



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

**VISUAL AND  
PERFORMING ARTS  
INFANT SCHOOL LEVEL  
(EARLY CHILDHOOD DEVELOPMENT  
TO GRADE 2)**

**2015 - 2022**

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**TEACHER'S GUIDE**

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## 1.0 ORGANISATION OF THE GUIDE

The Infant level (ECDA to Grade 2) Visual and Performing Arts teacher's guide is a document that has been prepared to assist you in understanding how to deliver the 2015-2022 curriculum with ease. 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 Visual and Performing Arts. Part B of the guide focuses on the curriculum delivery on the content that 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 Infant level (ECDA to Grade 2) Visual and Performing Arts 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 Visual and Performing Arts learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

### 1.1 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, lesson plan and record books
- appreciate the need to keep and maintain useful, comprehensive and up to date records
- be resourceful and innovative in the delivery of your lessons
- acquire suitable and effective teaching methods suitable for Visual and Performing Arts learning area and level of learners
- demonstrate skills of assessment in Visual and Performing Arts learning area

- cope with specific problem areas in Visual and Performing Arts teaching and learning
- design appropriate strategies for enhancing competencies
- familiarise with cross-cutting themes and how they can be integrated in the teaching and learning process

This guide will assist teachers in unpacking the new Visual and Performing Arts syllabus

## 2.0 CRITICAL DOCUMENTS

### 2.1 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. The teacher, as the implementer on the ground, ought to familiarise 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. As a teacher you need to know the critical documents you should have access to in order to deliver the Visual and Performing Arts Syllabus effectively. These are:

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

### 2.3 OBJECTIVES

It is important for you the teacher to:

- have access to the critical documents
- be able to identify the importance of the critical documents in the teaching profession.

## UNIT 1

### 1.1 CURRICULUM FRAMEWORK FOR ZIMBABWE PRIMARY AND SECONDARY EDUCATION 2015-2022

The curriculum Framework for Primary and Secondary Education (2015-2022) was crafted to provide a medium to long-term policy direction, to make improvements in the delivery of a home grown curriculum. It establishes a clear sequence of priorities that a teacher must study clearly to ensure that a return on investment made in education is optimised in terms of the results that matters the most, which are learner outcomes. This unit will give a brief outline of the Curriculum Framework and it is important that you read the full edition to appreciate the dictates of the new curriculum.

This is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of the Ministry of Primary and Secondary Education (MOPSE) at policy level. It outlines what the government expects you to deliver as you go about your duties.

The Visual and Performing Arts is a learning area that seeks to develop the skills of creativity, performance and originality. It involves music, dance, theatre and visual arts, which leads to entrepreneurship. The syllabus is for Infant level and intends to help learners gain understanding and appreciation of visual and performing arts. It places visual and performing arts in its socio-economic, political and cultural context in order to help learners understand and appreciate their culture and society.

The syllabus follows a developmental approach that leads learners to grow into a mature relationship with Music, Dance, Theatre and Art through primary education.

This guide will therefore assist you and acts as a reference book for the teaching of various concepts in the learning area. It will also assist you to organise your lesson plans, use appropriate methods and manage your classes effectively to facilitate the easy delivery of the curriculum. Visual and Performing Arts requires a play oriented practical approach to its teaching. Accordingly you should involve learners in practical activities as much as possible.

### SKILLS TO BE DEVELOPED IN THE LEARNER

Zimbabwe is endowed with cultural diversity and therefore it is imperative for learners to acquire visual and performing art skills and competencies as these are essential for self and national and identity , entertainment, employment creation, problem-solving, critical thinking, creativity and self-discipline. Visual and Performing Arts should aim at developing the following skills in the infant learner:

- Manipulative skills
- Hand and eye coordination
- Left to right orientation
- Foot and eye coordination

- Creativity
- Observation skills
- Listening skills
- Oral skills
- Speaking skills
- Communication skills
- Imaginative skills
- Collaborative skills
- Enterprising skills
- Cognitive skills
- Problem solving skills
- Emotional skills
- Soft skills
- Social skills
- Mathematical skills
- Scientific skills
- Psychomotor skills
- Visual skills
- Technological skills

- Tactile skills
- Kinesthetic skills
- Aesthetic skills
- Confidence
- Concentration skill
- Leadership skills

### **OBJECTIVES OF THE UNIT**

By the end of the unit you should be able to;

- appreciate the importance of curriculum interpretation
- understand the purpose of curriculum interpretation
- identify the key elements of the curriculum
- break the syllabus into teachable units

### **KEY ELEMENTS**

The Curriculum Framework for Primary and Secondary Education (2015-2022) contains the following key elements. As a teacher, you should be fully conversant of these elements of the curriculum (refer to the Framework document for more information):

- Preamble
- Background
- Goals of the curriculum
- Learning areas
- Teaching and Learning methods
- Assessment and Learning
- Strategies for effective curriculum implementation
- Principles and values guiding the curriculum
- The Future

## UNIT 2

### SYLLABUS INTERPRETATION

#### 2.0 INTRODUCTION

This unit provides aspects of syllabus interpretation that you should be well acquainted with in terms of teaching the learning area. Syllabus interpretation is making sense of the syllabus. It is a process of unpacking the syllabus content, analysing and synthesising it. You should familiarise yourself with the rationale, aims, objectives, scope and sequence, content, methods and the activities suggested in the syllabus.

#### OBJECTIVES

##### 2.1 OBJECTIVES OF THE UNIT

By the end of the unit you should be able to;

- interpret the syllabus content
- understand the purpose of syllabus interpretation
- identify the two types of syllabuses at the school
- identify the components of the syllabus
- appreciate the importance of syllabus interpretation
- identify the key documents every teacher must have
- derive meaning from the syllabus
- break the syllabus into teachable units

##### 2.2 TYPES OF SYLLABUSES

Syllabuses constitute the legal framework for the development of detailed teaching and learning activities. Failure to interpret them will result in derailing government policy and its intentions on education. As key documents to you the teacher in a school, it is imperative to understand that teaching without a syllabus is thoroughly unprofessional. Syllabuses are the legal documents, which translate educational policies into measurable teaching objectives in a given learning area. You should understand that there are two types of syllabuses, which are the national syllabus and the school syllabus. In the Visual and Performing Arts syllabus you need to identify the major components of the syllabus and draw meaning from them.

##### 3.4 PURPOSE OF SYLLABUS INTERPRETATION

Syllabus interpretation helps you to share the same syllabus meaning with the developer. Syllabus interpretation attempts to put you and other teachers teaching the same subject at the same level. Furthermore, syllabus interpretation prepares you for effective syllabus implementation. The syllabus gives you direction in terms of:

- The content to be covered
- The time allocation for coverage of content.

- The methods to be used to cover the content
- Practical activities that should be carried out in the interest of skills acquisition.

Thus the syllabus ensures uniformity i.e. that is all pupils are learning the same things at the same level. You should always remember that the syllabus serves as a contract between the teacher and the learner. Thus both the learner and the teacher must play their roles diligently.

## 2.3 NATIONAL SYLLABUS

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, learning/teaching concepts and content, suggested methodology and assessment criteria at every form level. As a teacher you should always have it and use it to guide you in your day-to-day teaching and learning activities.

## 2.4 DEFINITION

A syllabus can be defined as;

- A teaching, learning and assessment instrument which guides you the teacher in achieving the objectives of the curriculum.
- A document containing the aims, objectives, content and assessment details of the course.

The syllabus should always be read together with the Curriculum Framework for Primary and Secondary Education 2015-2022

## 3.5 COMPONENTS OF THE SYLLABUS

As a teacher it is important for you to understand the components of the syllabus as listed below;

- Preamble
- Aims
- Course objectives
- Assessment objectives
- Course content/activities
- Methodology
- Assessment scheme
- Skills weighting
- The specification grid

### 3.5.1 PREAMBLE

You may have noticed that all the syllabuses in the Infant and Junior modules have a preamble. The preamble is important as it;

- is a concise summary of the syllabus.
- contains a brief statement on the philosophy of teaching the course.

- indicates where the course fits in the curriculum or education system.
- explains the following; (a) who the syllabus is meant for that is the grade or form.(b) what the syllabus seeks to achieve, and (c) the general guidelines on the teaching approach

### 3.5.2 AIMS

In order for you to interpret the syllabus meaningfully you should understand the aims of the syllabus. Aims can be defined as long-term general directions in which you should be guiding your learners. On the other hand aims can be defined as broad statements of intent, which identify general educational outcomes to be achieved.

Example: To develop a positive interest in Visual and Performing Arts.

### 3.5.3 OBJECTIVES

After you have understood the general direction the syllabus is taking you and the learner; you need to take cognizance of the specific objectives the syllabus seeks to achieve. So it is also necessary to understand what objectives are. Objectives can be defined as learner behaviours after being exposed to a teaching and learning experience. Objectives refer to competencies that learners must demonstrate after a teaching- learning experience. E.g. Identify musical instruments by their sound. The objectives can be classified into three categories: cognitive, affective and psychomotor

### 3.5.4 Syllabus Topics

The Visual and Performing Arts syllabuses for infant and junior schools are all developed on the five major topics, which are all spiral in nature. The topics are developmental and they build on each other grade by grade up to grade seven. As a practically oriented discipline, Visual and Performing Arts topics are premised on this orientation. As you endeavour to teach each topic be as practical as possible.

Below are the topics, which are in the Visual and Performing Arts syllabus for infant and junior learners;

- History and culture
- The creative process and performance
- Aesthetic values and appreciation
- Arts technology
- Enterprising skills (Entrepreneurship)

### 3.5.5 Scope and sequence

This shows you the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels (ECDA – Grade 2) differing in depth as learners progress to higher levels. You should understand this Spiral approach for it helps you in developing the school syllabus as well as scheming and planning of your work. The table below is an example of the Scope and Sequence for form ECDA-Grade 2.

## Scope and sequence sample

### TOPIC 4: ARTS TECHNOLOGY

ECD (0-3YEARS)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> <li>• Audio and visual music</li> <li>• Ethics, music and the internet</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> <li>• use of ICT tools</li> <li>• Audio and visual music</li> <li>• Ethics, music and the internet</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music recording</li> <li>• Audio and visual music</li> <li>• Musical icons and symbols</li> <li>• Ethics, music and the internet</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music composition and recording</li> <li>• Audio and visual music</li> <li>• Musical icons and symbols</li> <li>• Ethics, music and the internet</li> </ul>
<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts technological tools in the home</li> </ul>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts technological tools in my home</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual technological tools in my school</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual technological tools in my community</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual technological tools in my country</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>
<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows and silhouette</li> <li>• Picture stories</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows and silhouette</li> <li>• Sound effects - natural sounds</li> <li>• Slides picture story:                             <ul style="list-style-type: none"> <li>- character</li> </ul> </li> <li>• Ethics, theatre and the internet</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and hue/colour</li> <li>• Sound effects - recorded sound</li> <li>• Slides picture story:                             <ul style="list-style-type: none"> <li>- character and objects</li> </ul> </li> <li>• Ethics, theatre and the internet</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and mood</li> <li>• Sound effects - responding with movement</li> <li>• Slides picture story:                             <ul style="list-style-type: none"> <li>- character and objects</li> </ul> </li> <li>• Ethics, theatre and the internet</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and setting</li> <li>• Sound effects - impact</li> <li>• Slides picture story:                             <ul style="list-style-type: none"> <li>- character and conflict</li> </ul> </li> <li>• Digital theatre</li> <li>• Ethics, theatre and the internet</li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows and silhouette</li> <li>• Slides dance pictures</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows and silhouette</li> <li>• Sound effects - natural sounds</li> <li>• Slides dance pictures</li> <li>• Ethics, dance and the internet</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and hue/colour</li> <li>• Sound effects - recorded sound</li> <li>• Slides dance pictures depicting a story</li> <li>• Ethics, dance and the internet</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and mood</li> <li>• Sound effects - responding with movement</li> <li>• Slides dancers and objects</li> <li>• Ethics, dance and the internet</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and setting</li> <li>• Sound effects - impact</li> <li>• Video - dance drama</li> <li>• Ethics, dance and the internet</li> </ul>

### 3.5.6 Competence matrix

It is a table that presents to you the concepts/content to be taught or competencies to be acquired at each level. It is developed from the scope and sequence. It includes topic/skill, objectives, unit/competence content, suggested learning activities and suggested resources. The table below indicates how the competence matrix is presented for you in the Infant Visual and Performing Arts Syllabus.

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• identify music videos from local artists</li> <li>• operate musical devices</li> <li>• assemble pictures of musical instruments</li> <li>• watch relevant music videos</li> <li>• listen to music from technological tools/devices</li> </ul>	<ul style="list-style-type: none"> <li>• Musical tools</li> <li>• Pictures of local musicians</li> <li>• Pictures of musical devices/tools</li> <li>• Local music videos</li> <li>• Technological tools</li> </ul>	<ul style="list-style-type: none"> <li>• Moving to source of sound</li> <li>• Identifying local artists from pictures and videos</li> <li>• Listening to recorded music</li> <li>• Watching recorded music</li> <li>• Recording own music</li> <li>• Naming musical tools/devices</li> <li>• Operating musical tools</li> <li>• Pasting pictures of musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Music Play area</li> <li>• Pictures</li> <li>• Musical devices</li> <li>• CDs</li> <li>• memory sticks</li> <li>• smart phone</li> <li>• radio</li> <li>• marimba</li> <li>• chipendani and mkube</li> <li>• hwamanda</li> <li>• Pictures</li> <li>• Puzzles</li> <li>• TV</li> <li>• Glue/namo/ingcino</li> </ul>
<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts technological tools in the home</li> </ul>	<ul style="list-style-type: none"> <li>• identify visual arts technological tools in the home</li> <li>• operate technological tools in the home</li> <li>• watch pictures and images from visual arts technological devices/tools in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Technological tools</li> </ul>	<ul style="list-style-type: none"> <li>• Naming Visual Arts technology tools</li> <li>• Photographing objects in the home</li> <li>• Filming objects in the home</li> <li>• Pasting pictures of technological tools</li> <li>• Making picture books on technological tools</li> <li>• Grouping pictures of technological tools</li> <li>• Using their technological tool in the home.</li> <li>• Experimenting with different types of local materials to produce art works</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts learning area :</li> <li>• Objects and crafts in the home</li> <li>- Duri nemutswi</li> <li>- Guyo nehuyo</li> <li>- surudzo</li> <li>- Portraits</li> <li>- Clay pots</li> <li>- Vases</li> <li>- Mats</li> <li>- Musical artifacts</li> <li>- Pictures</li> <li>- Charts</li> <li>- Glue/namo /ingcino</li> <li>- DVD</li> <li>- CD</li> <li>- TV</li> <li>- Camera</li> <li>- Smartphones</li> <li>- computers</li> </ul>

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
<b>Theatre</b> <ul style="list-style-type: none"> <li>• Lighting and shadows and silhouette</li> <li>• Picture stories</li> </ul>	<ul style="list-style-type: none"> <li>• create shadows</li> <li>• create animated shadows</li> <li>• watch shadows and silhouette</li> <li>• read picture books</li> </ul>	<ul style="list-style-type: none"> <li>• Animated shadows</li> <li>• Picture reading</li> </ul>	<ul style="list-style-type: none"> <li>• Making shadows</li> <li>• produce animation using shadows</li> <li>• Imitating silhouette and shadows</li> <li>• Watching shadows and silhouette</li> <li>• Discussing in picture books</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre play area:</li> <li>• Lights</li> <li>• Candles</li> <li>• Torches</li> <li>• Picture books</li> <li>• Resource persons</li> </ul>
<b>Dance</b> <ul style="list-style-type: none"> <li>• Lighting and shadows/ silhouette</li> <li>• Slides dance pictures</li> </ul>	<ul style="list-style-type: none"> <li>• follow a dance through animated shadows and silhouette</li> <li>• imitate dance from dance pictures</li> <li>• respond through body movements to recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Animated shadows</li> <li>• Dance pictures</li> <li>• Dance movements</li> </ul>	<ul style="list-style-type: none"> <li>• Imitating shadows</li> <li>• Watching dance videos</li> <li>• Reading dance pictures</li> <li>• Moving to recorded sound</li> </ul>	<ul style="list-style-type: none"> <li>• Dance play area</li> <li>• Lights</li> <li>• Candles</li> <li>• Torches</li> <li>• Picture books</li> <li>• Resource persons</li> </ul>

### 3.5.4 ASSESSMENT OBJECTIVES:

These are examination oriented (what is to be tested) they give the areas that will be assessed or tested in a public examination at the end of the course. Virtually they are derived from the aims. They are meant to guide the examiners or item writers in constructing examinations. In a way, teachers for both classroom assessment and end of year testing can also use them. This is because they indicate exactly what is to be tested at the end of the course. They clearly state those aspects of the syllabus that will be assessed. The assessment objectives are based on the Bloom’s taxonomy; recall/knowledge, comprehension/understanding, application, analysis, synthesis and evaluation

### 3.5.5 CONTENT:

This is the bedrock of the examiner’s activities. It delineates the subject matter making it unique to that subject. It shows the depth and breadth of subject coverage.

### 3.5.6 METHODOLOGY:

These are teaching approaches to achieve desired learning outcomes Learner-centred approaches allow learners to practice skills learnt. The guide recommends the use of learner-centred approaches with learners engaging in practical activities and co-operative learning (group work) with you as the facilitator.

### **3.5.7 THE SPECIFICATION GRID**

This provides weighting of the content. It shows the proposed mark allocation for the different concepts identified, Specification grid is designed to ensure adequate syllabus coverage and adherence to the scheme assessment and skills weighting.

### **3.5.8 SCHEME OF ASSESSMENT**

The scheme of assessment states the number of examination papers to be set and the duration they will take. It also shows the type of examination e.g. theory, multiple choice, essay, practical, oral and aural. The scheme of assessment also depicts the composition of papers, their type and proportion of items i.e. objective/ structured/essay. The assessment scheme also depicts multiple choice and compulsory items/sections as well as paper weightings.

## UNIT 3

### SCHOOL SYLLABUS

#### 1.0 INTRODUCTION

This unit provides information on the school syllabus, how it is crafted and where it is derived from. It highlights why the document is necessary to be done at the school and how it is done. It is indeed a noble idea to have a school-based syllabus that speaks to the environment in which the school is located. Thus the national syllabus should then be refocused to meet the needs and the resources permitted by the school and its environment.

#### 1.1 DEVELOPMENT OF THE SCHOOL SYLLABUS

The development of the school syllabus is influenced by a number of factors among which are:

- the level of learners' performance i.e. the knowledge the learners already have
- facilities and the funds available for the resources
- time allocation in the official syllabus
- local conditions that affect the choice and sequencing of topics
- the supply of textbooks and other teaching materials and lastly
- the community's influences.

#### 1.2 STRUCTURE OF THE SCHOOL SYLLABUS

The structure of the syllabus is sequential and replicates the structure of the national syllabus. The structure consists of aims, objectives, content, methodology, teaching materials and assessment.

- Aims- These are broad indications of what the learners should learn in a given course
- Objectives- These are learner behaviours exhibited at the end of the teaching episodes and should be adjusted to suite the local environment.
- Content- This content in the syllabus should be aligned to the local environment. The content is the bedrock of teaching and from it activities are derived.
- Methodology- As espoused in the Curriculum Framework, this should be learner centred and the teacher only acts as a core-explorer and facilitator in discovering new knowledge. Use of local resource persons is highly encouraged on topics that seem to be alien to the teacher.
- Instructional/Teaching Materials- These should be locally sourced and should be used appropriately to facilitate the acquisition of knowledge by learners. A variety of them should be used to enhance the delivery of the curriculum.
- Assessment- Teaching and learning should be assessed to ascertain how far learners have acquired the intended skills, attitudes and knowledge. The New Curriculum advocates for both formative and

summative assessment. In your case, you need to be conversant with these assessment types which are; portfolios, the profiling system, continuous assessment and formal examination type of assessment.

The next unit focuses on the scheme-cum-plan and how teachers can plan their weekly teaching.

## UNIT 4

### SCHEME-CUM- PLAN (WEEKLY BREAKDOWN)

#### 1.0 INTRODUCTION

At Infant level, the Curriculum Framework has rationalized the previous fourteen learning areas into eight principal learning areas which are; Languages, Visual and Performing Arts, Physical Education, Mathematics and Science, Mass Displays, Family and Heritage Studies, Information and Communication Technology and English as in languages. It is important to mention that the medium of instruction at this level is the mother tongue or the indigenous language of the child. Schemes of work should be drawn up in all these learning areas and the depth of coverage at each learning area is highly influenced by the teacher's careful study of the age, content and experience of the learners to be taught.

#### 1.1 OBJECTIVES OF THE UNIT

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.

#### 1.2 HOW TO DRAW UP SCHEME-CUM-PLANS

It is highly assumed that at this stage of the Teaching Guide you have studied the various syllabuses and you can correctly interpret them. The guide will show you samples of scheme-cum-plans in the Visual and Performing Arts learning area.

#### 1.3 WEEKLY SCHEME-CUM-PLANS

It is necessary for you to plan in advance the work you intend to cover during a specific week to ensure continuity and progress in learning. Whether there is only one lesson or a series of them to plan for a week, the work should be set out methodically, neatly and comprehensive enough to give direction.

#### 1.4 ESSENTIAL COMPONENTS OF THE SCHEME-CUM-PLAN

The components of a scheme-cum-plan should include the following essential parts;

**1.4.1 WEEK ENDING DATE:** - Which clearly shows on which week the scheme-cum-plan will be taken or taught.

**1.4.2 TOPIC/CONTENT:** - This is the specific topic to be covered from the schemes of work and the content are the main points to be covered and thus are the actual matter to be learnt. In essence, content needs to be divided into a number of units or sub-topics for the number of lessons per week. Topic left like; Pitch Identification is not acceptable. If there are four or eight lessons per week, the topic should be divided into four or eight sub-topics. Note: Arrangement of topics in order of difficulty helps easy acquisition of concepts.

**1.4.3 OBJECTIVES:** - These are derived from the syllabus and are sometimes called the intended learning outcomes. They clearly constitute the teaching material where learners exhibit the intended behaviours, skills and knowledge. As a teacher you should know why you are going to teach a specific lesson. There may be only one objective or there may be more than one objective which should always be measurable, specific, realistic and clearly stated. These should be chosen for the specific sub-topic you have broken down above.

**1.4.4 COMPETENCIES:** - Competencies are the intended skills, attitudes and knowledge learners are expected to learn from given content. These are derived from the general aims of the syllabus and from the major purpose of the curriculum. You need to mention the specific competencies you intend to develop during the week.

**1.4.5 METHODS/ACTIVITIES:** - This is where full details of the work to be done by the pupils is furnished. Exercises to be written should be indicated here. If group work is to be done the work for each group should be clearly stated. You should also mention teacher's demonstrations, explanations or discussions here.

**1.4.6 SOM/ TEACHING AIDS:** List the source of matter and the teaching aids to be used for each lesson throughout the week. Also identify key words to be used.

**1.4.7 EVALUATION:** - On this section, you should write a comprehensive report of the lesson or series of reports. You should mention the strengths and weaknesses of the lesson. State whether the methods used were appropriate or not. Comment on topic coverage, learner's performance, effectiveness of the use of media, adequacy of content and also problems encountered and how they are to be solved.

Below is an example of a generic scheme-cum plan for the infant level in the Visual and Performing Arts, which can be written horizontally or vertically depending with the agreed format at the school. Please note that a scheme-cum is a combination of a scheme and a plan put together and therefore should reflect daily activities of each lesson on the timetable. At ECD children learn through play and the scheme-cum should reflect this.

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	METHODS/ACTIVITIES	SOM/Teaching Aids	EVALUATION
14/10/16	<p><b>Music</b> Pitch Identification - High, medium and low sounds</p>	<p>By the end of the lesson pupils should be able to identify high, medium and low sounds</p>	<p>Listening skills, Aural skills</p>	<p><b>Monday</b> (a) Tr demonstrates making sounds with different objects. (b) Children name objects which are producing the sounds. (c) Children name high, medium and low sounds produced by different objects.</p>	<p>Visual &amp; Performing Arts Infant Syll. P 23 Drums, tables, hoshho, recorded sounds.</p>	
	<p>Pitch Identification-Matching sounds with objects</p>	<p>By the end of the lesson pupils should be able to identify sounds and match them to objects and pictures</p>	<p>Aural skills</p>	<p>Tuesday: (a) Tr demonstrates matching sounds with objects and pictures. (b) Pupils match sounds with objects and pictures and say whether they are high or low. (c) Pupils play the game "I hear with my little ear a word that starts with .... (<b>name a sound not a letter</b>)</p>	<p>Recorded sounds, drums, cell phone, pictures of animals, drums, an ambulance. Door, window table etc</p>	

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	METHODS/ACTIVITIES	SOM/Teaching Aids	EVALUATION
	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>•Moulding and modeling</li> </ul>	<p>By the end of the lesson pupils should be able to identify types of media</p>		<p>Wednesday (a)Pupils identify various media used in moulding and modeling on pictures</p>	<p>Visual art play area Play dough/plasticine</p>	
	<p>Theatre Movement and rhythm – Theatre games</p>	<p>By the end of the lesson pupils should be able to state theatre games -play theatre games</p>		<p>Thursday Tr shows pupils videos of theatre games Pupils play theatre games in groups.</p>	<p>Theatre play areas Lights, Torches, Candles, Computers, Smartphones</p>	
	<p><b>Dance</b> Movement and emotions -movement patterns</p>	<p>By the end of the lesson pupils should be able to (a) create dance movements (b)express emotions in dance</p>		<p><b>Friday (a)</b> Teacher demonstrates creating dance movements. (b) Pupils create dance movements in pairs (c) Pupils express emotions through dance</p>	<p>Dance play area, Lights , Torches, Candles, Computers, Smartphones, Television</p>	

#### 1.4.8 ADVANTAGES OF WRITING A SCHEM-CUM PLAN:

There are several advantages of writing a scheme-cum plan, among them are the following;

- They save time of scheming and planning
- They are cost effective
- They give ample time for teachers to prepare teaching and learning materials.

The next unit looks at how a single lesson plans can be drawn in schools where scheme-cum is not done or practiced.

## UNIT 5

### LESSON PLANS

Lesson planning is the most important of all the activities of teaching. As a practising teacher you should always nurture in yourself the habit of never getting into the classroom without planning. It is indeed a gross violation of the ethics and principles of teaching to enter a classroom without knowing what or how you are going to teach. In short failure to plan is failing to teach and soon learners will be quick discover teachers who plan and those who do not plan their work and you know how they will behave.

#### 1.1 OBJECTIVES OF THE UNIT

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

- Draw up a lesson plan
- Identify relevant teaching and learning materials or aids
- Identify appropriate teaching methods
- Evaluate lesson delivery

#### 1.2 LESSON PLAN FORMAT

When drawing up a lesson plan, you should bare in mind that it follows a certain acceptable format. Beginning teachers should practice writing detailed lesson plans that spell out everything that the teacher plans to say and do, the expected responses of learners and their actions. As they acquire experience such plans can become briefer or can resort to scheme-cum plans. Whatever format a lesson plan takes it should adequately describe the following:

- The objective
- The topic or subject matter
- The lesson materials
- The lesson procedure i.e.
  - Introduction
  - Development of the lesson
  - Generalisation
  - Application
  - Conclusion
  - Evaluation

### **1.3 SELECTING THE OBJECTIVE OF A LESSON**

When you are preparing for a lesson the most important thing to do is decide what things you want the learners to learn from it. The things you want learners to learn are the objectives. The objectives may be percepts, concepts, generalisations, skills and attitudes. They are all rooted in the cognitive domain (percepts), psychomotor domain (skills) and the affective domain (attitudes). As already alluded to, objectives should be very specific so that you can directly aim at their attainment in the learners. Lesson objectives should as often as possible be stated in terms of desirable changes in learner behaviour. Select feasible objectives that are attainable by all of the learners within the lesson. As a teacher you should always strive to select relevant, worthwhile and useful objectives.

### **1.4 SELECTING THE TOPIC OR SUBJECT MATTER**

The topic or subject matter you choose is directly related to the objectives you have decided upon. If a scheme of work has been carefully planned and prepared, the selection of subject matter will be much easier. You should not attempt to teach too much in a lesson but rather arrange topics incrementally.

### **1.5 SELECTING LESSON ACTIVITIES**

The activities you decide on for a lesson will depend on the objectives and subject matter you have chosen. These should be directly aimed at achieving the objectives you have stated above. You should employ some initial activities to arouse the learners' interests, remember these are infants and the activities should be changed periodically because their concentration span is limited. Learners should be engaged in playful learning throughout the lesson. All lesson activities should be suited to the learner's abilities and allowances should be made for individual differences. Please note that sufficient materials and time should be available for the activities to be successfully completed in a lesson.

### **1.6 SELECTING TEACHING AND LEARNING MATERIALS**

In the lesson plan the materials to be used should be indicated or listed. When selecting objectives and a topic for the lesson, you should bear in mind what materials are available to your disposal. Never take things for granted when it comes to lesson materials. Check first to see that what you want is available and in sufficient quantity for learners to interact with them. Don't forget how concepts are developed in the young ones. Revisit Piaget, Skemp's and Bruner's theories of concept formation and prepare your materials accordingly. Bruner's Modes of Representation should precede your teaching. Have a thorough understanding of the enactive mode, iconic mode and the symbolic mode as prescribed by Bruner in terms of material preparation and lesson delivery.

### **1.7 SELECTING THE TEACHING METHODS IN A LESSON**

Selecting the lesson procedure summarises your planned methods in a written lesson plan. You need to write brief notes on how you are to execute the lesson, starting with the introduction, lesson development and the conclusion. At this level of the infant, your teaching methods should be guided by the age of the learners, your personality as a teacher and the content you want to deliver in the lesson. The methods are the vehicle in which learner acquisition of knowledge is facilitated. The Curriculum Framework advocates for learner centred methods and these should allow learners to manipulate the materials and experiment with them. For example on Pitch identification expose learners to various sounds in the environment and allow them to produce high, medium and low sounds themselves.

## 1.8 LESSON EVALUATION:

Evaluation is a continuous process, which goes on during the lesson. In the evaluation stage of the lesson plan you can briefly list the things learners have achieved or gained, also mention how successful and effective your methods were during the lesson delivery. Highlight areas of improvement and also appraise your strengths and weaknesses.

### Sample of a Lesson plan

#### DETAILED LESSON PLAN

<b>Date:</b>	10 FEBRUARY, 2015
<b>Class:</b>	ECD A
<b>Time:</b>	0750 - 0810
<b>Learning Area:</b>	VISUAL AND PERFORMING ARTS
<b>Topic/Content:</b>	ART TECHNOLOGY
<b>Lesson Topic:</b>	TECHNOLOGICAL MUSICAL TOOLS
<b>S.O.M:</b>	<ul style="list-style-type: none"><li>• National and School syllabi</li><li>• Schemes of work</li><li>• Music Play Area:<ul style="list-style-type: none"><li>- Video clips</li><li>- Camera</li><li>- Musical tools such as radio, TV, smartphones, tape recorders and cassettes</li><li>- Picture puzzles</li><li>- Collage</li></ul></li><li>• Pictures of local artists<ul style="list-style-type: none"><li>- Books with pictures of musical tools</li><li>- Local environment</li></ul></li><li>• Textbooks</li></ul>
<b>ASSUMED KNOWLEDGE:</b>	Learners have seen and once played with some musical tools such as smartphones, TVs, picture puzzles etc.
<b>OBJECTIVES:</b>	by the end of the lesson learners should be able to: <ul style="list-style-type: none"><li>- name video clips and pictures of different local artists</li><li>- operate musical tools</li></ul>
<b>COMPETENCES:</b>	Teamwork, Problem solving, Critical thinking, listening.

LESSON PHASES	ACTIVITIES
Phase 1 Introduction 5 minutes	<b>Guided discovery:</b> - Teacher shows the learners some video clips or audio clips and asks them to identify what they would have seen from the video or heard from the audio. Will there be no such equipment, the teacher should improvise on the tools needed. - Learners watch videos, study pictures and listen to some audios of different music performances by various artists and identify what they would have seen and/or heard.
Phase 2 Lesson development and presentation  15 minutes	<b>Groupwork:</b> - Teacher asks learners to explore pictures, photographs and videos of music performances and artists. - Learners explore pictures, photographs and videos of music performances and artists. Group presentations: - Learners present their findings and the teacher reinforces their answers.
Phase 4 Conclusion 5 minutes	- Teacher asks summary questions on musical tools and later play a song for the learners. - Pupils respond to the summary questions and perform one song of their choice.

## EVALUATION

STRENGTHS	WEAKNESSES	POSSIBLE SOLUTIONS

## UNIT 6

### RECORD KEEPING

#### Introduction

The following unit focuses extensively on methodology and how best you can use them to the best interest of the learners. Record keeping is one of your professional duties as a teacher and as such you should liaise with the school administration on the policy regarding the keeping of records. As critical documents therefore, you should maintain and keep the records up to date and these should be readily available for checking by the head or any Ministry of Primary and Secondary Education official.

#### 1.1 Objectives

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

- identify the various records you are expected to keep
- prepare accurate records
- Interpret information from records to promote learning
- maintain and keep records safely
- appreciate the need to update records regularly

#### 1.2 Record Keeping

##### Definition

#### 1.2 DEFINITION OF RECORDS

- these items of information put into physical medium such as books
- a way of keeping or preserving information for future references
- these are critical documents kept by teachers which show learner academic progress.

#### 1.3 TYPES OF RECORDS

- Official syllabuses
- Records of learner details
- Supervision records
- Files, circulars, handouts, past exam papers
- Minutes of meetings
- Inventory of resource materials
- Stock control registers

#### 1.3.1 OFFICIAL SYLLABUSES

These are the most critical documents which you must have at your fingertips and which you must use when drawing your schemes of work or scheme-cum plans. They are policy documents where you derive teaching content from.

The new curriculum has a Visual and Performing Arts syllabus which this guide is premised on. From this official syllabus you can then develop your school syllabus which you develop to suit and address your local needs.

### 1.3.2 RECORDS OF LEARNERS

The records of learners are so many that each school has a set of records different from another school. The following are some of the records which are synonymous with most schools; **attendance register**, which is a very important record which must be kept neatly and should always up to date. It should reflect the total number of pupils in a particular grade with the names of girls and those of boys last and the surnames are written in alphabetical order. Schemes of work are the other records kept at the school. They reflect the work to be covered during the term. They are drawn up from the syllabus and cover all learning areas you are teaching in this new curriculum. It is important that you study the syllabuses carefully in order to interpret them and draw up meaningful **schemes of work**, which are normally prepared before the term begins. Remember to evaluate after the completion of each topic or unit. **Lesson plans** are some of the records that you must keep when are not doing the scheme-cum plans. The lesson plans show what is to be taught in each learning area day by day or week by week. **Remedial records**, these are records which show learning difficulties of children and their solutions. Pupils who complete the remedial programme join their group again. It is advisable that a new teacher who takes over a class should look at the remedial book for the previous year to have a clear of who needs attention. Among the records, is also the **reading record** which is very necessary at the infant level. It is a record in which every pupil's reading progress in terms of fluency, expression, confidence and comprehension is reflected. The **library record** is another record you should be aware of in the infant module. Some schools have libraries with a lot of good, graded material for the various classes and some have even class libraries. As a teacher you must know the titles of the library books and should record the name of the borrower, the dates when the book was taken out and returned. Make it habit to ask pupils about what they have read to satisfy yourself that the library is serving a useful purpose. There is also the **attainment or progress** record, this record shows each pupils' attainment in weekly and monthly tests which are given to evaluate concepts that have been taught. Tested concepts, dates on which they were tested and reasons for poor performance should be stated. Remedial work should then be mounted or programmed to deal with problems. Lastly, there is the **inventory of resource materials**; this is a record of all the assets you have in the classroom which include the furniture and equipment.

## **PART B**

### **CURRICULUM DELIVERY**

#### **1.0 INTRODUCTION**

Infant level Visual and Performing Arts is a learning area designed to produce learners with requisite skills to transform their local, regional, national, and global Visual and Performing Arts space. The syllabus seeks to nurture in learners positive attitudes, values, practical competences and skills that enable them to participate in the development of self, the country and the world at large. You as a teacher should be able to help the learners to achieve what the aims and objectives of the syllabus outlines.

#### **1.1 OBJECTIVES OF THE UNIT**

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

- Select appropriate teaching methods for your lessons
- Use a variety of learner-centred approaches
- Plan and organise study tours
- Help pupils carry-out projects or experiments

#### **METHODOLOGY**

Methods are closely linked to the content for we cannot teach in a vacuum. Selection of methods reflects your knowledge of the learners and the subject matter or your understanding of content. Selection of methods again reflects your behaviour of how you treat your learners in general. Some methods regard learners as empty vessels while others place them at the centre of learning and teaching. The Curriculum framework adopts the 21st century methodologies that put learners at the core of learning and as such you should ride on this advocacy.

#### **1.2 DEFINITION OF TEACHING METHOD**

Teaching method can be defined as a way a teacher decides on how children learn or an approach to teaching and learning.

#### **1.3 SELECTION OF TEACHING METHODS**

As a teacher it is important for you to use problem-solving and learner-centred approaches and bear in mind that you are the facilitator and the learners are the doers. Hence it is prudent for you to put learners at the centre of your teaching. There are a plethora of teaching methods which are used during curriculum delivery but the onus is up to you the teacher to select those which are learner centred and avoid using the teacher centred ones at all costs. Teachers are also urged to be creative and innovative as the teaching methods list is not exhaustive.

## **1.4 THRUST OF THE CURRICULUM FRAMEWORK ON TEACHING AND LEARNING METHODS.**

The Curriculum Framework advocates for active learner participation approach in learning ie. Hands - on and minds – on – approach.

- Learner centred
- Learning through doing
- Knowledge application
- Skills development
- Finding solutions to problems
- Critical thinking
- Reflection

## **1.5 IMPLICATIONS TO TEACHERS**

- Select most appropriate methodology for mastery of concepts, development of skills and fostering of positive Visual and Performing Arts attitudes and values.
- Select and use teaching methods that suit class age and ability
- Demonstrate knowledge on how selected methods are used in teaching and learning the learning area.
- Identify challenges in using a selected method and find ways to overcome the challenges.

**(Refer to the Curriculum Framework for more information on teaching methods)**

**Below are some of the common teaching methods inclusive of the teacher centred ones:**

- Question and Answer
- Lecture
- Demonstration
- Observation
- Simulation
- Role play
- Experimentation
- Project
- Field trips

The methods above can be categorized into eight major groups that are;

- **Presentation methods (teacher centred):** These are the most common forms of classroom interaction methods and are premised on the notion that teaching is the presentation of ideas and information through verbal communication. In this category we have; the lecture method, which is a formal talk prepared in advance. Story telling, where a teacher tells a story of fiction or of fact to his/her learners. The demonstration, a direct means of explaining things to learners and finally a resource person method, where a guest speaker who presents information or passes on experience. The use of a specialist / knowledgeable person in teaching and learning of a specific topic, it is an invitation of a local person with expertise in an area such as a farming where an extension worker or farmer could be invited.

#### **Guidelines in using a resource person method**

- Identify topics / themes / concepts that require use of a resource person
- Justify to administration the need to invite a resource person
- Scout for a suitable resource person
- Write to invite the resource person, specify teaching/learning details before the lesson, topic, concepts / skills to focus on, date and time for presentation, target group; pupils age, grade, general ability and experiences. Arrange a meeting with resource person to discuss lesson presentation
- Prepare pupils for the visitor
- After resource person's presentation allow class discussion to reinforce concepts
- Write to thank the resource person.

The above methods are characterized as teacher centred methods and should be used sparingly. However the resource method is a method encouraged in all the new syllabuses developed in the new curriculum. You should thrive to use it where necessary.

● **Construction Methods:** These involve the learners and are sometimes done in groups and in this group, we have model construction which provides concrete rather than abstract learning experience for learners, exhibitions, which give an opportunity to present constructions made in class which at times clarify, identify describe or explain topics covered by the pupils. This category should be used in the classroom as it gives learners an opportunity to work as a team and make collaborations where necessary.

● **Creative Activity Method:** This is done by the learner but organized by the teacher. They develop the abilities of understanding, evaluating, re-organizing and re-creating and examples are drawing and painting, posters, creative writing and cartoons.

● **Inquiry Methods:** These allow learners to examine and interpret ideas and events. They encourage higher order thinking among learners and in this category we have Surveys, which are fact-finding exercises. A survey involves gathering information from different individual things or people. Information from a survey is not detailed and can be collected in a short space of time. The method is learner participant.

#### **Information collecting methods in a survey**

- Questionnaires
- Direct observation using prepared questions, score sheets and or checklists
- Interviews

### Essential skills required in conducting a survey

- Ability to communicate
- Identifying
- Observing
- Recording
- Drawing up conclusions

### Conducting a survey

- Topic identification
- Selection of population to be surveyed
- Designing instruments to use to collect information
- Collection of information
- Analysis and discussion on collected information
- Making conclusions and reinforcement of relevant concepts.

● Also in this category are the **Opinion polls**, which are a survey of what people within a community, school or nation, think about a specific issue or problem. To conduct these you follow the same procedures as above. We also have **Interviews**, where learners go out to ask questions designed to find out the required information. In the inquiry methods we also have Questionnaires, which are a list of questions designed to extract certain facts from identified groups of people. Interviews, questionnaires and case studies follow the above mentioned procedures when being conducted.

In this category we also have **Field Trips**, where learners are taken out of the classroom so that they can see things for themselves. These are educational visits to local places e.g. galleries, caves, studios, Arts centres etc. It is an outdoor learning that gives pupils a chance to interact and learn from their immediate environment. It can also be a First – hand experience with visual and performing arts processes

### Conducting field trips

- Give a thorough preparation before the visit that is; identify the purpose of the visit- concepts, skills and values to be learnt or developed. You should identify places to be visited. For distant visits,

arrange transportation and also seek written permission from authorities and parents. You should also request assistance from other teachers and parents to act as guides. Do not forget to make pre-visits to the places to ascertain availability of learning resources, identify likely dangers or problems. Identify appropriate dressing

- Prepare pupils for the visit, thus discuss with pupils the objectives of the visit and also plan learning tasks or activities for the pupils. Prepare materials for pupil use like task cards, worksheets or observation forms and organise the working groups before the trip
- The visit, you should encourage pupils to participate actively while avoiding to a finger pointer. Pupils should record observations and findings, and also give them time to talk and share ideas, discuss observations and experiences and then check for pupils needing assistance You should respond positively to unexpected learning opportunities
- Carry post-visit activities, by reporting and discussing findings and at the same time reinforcing developed concepts

All inquiry methods are learner centred and should have a space in teaching the new curriculum.

● **Discussion Methods:** These work on the principle that the knowledge and ideas of several people are more likely to lead to answers to specific problems or topics. The category includes the Small group discussion. In this regard the class is divided into small groups of about five each with a leader and a secretary. We also have the Panel Discussion method, which in this regard the average size of a panel is five with a moderator to introduce the topic. Each panel member gives a short statement of facts and opinions. The audience is given an opportunity to ask questions of panel members before the moderator gives a summary of main points made. Debates are some of the methods used and they focus on the pros and cons of an issue. As a teacher you need to select those, which are relevant to the level of the learners and appropriate to their age.

● **Problem Solving Methods:** These encourage learners to arrange and classify facts. They train learners to seek logical answers to problems and to think for themselves. They allow learners to find a solution to a real or hypothetical problem It is inquiry based learning that engages an investigation or finding out.

### **Guidelines in problem solving**

- define or understand the problem
- setting up the problem
- preliminary exploration
- brain storm on the problem to find possible causes

- suggest possible or likely solutions to the problem and every one of the suggested solutions
- prioritize the suggested solutions

### Investigating

- test suggested solutions one by one.
- Implement designed action plans
- collect, record and analyse findings as done in an experiment
- make conclusions from findings

Finally, look back at the problem or reflect to see if the results from the testing address the problem. The category include the following; **Puzzles**, which provide opportunities for more relaxed learning and they encourage faster learning as well as perception in learners. **Quizzes**, which may be in the form of a list of questions asking for true or false answers. **Word Cards**, which are small cards on which problem/ questions are posed on one side and answers or clues on the other side. **Sorting**, where learners are asked to select, match, classify or identify items. In this category is also the **Project method**. The method promotes thinking in learners and is highly recommended in the curriculum framework. Below is an elucidation of how the project is undertaken.

### Benefits of Project work:

- It allows pupils to examine a topic in a greater depth
- It encourages pupils to ask questions, make decisions and solve problems

### Conducting a project

- Formulate project topic
- teacher to assist pupils in making logical manageable study topic (simple investigations)
- topics to be relevant to the syllabus and pupils experiences
- Outline project objectives or expected learning outcomes
- formulation of simple questions from the topic that will be answered during the project
- Design an action plan for carrying out the project
- prepare materials to be used to collect information like equipment/tools, questions, recording sheets etc.
- pupils identify problems likely to be encountered and suggested possible solution
- give time frame for project completion
- Collection of information
- implementation of action plan
- recording of collected information
- Production of a report of project findings

- pupils discuss collected results and draw up conclusions
- pupils produce a written record of project work

● **Simulation Method:** The imitation of a real or possible situation or process. Learners pretend to give the effect or appearance of a process of something. Alternatively it is the use of available learning materials to demonstrate how something or process happens. In a way, these are like real-life situations and in this regard any social activity can be simulated eg. the war of liberation. Simulations help learners to understand and practice adult roles and at the same time develop the skills necessary for success in adult life. This method is enjoyed by most of the infant learners as they envy adult roles eg in playing mahumbwe, during their free play.

#### **When is simulation used?**

- In situations where it is not possible or desirable to undertake learning in the actual conditions
- To simplify the complex so as to facilitate better understanding

#### **How to conduct a simulation**

- Clearly explain the simulation
- Give clear instructions on how to conduct the simulation
- Allow pupils to carry out the simulation as realistically as possible
- Supervise pupils to avoid reinforcement of errors
- Allow discussion after the simulation

● **Questioning Method:** This can be called the Socrates' method and is synonymous with teaching. Among this category of methods is the Focusing Questions, which are used to establish the focus of the classroom instruction or lesson at the beginning. **Probing Questions**, these are used to assess what learners have achieved after a course of instruction they allow learners to think independently. **Extending Questions**, these require learners to explain in depth what they think they know. In a way, they encourage the development of reasoning and clear thinking in learners. **Summarising Questions**, these call for the application of what has been taught or learned already. Review Questions, these are used to revise the key points of the lesson. In a way, they provide feedback on methods and learners' understanding.

● **Dramatisation Methods:** These have many advantages and allow for greater deal of participation of learners and enliven the routine procedures of teaching and learning. Through it learners develop confidence and self-esteem. Among the methods are **miming**, which is acting out something without using words. **Playlets**, which is a short play that can represent an action, an idea or story. In this method learners act and speak. **Role-playing**, this a spontaneous, organized activity in which a player pretends to be someone else. In role playing there is no prepared script, no rehearsal, no memorization of the part to be played. Learners act out the role of people to show a specific

situation for study or discussion. **Monologues and Dialogues**, These are another form of dramatic activity. They can be unrehearsed and spontaneous or prepared and written down. Puppetry, these are small figures that may be held, carried or suspended on strings in front of the audience. The figures are made to move by the puppeteer at the same time as he speaks the words of the story to them. In a way, puppetry develops and enhances the imaginative fantasy life of children. This method is purely a preserve of the infant learners as they love it even on television.

The unit has dealt extensively on a plethora of the teaching methodologies, which you are at liberty to select the most appropriate ones in tandem with your personality as a teacher, the learners' level of development, the content you intend to cover and the actual competencies you intend to develop in your learners. You should always remember that concrete objects are essential materials you should bring in the classroom.

## **TEACHING AND LEARNING MATERIALS**

### **1.0 BACKGROUND**

Teaching without instructional aids is tantamount to conveying meaningless verbal communications in which learners have nothing to take or grasp. There is a great variety of materials around, that you as a teacher can maximize on and make meanings more vivid and more interesting. The instructional aids vary from very simple ones like the chalkboard, pictures, charts and drums to more expensive ones that can be bought such as the television, projectors and software for music. The mere use of these materials however, does not guarantee effective communication or effective teaching; rather it is their careful selection and skillful handling by you the teacher that renders them useful in facilitating learning. It is therefore, imperative for you especially at the beginning of teaching to familiarize yourself with the various types of instructional materials and the values that can be derived from their proper use.

### **1.3 IMPORTANCE OF INSTRUCTIONAL AIDS**

- They promote meaningful communication, hence effective learning.
- They ensure better retention, thus making learning more permanent.
- They provide direct or first-hand experience with the realities of the social and physical environment.
- They help overcome the limitations of the classroom
- They stimulate and motivate students to learn.
- They help develop interests in other areas of learning.
- They encourage active participation, especially if learners are allowed to manipulate materials used as the case in infant levels.

### **1.4 TYPES OF INSTRUCTIONAL MATERIALS**

There are many types of instructional materials and the onus is to you the teacher to select those which will give value and convey meaning to your teaching. The instructional materials can be classified into four major categories which are; Visual materials, Audio aids, Audio-Visual aids and Community Resources.

#### **1.4.1 VISUAL MATERIALS**

The following are the types of visual materials available for instructional purposes. Although the list is not exhaustive, it should help you in your choice of selecting appropriate materials for different teaching purposes or situations.

- Three dimensional materials
  - Objects: - Real things-e.g. jars ,cooking utensils etc.
  - Models:-
  - Specimens
- Printed materials
  - Textbooks
  - Workbooks

- Programmed instructional materials
- Chalkboards
- Flannel or felt boards
- Bulletin boards
- Still pictures; These can be in two categories non-projected and projected
  - Non-projected:- photographs, :-illustrations
  - Projected:- slides, :-filmstrips, overhead projectors
- Graphics:- Charts, Graphs, Maps and globes, Posters and diagrams

#### 1.4.2 AUDIO AIDS

- Radio
- Record players
- Tape recorders

#### 1.4.3 AUDIO-VISUAL AIDS

- Motion pictures
- Television
- Video clips
- YouTube clips

#### 1.4.4 COMMUNITY RESOURCES

These are the resources found in the local environment and which you must make use of in your teaching. The local or surrounding community has a rich reservoir of instructional materials which you must explore well before the lesson. Paying visits and inviting resource persons can be an exciting event to your learners. Hence maximize on this expert knowledge and follow the procedures highlighted in the previous unit on methodology.

### 1.5 SELECTING INSTRUCTIONAL MATERIALS FOR TEACHING

If you are a beginning teacher choosing the most appropriate material for specific teaching purposes would probably present a challenge or problem to you. To assist you, the basic criteria listed below will be of help to you.

- **Suitability or appropriateness for the intended purpose.**

The material you select should assist you to achieve your set objectives and the material should serve for instructional purposes only. Some materials are useful in teaching a skill, presenting facts, showing relationships or changing behaviours or attitudes. Some are more effective in providing background information or in summarizing a unit of work. To this end select materials which are content specific and promote the realization of your objectives.

- **Suitability for the intended learners**

Materials are only effective when they are understood and appreciated by the learners using them. At the infant level materials should be colourful, attractive and appealing for them to embrace their use. It is your duty as a teacher to design, review, and examine materials which are within the level of the learners' understanding as well as within their range of experiential background. In this regard, it is prudent to make and design your own instructional materials such as charts, graphs, diagrams and maps appropriate to your learners.

## **1.6 DESIGNING MEANINGFUL AND EFFECTIVE INSTRUCTIONAL AIDS**

When designing your instructional materials there are certain physical qualities that you must put into consideration.

These are:

- Attractiveness, ease of handling and authenticity
- Simplicity, colour and novelty of the material
- Easy to operate in the case of machines
- Should provide a true picture of the things being represented or shown
- Should be age appropriate

## **1.7 USING INSTRUCTIONAL MATERIALS**

The use of instructional materials in the classroom demands the professional skill of you the teacher in handling them for maximum benefit to the learners.

- **Prepare yourself;**

You need to familiarize yourself with the materials that you intend to use. This will enable you to;

- Decide exactly when and how materials should be presented
- Plan what questions to ask the learners and the follow-up activities might be appropriate
- Determine which part of the audio-visual experience needs emphasizing or extended elaboration.

- **Prepare the materials;**

- It is a good habit to arrange and position all materials you want to use so much that they are handy at the exact time you want to use them.
- Test all equipment and machines before use to avoid delays later in the lesson.

- **Prepare the environment;**

- Make sure the environment is conducive to the audio-visual experience planned
- If motion pictures, slides, filmstrips or projectors are to be used the room should be darkened in order to improve visibility.

- If audio aids are to be used, the room should be free from distracting noises.
- **Prepare the learners;**
  - For your learners to gain maximum benefit, give them background information about the concept to be developed by the film, video or radio.
  - Tell them what you expect them to do after the use of the material.

All the materials used should be properly and adequately introduced. Learners should be made aware of the purpose of using them and how they fit into the subject matter being taught. To sum up, materials should be used in the most professional way possible in order to get the desired effect.

## **EVALUATION**

Evaluation in the context of education is a process used to obtain information from testing, from direct observations of behavior and other devices to assess a learner's overall progress towards some set goals or objectives. It encompasses value judgement of overall learner behavior. It is important to note that evaluation and measurement are not the same, although evaluation involves measurement. A good example is that, if you assess a learner's knowledge and understanding in a subject by means of an objective or essay type test, that is measurement, but if you put a value on the student's work, talents, attitudes and other characteristics of behavior that is evaluation.

### **1.2 DEFINITION OF EVALUATION**

- Process of placing value judgments to learners against set criteria or objectives
- Measuring the success of teaching in terms of teacher and learner performance
- Provides feedback on the acquisition of knowledge, skills and attitudes by learners

### **1.3 PURPOSES OF EVALUATION**

Evaluation can be done for various purposes in the education system and it is better for you to understand why we need to evaluate education programmes.

#### **1.3.1 EVALUATION AS A BASIS FOR SCHOOL MARKS OR GRADES BY TEACHERS**

Generally education systems require teachers to occasionally submit marks or grades for their learners. These marks can be arrived at through tests, examinations, observational data or combination of both. At the infant level, you can give tests and also observe the acquired skills as predetermined in the syllabus.

#### **1.3.2 EVALUATION AS A MEANS OF INFORMING PARENTS**

Parents or guardians have a right to know what is happening at school, how their children are progressing in their school work and where assistance is needed. Thus student evaluation is the surest way of informing them about their progress and challenges.

### **1.3.3 EVALUATION FOR PROMOTION TO HIGHER GRADE**

Evaluation is sometimes used to determine whether a student has made enough progress to be promoted to a higher class or grade. At the infant level, you evaluate in order to give feedback to the next teacher who will take the learner in the next grade.

### **1.3.4 EVALUATION FOR STUDENT MOTIVATION**

Success in tests and examinations as well as sports and other school activities can give great encouragement to learners. You should try to give your learners feedback on the evaluation of all aspects of their learning and behavior so as to motivate them. When you evaluate and give a symbol of a star on a child's work, this really motivates the child.

### **13.5 EVALUATION TO ASSESS THE EFFECTIVENESS OF THE TEACHING STRATEGY**

You need in some way to assess the learner's improved knowledge, understanding and higher cognitive skills, attitudes and psychomotor abilities in order to evaluate the success of your teaching strategies. At infant level you need to constantly discover new ways of teaching which interest learners.

## **1.4 METHODS OF EVALUATION**

The following methods can be used to evaluate learners' progress in the education system.

- Tests and exercises
- Projects
- Examinations
- Assignments

### **1.4.1 TESTS AND EXERCISES**

These are the frequently used methods, which you can maximize on in the classroom when evaluating your learners. In the infant department you can administer reading tests and skills tests where you test the reading ability of your learners and those skills they have mastered or acquired. The syllabus is awash with the skills you need to develop in learners and you need to give tests and exercises to evaluate these.

### **1.4.2 PROJECTS**

Giving projects to your pupils can reveal how prepared your learners are in terms of working as a team, collaborating with one another and also how far they are in their research skills. Assessing learners through projects allows you to evaluate the leadership skills of learners and how they adapt to various roles and responsibilities and how they work productively with others while respecting diverse perspectives. Projects allow learners to solve real life problems affecting their communities and the nation at large thus giving them to learners will bring to light their latent skills in

solving real life problems.

### **1.4.3 EXAMINATIONS**

Evaluation through examinations is summative in nature and is usually meant to place learners for higher grades and employment. At the infant level these should come either at the end of the term or year. Examinations assess the content in the syllabus and measure you in terms of how far you achieved the assessment objectives. Schools are rated through their student's achievements in examinations and as such your successor failure in teaching can also be rated through these examinations.

### **1.4.4 ASSIGNMENTS**

These can be given as follow-ups to earlier work or preceding work. It is indeed a way of assessing the seriousness of a learner to school work. Depending with the nature of assignment, learners can be given group assignments or individual assignments, which they can work alone at a given time. At the infant level they take the form of homework you give to your learners to be assisted at home.

### **CLASS MANAGEMENT**

It is a process of planning, organizing, leading and controlling class activities to facilitate learning. Organization of non-academic tasks essential for effective teaching.

Class management involves the organization of certain non-academic tasks which are essential for effective teaching. It consists of checking class attendance, keeping a record of class progress, controlling students' conduct and activities, manipulating instructional materials, the improvement or classroom working conditions and the elimination of any distractions which may arise. If you have sound class management skills it will be very easy for you to establish and maintain class discipline.

## **1.3 ORGANISATIONAL SKILLS FOR EFFECTIVE LEARNING**

Classroom organization is an art which reflects the teacher's seriousness with work. It involves how you are articulate in organizing the physical environment, emotional environment, how you group the learners, how you control and discipline learners and lastly how you supervise them. Let us look at how you can manage each of the above starting with the physical environment;

### **1.3.1 PHYSICAL ENVIRONMENT**

Managing of the physical environment involves classroom appearance, furniture arrangement, tidying the classroom and its aeration. Furniture must be arranged in a manner which allows infant learners to have as much free play as possible. Learners at the infant level learn through play as such you should endeavor to create play space as much

as possible. Make sure all play areas are clean and free from dangerous things or objects. Make sure windows are opened every morning and closed when pupils are dismissed. Attend to all broken furniture and request authorities to send them for repair as they may pose danger to your pupils.

Teaching aids should be stored in cupboards or in designated play areas in the classroom corners. Charts and mobiles should be hung at a level where learners cannot be strained when reading them. It is always a good habit to write legibly so much that learners cannot strain themselves when reading your charts or work meant for display. Have a system in place to curb time wasting when collecting pupils' exercise books. The collection of exercise books should be brisk and efficient.

### **1.3.2 EMOTIONAL ENVIRONMENT**

This type of environment is initiated by you the teacher. A teacher with a sense of humour who does not take himself too seriously is more likely to succeed in establishing a good emotional environment. If you like your students and treat them in a firm but respectful manner, the learners will be inclined to like and co-operate with you. You should always stress order, courtesy, co-operation and self-control in the classroom, as opposed to repression. Set the right tone by demonstrating that you mean business when in the classroom by introducing your lessons in such a way that a receptive mood is established in the learners. Always try to capture the interests of your learners by making lesson materials interesting, useful and worthwhile.

Learners should be taught the does and don'ts and you should appraise them on the maximum behavior you least expect from them. Immediate discipline problems should be dealt with firmly without fear or favour. Every minor offence, caution the student or give a verbal reprimand or just a sharp look at the misbehaving pupil. An offence, which is too serious a pupil, is sternly reprimanded and the head or deputy head notified.

### **1.3.3 GROUPING PUPILS**

The onus is to you the teacher to either group your pupils according to their needs or abilities. Never should you group learners according to sex but rather in a manner that promotes cross-pollination of ideas. The 21st century skills advocate for collaboration and working as a team thus group work promotes this idea. Mixed grouping promotes the idea of assisting each other thus fast learners assist slow learners where necessary. One way of ensuring that children make progress is to allow them to work in groups. The new curriculum encourages the use of project method to this end children can be grouped to work on a project, Thus those who are interested in a particular aspect of the project should be encouraged to work together. Learners must understand that group work is a corporate effort to which every member must contribute.

### **1.3.4 CLASS CONTROL AND DISCIPLINE**

Class control involves checking class attendance, keeping a record of class progress, controlling pupils conduct and activities, manipulating instructional materials, the improvement of classroom working conditions and the elimination of any distractions which may arise. A teacher who has good classroom management skills will find it easier to

establish and maintain class discipline.

The other important aspect of classroom management is the keeping of pupils' record of work book up to date. Keeping of records of marks of each and every student and tracking their progress is critical as it informs the other teacher who comes, the work covered in the event that you have fallen sick. You should be quite familiar with the school policy on discipline, never administer corporal punishment to misbehaving learners in your class.

Make use of class monitors on disciplinary issues and collection of books and other materials. Class monitors help in enforcing discipline in the classroom and as such must be made use of. As a teacher you need to cultivate a culture of mutual respect to your learners and among the learners again. Respect for authority and those in authority is an important aspect of discipline. Also strive to instill a sense of co-operative effort among the learners as this will assist learners to put the needs of the group members before their own and this in a way is practicing self-discipline

### **1.3.5 MOTIVATION**

Both intrinsic and extrinsic motivation should be practiced in the classroom. You should make learners feel very important by way of complimenting their achievements. Encourage low achievers and at the same time reward those who excel in their work. Learners must be motivated to want to learn by way of making their lessons as interesting as possible to boost their natural curiosity. Once this interest is generated, effective learning takes place. If you tap on the natural curiosity of the children you will not encounter any problems with discipline rather children interested in something will work quietly for long periods. The ideal situation is to have learners to motivate themselves. Children who are self-motivated are eager to learn and often work hard. They must be made to achieve success because it improves their self-image. You should provide work for your pupils that is meaningful and that will allow them to achieve good results and so build up their confidence and self-esteem. The work should not be too easy not too difficult. Praise should be given for good effort. You should treat pupils with respect, sarcasm and unkind words have no place in the classroom even if the work is below standard.

### **1.3.6 SUPERVISION**

Children need to be supervised constantly both inside the classroom and outside the classroom. Pupils in the infant level need to be closely monitored every time to ensure their safety. It is therefore prudent for you to supervise your learners when they are in their groups, play areas, on field trips and whenever doing practical work.

The next unit shall look at how you should consolidate your teaching through the mastery of the scope of the guide and how to keep track of your learners' progress.

## UNIT 7

### SCOPE OF THE GUIDE

#### SYLLABUS TOPICS

The Visual and Performing Arts syllabuses for infant and junior levels are all developed on the five major topics, which are all spiral in nature. The topics are developmental and they build on each other grade by grade up to grade seven. As a practically oriented discipline, Visual and Performing Arts topics are premised on this orientation. As you endeavour to teach each topic be as practical as possible.

#### 1.1 OBJECTIVES OF THE UNIT

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

- Identify the major syllabus topics
- Follow sample guidance on how a topic can be taught.

#### 1.2 INFANT SYLLABUS TOPICS FOR VISUAL AND PERFORMING ARTS

Below are the topics, which are in the Visual and Performing Arts syllabus for infant learners;

- History and culture
- The creative process and performance
- Aesthetic values and appreciation
- Arts technology
- Enterprising skills (Entrepreneurship)

#### Teachable Units

Any of the topics listed above are broad for coverage; it is therefore your responsibility to break the topics into small teachable units. The teachable units are determined by the objectives you need to achieve. Each topic has clear objectives you should achieve and hence formulation of the teachable units and even the teaching methodology should be developed around the objectives. For example, when you are teaching the topic, History of Arts and Culture, it is generally a broad topic that has a lot to be covered. The syllabus should therefore guide you on what exactly needs to be covered under this topic (because certainly not all must be covered). This is how you can break it to teachable unit:

These are the actual concepts that you need to cover under the topic History and Arts Culture which are in a way, your teaching units:

- The role of music, musicians and composers, in the past and present cultures
- Musical instrument in my Environment
- Songs and games in my home
- Performance of the songs in groups

Each of these smaller teachable units can be timed, resources to lesson set aside or be prepared and methods and activities be prepared. All these should be helpful in assisting achievement of lesson objectives and the expected competences. The table below summarises how you can break broad topics into small teachable units using Zimbabwe Liberation War Musical Arts as an example.

**Table 6: Breaking topics into teachable units sample**

**BROAD TOPIC: HISTORY AND CULTURE**

<b>ECD (0-3years)</b>	<b>ECD ‘A’</b>	<b>ECD ‘B’</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Musical instruments and sounds in the home</li> <li>• Music in everyday life experiences</li> <li>• Movement in response to folk songs</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in the past and present cultures</li> <li>• Musical instrument in my Environment</li> <li>• Songs and games in my home</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in the past and present cultures</li> <li>• Cultural diversity as it relates to music, musicians and composers</li> <li>• Movements in response to various musical instruments of different genres and periods</li> <li>• Songs and games in my school</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in past and present cultures</li> <li>• Music and celebrations within Zimbabwe in the past and present</li> <li>• Movements in response to various musical instruments of different genres, periods and styles</li> <li>• Songs and games in other cultures in my society</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in past and present cultures in daily and special events</li> <li>• Movements in response to various musical instruments of different genres, periods and styles</li> <li>• Songs and games in my country</li> </ul>

**NB: Teachers should follow the given hints and samples in constructing his/her documents taking into consideration the local factors.**

## CONCLUSION

This Teacher's guide will be helpful in assisting you to deliver engaging lessons in the Visual and Performing Arts learning area. The learning area has a lot newer components therefore it will usher new experiences for many. The inclusion of new syllabus topics requires you to up-date yourself in terms of content and skills through research and capacity development for you to deliver with confidence. We encourage institutions to avail the following to help in the delivery of Visual and Performing Arts lessons:

- music laboratories
- computers
- softwares
- various musical instruments

### **The following are important key notes to remember:**

- interpret the syllabuses correctly
- use teaching methods appropriate to the learning area and that will cater for learners' individual differences.
- prepare engaging and appropriate teaching and learning materials/instructional media
- design appropriate strategies for problem solving
- manage your class effectively
- be 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 diverse teaching techniques

## 1. SCOPE AND SEQUENCE CHART

### TOPIC 1: HISTORY AND CULTURE

ECD (0-3years)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Musical instruments and sounds in the home</li> <li>• Music in everyday life experiences</li> <li>• Movement in response to folk songs</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in the past and present cultures</li> <li>• Musical instrument in my Environment</li> <li>• Songs and games in my home</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in the past and present cultures</li> <li>• Cultural diversity as it relates to music, musicians and composers</li> <li>• Movements in response to various musical instruments of different genres and periods</li> <li>• Songs and games in my school</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in past and present cultures</li> <li>• Music and celebrations within Zimbabwe in the past and present</li> <li>• Movements in response to various musical instruments of different genres, periods and styles</li> <li>• Songs and games in other cultures in my society</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• The role of music, musicians and composers, in past and present cultures in daily and special events</li> <li>• Movements in response to various musical instruments of different genres, periods and styles</li> <li>• Songs and games in my country</li> <li>• Songs and games in my country</li> </ul>
<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts in the home:</li> <li>- Eye movement to familiar colours and images</li> <li>- Touching and feeling embossed material</li> </ul>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts in my home and my culture</li> <li>• The role of visual arts and artists in my family</li> <li>• Different types of visual arts in the past and present</li> <li>• Safety and visual arts materials</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts in my school environment and my culture</li> <li>• The role of visual arts and artists in my school</li> <li>• diversity in visual arts and artists</li> <li>• Visual arts materials in the local environment</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• The role of visual arts and artists in my community</li> <li>• Works of art from a variety of places and times</li> <li>• Visual arts materials from different cultures</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• The role of visual arts and artists in my country</li> <li>• Functions of visual arts in daily life</li> <li>• Visual arts objects and materials from different cultures</li> </ul>

ECD (0-3years)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Mobiles</li> <li>• Animation and puppetry in my home</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• The role of theatre, animation and puppetry in my home and my culture</li> <li>• Characterisation: Different family members and their roles</li> <li>• Family stories</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• The role of theatre, animation and puppetry in my school and my culture</li> <li>• Characterisation: Different school members and their roles</li> <li>• School stories</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• The role of theatre, animation and puppetry in my community and my culture</li> <li>• Characterisation: Different community members and their roles</li> <li>• Community stories</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• The role of theatre, animation and puppetry in my country and my culture</li> <li>• Characterisation: Different national leaders and their roles</li> <li>• National stories</li> <li>• Roles and responsibilities of actors and audiences</li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Movement in response to folk songs</li> <li>• Movement to sounds in everyday life experiences</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• The role of dances and dancers in my home and culture</li> <li>• Dance games</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• The role of dances and dancers in my school and culture</li> <li>• Folk dance and costumes</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• The role of dances and dancers in my community and culture</li> <li>• Dance styles, costumes and music</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• The role of dances and dancers in my country and culture</li> <li>• Social and cultural dances</li> </ul>

## TOPIC 2: CREATIVE PROCESSES AND PERFORMANCE

ECD (0-3years)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<b>MUSIC</b> Body percussion	<b>Music</b> <ul style="list-style-type: none"> <li>• Pitch identification</li> <li>• Body percussion to accompany short melodies</li> <li>• Improvisation of melodies</li> <li>• Oral reading of basic note values</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Pitch identification</li> <li>• Body percussion to accompany short melodies</li> <li>• Arrangement, and improvisation of melodies</li> <li>• Voice accompaniments</li> <li>• Oral reading of basic note values</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Pitch identification in short melodies</li> <li>• Percussion instruments in short melodies</li> <li>• Composition, arrangement, and improvisation of songs</li> <li>• Oral reading of basic note values</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Pitch identification in songs</li> <li>• Percussion instruments in short melodies and songs</li> <li>• Composition, arrangement, and improvisation of melodies</li> <li>• Oral reading of basic note values</li> <li>• Songs and games in my country</li> </ul>
<b>Visual Arts</b> Visual arts in the home	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Modelling and moulding</li> <li>• Painting in the home</li> <li>• Drawing family members</li> <li>• Sorting and Matching colours</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Modelling and moulding</li> <li>• Weaving and decorating</li> <li>• Drawing members in the school</li> <li>• Painting in the school</li> <li>• Sorting and matching primary colours</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Two dimensional media and pattern</li> <li>• Application of elements of design</li> <li>• Primary and secondary colours</li> <li>• Picture collage</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Three dimensional media</li> <li>• Elements and principles of design</li> <li>• Drawing and painting</li> <li>• Crafting objects</li> </ul>
<b>Theatre</b> <ul style="list-style-type: none"> <li>• Animated faces</li> <li>• Children's play Amadlwane/Mahumbwe</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Call and response games</li> <li>• Children's play Amadlwane/Mahumbwe</li> <li>• Tableau/still pictures - myself and my family</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Theatre</li> <li>• Movement and rhythm – theatre games</li> <li>• Story telling</li> <li>• Pantomime</li> <li>• Tableau/still pictures –my friends</li> <li>• Costumes and props</li> </ul>	<b>Theatre</b> <ul style="list-style-type: none"> <li>• Theatre games – trust building games</li> <li>• Improvisation of appropriate age stories</li> <li>• Pantomime</li> <li>• Tableau/Still Pictures – community members</li> <li>• Costumes and props</li> <li>• Picture book reading</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Theatre</li> <li>• Theatre games – cooperation skills and concentration</li> <li>• Story outline</li> <li>• Tableau/still pictures – National Leaders</li> <li>• Costume and prop creation</li> <li>• Improvisation of stories from picture books</li> </ul>

## 1.8 TOPIC 8: KIDS' ATHLETICS

ECD (0-3years)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<b>DANCE</b> <ul style="list-style-type: none"> <li>• Body percussion</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Movement – daily tasks and activities</li> <li>• Visual and sound stimuli</li> <li>• Music and rhythms</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Movement and emotions – movement patterns</li> <li>• Responding to a variety of stimuli</li> <li>• Responding to different types of music, rhythm and sound</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Movement problems</li> <li>• Movement, music, pictures and rhymes</li> <li>• Movement sequence, patterns and shapes</li> <li>• Movement and emotions</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Movement patterns and sequence</li> <li>• Movement problems</li> <li>• Shapes and movement – fast and slow tempo</li> <li>• Dance phases</li> <li>• Group dynamics in dance</li> </ul>

## TOPIC 3: AESTHETICS VALUES AND APPRECIATION

ECD (0-3years)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<b>DANCE</b> <ul style="list-style-type: none"> <li>• Music and movement</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Music and movement</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Music and movement</li> <li>• Songs for different purposes</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Music and guided movements</li> <li>• Ideas and moods through music</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Elements of music in movement</li> <li>• Music and musicians</li> <li>- ideas and moods from recorded music</li> </ul>
<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Artworks in the home</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Artworks in the home</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Artworks vocabulary</li> <li>• Elements of design</li> <li>• Meaning of artworks within the school</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Artwork production in the environment</li> <li>• Elements and principles of design</li> <li>• Meaning of artworks within the community</li> </ul>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Artwork critique</li> <li>• Elements and principles of design</li> <li>• Meaning of artworks within the nation</li> </ul>
<b>Theatre Audience</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Animation and puppetry appreciation</li> </ul>	<b>Theatre Audience</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Appreciation skills: <ul style="list-style-type: none"> <li>• clapping,</li> <li>• smiling,</li> <li>• facial expression</li> </ul> </li> <li>• Animation and puppetry appreciation</li> </ul>	<b>Theatre Audience</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Appreciation skills</li> <li>• Participatory audience</li> <li>• Real story and folk tales</li> <li>• Animation and puppetry appreciation</li> </ul>	<b>Theatre Audience</b> <ul style="list-style-type: none"> <li>• Theatre appreciation skills</li> <li>• Describing</li> <li>• Deriving meaning</li> <li>• emotional reaction</li> <li>• Animation and puppetry appreciation</li> </ul>	<b>Theatre Audience</b> <ul style="list-style-type: none"> <li>• Actor's performance</li> <li>• Live performance appreciation</li> <li>• message/moral values of the story</li> <li>• Animation and puppetry appreciation</li> </ul>

<b>ECD (0-3years)</b>	<b>ECD 'A'</b>	<b>ECD 'B'</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Dance</b> Movement in dance</p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Everyday movements in dance</li> <li>• Meaning of dance</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Types of dances</li> <li>• Meaning of dance</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Dance vocabulary</li> <li>• shapes</li> <li>• levels</li> <li>• directions</li> <li>• tempos</li> <li>• Communication in dance</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Dance vocabulary                             <ul style="list-style-type: none"> <li>– levels</li> <li>– rhythm</li> <li>– patterns</li> <li>– types of energy</li> </ul> </li> <li>• Communication in dance                             <ul style="list-style-type: none"> <li>– mood</li> <li>– ideas</li> </ul> </li> </ul>

**TOPIC 4: ARTS TECHNOLOGY**

<b>ECD (0-3years)</b>	<b>ECD 'A'</b>	<b>ECD 'B'</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> <li>• Audio and visual music</li> <li>• Ethics, music and the internet</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music videos and pictures</li> <li>• Use of ICT tools</li> <li>• Audio and visual music</li> <li>• Ethics, music and the internet</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music recording</li> <li>• Audio and visual music</li> <li>• Musical icons and symbols</li> <li>• Ethics, music and the internet</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Music composition and recording</li> <li>• Audio and visual music</li> <li>• Musical icons and symbols</li> <li>• Ethics, music and the internet</li> </ul>
<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts technological tools in the home</li> </ul>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts technological tools in my home</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual technological tools in my school</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual technological tools in my community</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Visual technological tools in my country</li> <li>• Photography</li> <li>• Video and filming</li> <li>• Visual arts software</li> <li>• Ethics, visual art and the internet</li> </ul>

<b>ECD (0-3years)</b>	<b>ECD 'A'</b>	<b>ECD 'B'</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows/ silhouette</li> <li>• Picture stories</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows/silhouette</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- Natural sounds</li> </ul> </li> <li>• Slides picture story: character</li> <li>• Ethics, theatre and the internet</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and hue/colour</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- recorded sound</li> </ul> </li> <li>• Slides picture story: character and objects</li> <li>• Ethics, theatre and the internet</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and mood</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- responding with movement</li> </ul> </li> <li>• Slides picture story: character and objects</li> <li>• Ethics, theatre and the internet</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Lighting and setting</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- impact</li> </ul> </li> <li>• Slides picture story: character and conflict</li> <li>• Digital theatre</li> <li>• Ethics, theatre and the internet</li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows/ silhouette</li> <li>• Slides dance pictures</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and shadows/silhouette</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- natural sounds</li> </ul> </li> <li>• Slides dance pictures</li> <li>• Ethics, dance and the internet</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and hue/colour</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- recorded sound</li> </ul> </li> <li>• Slides dance pictures depicting a story</li> <li>• Ethics, dance and the internet</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and mood</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- responding with movement</li> </ul> </li> <li>• Slides dancers and objects</li> <li>• Ethics, dance and the internet</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Lighting and setting</li> <li>• Sound effects                             <ul style="list-style-type: none"> <li>- impact</li> </ul> </li> <li>• Video                             <ul style="list-style-type: none"> <li>- dance drama</li> </ul> </li> <li>• Ethics, dance and the internet</li> </ul>

**TOPIC 5: ENTERPRISE SKILLS (ENTREPRENEURSHIP)**

<b>ECD (0-3years)</b>	<b>ECD 'A'</b>	<b>ECD 'B'</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Folk songs and lullabies</li> <li>• Musical show</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Careers in music</li> <li>• Musical instruments</li> <li>• Fundraising performances</li> <li>• Business ethics</li> <li>• soft skills</li> <li>• unhu/ubuntu</li> <li>• copyright protection</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Careers in music</li> <li>• Musical instruments</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- Soft skills</li> </ul> </li> <li>• unhu/ubuntu</li> <li>• copyright protection</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Careers in music</li> <li>• Musical instruments</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- Soft skills</li> </ul> </li> <li>• unhu/ubuntu</li> <li>• copyright protection</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Careers in music</li> <li>• Musical instruments</li> <li>• Fundraising performances</li> <li>• Business ethics,                             <ul style="list-style-type: none"> <li>- Soft skills</li> </ul> </li> <li>• unhu/ubuntu</li> <li>• copyright protection</li> </ul>

ECD (0-3years)	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Media and tools</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Careers in visual arts</li> <li>• Media and tools in my home</li> <li>• Exhibitions and commissioned work</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/Ubuntu</li> </ul> </li> <li>• Copyright protection</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Careers in visual arts</li> <li>• Media and tools in the school</li> <li>• Exhibitions and commissioned work</li> <li>• Business ethics</li> <li>• soft skills</li> <li>• unhu/ubuntu</li> <li>• copyright protection</li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Careers in visual arts</li> <li>• Media and tools in the community</li> <li>• Exhibitions and commissioned work</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• Careers in visual arts</li> <li>• Media and tools in my country</li> <li>• Exhibitions and commissioned work</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/Ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>
<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Props and costumes</li> <li>• Fundraising performances</li> <li>• Story telling</li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Careers in theatre</li> <li>• Props and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Careers in theatre</li> <li>• Props and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Careers in theatre</li> <li>• Props and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Careers in theatre</li> <li>• Props and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Costumes</li> <li>• Fundraising performances</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Careers in dance</li> <li>• Instruments and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Careers in dance</li> <li>• Instruments and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Careers in dance</li> <li>• Instruments and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Careers in dance</li> <li>• Instruments and costumes</li> <li>• Fundraising performances</li> <li>• Business ethics                             <ul style="list-style-type: none"> <li>- soft skills</li> <li>- unhu/ubuntu</li> <li>- copyright protection</li> </ul> </li> </ul>