



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

**DANCE**  
**SECONDARY SCHOOL LEVEL**  
**FORMS 1-4**  
**2015-2022**

**TEACHER'S GUIDE**

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## ORGANISATION OF THE GUIDE

The Secondary school level (Forms 1-4) Dance teacher's guide is a document that has been prepared to assist you in understanding how to deliver the 2015-2022 curriculum. This guide is divided into two parts. Part A of the guide focuses on the critical documents that you as the teacher must have in the course of curriculum delivery for Dance. Part B of the guide focuses on the curriculum delivery on the content which is the objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School (forms 1-4) Dance learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners' in your custody at the school where you are teaching.

To enhance your understanding of the Dance learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

### Aims of the Teachers' Guide

The teachers' guide aims to assist you (the teacher) to:

- interpret and translate the national syllabus into meaningful and functional school syllabi, schemes of work and record books
- appreciate the need to keep and maintain useful, comprehensive and up to date records
- be resourceful in the delivery of your lessons
- acquire effective teaching methods suitable for Dance learning area and level of learners
- demonstrate skills of assessment in Dance
- cope with specific problem areas in Dance teaching
- design appropriate strategies for enhancing competencies
- the teacher should familiarize with cross cutting themes and how they can be integrated in the teaching and learning process

## **PART A: CRITICAL DOCUMENTS**

### **Introduction**

The Primary and Secondary Education Curriculum 2015-2022 has been defined by a policy framework which outlines the stance taken by the Ministry of Primary and Secondary Education. You the teacher, as the implementer on the ground, ought to familiarize with documents that the Ministry has availed in order to develop an understanding of the new dimension the curriculum has taken. It is of paramount importance for you to embrace the changes that come with it. In this chapter we shall discuss the critical documents that you should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy.

### **Rationale**

The holistic development of learners is enhanced by the knowledge and practice of Dance which is one of the most effective forms of communication which contributes to economic, religious, political, social and cultural development of the learner. Therefore, Dance education provides an opportunity for learners to acquire the tools and knowledge to create which are essential to developing lifelong skills that inculcate individual historical and cultural identity, values and attitudes.

Dance enhances learners understanding and appreciation of their culture and society, as well as develop a positive self, group and national identity. Dance embraces inclusivity as learners are encouraged to appreciate their uniqueness and that of their Dance products.

The teacher should enhance learners' ability to explore and express their feelings, stimulate creative imagination and develop competencies essential for nation building, employment creation, enterprise, problem solving, critical thinking, design thinking and self-discipline.

### **Objectives**

By the end of Part A of this guide, you as the teacher, should be able to:

- identify critical documents in curriculum implementation
- describe the contents of each critical document
- interpret Secondary School 2015-2022 Dance Form 1-4 syllabus

### **The Critical documents**

As a teacher, it is important for you to know the critical documents that you must have in order to deliver the curriculum effectively in respect of Secondary School 2015-2022 Dance learning area. You must have the following:-

- Curriculum Framework for Primary and Secondary Education (2015-2022)
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profile Guide
- Progress Records (continuous assessment)
- Attendance Register

## INTRODUCTION

### PREAMBLE

This Dance Teacher's Guide is for Forms 1 – 4. Dance is a learning area that stimulates creativity, innovation and originality through practical composition and performance which leads to entrepreneurship. It enables learners to understand and appreciate the historical, socio-economic, political and cultural aspects of aesthetics in the context of Zimbabwean society and that of other cultures. Learners from diverse backgrounds and abilities channel their energies into inspiring artistic endeavors through Dance activities that foster creative expression, discipline, collaboration, self-awareness and personal transformation. Learners engaged in Dance, learn to value the literary, oral and cultural traditions of societies, through understanding universal themes such as family, love, religion, struggles and marriage. The study of Dance equips learners with the means to express their own visions and ideas for them to be able to participate actively in their education, community, professional and social lives. The Dance Learning area intends to equip learners with knowledge towards protection of creative works through an understanding and appreciation of Intellectual Property Rights. The specifications of this syllabus aim to motivate learners to become independent problem solvers within or without their communities.

Dance is one of the most effective forms of communication which contributes to economic, religious, political and social development of the learner. Dance education provides an opportunity for active participation of learners to explore and express their feelings, tolerance and kinaesthetic. Their creative imagination will develop competencies essential for employment creation, entrepreneurship, problem solving, critical thinking and self-discipline. Indigenous Zimbabwean dance equips the learner with a cultural heritage necessary for the continuity of the nation's values, beliefs, practices. The appreciation of the aesthetic values of dance enables learners to become custodians of their heritage and a more productive citizenry.

The learning area details the knowledge, understanding and competencies that learners are expected to develop throughout the learning cycle in the following areas; History of Zimbabwean, African, African-Diasporan and Contemporary Dance and Cultural Dimensions; Dance Techniques; Creative Composition and Intellectual Property Law; Artistic Anatomy, Nutrition and Identity; Aesthetic Values and Performance Appreciation; Technology in Dance and Arts Management (Enterprise Skills). This enables learners to be exposed to a wide diversity of Dance programmes which develops excellence, originality, confidence, self-identity.

## SUBJECTS COVERED BY LEARNING AREA

Music  
Visual arts  
Theatre arts  
Dance  
Film production

### Dance

#### Aims

The learning area aims to enable learners to:

- develop a range of competencies, knowledge and understanding in Zimbabwean, African, African-Diasporan and Contemporary Dance, embracing historical, cultural, creative, interpretative, and analytical aspects of the learning area.
- foster an appreciation of Dance, promoting work ethics, self discipline, Unhu/ Ubuntu, as well as socio - cultural and environmental awareness.
- foster responsible safe ethical use of facilities, materials, methods and technologies.
- develop a sound application of appropriate nutrition and body care.
- establish competencies in Dance technology systems.
- apply knowledge of Intellectual Property Rights.
- demonstrate enterprise skills in the Dance industry
- develop specialization in Dance.

## OBJECTIVES

By the end of the form 1-4 level all learners should be able to:

- appreciate the nature of Dance as a historical, social, cultural, indigenous and ritualistic art;
- recognize social, environmental, cultural and historical influences in Dance;
- understand the relationship between self and others through Dance;
- use appropriate Dance vocabulary to evaluate performances;
- demonstrate sound knowledge of nutrition, hygiene and grooming in dance;
- acquire enterprise skills in Arts management;
- display competencies in the use of Dance technology;
- attain skills of creating and protecting Dance performance;
- demonstrate an ability to work independently and collaboratively in research and Dance production;
- display competencies and creative skills in communication, time management, critical thinking and problem solving that contribute to lifelong learning through Dance;
- appreciate the relationship between Dance and other fields of knowledge.

## SKILLS DEVELOPED IN LEARNERS

Skills to be developed in Dance which are common to all the subjects in this learning area are marketing, administration, creativity, art criticism, enterprise skills and soft skills/Unhu/Ubuntu. The skills stated below are specific to each subject in the learning area:

- Dancing
- Singing
- Choreographing
- Instrumentation
- Stage design
- Properties and costume design
- Sound production
- Script writing
- Directing
- Adaptation
- Lighting
- Planning
- Portfolios presentation
- Evaluation
- Appreciation
- Leadership
- Communication skills.
- Originality
- Collaboration
- Drawing
- Properties usage
- Multi- media application
- Knowledge
- Creativity
- Dance criticism
- Dance management skills
- Enterprise skills
- Research skills

## HOW THE GUIDE WILL HELP THE TEACHER

### Objectives:

After reading this guide you should be able to:

- interpret the syllabuses correctly
- use teaching methods appropriate to the learning area
- prepare engaging and appropriate teaching aids
- design appropriate strategies for problem solving
- manage your class effectively

- to be resourceful
- Manage your class effectively
- Resourceful
- Draw up and maintain comprehensive records
- Guide learners to study effectively on their own
- Objectively evaluate your own teaching and the learners' progress
- Acquire new teaching techniques

The guide covers the following aspects:

- Syllabus interpretation
- Content
- Methodology
- Teaching-learning materials
- Class management
- Record keeping
- Evaluation

## UNIT ONE

### CRITICAL DOCUMENTS

#### PART A

#### 1.0 CRITICAL DOCUMENTS

As a teacher you need to know the critical documents you should have in order to deliver the curriculum effectively. The following documents should be at your disposal:

- Curriculum Framework
- National Syllabus
- School syllabus
- Schemes of Work or Scheme Cum Plan
- Lesson Plans
- Learner Profile
- Progress Records
- Register of Attendance

#### 1.2 Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022

The Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022 is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of Ministry of Primary and Secondary Education at policy level. It prescribes what the government expects to be delivered by practitioners as duties are executed. It is a competency driven curriculum whose main aim is to produce learners with 21st century skills that will make them productive citizens. As a teacher you should always refer to this document as you plan and execute your lessons

#### 1.3 National Syllabus

Syllabuses are important documents which the teacher requires for teaching and learning of the specific learning area. There are two types of syllabuses, the Official or National Syllabus and the School Syllabus. The National Syllabus is a policy document that outlines and specifies the learning area, philosophy, aims and objectives, teaching and learning concepts, content, suggested methodology and assessment criteria at every learning level. It is there to guide the teaching and learning process by providing a breakdown of the learning area into teaching and learning units and suggested supporting activities.

##### 1.3.1 Aims:

The aims provide the general direction or the plan in which you should be guiding your learners in the long term period. For example:

Develop a range of competencies, knowledge and understanding in Dance, embracing historical, cultural, creative, interpretative, and analytical aspects of the learning area.

##### 1.3.2 Objectives:

Objectives are the goals or the purposes which are hoped that the learner acquires after having passed through the process of acquainting with the learning area. For example appreciate the nature of Dance as a historical, social, cultural, indigenous and ritualistic art;

##### 1.3.3 Assessment objectives:

Assessment objectives are a methods of a evaluating a learner's performance or attainment. This can be done through appraisal, estimation, measurement, judgment, review, consideration or an opinion. It involves examination and records of day to day activities.

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### 1.3.4 Scope and Sequence

The scope is the range covered by the learning area in relation to the topic. The sequence is the order in which the topics are arranged in a specified spiral order. The topics are spiral from Form One to Form Four. The topics have a chronological sequence as the content increase in breath and depth for example in all the following topics

History of Zimbabwe, African, African-Diasporan and Contemporary Dance, Dance Techniques, Creative Composition and Intellectual Property Law, Anatomy, Nutrition and Identity, Aesthetic Values and Performance Appreciation, Technology in Dance, Dance Management (Enterprise Skills)

## **PART B**

### **SCHOOL SYLLABUS**

#### **2.1 SCHOOL SYLLABUS**

A School Syllabus is drafted at school level from the National Syllabus by the teachers responsible for teaching the learning areas by reorganising content taking into account prevailing local factors. It is an alignment of the national or official syllabus with conditions and the environment in which the school operates taking into consideration the following:

- Level of learner performance (knowledge they already have)
- Facilities and funds available
- Time allocation in the official syllabus
- Local conditions that affect the choice and sequencing of topics
- Supply of textbooks and other teaching materials
- Education technology available
- Community capabilities

#### **2.2 STRUCTURE OF SCHOOL SYLLABUS**

The following are the components of a school syllabus:

##### **2.2.1 Aims:**

The aims are a broad indication of what the learners should learn,

##### **2.2.2 Objectives:**

As a teacher, it is important for you to have a clear understanding of the objectives of the syllabus. Objectives refer to learner behaviour or competencies a learner must demonstrate at the end of the teaching and learning experience. For example learners should be able to explore the physical, vocal, characterization, mental and staging components of dancing.

##### **2.2.3 TOPICS**

Topics give a broad outline of what the teaching and learning process has to cover. The topic is then elaborated in specific and manageable content units. The content is given life through the activities that are carried out during learning process. The teaching and learning should be learner centred. There is a shift in emphasis from subject matter to skills and competency development.

##### **2.2.4 METHODOLOGY**

Methodology refers to the practice, procedure, method, approach or style for the delivery of the curriculum. You are encouraged to use a variety of methods that engage the learners. These methods should be learner centred and should aim at equipping learners with desired competencies. You as the teacher should be a facilitator while the learner is the doer. The following are examples of teaching methods that encourage learner centeredness.

- Experimentation
- Research
- Song and dance
- Story telling
- Group work
- Games
- Integrated learning
- Simulation
- Resource method

- 
- Educational trips
  - Gallery walk
  - Discussion
  - Survey method
  - Case study
  - Problem solving
  - Practical demonstration
  - Poems and Rhymes
  - Puppetry
  - Workshops /Improvisation

### 2.2.5 INSTRUCTIONAL OR TEACHING MATERIAL

Instructional or teaching materials serve the purpose of facilitating the learning process. They must be interesting and engaging and must be prepared long in advance. They should be used or deployed at the most strategic stage as the lesson develops. There are many types of instructional material which are at your disposal as a teacher. These include:

- Charts
- Films
- Radio
- Slides
- Drama
- Models
- Puppets
- Animations
- Illustrations
- Computers

### 2.2.6 ASSESSMENT

Dance will be assessed continuously by all teachers from Form One to Four through course work and examinations. Learners will be assessed in the following areas:

#### Course work

##### Practical

Dancing, singing, choreographing, instrumentation, stage design, properties and costume design.  
Sound production, script writing, directing, adaptation, lighting, planning and portfolios.  
Evaluation, appreciation, leadership and communication skills.  
Originality, creativity and collaboration competencies.  
Dance management, enterprise and research skills.

##### Theory

Assignments

Tests

**SUMMATIVE ASSESSMENT**

<b>TITLE</b>	<b>DURATION</b>	<b>MARKS</b>	<b>WEIGHTING (%)</b>
Paper 1: Theory Multiple choice	1 hour 15 minutes	40	10%
Paper 2: Structured paper Section A: Structured questions Section B: Essays	2 hours	100	25%
Paper 3: Performance Proficiency	8 – 10 minutes	30	35%
Continuous Assessment	4 year Cycle	30	30%
Total for papers 1,2 and 3		200	100%

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## UNIT 3

### SCHEMES OF WORK/ SCHEME CUM PLAN

#### Objectives

By the end of this unit, you should be able to:

- describe the essential components of a scheme-cum- plan
- develop a scheme-cum- plan
- explain the advantages of writing down your plan
- realise the merits of planning your lessons well in advance

#### 3.1 Schemes of Work/ Scheme cum Plan

This is a document that you a teacher should draw from the national and school syllabus. It outlines the objectives activities, content, and methodologies for a week or term. The scheme of work/scheme cum plan should be prepared two weeks ahead of lesson delivery date. The use of ICT tools in drawing the documents is encouraged

#### 3.3 Lesson Plan

A Lesson Plan is detailed daily plan of what the teacher intends to deliver during the lesson. This is used when you as a teacher have drawn up in the event of having drawn a scheme of work rather than a scheme cum plan. (See Detailed Lesson Plan Template on page16)

#### 3.4 Learner Profiles

Profile assessment is a quality assessment tool designed to access the learners for acquisition of, determine strengths and identify areas of improvement. Teachers should carry out profiling in order to track learner's behaviour, knowledge, attitudes, aptitudes, skills, values and performances. This assessment informs teaching and learning process and contributes to the overall performance of the learner. The profile is a progress record that captures learner's performances and attendance.

#### 3.5 Assumptions

The syllabus assumes that learners have practical abilities to:

- use their voices, gestures and sign language to artistically express themselves
- express themselves through movement
- explore the foundational elements and principles of design
- respond to stimuli through facial expressions, body language and voice.
- appreciate dance and performance
- manipulate available resources in the environment

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS/ KNOWLEDGE	SOM/MEDIA	FACILITY /EQUIPMENT	METHODS/ ACTIVITIES	EVALUATION
22/04/16	<p>LABORATORY Musical Accompaniment -Music elements -Instrumentation</p>	<p>By the end of the week pupils should be able to:</p> <ul style="list-style-type: none"> <li>• apply basic music elements to the making and performance of dance</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumentation               <ul style="list-style-type: none"> <li>-vocals</li> <li>-vocal</li> <li>-clapping</li> <li>-percussive instruments</li> </ul> </li> <li>Basic music elements               <ul style="list-style-type: none"> <li>-rhythm</li> <li>-meter</li> <li>-accents</li> <li>-time</li> </ul> </li> <li>• Decision making</li> <li>• Composing instrumental pieces for dance styles to create desired support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-colonial, colonial, chimurenga and post-colonial songs and texts</li> <li>• CDs with recorded music</li> <li>• Video clips</li> <li>• CD/DVD Player</li> <li>• Magazines</li> </ul>	<p>Music room/ Hall  hosho, ngoma, makwazikeyi, chigufe</p>	<p><b>METHODS</b></p> <ul style="list-style-type: none"> <li>• Demonstration, Practice, Guided Discovery, Group Work,</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Doing dance exercises</li> <li>• Training the voice</li> <li>• Developing sequences</li> <li>• Auditioning for dance</li> <li>• Reading the script</li> <li>• Analysing the script and sequences</li> <li>• Exploring stage areas/ mobility and orientation</li> <li>• Rehearsing the play</li> <li>• Evaluating the rehearsals</li> </ul>	

## UNIT 4

### DETAILED LESSON PLAN

By the end of this unit, you should be able to

- Draw up a lesson plan
- Identify relevant teaching – learning materials or aids
- Identify appropriate teaching methods
- evaluate the lesson delivery

#### Lesson Objectives

By the end of the lesson, learners should be able to:

- identify pre-colonial, colonial, chimurenga/Umvukela and post-colonial songs
- sing and dance to pre-colonial, colonial, chimurenga/umvukela and post-colonial songs
- play musical instruments
- Express moods

The lesson plan involves the following:

- Preparation: objectives and teaching aids
- Execution:
  - lesson development
  - summary or conclusion
  - assignment
- Lesson evaluation

### DETAILED LESSON PLAN

Date:	22 April 2016
Level	Form One
Time:	11.30 -12.30
Learning Area	Dance
<b>Topic/Content:</b>	<b>THE CREATIVE PROCESS AND PERFORMANCE</b>
<b>Sub-Topic:</b>	Dancing.
<b>S.O.M:</b>	Dance books, videos, audio materials
<b>Equipment:</b>	video and audio equipment
<b>Number of students:</b>	40

#### Assumed Knowledge:

- use their voices, gestures and sign language to artistically express themselves
- express themselves through movement
- explore the foundational elements and principles of design
- Respond to stimuli through facial expressions, body language and voice.
- appreciate theatre and performance
- manipulate available resources in the environment

#### Introduction: 10 minutes

The introduction set beginning of the lesson which by capturing the attention of learners, evaluating the assumed knowledge, recapping on previous topics and ensuring that learners are ready for new material. For example warm up exercises help learners to prepare the body for acting.

#### Lesson development: 40 minutes

The lesson development is where activities planned for the lesson are implemented to give concrete examples of physical, vocal characterisation and staging components. The appropriate plan of the lesson should ensure which

questions are learners to attempt, which demonstrations are to be done. Identify the equipment and instruments required for lesson delivery. The teacher should device problems that can be solved by as well as activities that can be carried out by learners such as:

What information does the song inform us about pre-colonial, colonial, chimurenga/umvukela and post-colonial songs?

Sing pre-colonial, colonial, chimurenga/umvukela and post-colonial songs  
Dance to pre-colonial, colonial, chimurenga/umvukela and post-colonial songs

**Materials of instruction**

The material for enhancement of the lesson should be tested prior to the lesson. The class environment has to be analysed to access the use of certain forms of audio-visual requirements such as videos or audio equipment

**Skills Development**

Skills developed in this lesson are dancing, vocal, analytical, team and storytelling.

**Notes:**

The teacher has to bear in mind that the class is dynamic hence the notes should include work for individuals such as work for high achievers. It should be noted that several skills are being developed concurrently and therefore all learners should be profiled accordingly. You should always remember to address cross-cutting themes during lesson delivery.

**Conclusion: 10 minutes**

The conclusion focuses on recap of the deliverables in the lesson to access if the planned activities have been achieved. For example a cool down exercise. Can be used as a conclusion

**LESSON EVALUATION:**

Strengths: .....

.....

.....

Areas requiring improvement .....

.....

.....

.....

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## UNIT 5:

### METHODOLOGY

#### OBJECTIVES

By the end of this unit, you should be able to:

- select appropriate teaching methods for your lessons
- use a variety of learner-centered approaches
- plan and organize study tours
- help pupils carry-out projects or experiment

As a teacher it is important to use problem-solving and learner-centered approaches, with yourself as the facilitator. A facilitator is one who encourages others to find their own solutions to problems or tasks. In teaching and learning while the teacher facilitates the proceedings, the learner is the doer. Methodology used depends on the following:

- the teacher's creativity
- learner's level of development (cognitive, affective and psychomotor)
- content to be covered
- availability of resources
- competencies to be development
- classroom environment

#### METHODOLOGY

As a teacher it is critically important for you to be well versed in the variety of methods that are at your disposal. Some of the methods and approaches that can be used in teaching and learning Dance at Secondary level are:

##### Animation

Animation consists of pictures, drawings or photographs in series viewed with a mechanical device or by flipping through a hand-held sequence of images. These are also known as cartoons.

##### Notation

Notation is marks or symbols used to represent units, methods, details, or connections in a shortened, form. Notations are found in music which is symbols that represent musical sounds, in dance they are symbols that represent step arrangement which is dance composition or choreography, in film they are symbols that represent the plotting of camera movements and in theatre they are symbols that represent blocking or acting movement.

##### Song

Song is the art of singing which has tremendous impact on moods and emotional expression. Singing maybe accompanied by instruments or not.

##### Dance

Dance is the bodily movements that are patterned and rhythmic. Dance maybe accompanied by instruments or not. It is a form of communication. It is used to express a variety of issues and emotions within a diversity of cultures.

##### Story telling

Story telling is the art of relating a story, verbally, in written form, in video or film, in pictures or in digital form.

##### Games

Games are those activities that learners can engage in which are directed by sets of rules and competitive or co-operative in nature. Learners People participate in games for cognitive, affective, and psycho-motor recreation and development. Games encourage collaboration, problem solving, coordination and physical skill.

## **Integrated teaching**

Integrated teaching involves the teaching and learning of different subject matter combined. Thus aspects of music, art, theatre and dance are combined and are taught and learned together because the aspects work well especially topic on elements and principles of design

## **Simulation**

Simulation is the method where models, replica, representation, duplication or imitation of one process or system through the use of another in the teaching and learning process.

## **Imitation**

Imitation is making something look like, the act of representing or of imitating somebody or something, or of using something or somebody as a model or an impression of someone, one organism duplicating another's behaviour. The repetition of a musical idea such as a melody or rhythmic figure in the part for another voice or instrument, often at another pitch and sometimes with

## **Resource method**

Resource method is looking for help from somebody or something that is a source of help or information

## **Education Tours**

Tourism, travel for recreation or instruction, often in organized groups.

## UNIT 6:

### INSTRUCTIONAL TEACHING-LEARNING AIDS

#### OBJECTIVES

By the end of this unit, you should be able to:

- select appropriate instructional aids
- make good quality aids from available resources
- use instructional aids effectively
- Design meaningful and effective instructional aids

#### Instructional (Teaching-Learning) Aids

Teaching and learning aids are materials used to facilitate teaching and learning process

They help learners to

- i. learn better and faster,
- ii. capture learners` interest
- iii. create virtual reality

#### Types of Instructional (Teaching-Learning) Aids

The choice of Teaching and learning aids and materials used to aid learning and the choice of these is determined by

- i. the time available
- ii. the teachers competency with chosen form of media
- iii. learning level of learners
- iv. environment of the class- with respect to
  - the space in the class
  - size of the class
  - special needs of the class
  - age level
  - sitting arrangements
  - conditions of gadgets being used

#### Types of Teaching-Learning Aids fall into these categories:

- i. Print media
- ii. Photographic media
- iii. Graphic media
- iv. Audio media
- v. Models
- vi. Simulations or games
- vii. computers, cell phones, iPods

## **UNIT 7:**

### **CLASS MANAGEMENT**

#### **Objectives**

By the end of this unit, you should be able to:

- create an effective learning environment
- motivate the learners
- maintain discipline
- supervise class activities

Class management is the Process of planning, organising, leading and controlling class activities to facilitate learning  
Organisational Skills for Effective Learning

Classroom organisation which covers:

- a. physical environment
- b. emotional environment
- c. grouping the learners
- d. class control and discipline
- e. supervision

#### **Physical Environment**

For effective teaching and learning there is need for:

- a. Classroom to be clean, tidy and airy
- b. Safety considerations when arranging furniture/equipment
- c. Teaching aids to be visible to learners

#### **Emotional Environment**

The teacher has to

- a. Be firm, warm and pleasant
- b. Set the right tone
- c. Tell learners what behaviour is expected

#### **Grouping**

It is important to promote sharing of ideas among learners and to take note the following:

Learners may be grouped according to

- a. abilities
- b. special needs
- c. difficulty
- d. sex where necessary

#### **Class control and discipline**

For discipline and control:

- a. Know the schools policy on discipline
- b. Be firm and fair
- c. Punishment should be corrective
- d. Acknowledge good behaviour
- e. Make use of prefects and class monitors
- f. Create an atmosphere of trust and honesty
- g. Aim for intrinsic discipline

---

## MOTIVATION

It is important to:

- a. make learners feel important
- b. recognise effort
- c. reward excellence
- d. be a role model in terms of your demeanor

## Supervision

Supervision is vital because it allows checking of learners` work in order to:

- a. guide
- b. correct
- c. inspire

Areas that require supervision include:

- a. games
- b. simulations
- c. performances
- d. recordings
- e. practical work,
- f. written work,
- g. discussions,
- h. group work and
- i. field trips
- j. projects
- k. examinations
- l. Assignments

## **UNIT 8**

### **RECORD – KEEPING**

#### **Objectives**

By the end of this unit, you should be able to:

- identify the various records expected to be kept
- prepare accurate records
- Interpret information from records to promote learning
- Maintain and keep records safely

#### **Record – keeping**

Records are critical documents about the teaching and learning process which must be kept by every teacher  
The following are some of the documents that should be kept:

- a. Syllabuses (National and School)
  - b. Staff and pupil details
  - c. Examination documents
  - d. Mark lists
  - e. Stock control registers
- Appreciate the need to update records regularly

#### **Types of records**

- a. Official syllabuses
- b. School syllabuses
- c. Records of staff details
- d. Records of learner details
- e. Records of learner' profile
- f. Records of development in the department
- g. Financial records
- h. SSAFA records
- i. Supervision records
- j. Files, circulars, handouts, past exam papers
- k. Minutes of meetings
- l. Inventory of resource materials
- m. Stock control registers

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## UNIT 9

### EVALUATION

#### Objectives

By the end of this unit, you should be able to:

- evaluate both your work and that of the learners
- identify the essential evaluation methods that you can use
- prepare marking schemes for the various activities or projects

#### Evaluation

There is need to create the habit of checking the teaching and learning process to assess improvement as well as monitor the acquisition of knowledge, skills and attitudes by the teacher and learners. It also involves the evaluation. Evaluation assesses the worthiness of the teaching and learning process in terms of teacher and learner performance through looking at the following:

- i. Measuring the success of teaching
- ii. Provides feedback on the acquisition of knowledge, skills and attitudes by learners
- iii. Considering the quality of the teaching and learning
- iv. Examining conditions of the teaching and learning process
- v. Judging the value of acquisition.
- vi. Assess to see from most to the least vital

The process of evaluating can be non verbal, verbal and documented

#### Means of evaluating

- Games
- Simulations
- Performances
- Recordings
- Tests
- Exercises
- Projects
- Examinations
- Assignments

## UNIT 10

### SYLLABUS TOPICS

The syllabus topics are as follows:

History of Zimbabwe, African, African-Diasporan and Contemporary Dance

Dance Techniques

Creative Composition and Intellectual Property Law

Anatomy, Nutrition and Identity

Aesthetic Values and Performance Appreciation

Technology in Dance

Dance Management (Enterprise Skills)

TOPIC: Syllabus Topic: Creative Composition and Intellectual Property Law

### MUSICAL ACCOMPANIMENT:

- Music elements
- Instrumentation
- Application of artistic processes and skills,

### Objectives (learner – behaviour)

- apply basic music elements to the making and performance of dance
- create dance styles using improvisation
- Present a repertoire of dance movement vocabulary.

### Content

- Instrumentation
  - vocals
  - vocable
  - clapping
  - percussive instruments
- Basic music elements
  - rhythm
  - méter
  - accents
  - time
  - pitch
  - tone
- Methods of improvisation

### Methodology (learner - centeredness)

- improvisation
- Project based learning
- E-learning
- Demonstrations
- Resource person(s)

### Teaching-learning aids

- Songs
- Poems
- Mirrors
- Pictures
- ICT and e-learning tools
- Audio and Visual Materials

## Activities (learner - centeredness)

- Composing instrumental music pieces for dance styles to create desired support
- Identifying an idea
- Brain storming on ideas
- Selecting a theme
- Researching on given themes
- Writing a storyline
- Breaking the storyline into dance sequences
- Choreographing
- Playing musical instruments
- Dancing
- Compiling dance vocabulary

## Competencies

Knowledge	Skills	Attitudes
•Composing	<ul style="list-style-type: none"> <li>- Composing instrumental music pieces</li> <li>- Story line</li> <li>- Dance sequencing</li> <li>- Choreographing styles</li> </ul> Playing musical instruments Dancing	<ul style="list-style-type: none"> <li>• Resolving differences of opinion</li> <li>• Empathy</li> <li>• Working hard</li> <li>• Collaborating</li> <li>• team work</li> <li>• resilience</li> </ul>

## Assessment

Learners will be assessed on:

- Ability to compose instrumental music pieces
- developing a story line
- Ability to develop scenes
- Dance sequencing
- Choreographing styles
- Application of dancing skills
- Playing musical instruments
- Performing
- Developing a Creative Portfolio

## Scripting:

- Themes
- Application of artistic processes and skills,

## Objectives (learner – behaviour)

- record personal movement patterns and phrases using a variety of methods.

## Content

## Methodology (learner - centeredness)

- Development of theme
  - theme identification
  - storyline
  - costuming and props
  - instrumentation
  - dynamics
  - forms
  - movement patterns such as drawings, graphs
  - vocabulary

## Teaching-learning aids

- strings
- Wood
- Papers
- Metal
- mirrors,
- canvas
- sketch books,
- pencils, rubbers,
- rulers,

Relevant reference books

## Activities (learner - centeredness)

- Developing themes for selected dance styles.
- Creating storylines based on themes.
- Presenting repertoires of dance movement vocabulary.
- Recording movement patterns using a variety of methods.
- Designing costumes and props for created works

## Competencies

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Identifying Elements and principles of design as: colour, shape, line ,form, harmony, balance</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Dacing</li> <li>• Evaluating performances</li> <li>- Dance sequencing</li> <li>- Choreographing styles</li> <li>Playing musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Working hard</li> </ul>
<ul style="list-style-type: none"> <li>• Dancing styles</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing different artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• team work</li> </ul>

## Assessment

Learners will be assessed on:

- Ability to develop a story line
- Performing
- Developing a Creative Portfolio
- Evaluating performances
- developing a story line
- Ability to develop scenes
- Dance sequencing
- Choreographing styles
- Application of dancing skills
- Playing musical instruments
- Performing
- Developing a Creative Portfolio

**CREATIVE PORTFOLIO:**

- Folklore songs compositions

**Objectives (learner – behaviour)**

Compile a creative dance portfolio

**Content**

- Live performance
- Create a portfolio for folklore song composition

**Methodology (learner - centeredness)**

- improvisation
- Project based learning
- Educational tours
- E-learning
- Demonstrations
- Resource person(s)

**Teaching-learning aids**

- scripts
- Poems
- Mirrors
- Pictures
- ICT and e-learning tools
- Audio and Visual Materials

**Activities (learner - centeredness)**

- Setting the stage
- Wearing appropriate costumes
- Applying make up
- Performing solo, duet or ensemble
- Creating a portfolio for folklore song composition

**Competencies**

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Setting the stage</li> <li>• costuming</li> <li>• make up</li> <li>• Performing solo, duet or ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Resolving differences of opinion</li> <li>• Working hard</li> </ul>
<ul style="list-style-type: none"> <li>• Dancing</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• synthesis skills</li> <li>• critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• team work</li> </ul>

## **Assessment**

Learners will be assessed on:

- Ability to develop a story line
- Ability to develop dance sequences
- Application of dancing skills
- Performing
- Developing a Creative Portfolio
- Setting the stage
- Costuming
- make up
- Performing
- Directing
- Evaluating performances
- Developing a Creative Portfolio
- synthesis skills

