



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

**THEATRE ARTS**  
**SECONDARY SCHOOL LEVEL**  
**FORM 1-4**  
**2015-2022**

**TEACHER'S GUIDE**

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<b>CONTENTS</b>	<b>PAGE</b>
Acknowledgements .....	2
Organisation of the guide .....	4
Critical Documents .....	5
UNIT 1: Curriculum framework for Zimbabwe Primary and Secondary Education.....	9
UNIT 2: Syllabus Interpretation .....	11
UNIT 3: Scheme of work.....	14
UNIT 4: Lesson Plans.....	16
UNIT 5: Methodology.....	19
UNIT 6: Instructional teaching and learning .....	21
UNIT 7: Class Management .....	22
UNIT 8: Record keeping .....	24
UNIT 9: Evaluation .....	25
UNIT 10: Syllabus Topics.....	26

## **1.0 ORGANISATION OF THE GUIDE**

The Secondary school level (Forms 1-4) Theatre arts teachers' 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 Theatre Arts. Part B of the guide focuses on the curriculum delivery on the content which is the objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School (forms 1 and 4) Theatre 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 Theatre Arts learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

### **1.1 Aims of the Teacher's Guide**

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

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

## **2.0 PART A: CRITICAL DOCUMENTS**

### **Introduction**

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

### **Rationale**

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

Theatre Arts enhances learners understanding and appreciation of their culture and society, as well as develop a positive self, group and national identity. Theatre Arts embraces inclusivity as learners are encouraged to appreciate their uniqueness and that of their Theatre Arts products. The teacher should enhance learners' ability to explore and express their feelings, stimulate creative imagination and develop competencies essential for nation building, employment creation, enterprise, problem solving, critical thinking, design thinking and self-discipline.

### **Objectives**

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

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

### **The Critical Documents**

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

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

## INTRODUCTION

### PREAMBLE

Theatre Arts is a learning area that stimulates creativity, innovation and originality through performance which leads to entrepreneurship. The learning area intends to help learners gain understanding and appreciation of Theatre Arts. The specifications of this learning area aim to motivate learners to become independent problem solvers within their communities. Theatre Arts enable learners to understand and appreciate the historical, socio-economic, political and cultural context of their society. Through theatre activities that foster creative expression, discipline, collaboration, self-awareness and personal transformation, learners from diverse backgrounds and abilities channel their energies into inspiring artistic endeavours. Learners engaged in Theatre Arts learn to value the literary, oral and cultural traditions of societies. Through understanding universal themes, learners develop the means to express their own visions and ideas. Learning in theatre develops confident learners who are better prepared to participate actively in their education, community and social lives.

Theatre Arts is one of the most effective forms of communication which contributes to economic, religious, political and social development of the learner. Therefore, Theatre Arts education will provide an opportunity for learners to explore and express their feelings; stimulate creative imagination and develop competencies essential for employment creation, entrepreneurship, problem solving, critical thinking and self-discipline.

The learning area content details the knowledge, understanding and competencies that learners are expected to develop throughout the course of study in the following areas; History of Theatre and Cultural Dimensions, Creative Processes and Performance, Aesthetic Values and Performance Criticism, Theatre Technology and Arts Management. This enables learners to be exposed to a wide diversity of Theatre Arts programmes which develop excellence, originality, confidence, self-identity, ability to communicate and identification of talents.

### SUBJECTS COVERED BY LEARNING AREA

Music  
 Visual arts  
 Theatre arts  
 Dance  
 Film production

## THEATRE ARTS

### Aims

The learning area aims to enable learners to:

- develop a range of competencies, knowledge and understanding in Theatre Arts, embracing historical, cultural, creative, interpretative, and analytical aspects of the learning area.
- foster an understanding of Theatre Arts, thereby promoting and stimulating work ethics, self-discipline, Unhu/ Ubuntu, critical thinking, emotional responses, socio-cultural and environmental awareness.
- provide the basis for an informed and lasting appreciation of Theatre Arts, either as performers or informed members of an audience.

- foster aesthetic values and knowledge systems for responsible safe ethical use of facilities, materials, methods and technologies.
- establish competencies in Theatre technology systems.
- cultivate capacity to set up and run a business in Theatre Arts industry.
- cultivate capacity for further specialized training in Theatre Arts.

## **OBJECTIVES**

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

- appreciate the nature of theatre arts as a historical, social, cultural, indigenous and ritualistic art;
- recognise societies' social, cultural and historical influences on Theatre Arts;
- understand the relationship between self and others through Theatre Arts;
- use Theatre Arts vocabulary to evaluate theatrical experiences;
- acquire enterprise skills in Theatre Arts management;
- develop competencies in Theatre Arts technology;
- attain skills of creating theatre performances;
- demonstrate an ability to work independently and collaboratively in research and theatre production;
- develop competencies and creative skills in problem solving, critical thinking, communication and time management that contribute to lifelong learning through Theatre Arts;
- appreciate the relationship between Theatre Arts and other fields of knowledge.

## **SKILLS DEVELOPED IN LEARNERS**

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

- Acting
- Singing
- Drawing
- Stage design
- Properties usage
- Costume design
- Dancing
- Multi- media application
- Sound production
- Script writing
- Directing
- Adaptation
- Lighting application
- Planning,
- Portfolio presentation
- Evaluation
- Knowledge
- Originality
- Creativity
- Collaboration
- Theatre criticism

- Theatre management
- Enterprise
- Research

## **HOW THE GUIDE WILL HELP THE TEACHER**

### **Objectives:**

- ▶ After reading this guide you should be able to:
  - interpret the syllabuses correctly
  - use teaching methods appropriate to the learning area
  - prepare engaging and appropriate teaching aids
  - design appropriate strategies for problem solving
  - manage your class effectively
  - 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 teaching techniques

The guide covers the following aspects:

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



## **UNIT 1**

### **CRITICAL DOCUMENTS**

#### **1.0 CRITICAL DOCUMENTS**

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

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

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

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

#### **1.3 National Syllabus**

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

##### **1.3.1 Aims:**

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

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

### **1.3.2 Objectives:**

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

### **1.3.3 Assessment objectives:**

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

### **1.3.4 Scope and Sequence**

The scope is the range covered by the learning area in relation to the topic. The sequence is the order in which the topics are arranged in a specified spiral order. The topics are spiral from Form One to Form Four. The topics have a chronological sequence as the content increase in breath and depth, for example, in all the following five topics History of Theatre and Cultural Dimensions, The Creative Processes and Performance, Aesthetic Values and Performance Criticism, Theatre Technology and Arts Management (Enterprise Skills)

## **UNIT 2**

### **SCHOOL SYLLABUS**

#### **2.1 SCHOOL SYLLABUS**

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

- level of learner performance (knowledge they already have)
- facilities and funds available
- time allocation in the official syllabus
- local conditions that affect the choice and sequencing of topics
- supply of textbooks and other teaching materials
- education technology available
- community capabilities

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

The following are the components of a school syllabus:

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

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

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

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

##### **2.2.3 TOPICS**

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

## 2.2.4 METHODOLOGY

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

- Experimentation
- Research
- Song and dance
- Story telling
- Group work
- Games
- Integrated learning
- Simulation
- Resource method
- Educational trips
- Gallery walk
- Discussion
- Survey method
- Case study
- Problem solving
- Practical demonstration
- Poems and Rhymes
- Puppetry
- Workshops /Improvisation

## 2.2.5 INSTRUCTIONAL OR TEACHING MATERIAL

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

Charts  
 Films  
 Radio  
 Slides  
 Drama  
 Models  
 Puppets  
 Animations  
 Illustrations  
 Computers

## 2.2.6 ASSESSMENT

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

### Practical

- acting, singing, drawing, stage design, properties usage, costume design, dancing, multi-media application
- sound production, script writing, directing, adaptation, lighting application, planning, portfolio presentation
- evaluation skills, knowledge
- originality, creativity, collaboration skills
- theatre criticism, theatre management skills
- enterprise skills, research skills

### Theory

- Writing assignments
- Writing tests

## 9.3 Examinations

Title	Duration	Marks	Weighting (%)
<b>Paper 1: Theory</b> Multiple choice	1 hour 15 minutes	40	10%
<b>Paper 2: Structured paper</b> <b>Section A: Structured questions</b> <b>Section B: Semi-structured Essays</b>	2 hours	100	25%
<b>Paper 3: Practical Demonstration</b>	8 – 10 minutes	30	35%
<b>Continuous assessment</b>		30	30%
<b>Total for paper 1, 2 and 3</b>		<b>200</b>	<b>100%</b>

## UNIT 3

### SCHEMES OF WORK/ SCHEME CUM PLANS

#### Objectives

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

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

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

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

#### 3.3 Lesson Plan

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

#### 3.4 Learner Profiles

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

### ASSUMPTIONS

The syllabus assumes that learners have practical abilities to:

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

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS/ KNOWLEDGE	SOM/ MEDIA	FACILITY/ EQUIPMENT	METHODS/ METHODS	EVALUATION ACTIVITIES
22/04/16	<p><b>TARGETING</b></p> <ul style="list-style-type: none"> <li>Acting</li> </ul>	<p>By the end of the week pupils should be able to:</p> <ul style="list-style-type: none"> <li>explore the physical, vocal, characterization, mental and staging components of acting</li> <li>read the script</li> <li>analyse the script</li> </ul>	<ul style="list-style-type: none"> <li>Theatre exercises</li> <li>Voice</li> <li>Story telling</li> <li>Stage</li> <li>Auditions</li> <li>Rehearsal</li> <li>Script analysis</li> <li>Research</li> <li>Singing</li> <li>Coordination</li> <li>Collaboration</li> <li>Decision making</li> </ul>	<ul style="list-style-type: none"> <li>Pre-colonial, colonial, chimurenga and post-colonial songs and texts</li> <li>CDs with recorded music</li> <li>Video clips</li> <li>CD/DVD Player</li> <li>Magazines</li> </ul>	<p>Music room/ Hall</p> <p>hosho, ngoma, mak-wa/zizikeyi, chigufe</p>	<p><b>METHODS</b></p> <ul style="list-style-type: none"> <li>Demonstration, Practice, Guided Discovery, Group Work,</li> </ul> <p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Doing theatre exercises</li> <li>Training the voice</li> <li>Developing scenes</li> <li>Auditioning for roles</li> <li>Reading the script</li> <li>Analysing the script and characters</li> <li>Exploring stage areas/mobility and orientation</li> <li>Rehearsing the play</li> <li>Evaluating the rehearsals</li> </ul>	

## UNIT 4

### DETAILED LESSON PLAN

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

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

#### Lesson Objectives

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

- identify pre-colonial, colonial, chimurenga and post-colonial songs
- sing pre-colonial, colonial, chimurenga/umvukela and post-colonial songs
- play musical instruments

The lesson plan involves the following:

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

### DETAILED LESSON PLAN

Date:	22 April 2016
Grade	Form One
Time:	11.30 -12.30
Learning Area	Theatre Arts
Topic/Content:	THE CREATIVE PROCESS AND PERFORMANCE
Sub-Topic:	acting.
S.O.M:	theatre Arts Acting books, videos, audio materials
Equipment:	video and audio equipment

Number of students: 40

#### Assumed Knowledge:

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



## **Introduction: 5 minutes**

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

## **Lesson development: 50 minutes**

The lesson development is where activities planned for the lesson are implemented to give concrete examples of physical, vocal characterisation and staging components. The appropriate plan of the lesson should ensure which questions learners are to attempt, which demonstrations are to be done. Identify the equipment and instruments required for lesson delivery. The teacher should device problems that can be solved as well as activities that can be carried out by learners such as:

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

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

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

## **Materials of instruction**

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

## **Skills Development**

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

## **Notes:**

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

## **Conclusion: 5 minutes**

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

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**LESSON EVALUATION:**

Strengths: .....

.....

.....

.....

Areas requiring improvement .....

.....

.....

.....

## **UNIT 5:**

### **METHODOLOGY**

#### **OBJECTIVES**

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

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

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

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

### **METHODOLOGY**

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

#### **Animation**

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

#### **Notation**

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

#### **Song**

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

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## **Dance**

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

## **Story telling**

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

## **Games**

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

## **Integrated teaching**

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

## **Simulation**

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

## **Imitation**

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

## **Resource method**

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

## **Education Tours**

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

## **UNIT 6:**

### **INSTRUCTIONAL TEACHING AND LEARNING AIDS**

#### **OBJECTIVES**

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

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

#### **Instructional (Teaching and Learning) Aids**

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

They help learners to

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

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

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

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

Types of Teaching-Learning Aids fall into the categories:

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

## UNIT 7:

### CLASS MANAGEMENT

#### OBJECTIVES

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

- Create an effective learning environment
- Motivate the learners
- Maintain discipline
- Supervise class activities

Class management is the process of planning, organising, leading and controlling class activities to facilitate learning

#### Organisational Skills for Effective Learning

Classroom organisation which covers:

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

#### Physical Environment

For effective teaching and learning there is need for:

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

#### Emotional Environment

The teacher has to

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

#### GROUPING

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

Learners may be grouped according to

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

## **CLASS CONTROL AND DISCIPLINE**

For discipline and control:

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

## **MOTIVATION**

It is important to:

- a. Make learners feel important
- b. Recognise effort
- c. Reward excellence
- d. Be a role model in terms of your demeanor

## **SUPERVISION**

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

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

Areas that require supervision include:

- a. Games
- b. Simulations
- c. Performances
- d. Recordings
- e. practical work,
- f. written work,
- g. discussions,
- h. group work and
- i. field trips
- j. projects
- k. Examinations
- l. Assignments

## UNIT 8

### RECORD – KEEPING

#### OBJECTIVES

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

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

#### *Record – keeping*

Records are critical documents about the teaching and learning process which must be kept by every teacher

The following are some of the documents that should be kept:

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

#### **Types of records**

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



## **UNIT 9**

### **EVALUATION**

#### **OBJECTIVES**

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

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

#### **Evaluation**

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

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

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

Means of evaluating

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

## UNIT 10

### SYLLABUS TOPICS

- History of Theatre and Cultural Dimensions
- The Creative Processes and Performance
- Aesthetic Values and Performance Criticism
- Theatre Technology
- Arts Management (Enterprise Skills)

TOPIC: Syllabus Topic: The Creative Process and Performance

### SCRIPT WRITING

Objectives (learner – behaviour)

- outline the process of script writing

#### Content

- Script writing
  - Idea
  - Theme
  - Research
  - Story line
  - Scenario
  - Scene break down
  - Scene development: monologue

#### Methodology (learner - centeredness)

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

#### Teaching-learning aids

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

**Activities (learner - centeredness)**

- Identifying an idea
- Brain storming on ideas
- Selecting a theme
- Researching on given themes
- Writing a storyline
- Breaking the storyline into scenes
- Writing a monologue
- Playing theatre games
- Discussing method acting
- Demonstrating different methods of acting

**Competencies**

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>● Identifying note values</li> </ul>	<ul style="list-style-type: none"> <li>- Story line</li> <li>- Scenario</li> <li>- Scene break down</li> <li>- Scene development: monologue</li> <li>- Method Acting</li> <li>- Persona acting</li> <li>- Alienation effect</li> <li>- Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Resolving differences of opinion</li> <li>• Empathy</li> <li>• Working hard</li> <li>• Collaborating</li> <li>• team work</li> </ul>

**Assessment**

Learners will be assessed on:

- ability to develop a story line
- ability to develop scenes
- application of acting skills
- performing
- developing a Creative Portfolio

**DIRECTING**

- Application of artistic processes and skills,

**Objectives (learner – behaviour)**

- define roles of a director

**Content**

- Roles of a director
- Performance Space and Blocking
- Use of stage and props

**Methodology (learner - centeredness)**

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

**Teaching and learning aids**

- papers,
- canvas
- sketch books,
- pencils, rubbers,
- rulers,

Relevant reference books

**Activities (learner - centeredness)**

- Rehearsing the play
- Evaluating the rehearsals
- Discussing roles of a director
- Identifying stage positions
- Demonstrating knowledge of stage areas

**Competencies**

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

**Assessment**

Learners will be assessed on:

- Ability to develop a story line
- Ability to develop scenes
- Application of acting skills
- Performing
- Developing a Creative Portfolio
- Directing
- Evaluating performances

## PERFORMANCE

Objectives (learner – behaviour)

- perform a monologue in front of a live audience

### Content

- Live performance

### Methodology (learner - centeredness)

- improvisation
- project based learning
- educational tours
- e-learning
- demonstrations
- resource person(s)]

### Teaching and learning aids

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

### Activities (learner - centeredness)

- setting the stage
- wearing appropriate costumes
- applying make up
- performing a monologue

### Competencies

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Setting the stage</li> <li>• costuming</li> <li>• make up</li> <li>• Performing</li> </ul>	<ul style="list-style-type: none"> <li>• Resolving differences of opinion</li> <li>• Empathy</li> <li>• Working hard</li> </ul>
<ul style="list-style-type: none"> <li>• Acting</li> <li>• Directing</li> </ul>	<ul style="list-style-type: none"> <li>• synthesis skills</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• team work</li> </ul>

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## Assessment

Learners will be assessed on:

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



