



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

MASS DISPLAYS

INFANT SCHOOL LEVEL
(EARLY CHILDHOOD DEVELOPMENT
TO GRADE 2)

2015 - 2022

TEACHER'S GUIDE

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1.0 ORGANISATION OF THE TEACHER'S GUIDE

The Infant School (ECD to Grade 2) Mass Displays teachers' guide is a document that has been prepared to assist the teacher 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. Part B of the guide focuses on the curriculum content, 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 School (ECD to Grade 2) Mass Displays 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 Mass Displays learning area, it is very important that as a teacher, you read through the given guidelines, and make necessary learning experiences preparation contextualised to suit the local environment.

PART A

2.0 CRITICAL DOCUMENTS

INTRODUCTION

2015-2022 Primary and Secondary Education Curriculum 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. In this chapter we shall discuss the critical documents that a teacher should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy.

RATIONALE

Mass Displays are spectacular artistic performances, which display the aesthetic values of sound, artefacts, movement and posture. They promote a sense of beauty, harmony, discipline, leadership, collaboration, teamwork, social integration and tolerance. They are an important vehicle for mass education and communication. . This guide equips you, the teacher, with the knowledge and skills to impart the basic principles of mass displays. It is important for you as the teacher to appreciate that it is your responsibility to ensure that you produce confident and informed learners, who are capable of developing and carrying out mass displays activities and engage in enterprises that conform to national and international best practices and specifications.

OBJECTIVES

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

- identify critical documents in curriculum implementation
- describe the contents of each critical document
- mobilise the teaching and learning

resources

- interpret Infant School 2015-2022 Mass Displays syllabus

CRITICAL DOCUMENTS

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

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

Aims

- Develop organic health and fitness for all learners in the school.
- Provide children with a sense of achievement and enjoyment.
- Develop individual skills and competences.
- Develop a variety of character traits such as will power, determination, self discipline and a spirit of co-operation.
- Foster a body of knowledge specifically relating to sports.

UNIT 1

CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)

INTRODUCTION

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.

OBJECTIVES

By the end of Unit 1 which is on curriculum framework of this guide, you as the teacher, should be able to:

- Motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and preparing them for participatory citizenship
- Prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment
- Ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- Prepare and orient learners for participation in voluntary service and leadership

KEY ELEMENTS OF CURRICULUM FRAMEWORK

The Curriculum Framework for Primary and Secondary Education (2015-2022) contains the following key elements which you need to constantly refer to:

- 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

INTRODUCTION

Syllabus interpretation facilitates breaking down of content into teachable units. Correct syllabus interpretation is pivotal to the delivery of effective lessons, through careful planning by the teacher. Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the preamble (as derived from the Framework)
- The syllabus aims and objectives – What does the syllabus intend to achieve within the learners?
- The content – Knowledge, skills and attitudes i.e. competencies. The content constitutes the heart of the syllabus.

Careful National syllabus interpretation is critical for the development of a good school, syllabus, scheme of work and lesson plan and you should also note that you are mandated to teach from the syllabus, where the national examinations are set from.

OBJECTIVES

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

- identify the types of syllabus
- interpret the National Infant Mass Displays Syllabus and develop the school syllabus from it.
- demonstrate an understanding of the National Infant Mass Displays Syllabus, through correct interpretation and usage.

Types of Syllabi

2.1 NATIONAL SYLLABUS

Definition

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 Infant School Level. As a teacher, you should always have and use it to guide you in your day to day teaching and learning activities.

Components of the Syllabus

Cover page

1. ACKNOWLEDGEMENT
2. PREAMBLE
 - Introduction
 - Rationale
 - Summary of content
 - Assumptions
 - Cross Cutting Issues
3. PRESENTATION OF THE SYLLABUS
4. AIMS
5. OBJECTIVES
6. TOPICS
7. SCOPE AND SEQUENCE
8. CONTENT MATRIX
9. ASSESSMENT

SCHOOL SYLLABUS

This must be drawn from the National Syllabus by reorganising content taking into account local factors that may affect your teaching.

FACTORS INFLUENCING DRAFTING

- Level of learner performance (knowledge they already have)
- Facilities and resources available.
- Time allocation in the official syllabus
- Local conditions that affect choice and sequencing of topics
- Education technology
- Community influences

UNIT 3

SCHEMES OF WORK/ SCHEME- CUM PLANS

DEFINITION

This is a document that you as a teacher should draw from the national and school syllabus. You should outline the objectives, activities, content and methodologies (see scheme of work/scheme-cum plan template below). You should draw your scheme of work/scheme cum plans two weeks ahead of lesson delivery date. (use of ICT in drawing the documents is encouraged)

COMPONENTS OF A SCHEME OF WORK

- Weekending (the end date when a learning week ends)
- Topic/Content (This constitutes the main concept to be covered e.g. 19 May 2017)
- Objectives (to exhibit learner behaviour after going through the teaching/ learning process) They must be SMART.
- Competencies (They are life-long QUALITIES AND SKILLS THAT TH teacher would want to see in learners. They include critical thinking, problem solving, creativity, modelling, and communication etc. skills, knowledge and attitudes/values).
- Source of matter/Media - this is an indication of where the facilitator is getting the content and the media they are likely to use
- Facilities/Equipment
- Methods/Activities- learning and teaching methods should be learner centred.
- Evaluation- it is a reflection on how you as the teacher has delivered, successes and challenges as well as learners' performance

GRADE 1

MASS DISPLAYS SCHEME

Aims

- Develop team building and confidence through participation.
- Provide children with a sense of achievement and enjoyment.
- Develop individual skills and competences.
- Develop a variety of character traits such as will power, determination, self-discipline and a spirit of co-operation.
- Choreograph a mass displays performance
- Foster a body of knowledge specifically relating to mass displays.

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	SOM/MEDIA	FACILITY /EQUIPMENT	METHODS/ACTIVITIES	EVALUATION
22/04/16	<p>choreography</p> <p>Combine at least 3 activities selected from dance and play to form choreography</p>	<p>By the end of the week pupils should be able to:</p> <ul style="list-style-type: none"> • perform selected linked patterns in display art • perform movements obtained from dance and gymnastics in a choreographed act 	<p>Coordination Drawing Dancing Collaboration Decision making</p>	<p>Infant School (ECD-Gr2) Mass Displays Syllabus page 12</p> <p>Arena Performances Handbook page 12</p> <p>Physical Education and Sport Assessment Manual page 45 and 70</p> <p>www.danceperformancesforchildren.org</p>	<ul style="list-style-type: none"> • Gymnasium Hall • Various balls • Whistle • Skittles • Cones • Hula Hoops • Tyres • Drums • Cymbals • Shakers • Triangles • Paints • Charts • Video on Mass Display Acts 	<p>METHODS</p> <ul style="list-style-type: none"> • Demonstration, Simulation, Practice, Guided Discovery, Group Work, Pair work, Tasking <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Working in pairs and groups to produce art works • Practicing on Indigenous dances in Groups • Making background Art Charts in pairs using paints • Practicing on, Pair balances, forward rolls and cartwheel skills for an arena act • Working in groups to choreograph an act 	

UNIT 4

LESSON PLANS

DEFINITION

It is a teacher's detailed description of the course of instruction, a learning trajectory for a lesson. It is developed by the teacher to guide class learning.

It is the teacher's road map of what learners need to learn and how it will be done effectively during class time. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. (for the components of the lesson plan see the detailed lesson plan template below)

COMPONENTS

Date and time-Indicate when the lesson will be taken

Topic – Specify the topic to be covered by the class

Source of material – This includes names of sources, the authors, publishers, year and page numbers. Instructional media should also be mentioned here.

Assumed knowledge: This is a short abstract of what learners should already know, related to concepts or skills in the lesson. Also an indication of pupils' previous experiences that can be exploited during the lesson

Lesson objectives: Statements indicating what pupils should achieve within a single lesson in terms of knowledge, skills, attitudes or values. Lessons objectives may be one or more. They must be realistic, precise, simple and clearly stated.

SMART- Specific, Measurable, Achievable, Result oriented and Time specific. They must be behavioural, promoting the cognitive, affective and psychomotor domains in pupils.

STRUCTURE OF A LESSON PLAN

Lesson introduction: This is the start of the lesson. It may be a recap of previous work, checking assumed knowledge or teacher exposition. Should motivate learners to arouse and gain attention. Must be short, interesting and relevant to the content of the lesson

Lesson development:

This is the heart of the lesson. It gives a step by step description of how the teaching and learning will be conducted. The lesson concept is dealt with at length. It must contain relevance of the subject matter to pupils or society at large.

Application:

You ask yourself the following questions as teacher:

- Is there opportunity for learners to apply what they learnt?
- Will learners do something which is measurable?
- Is opportunity given for transfer of what has been learnt to other situations?
- Is the work linked to the objectives?

Lesson evaluation:

This should give specific aspects of both strengths and weaknesses noted during the lesson, and what needs to be done in future lessons to consolidate strengths and remedy weaknesses. Pupils facing problems should be indicated with appropriate remediation suggestions.

DETAILED LESSON PLAN

Date:	22 January 2017
Grade	Grade 1
Time:	11.30 -12.30
Learning Area:	Mass Displays
Topic/Content:	Choreography
Sub Topic:	Arena Performance
S.O.M:	- Infant School (ECD-Gr2) Mass Displays Syllabus pge 12 - Arena Performances Handbook page 12 - Physical Education and Sport Assessment Manual page 45 and 70 - www.danceperformancesforchildren.org
Equipment:	Balls, Whistle, Skittles, Cones, Hula Hoops, Mats, Charts with Art, Tyres, Bean, Tins, Ropes, bags, harvesting props
Number of students:	20
Assumed knowledge:	Learners have made background art charts and practiced gymnastic activities in Physical Education.

Lesson Objectives

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

- Display background art charts on mounts showing harvesting theme.
- Perform individual and pair balances in a dance routine.
- Make shapes and lines while executing indigenous dances on harvest.

STAGE	CONTENT	ORGANISATION	COACHING POINTS
Introduction 5min	-Teacher introduces the lesson and explains on theme for performance -Learners identify charts with art on harvest	- Horse shoe	-pick any dangerous objects in marked area. -harvest activities and equipment
Warm up 10 mins	General Slight jogging Dynamic stretches -ball rolling -forward rolling -butt kicks -carioka	-Safety check of the field -practice in single file -roll backwards and forward on mats - take turns to show charts and say out what is displayed while jogging.	Running action -knees up high -land with balls of feet -correct grip of charts -lifting high charts
Skill Development 20 mins	-practise individual balances with apparatus -Pair balances with apparatus -Practising mhande dance moves to depict harvest -Mounting background art on stands	-demonstration of each technique -pair work -use if stimulus to perform dances and rhythmic displays. -lines showing harvesting cone/maize -shape of hoe, winnowing basket and Dara (maize drying place)	-correct grip on charts and props -one point and two point balances execution. - marching and dancing to songs and drum beats -proper tucking in of head when performing rolls. -mounting background art articles on stands without climbing on stands
Application 20 mins	- harvest performance	-singing and dancing mhande incorporating backward and forward rolls -performing individual balances with harvest props -performing pair balances displaying art on harvesting -sequenced dances responding to music and drum beats -mounting background art while singing and responding to drum beats	-correct grip on charts and props -one point and two point balances execution. - marching and dancing to songs and drum beats -proper tucking in of head when performing rolls. -mounting background art articles on stands without climbing on stands
Cool Down 10 mins	- Jogging up and down in a designated area -static stretches	-stretch all the body parts systematically	-stretch parts of body not more than 20s -stretch parts of body not more than 20s -stretch parts of body not more than 20s -stretch parts of body not more than 20s
Conclusion 5 mins	- Lessons learnt	-feedback by learners	

LESSON EVALUATION:

Strength:

.....
.....
.....

Weaknesses:

.....
.....
.....

Way Forward

.....
.....
.....

UNIT 5

RECORD KEEPING

This is a systematic procedure by which the records of an organisation are created, captured, maintained and disposed of. The preserved information should be made available for future use.

Learner Profiles

Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

Progress Record

You should have a progress record to capture learner performances.

Attendance Register

This is a critical document you should have as a teacher to track and record your learner's class or lesson attendance.

Conclusion

The teacher's guide is meant to equip the teacher with knowledge on critical documents, syllabus interpretation and curriculum delivery, particularly in Mass Displays. It will fuel the implementation of the curriculum for 2015-2022.

The inclusion of the different cross cutting themes seeks to foster competency development through the teaching and learning of Mass Displays, as some of these themes may be examined in the National examinations.

Finally, you are reminded that you are the medium of correct implementation and impartation of what the curriculum framework seeks to achieve for the Zimbabwean nationality.

2.0 PART B: CURRICULUM DELIVERY

INTRODUCTION

Infant school Level Mass Displays Guide is designed for Infant Level (Early Childhood Development to Grade 2) teachers to help promote learners' development of psychomotor skills and techniques and ensures that learners develop socially, physically, emotionally and cognitively. It serves as a firm foundation for syllabus interpretation and preparation for learning experiences that makes entry into Junior School Mass Displays studies easier for learners.

2.2 CONTENT

2.2.1 SUMMARY OF CONTENT

- The Infant School Level Mass Displays Syllabus will cover theory and practical activities in areas such as Gymnastics, Dance, Music and Art. This four year learning phase seeks to develop psychomotor skills and techniques which ensures that a learner's Cognitive, Affective and Psychomotor domains are developed.

2.2.2 METHODOLOGY

OBJECTIVES

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

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

As a teacher it is important for you to use problem-solving and learner-centred approaches. You are the facilitator. The learner is the doer

Suggested Methods

- Question and Answer
- Lecture
- Demonstration
- Observation
- Simulation
- Role play
- Experimentation
- Project
- Field trips
- Choice of method is influenced by:
- your personality

- learner`s level of development (cognitive, affective and psychomotor)
- Content to be covered
- Competencies to be developed

INSTRUCTIONAL (TEACHING-LEARNING) AIDS

OBJECTIVES

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

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

Why prepare Learning-Teaching Materials. They

- help learners to learn better and faster
- capture learners` interest
- create virtual reality

TYPES: charts, chalkboard, whiteboard, computers, slides, films, videos, flannel graph, textbooks

CLASS MANAGEMENT

OBJECTIVES

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

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

What is Class Management

It is a process of planning, organizing, leading and controlling class activities to facilitate learning.

ORGANISATIONAL SKILLS FOR EFFECTIVE LEARNING

Classroom organization which covers:

- physical environment
- emotional environment

- grouping the learners
- class control and discipline
- supervision

PHYSICAL ENVIRONMENT

- Classroom to be clean, tidy and airy
- Safety considerations when arranging furniture
- Teaching aids to be visible to learners

EMOTIONAL ENVIRONMENT

- Be firm, warm and pleasant
- Set the right tone
- Tell learners what behaviour you expect

GROUPING

- Learners may be grouped according to needs, abilities, problems but not sex
- Promote sharing of ideas among learners

CLASS CONTROL AND DISCIPLINE

- Know the school's policy on discipline
- Be firm and fair
- Punishment should be corrective
- Acknowledge good behaviour
- Make use of prefects and class monitors
- Create an atmosphere of trust and honesty
- Aim for intrinsic discipline

MOTIVATION

- Make learners feel important
- Recognize and reward excellence
- Be a role model in terms of your demeanour

SUPERVISION

- Check learners' work in order to guide and correct them

- Areas that require supervision include practical work, written work, discussions, group work and field trips

CONTENT DELIVERY

SYLLABUS TOPICS

- 1 Gymnastics
 - Locomotion
 - Balances
 - Coordination
 - Formations
- 10.1.2 Dance
 - Movement and Rhythm
 - Choreography
- 10.1.3 Music
 - Background and Performing Music
- 10.1.4 Art
 - Patterns
 - Colours
 - Shapes

Content Break Down to teachable units

Gymnastics (Locomotion)

Objectives (learner – behaviour)

- move from point A to point B under given instruction
- move from point A to point B with and on apparatus to a given direction
- move from point A to point B in response to stimuli

- **Content**

- guided free movement for space, speed, direction with apparatus
- movement for space, speed, direction with apparatus
- movement with prescribed basic shapes and formations in response to given tasks and stimuli
- linked movement with prescribed shapes and formations in response to given tasks (e.g. martial arts) and stimuli

- **Methodology (learner - centeredness)**
 - Demonstration,
 - Command
 - Practice
 - Guided Discovery
 - Group Work
 - Pair work
 - Tasking
 - Resource person(s)
- **Teaching-learning aids**
 - hula hoops
 - skipping ropes
 - tyres
 - drums
 - jingles
 - sticks
 - recorded music
 - mats
 - equipment within the ECD play centre
 - age appropriate and safe equipment
 - ICT tools
- **Activities (learner - centeredness)**
 - Walking at from point A to B at varying speeds.
 - Jogging from point A to B lifting up knees
 - Performing forward, backward and side roll
 - Running and stopping around marked area responding to stimulus
 - Practicing cartwheel and travelling on hands from point A to B
 - Moving from point A to B with apparatus responding to stimulus
 - Travelling on apparatus from Point A to B
 - Listing practiced skills locomotion.
 - Identifying some learnt skills and naming them.

COMPETENCIES

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Identifying learnt skills and naming them 	<ul style="list-style-type: none"> • Executing rolls, cartwheel, travelling on hands and travelling with and on apparatus properly 	<ul style="list-style-type: none"> • Resolving differences of opinion
<ul style="list-style-type: none"> • Assessing the ability to choreograph an act 	<ul style="list-style-type: none"> • Organisation • Use of props and Displays • collaboration 	<ul style="list-style-type: none"> • Collaborating and contributing to team results

- **Assessment**
- continuous assessment

Topic: ART

Objectives (learner – behaviour)

- draw basic patterns and shapes using different types of paper
- cut basic patterns and shapes using different types of paper
- paste basic patterns and shapes using different types of paper
- design different charts and book pages
- display different charts and book pages
- collect locally available monumental designs, historical drawings, patterns and artefacts

Content

- basic patterns, free drawing, cutting and pasting
- guided drawing, creative drawing, cutting and pasting
- designs and drawings for background art
- single page charts
- 3-page background art books

Methodology (learner - centeredness)

- Demonstration,
- Command
- Practice
- Guided Discovery
- Group Work
- Pair work

- Tasking
- Resource person(s)

Teaching-learning aids

- pencils
- paints
- brushes
- paper
- crayons
- ribbons
- water
- paper glue
- resource persons
- local environs
- age appropriate and safe equipment
- canvas/cloth
- background art books
- ICT tools

Activities (learner - centeredness)

- building collections of designs and objects from cultural centres in their locality
- collecting artefacts depicting patterns found on various species of animals, plants and rocks
- telling stories using artworks drawn from man-made and natural findings or collections
- visiting ancient habitats of our forefathers, archives, monuments places of interest and holiday resorts
- building themes for background art

COMPETENCIES

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Identifying learnt patterns, shapes and building themes 	<ul style="list-style-type: none"> • Drawing • Cutting • Pasting • Painting 	<ul style="list-style-type: none"> • team work and environmental conservation
<ul style="list-style-type: none"> • Assessing the ability to create background art from a given theme. 	<ul style="list-style-type: none"> • Organisation • Environmental awareness • Collaboration • Handling of art equipment 	<ul style="list-style-type: none"> • Collaborating and contributing to team results

- **Assessment**
 - continuous assessment

Topic MUSIC (Background and Performing Music)

Objectives (learner – behaviour)

- perform theme related background music
- respond to various musical genres related to performed dances and movements
- provide music for Mass
- Displays at functions and exhibitions

Content

- folk songs
- contemporary songs
- folk songs that add an appreciation to Unhu/Ubuntu/Vumunhu
- rhythms matching arena choreography

Methodology (learner - centeredness)

- Quizzes, poems and rhymes
- Telling and listening to stories
- Song and dance
- Role play, drama and animation
- Simulation and questioning
- Group projects
- Demonstration

Teaching-learning aids

- age appropriate and safe equipment
- drums
- percussion instruments
- marimba and mbira
- innovative props
- ICT tools
- Activities (learner - centeredness)
- singing Zimbabwean liberation war songs
- playing basic percussion instruments
- identifying activities reflected in audio sounds played
- reciting the national school pledge
- Singing arena choreography songs for indigenous cultural chores and festivals

COMPETENCIES

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> Identifying learnt skills and naming them 	<ul style="list-style-type: none"> Singing Playing instruments Poetry recital 	<ul style="list-style-type: none"> Promotion of team work in building musical ensembles
<ul style="list-style-type: none"> Assessing the ability to choreograph an act.. 	<ul style="list-style-type: none"> Organisation Use of props and Displays Collaboration 	<ul style="list-style-type: none"> Collaborating and contributing to team results

- Assessment**
 - continuous assessment

ANNEXTURE 1

1.0 SCOPE AND SEQUENCE

1.1 TOPIC 1: GYMNASTICS

TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Locomotion	<ul style="list-style-type: none"> • Free movement • Instructed free movement 	<ul style="list-style-type: none"> • Instructed free movement for space, speed, direction and with apparatus 	<ul style="list-style-type: none"> • Movement for space, speed, direction and with apparatus 	<ul style="list-style-type: none"> • Movement with prescribed basic shapes and formations in response to given tasks and stimuli 	<ul style="list-style-type: none"> • Linked movements with prescribed shapes and formations in response to given tasks (e.g. martial arts) and stimuli
Balances	<ul style="list-style-type: none"> • Supported balances • Individual balances 	<ul style="list-style-type: none"> • Balances and weight bearing • Balancing and creating shapes and formations 	<ul style="list-style-type: none"> • Balances, weight bearing and weight transfer • Balancing a creating shapes and formations 	<ul style="list-style-type: none"> • Balance on or with prescribed apparatus • Balancing and creating prescribed shapes and formations 	<ul style="list-style-type: none"> • Balance on prescribed apparatus • Balancing and creating different body shapes and formations
Coordination	<ul style="list-style-type: none"> • Coordination of hand and eye • Coordination of limbs 	<ul style="list-style-type: none"> • Show basic concepts of coordination • Coordination in relation to stimuli 	<ul style="list-style-type: none"> • Coordination in relation to balance and weight transfer • Coordination in relation to stimuli 	<ul style="list-style-type: none"> • Coordination with equipment and apparatus in relation to stimuli 	<ul style="list-style-type: none"> • Coordination in relation to stimuli and change of formations • Motor skills
Formations	<ul style="list-style-type: none"> • Basic linear formations in pairs and groups • Formations displays 	<ul style="list-style-type: none"> • Linear and simple shape formations • Formations displays 	<ul style="list-style-type: none"> • Linear and simple shape formations • Formations displays 	<ul style="list-style-type: none"> • Linear, circular, square and oblique formations • Formations displays 	<ul style="list-style-type: none"> • Linear, circular, square, oblique and chevron formations • Formations displays • Linear, circular, square, oblique and chevron formations • Formations displays

1.2 TOPIC 2: ARENA CHOREOGRAPHY

TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Movement and rhythm	<ul style="list-style-type: none"> • Movement in different directions 	<ul style="list-style-type: none"> • Movement to cover space, rhythm and direction 	<ul style="list-style-type: none"> • Movement to cover space, rhythm and direction 	<ul style="list-style-type: none"> • Movement to cover space, rhythm and direction 	<ul style="list-style-type: none"> • Movement to cover space, rhythm and direction
	<ul style="list-style-type: none"> • Intermittent time and continuous motion 	<ul style="list-style-type: none"> • Movement and stoppages involving gestures and rhythm 	<ul style="list-style-type: none"> • Movement and stoppages involving gestures and rhythm with weight qualities 	<ul style="list-style-type: none"> • Movement and stoppages involving gestures and rhythm with weight and time qualities 	<ul style="list-style-type: none"> • Movement and stoppages involving gestures and rhythm with weight, time and flexibility qualities
Choreography	<ul style="list-style-type: none"> • Movement and rhythm display 	<ul style="list-style-type: none"> • Movement and rhythm display 	<ul style="list-style-type: none"> • Movement and rhythm display 	<ul style="list-style-type: none"> • Movement and rhythm display 	<ul style="list-style-type: none"> • Movement and rhythm display
	<ul style="list-style-type: none"> • Perform a variety of dances and physical activities 	<ul style="list-style-type: none"> • Combine at least 2 learnt activities to form choreography 	<ul style="list-style-type: none"> • Combine at least 3 learnt activities selected from dance and rhythm to form choreography 	<ul style="list-style-type: none"> • Combine at least 4 learnt activities selected from dance, rhythm and gymnastic activities to form choreography 	<ul style="list-style-type: none"> • Linear, circular, square, oblique and chevron formations • Formations displays • Linear, circular, square, oblique and chevron formations • Formations displays • Combine beat notation, movement patterns and verbal cues from learnt dance, rhythm and gymnastics activities to form choreography
	<ul style="list-style-type: none"> • Display the choreography 	<ul style="list-style-type: none"> • Display the combined activities 	<ul style="list-style-type: none"> • Display the activities 	<ul style="list-style-type: none"> • Display the combined activities 	<ul style="list-style-type: none"> • Display the combined activities

1.3 TOPIC 3: MUSIC

TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Background and Performing Music	<ul style="list-style-type: none"> • Listening, recalling and singing various types of performance music 	<ul style="list-style-type: none"> • Folk songs 	Folk songs	<ul style="list-style-type: none"> • Folk songs that add an appreciation of Unhu/Ubuntu/Vumunhu 	<ul style="list-style-type: none"> • Contemporary music and folk songs
	<ul style="list-style-type: none"> • Imitation 	<ul style="list-style-type: none"> • Imitation 	<ul style="list-style-type: none"> • Contemporary music 	<ul style="list-style-type: none"> • Folk and contemporary songs for display 	<ul style="list-style-type: none"> • The meaning of folk songs in indigenous languages
			<ul style="list-style-type: none"> • Folk songs and contemporary songs for display 		<ul style="list-style-type: none"> • Folk and contemporary songs for display

1.4 TOPIC 4: ART

TOPIC	ECD	ECD 'A'	ECD 'B'	GRADE 1	GRADE 2
Patterns	• Free drawing and cutting	• Basic patterns, free drawing, cutting and pasting	• Basic patterns, guided drawing, cutting and pasting	• Basic patterns, guided drawing, cutting and pasting	• Basic patterns, guided or creative drawing, cutting and pasting
			• Single page background Art charts	• Triple page Background Art books	• Five page Background Art books
Colours	• Colour-matching from paper and objects	• Primary colours in painting	• Primary and secondary colours in painting	• National colours in painting	• National colours in relation to given patterns in painting and used as background art
	• Corporeal (bodily) and object prints using various colours			• National colours as background art	
Shapes	• Shapes inventory	• Shapes inventory	• Shapes drawing and colouring	• Plain shapes collection by colour, texture and size	• Shapes drawing, cutting and pasting
	• Shape-matching by size, colour and shape	• Shape-matching by size, colour, texture and shape	• Shape-matching by colour, texture and size	• Collection used as background art	• Collection used as background art