasting news about arts and sports events.
- 17. Sports and arts tourism** – Entrepreneurs can create and offer services to sports and arts tourists who travel to sporting events or arts festivals.
- 18. Sports coaching or personal training** – You can offer coaching in specific sports or general fitness training.
- 19. Sports equipment rental and retail** – Entrepreneurs can rent or sell sports equipment such as bikes, kayaks, skis or other gear, catering to both recreational and professional athletes.
- 20. Theater production** – Entrepreneurs can produce and manage theatrical performances, including acting, directing and producing plays or musicals for entertainment or educational purposes.

1.7. COMPONENTS OF CREATIVE ARTS AND SPORTS

1.8. Elements of a play

- A play is a live theatrical performance in which actors present a story to an audience through dialogue, action and visual elements on a stage.
 - A stage play is performed in real-time in front of a live audience.
 - It is a collaborative art form that combines elements such as the play script, acting, directing, set design, lighting, costumes and sound to create an emotionally rich experience.
 - There are many elements of a play, but the basic ones include:
- 1. Setting:** The time and place in which the events of the play occur. The setting helps establish the context and atmosphere of a play.
 - 2. Plot:** The sequence of events that make up the storyline of the play. It drives the narrative forward by creating challenges for the characters.
 - 3. Character:** The individuals or entities that drive the action of the play. They interact mostly through dialogue and help move the plot along.
 - 4. Dialogue:** The spoken exchange between characters in a play. Dialogue reveals characters' thoughts and emotions and develops the plot.
 - 5. Theme:** The central idea or message that the play explores. Themes can address universal concepts such as love, unity or justice.
 - 6. Conflict:** The struggle or tension that drives the plot forward. It can arise between characters, within characters or between characters and their environment.
 - 7. Play Script:** The written version of a stage play. It contains the characters, dialogue and stage directions that guide the production.
 - 8. Actors and Acting:** Actors are the performers who bring the characters to life. Acting involves interpreting the script through physical movement, voice and expression.
 - 9. Stage and Set Design:** The stage is the physical space where the play occurs. Set design creates the visual environment that supports the play's themes and setting.
 - 10. Costumes and Makeup:** Costumes help define a character's role, personality and social status. Makeup enhances the actors' appearance to ensure they are visible and true to their roles.
 - 11. Lighting:** Lighting is used to brighten the stage and direct attention. It helps create mood and highlight

important actions.

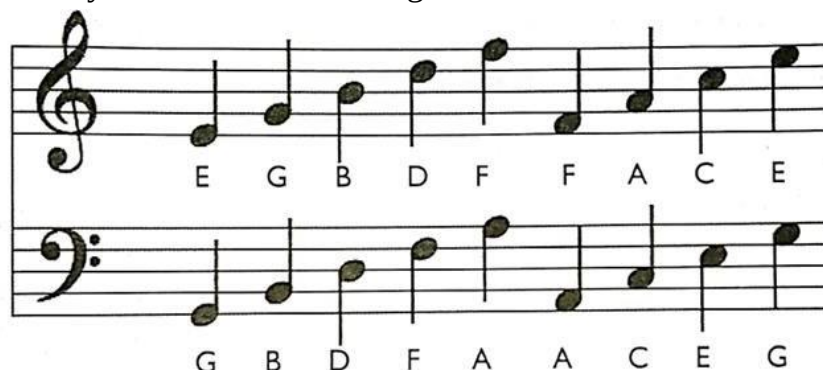
- 12. Sound and Music:** Sound and music enhance the narrative and emotions of a play. They can set the mood or indicate changes in time or setting.
- 13. Audience:** The audience consists of the spectators who watch the play. Their reactions and engagement can influence the performance and help shape the experience.

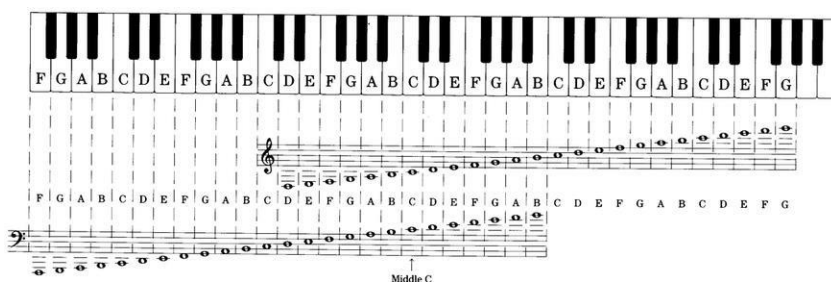
1.9. COMPONENTS OF FITNESS – POWER AND REACTION TIME

- **Physical fitness** is the ability to engage in activities that utilize body muscles over an extended period without undue rapid fatigue. It involves the efficient utilization of oxygen to generate energy for tasks like running, jumping, throwing and skipping.
- **Power** is the capacity of muscles to apply strength rapidly to facilitate swift movement. To develop power, one must engage in activities that enhance both strength and speed. These activities often involve the use of weights or resistance.
- **Reaction time** refers to the time taken by an individual to respond to a signal. It is a measure of how quickly someone can initiate a physical action in response to an external signal. It is a vital component of fitness in various sports.
- Reaction time and power are critical components of physical fitness that contribute to athletic performance, skill development and injury prevention.
- There are a range of activities and exercises that can be used to develop the components of power and reaction time.
- It is important to use a variety of activities to keep training interesting and motivating. Always attempt to vary activities and increase the duration of training. Music accompaniment helps to boost motivation in fitness activities.
- It also helps in maintaining the rhythmic elements of fitness activities by helping us keep time when performing activities at intervals.

1.10. THE GRAND STAVE OR GRAND STAFF

- The grand stave is a musical notation consisting of two staves joined together.
- It is primarily used for notating piano music but can also be used for other instruments that have a wide range, such as the harp or organ.
- The two staves are joined together by a brace on the left side and are usually connected by a vertical line, which helps visually link the two staves together.





1.11. Note extension in 4 time

- In 4 time, also known as common time, each measure contains four beats, and the quarter note receives one beat.
- Grouping rhythms in 4 time involves dividing these beats into various note values to create different rhythmic patterns. Note extension refers to extending the duration of a musical note beyond its initial value.
- A musical note can be extended using a dot or a tie. A dot extends the duration of a note by half of its value.
- For example, a dotted minim (half note) will be performed as a minim plus a dotted value (minim + dotted quarter note).
- A tie extends notes of the same pitch on the staff. For example, a tie connects two notes of the same pitch, making them sound as a continuous note.
- When grouping dotted rhythms:
 - A dotted **crotchet** (quarter note) should be followed by a **quaver** (eighth note).
 - A dotted **quaver** (eighth note) should be followed by a **semiquaver** (sixteenth note).

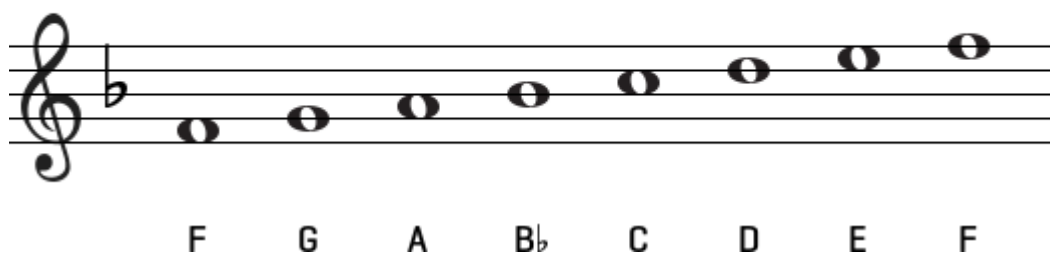
1.12. The scale of F major on a staff

- The Construction of major scales involves following a specific pattern of whole steps (W) and half steps (H).
- Whole steps are referred to as tones (T) and half steps as semitones (S). The formula, or order of steps, for a major scale is therefore as follows:

Whole step - Whole step - Half step - Whole step - Whole step - Whole step - Half step, or T-T-S-T- T-T-S.

- Using this formula, you can construct a major scale starting from any note.
- An arpeggio is a technical exercise where the three or more notes that make up a chord are played individually in a sequence, ascending and descending.
- The F major tonic arpeggio consists of the notes F, A and C.

F major key signature



1.13. Musical rhythmic elements

1. Dotted minim

- **Minim:** A minim is a note that lasts for 2 beats in common time (4/4).
- **Dotted minim:** When a minim is dotted, it increases its duration by half of its original value. A dotted minim lasts **3 beats** (2 + 1).

2. Dotted crotchet

- **Crotchet:** A crotchet (or quarter note) lasts for 1 beat in common time.
- **Dotted crotchet:** A dotted crotchet increases its duration by half of its original value. So, a dotted crotchet lasts **1.5 beats** (1 + 0.5).

3. Dotted quaver

- **Quaver:** A quaver (or eighth note) lasts for half a beat.
- **Dotted quaver:** A dotted quaver increases its duration by half of its original value. So, a dotted quaver lasts **3/4 of a beat** (0.5 + 0.25).

4. Rests

Just like notes, rests can be dotted to extend their duration:

- **Dotted minim rest:** Lasts for **3 beats**.
- **Dotted crotchet rest:** Lasts for **1.5 beats**.
- **Dotted quaver rest:** Lasts for **3/4 of a beat**.

Note/Rhythm	Symbol	Duration	Dotted Duration
Minim (half note)		2 beats	3 beats
Crotchet (quarter note)		1 beat	1.5 beats

Quaver (eighth note)		0.5 beat	0.75 beats
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Minim Rest		2 beats	3 beats
Crotchet Rest		1 beat	1.5 beats
Quaver Rest		0.5 beat	0.75 beats

1.14. Basic elements of creative arts and sports

1. **Creative Arts and Sports** bring people together, fostering a sense of belonging, connection and shared identity within communities through collective participation in artistic activities, events and cultural celebrations.
2. **Creative Arts and Sports** help preserve and celebrate cultural traditions, heritage and identity by documenting historical events, customs, beliefs, and artistic practices through storytelling, visual representation and performance.
3. **Creative Arts and Sports** provide a means for individuals to express themselves, their emotions, experiences and perspectives through various mediums such as visual arts, music, literature and performing arts.
4. **Engagement with Creative Arts and Sports** promotes critical thinking, problem-solving, imagination and empathy, fostering intellectual and emotional growth, as well as enhancing cognitive abilities and academic achievement.
5. **The Creative Arts and Sports industries** contribute significantly to economic growth, job creation, and tourism by generating revenue from cultural products, arts events, festivals and creative enterprises.

1.15. Roles played by Creative Arts and Sports in the society

1. Community building – Art brings people together, fostering connection and inclusivity.
2. Cultural expression – Art helps communities express their identity and preserve traditions.
3. Economic impact – Creative industries create jobs and boost local economies.
4. Economic impact – Sports generate jobs and boost local economies through events and tourism.
5. Education – Art encourages creativity, critical thinking and emotional intelligence.
6. Emotional well-being – Art provides a way to process emotions and improve mental health.
7. Inspiration – Athletes serve as role models and inspire others to achieve their goals.
8. Life skills – Sports teach discipline, teamwork and leadership.
9. Physical health – Sports promote fitness, reduce stress and improve mental health.
10. Social change – Art raises awareness of social issues and inspires change.
11. Social interaction – Sports create opportunities for people to connect and build community.
12. Unity – International sports events unite people across borders and cultures.

2. CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

2.1. DRAWING AND PAINTING

- Drawing and painting are both powerful ways to create visual images, but they use different techniques.
- **Drawing** involves making marks on a surface, often with pencils, charcoal or ink to form images.
- **Painting** uses colors, usually through brushes or other tools, to create pictures by smearing the paint onto a surface.
- Art is more than just applying colors or shapes; it's about **expressing ideas, emotions and stories** in a way that feels meaningful and connected.
- Two important ideas to help you create strong, impactful artwork are **harmony** and **unity**

2.2. Harmony and unity in a picture

- **Harmony** is the arrangement of elements in your artwork so that everything works together smoothly, creating a sense of balance and flow.
- Harmony and unity help an artwork feel balanced, complete and satisfying to look at.
- Harmony in art refers to the way different elements such as colors, shapes, lines and textures, work together.
- **Unity** is the sense of oneness or wholeness in your artwork. It ensures that all parts of the piece come together to form a complete and cohesive image.
- Unity is about making sure all parts of your artwork belong together. It's like fitting pieces of a puzzle to form a complete picture.



- Texture, as an element of visual art, refers to the roughness or smoothness of an object. It is how a surface feels.
- This can be perceived visually or felt by touch. When a surface is touched, the feeling can be pleasurable or repelling.
- One can draw or paint a surface to appear smooth or rough. The surface will only appear rough or smooth, but not actually be rough or smooth.



- In drawing or painting, texture is used to create shape and form. It is also used to make a surface lively and interesting. Additionally, when different textures are used, harmony is created.

2.3. Analogous colors

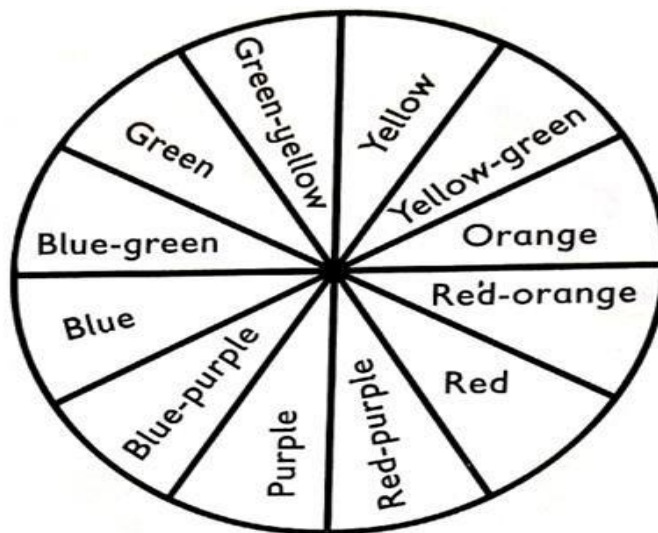
- These are colors that lie next to each other on the color wheel and share a common color.
- They usually look good together and create a calming and harmonious feeling in art.
- A color wheel is a circular arrangement of colors and how they interrelate. Colors are classified according to their characteristics and behavior, which leads to their qualities.
- Colors can have a harmonious or contrasting relationship. When colors are in harmony, it means they are closely related.



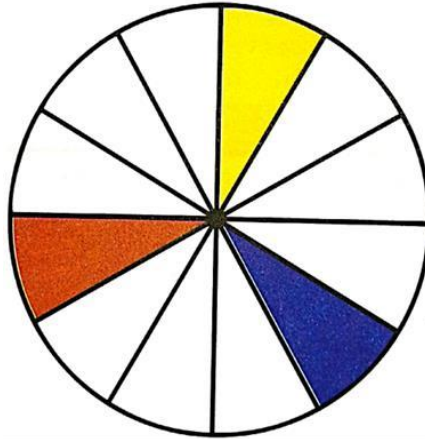
- Examples of analogous colors include:
 - Red, Red-Orange, Orange
 - Orange, Yellow-Orange, Yellow
 - Yellow, Yellow-Green, Green
 - Green, Blue-Green, Blue
 - Blue, Blue-Purple, Purple
 - Purple, Red-Purple, Red
 - Red, Red-Orange, Orange-Red
 - Yellow-Green, Green, Blue-Green
 - Blue-Green, Blue, Blue-Purple
 - Yellow-Orange, Orange, Red-Orange

2.4. Painting a colour wheel to classify analogous colours

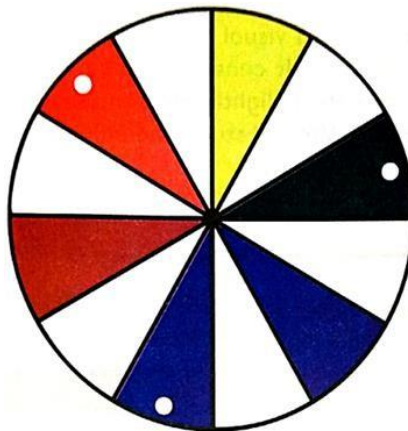
1. Collect the following tools for painting: primary colour paints, brushes, a palette and water in a container.
2. In your drawing book or on a piece of paper, draw the colour wheel and label the colours faintly.



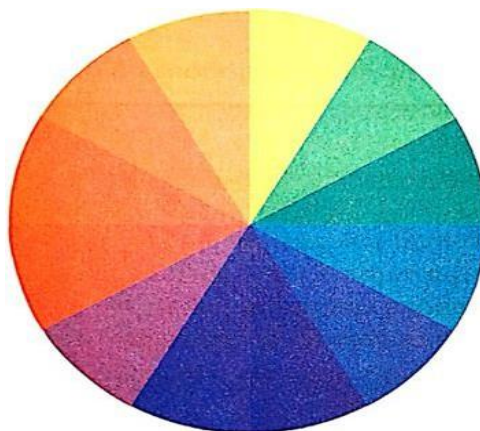
3. Mix each of the three primary colours in a container (for example, red, blue and yellow) and apply them in their correct positions. Caution: Remember to wash your brush thoroughly before moving on to the next colour.



4. Mix two primary colours in equal proportions to obtain secondary colours and apply them appropriately.



5. Mix the secondary colours with neighboring primary colours in equal proportions to obtain the tertiary colours and apply them appropriately to complete the colour wheel.



2.5. Color strip gradation

- A **color strip gradation** refers to a smooth transition or blending of colors arranged in a linear format, where each color gradually shifts into the next, creating a gradient effect.
- This can be seen in a variety of ways:
 - ❖ **Linear gradients** – The colors change smoothly from one hue to another in a straight line. This is often used in digital design, artwork, and backgrounds.
 - ❖ **Multi-color strips** – A series of color bands arranged side-by-side, where each band transitions into the next, creating a strip-like effect of color changes.
 - ❖ **Fade or smooth transition** – In a color strip, the shift from one color to another is usually gradual rather than abrupt, making the transition seamless.



- A color strip gradation can be applied in different directions (horizontal, vertical, diagonal) and is widely used in various fields like graphic design, fashion, interior decor and digital media to create depth, interest and visual appeal.

2.6. Painting a scenic composition to express harmony and unity

- Painting is the art of applying color, pigment or other substances to a surface such as canvas, paper, wood or walls to create an image, design or expression.
- A landscape is the scenery seen when a section of land is viewed. When a section of the sea is viewed, the scenery is known as a seascape.
- When a painting is done using analogous colors, a feeling of harmony is created. This is because the colors used share a common hue.
- Dabbing texture refers to a technique where small, repeated strokes or dots of paint are applied to a surface to create a textured effect. This technique is often used to give a sense of depth, dimension and variation in the surface of the artwork.
- Artists use various tools for dabbing such as a brush, sponge or even fingers to apply paint in a way that leaves behind a pattern or texture.
- The result can replicate the look of natural textures like foliage, rough surfaces or soft, blended areas, depending on the tool used and the pressure applied. For example in painting, dabbing might be used to create the look of leaves on a tree, the rough surface of a rock or the dappled effect of sunlight filtering through foliage.
- The technique can add interest and detail to a piece, making it more dynamic and engaging for the viewer.

- Here's the procedure of Painting a scenic composition to express harmony and unity

 1. Prepare your painting containers, brushes, paints, mixing surface and water.
 2. In your drawing book or on a piece of paper, create a picture plane as shown below.
 3. Sketch your idea of a landscape or seascape within the picture plane in preparation for painting.

Sketch of the landscape depicting vegetation.

4. Decide on your color scheme for the composition based on analogous colors.
5. Paint a thin wash using the brushstroke technique to create the background. Make sure your painting expresses texture, color harmony and color unity.
6. Use repeated dots of paint to create a textured effect.
7. Leave the background to dry before adding details to your composition.
8. Add details to the landscape and leave to dry.
9. Wash the brushes and palette, then clean your working area.
10. Keep your materials and tools in a safe place.
11. Arrange your paintings neatly in your portfolio.
12. Display your paintings in class and talk about them.

2.7. RHYTHM

- When a note is dotted, its duration is increased by half of its original value. This extension can also be shown using a tie or a pause.
- A tie connects two notes of the same pitch, which increases the total duration of the note. A pause, or fermata, is indicated by a symbol placed above or below a note or rest.
- It tells you to hold the note or rest for a little longer than its usual duration, roughly half again of the note's value.
- Rests can also be extended with a dot.

2.8. Effects of note extension on rhythmic patterns

Note extension means making a note last longer than usual. It can change how a rhythm feels in many ways:

a) Changes in rhythm and speed

- Slower tempo – When a note is stretched out, the rhythm becomes slower, making the music feel more relaxed or smooth.
- Unexpected rhythms – If a note is extended beyond where you'd expect it, it can create surprise and make the rhythm feel off-balance or interesting.

b) Changing the beat

- Beat breakdown – If you stretch a note over multiple beats, it can make the rhythm feel different. For example turning a quarter note into a half note might make you hear the beats in a new way.
- Different feel of the beat – Extending notes can change how you hear the strong beats in a measure like making the music feel softer or uneven.

c) How it works with other notes

- Blending rhythms – Extending notes might cause them to blend with other notes, making the rhythm feel smoother or less defined.

- Harmonies and rhythm together – When notes are held longer, it can change how the music's chords and rhythm work together.
- d) **Emotional and expressive effects**
 - Tension and suspension – Extending a note can make it feel like time is stretched out, which can create a sense of waiting or tension, adding emotion to the music.
 - More space in the music – A longer note can make the music feel less crowded, letting it 'breathe' and giving it a more open feeling.
- e) **Changing the music's structure**
 - Support or break the rhythm – Longer notes can either support the rhythm by giving a pause or break it by making the rhythm feel unpredictable.
 - New rhythms – Extending notes can also create new patterns, especially in styles of music where the tempo is flexible and the rhythm isn't strict.
- f) **Rhythmic variety**
 - Syncopation – Extending a note can make it hit on unexpected parts of the beat, creating a feeling of surprise or tension.
 - Cross-rhythms – Extending some notes while shortening others can create complex rhythms where different beats happen at the same time.

2.9. Listening to tunes involving dotted minim note

The teacher plays the following melodies as the learners listen. a)

b) 

c) 

d) 

e) 

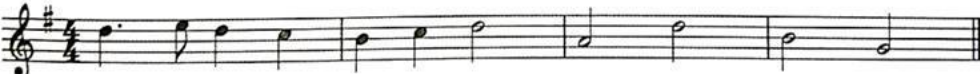
e) 

2.10. Tunes involving dotted crotchet and a quaver

a) 

Ten me-rry la-ssies in a ring ten me-rry la-ssies in a ring.

b) 

c) 

d) 

e) 
I help moth-er with the dish-es, Just as of-ten as she wish-es.

f) 
Ten mer-ry las-sies in a ring Ten mer-ry las-sies in a ring

2.11. Procedure for composing a four-bar rhythmic pattern in 4/4 time

1. Know the time signature - 4/4 means there are 4 beats in each measure (or bar), and each beat is a quarter note. So, each measure will have 4 beats like this: 1, 2, 3, 4.
2. Pick the types of notes - You can use different kinds of notes to fill up the beats:
 - Quarter notes = 1 beat.
 - Eighth notes = half a beat.
 - Half notes = 2 beats.
 - Whole notes = 4 beats.
 - You can also use rests, which are silences.
3. Start simple - Begin with a simple rhythm for each measure. Example for Measure 1: 1 quarter note, 1 quarter note, 1 quarter note, 1 quarter note. Example for Measure 2: 2 eighth notes, 1 quarter note, 1 quarter note.
4. Make it more interesting - Add variety in your rhythm by mixing different note types. Example: Measure 1: 1 quarter note, 2 eighth notes, 1 quarter note. Example: Measure 2: 1 half note, 2 quarter notes.
5. Balance long and short notes - Use a mix of short notes (like eighth notes) and long notes (like half notes or quarter notes). For example, you could use: Measure 3: 1 half note (2 beats), 2 quarter notes.
6. Add some syncopation (optional) - Syncopation means putting accents or strong beats on unexpected places (like the "off" beats). For example: Measure 1: 1 quarter note, 2 eighth notes, 1 quarter note.

7. Make sure each measure has 4 beats - Every measure must have exactly 4 beats, even if you use rests or different note types. Example: Measure 1: 1 quarter note, 1 quarter note, 2 eighth notes, 1 quarter note = 4 beats.
8. Check your rhythm - Play or clap the rhythm to see if it sounds good and flows well. Make sure it feels natural.
9. Optional: Add Dynamics - You can also add dynamics (loud or soft) to certain notes for more feeling. For example, make the second beat louder.



- 4/4 time is also known as simple quadruple time. The main beat is the quarter note (crotchet). There are four quarter notes (crotchets) in each measure or bar.
- The stress pattern for the beats is Strong, weak medium, weak (SWMW). Musical notes can combine to make different note patterns.
- The note patterns and rests are organized in the time signature to form the rhythmic pattern.

2.12. Playing two-part imitative rhythmic patterns in 4/4 time using body excursions

- Performing music involves singing, body movements or gestures and accompanying instruments to express the rhythm or the message in the song.
- Sight-reading melodies requires keenness and accuracy when performing the rhythm. The eyes should focus ahead on the music to keep time and ensure a smooth flow of the rhythm.
- Keep track of the main beat consistently to maintain the time signature.

$\text{♩} = 100$

Sail fish-ing boat, Sail fish-ing boat, out of the har-bor in-to wa - ters. deep.

Trail - ing your nets, Trail - ing your nets, Fish - ing for food while oth-er peo - ple sleep.

2.13. ATHLETICS AND MOSAIC

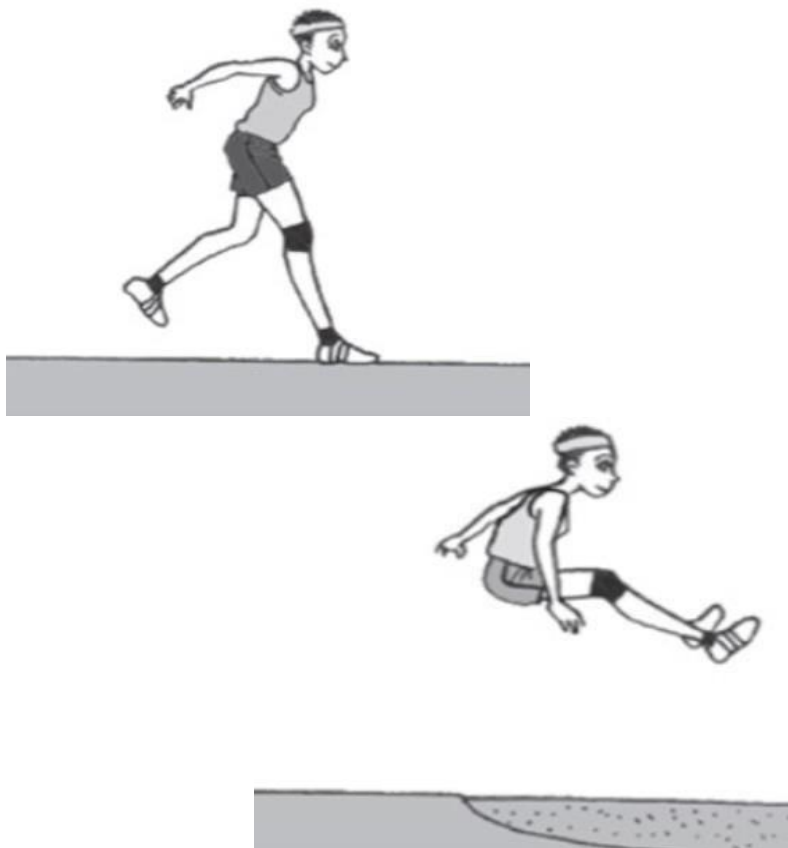
- Athletics, often known as track and field in many parts of the world, includes a wide variety of events involving running, jumping, throwing and walking.
- Success in this sport requires more than just natural ability; it demands a blend of technique, physical conditioning and mental strength.
- Athletics provides athletes with the opportunity to demonstrate their speed, strength, agility and stamina.
- Whether competing alone or as part of a team, athletes in this dynamic sport aim for excellence, continually pushing the limits of human performance while embodying values such as discipline, perseverance and sportsmanship.

2.14. Phases in triple jump

- The triple jump is an athletic event in which participants jump as far as possible after a hop, a step and a jump.
- The triple jump is a competitive athletic sport involving a short run, a hop, a step, and a jump. The progression ends with landing in the landing pit.
- The triple jump is performed in a facility consisting of a runway and a landing pit filled with sand.
- It starts with a short run and ends with landing in a sand pit.
- The sequence of performing the activity has four major and distinct phases:
 - a) Approach Phase - The athlete runs towards the take-off point, building speed. It involves a fast and controlled run. They focus on controlling their strides to set up for the jump.



- b) Take-off Phase – The athlete pushes off the ground with one leg, starting the hop. The leg is referred to as the takeoff foot or the drive foot. They lift their knee and prepare to land on the opposite leg.
- c) Flight Phase - The athlete is airborne after the hop, moving towards the step phase. They adjust their body to prepare for the next jump.



- d) Landing Phase - The athlete lands on the opposite leg, transitioning into the step. Finally, they push off and land in the sandpit, aiming for the farthest distance.
- Observe the following safety measures when performing triple jump activities:
 - Wear appropriate and well-fitting attire and sports shoes.
 - Take turns jumping to avoid collisions on the runway and in the landing pit.
 - Use a safe runway and a soft-landing pit. Ensure the runway and landing pit are free from injury-causing objects.
 - Always warm up adequately before performing the triple jump and cool down appropriately afterwards.

2.15. Long distance running

- Long-distance running includes participation in events such as the 3000m, 5000m and 10,000m races.
- These races are performed on an athletics track. Special skills should be developed for one to be successful in long-distance running.
- Running events in athletics may be categorized
 - ❖ sprints
 - ❖ barrier events
 - ❖ relays
 - ❖ middle-distance races
 - ❖ long-distance races
 - ❖ cross-country
 - ❖ road races

2.16. Skills in long-distance running

1. **Running form:** Good running form enables the athlete to conserve energy and minimize the chance of injury. Observe the following aspects of running form:
 - Maintain an upright posture with a slight forward body lean.
 - The head should face up, with eyes focused ahead and shoulders relaxed.
 - Swing the arms naturally and close to the body with slightly bent elbows. The fingers and hands should be loosely curled.
 - Land with the midfoot or balls of the feet to reduce stress that may occur from landing on the heels.
 - Adopt a natural stride length to avoid the stress and inefficient coordination that would result from overstriding.
 - Keep your body well aligned during the race, with core muscles engaged for stability.
 - Be relaxed to facilitate the flow of fluids in the body and enhance breathing. Breathe deeply to draw more oxygen for metabolic activities in the body.
2. **Pacing:** Pacing is a strategy that allows the athlete to maintain a consistent speed throughout the race. Do the following when pacing in long-distance running:
 - Start the race at a comfortable, moderate pace. Running too fast in the early stages of the race can cause fatigue to set in quickly.
 - Split the race into various segments or laps. Determine the time to be taken in each segment.
 - Focus on running the second half of the race faster than the first half.
 - Be strong mentally and do not give up when the going gets tough.
 - Run close to the shoulders of the leading athlete to avoid interfering with their race plans.
3. **Active recovery:** After finishing the race, keep the body active by performing slow, relaxing activities like jogging, walking and stretching. This will help the body return to its normal state faster.

2.17. Techniques for long-distance running

a) Trotting

- This is a slow, relaxed running technique that is often used to warm up or recover during longer runs.
- It involves maintaining a steady, easy pace with minimal effort, allowing the runner to conserve energy for the longer duration.
- **Here's the procedure of practicing trotting:**
 1. Mark a path 20 meters long, showing the starting and finishing points.
 2. Stand in a line with your peers along the marked path.
 3. Keep your arms akimbo, your body straight and lean slightly backward.
 4. Move forward with speed, keeping your legs straight.
 5. Vary the speed from low to high.
 6. Repeat the activity several times, depending on your ability.

b) Striding

- This is a technique that involves lengthening the stride while maintaining a consistent pace.
- Striding helps increase speed and efficiency, often used during intervals or when a runner wants to

cover ground more quickly without sprinting.

- Here's the procedure of practicing striding:

1. Mark a path 20 meters long, showing the starting and finishing points.
2. From the starting point, run with short steps, a low knee lift and rhythmic arm action from start to finish. Repeat the activity several times, depending on your ability.
3. Repeat the activity with a moderate stride, a high knee action and active arm action.
4. Repeat the activity with long strides and synchronous arm action.

c) **Skipping**

- A rhythmic movement that alternates between hopping on one foot and then the other, often used for drills or warming up.
- It engages both the lower body and the core, helping with coordination and explosive power, though it's not typically used for continuous long-distance running.

- Here's the procedure of practicing skipping:

1. Mark a path 20 meters long, showing the starting and finishing points.
2. Raise the knee of the right leg and the left arm at the same time.
3. Raise the left knee and the right arm at the same time.
4. Perform the activity repeatedly as you move forward.
5. Vary the speed from low to high.
6. Repeat the activity several times, depending on your ability.

d) **Pacing**

- It refers to the strategy of maintaining a steady, controlled speed throughout a race or long run.
 - Proper pacing is critical in long-distance running to avoid burnout and optimize performance over the entire distance.
 - It involves managing effort and adjusting based on the race's demands.
 - Here's the procedure of practicing pacing:
1. In a group of 5 to 6 learners, agree on how long you will run around the track.
 2. Select one of you to set the pace by being in the lead on the track.
 3. Start running around the track for the agreed duration, following the pace-setter.
 4. Ensure you maintain proper running form.

2.18. Mosaic

- Mosaic is a picture-making technique that involves pasting small cut pieces of one type of material onto a surface to create an image.
- When pasting the pieces, spaces are left between them. The small cut pieces are called tesserae, while the spaces left between them are called interstices.
- These interstices create an effect that looks cracked, known as the crackled effect. When the pieces of material used to create a mosaic are placed side by side, the process is known as juxtaposition.



2.19. Characteristics of mosaic

1. Small pieces: Mosaics are made from tiny tiles of materials like glass, stone or ceramic arranged to form a design.
2. Durability: Mosaics are very durable and can last for centuries often found in both indoor and outdoor settings.
3. Colorful and shiny: Mosaics use vibrant colors and sometimes gold tiles to create light effects and depth.
4. Intricate designs: Mosaics can show detailed patterns or pictures from abstract designs to complex scenes.
5. Tactile: The small pieces give mosaics a textured surface that invites touch.
6. Labor-intensive: Creating mosaics requires a lot of time and skill to place each piece carefully.
7. Versatile: Mosaics can decorate walls, floors, furniture and outdoor spaces.

2.20. Creating a mosaic pictorial composition inspired by an athletic event

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