

CPS | Primary Visual and Performing Arts

New Curriculum

ECD B Visual and Performing Arts Teacher's Guide



ECD B

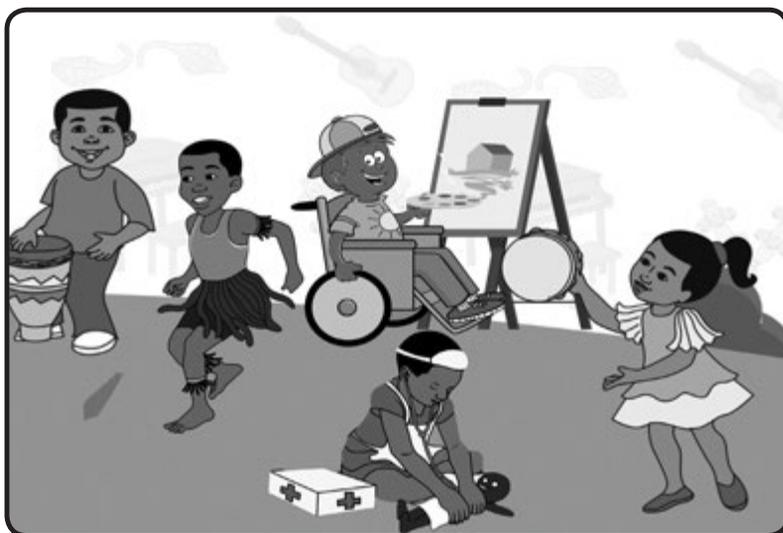
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CPS | **Primary** **Visual and Performing Arts**

New
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ECD B **Visual and Performing Arts** **Teacher's Guide**

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Guidelines on how to use the book

The book is written in line with the revised curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022). It is logically and sequentially arranged to help the teacher to effectively and efficiently deliver the intended lessons. It explicitly and clearly guides the teacher on how to implement the curriculum.

Visual and Performing Arts covers four main topics, Music, Visual Arts, Theatre and Dance. These four topics have been tackled in a spiral developmental manner where each topic is addressed on a separate day of each week and gradually developed throughout the three terms of the year. This is meant to ensure that all the basic skills of Visual and Performing Arts are acquired and constantly reinforced through adequate quality contact time between teacher and learners for attainment of all the aims. A relationship has been established among the four topics to ensure that they are interrelated and progress smoothly throughout the week. This approach keeps learners interested by catering for their diverse interests and avoids monotony in this interesting learning area for Early Childhood Development.

The book tallies very well with both the learner's book and workbook. It empowers the teacher with skills and expertise of teaching the subject areas. The book's layout lessens the teacher's burden in the execution of lessons as everything is clearly spelt out. The book gives room to the teacher to collect materials for the lessons. It highly involves learners as it employs learner-centred methodologies.

The book has assessment activities at the end of each unit to guide the teacher in assessment of the learners' progress.

This Visual and Performing Arts Teachers' Guide is complemented by an interesting Learner's Book and an exciting Learner's Workbook.

Structure of the book

1. Weekly aims of the lessons
2. Suggested learning materials
3. Lesson objectives
4. Lesson development
5. Assessment of the weekly lessons

A well thought out book for teachers. Enjoy your work and activities with this fabulous helper.

CHAPTER 1 History of arts and culture

Music: The role of music, musicians and composers in past and present cultures

Aims

To enable learners to:

- become literate in visual and performing arts
- appreciate traditional music
- value self-expression and practice skills necessary for creative expression

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: chart with pictures of musicians (past and present), video on musicians, recorded music

Day 2: posters of local musicians, recorded music

Day 4: pieces of jigsaw puzzles of people, crayons, big pencils

Day 1

Topic: History and culture – Music

Objectives:

During the lesson, learners will:

- a) list musicians they know
- b) discuss the role of music, musicians and composers in past and present cultures
- c) dance to different types of music from the past

Skills to be developed

- Identifying
- Listing/signing
- Discussing/signing
- Listening
- Dancing
- Gross motor skills

Learning activities:

1. Teacher plays a video or shows a chart of musicians in past and present cultures which include Mtukudzi, war liberation singers, among others. Learners identify the musicians by name where possible.
2. Teacher plays different types of music from the past while learners listen to the music. Learners then dance to different types of music from the past.
3. Teacher and learners discuss the role of music, musicians and composers in past and present cultures. In groups, learners repeat the activity while teacher moves round listening to the discussion.
4. Learners listen and dance to the music played by the teacher.

Day 2

Topic: Reading – Local musicians

Objectives

During the lesson, learners will:

- a) read pictures of local musicians
- b) sing and dance to music from the past and present cultures

Skills to be developed

- Reading/signing

- Singing/signing
- Dancing
- Gross motor skills

Learning activities

1. Teacher plays different types of music from the past while learners dance to the music. Teacher observes learners dancing to the music.
2. Teacher asks learners to read pictures of local musicians from their readers on page 1 and give names of those they know. In pairs, learners discuss what is happening in the pictures. Teacher moves round listening to learners' discussions.
3. Teacher and learners suggest songs from the past and present cultures and sing them. Learners dance to the music.

Day 3

Topic: Different types of musicians

Objectives

During the lesson, learners will:

- a) read pictures of different types of musicians
- b) sing and dance to songs in their culture

Skills to be developed

- Reading/signing
- Discussing/signing
- Describing
- Singing/signing
- Dancing
- Gross motor skills

Learning activities

1. Learners name some of the local

musicians whom they know such as Mtukudzi, Jah Prayzah.

2. Learners turn to their reader on page 2 and read the pictures of different musicians found there. They describe what is happening in the pictures.
3. In groups, learners discuss the role of musicians in past and present cultures. Teacher moves round listening to the learners' discussions.
4. Learners suggest and sing songs in their cultures. They dance to the music while teacher observes learners' dancing.

Day 4

Topic: Drawing a musician

Objectives

During the lesson, learners will:

- a) fit jigsaw puzzle pieces of musicians
- b) complete the drawing of the musician
- c) colour the musician's clothing

Skills to be developed

- Fitting pieces of jigsaw puzzles
- Drawing
- Fine motor skills

Learning activities

1. Learners suggest and sing songs of local musicians. They dance to the music.
2. Teacher distributes pieces of jigsaw puzzles on musicians. Learners try to fit the pieces together to construct a musician. Teacher moves round observing learners carrying out their task.
3. Learners turn to their workbook on page 1. There is a drawing of a

- musician. Learners complete the drawing of the musician by joining the dotted lines.
4. Learners colour the clothing of the musician.
 5. Teacher moves round observing learners completing the drawing. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to list the musicians he or she knows?			
Is the learner able to say the role of music and musicians in past and present cultures?			
Is the learner able to suggest and sing songs in his or her culture?			
Is the learner able to fit pieces of a jigsaw puzzle correctly?			
Is the learner able to complete the drawing by joining the dotted lines?			

CHAPTER 2 History of arts and culture

Visual arts: Artifacts

Aims

To enable learners to:

- become aware of the artifacts in their culture
- become literate in visual and performing arts
- develop speaking and fine motor skills

Source of matter

ECS B syllabus pages 5 and 7

Suggested learning materials

Day 1: samples of artifacts such as clay pot, pestle and mortar, winnowing basket, cooking pan, mat

Day 2: samples of artifacts such as cooling pin, mat, clay pot, mortar and pestle

Day 3: crayons, big pencil

Day 4: basket (tswana), small calabash with a handle for drinking water (mukombe, inkezo), clay pot for cooking, winnowing basket (rusero, ukhomanane).

Day 1

Topic: Visual arts in my school environment

Objectives

During the lesson, learners will:

- a) name different objects found in the school
- b) name the artifacts in the school environment

Skills to be developed

- Identifying
- Naming/signing
- Describing/signing

Learning activities

1. Teacher asks learners to collect different objects in the school environment. Learners display the objects collected such as stones, leaves, and tins, among others.
2. Learners name the objects that are displayed. Teacher assists learners to name the objects correctly.
3. Teacher explains to learners what an artifact is and gives examples of artifacts such as clay pots, mats, cooking stick. Learners identify artifacts in the school environment that are in their culture centre.
4. Learners name the artifacts. For example, a winnowing basket, pestle and mortar. They describe the artifacts as they see them.

Day 2

Topic: Visual arts in my culture

Objectives

During the lesson, learners will:

- a) read pictures of artifacts
- b) name the artifacts
- c) describe the artifacts

Skills to be developed

- Reading/signing
- Naming/signing
- Describing/signing

Learning activities

1. Learners name the artifacts that were identified and displayed in the previous lesson. Teacher assists learners where necessary.
2. Learners turn to their reader on page 3. There are pictures of artifacts such as clay pot, wooden plate, cooking pan and a wooden stool for sitting on. Learners identify the artifacts and name them.
3. In groups, learners describe the artifacts on page 3. Teacher moves round listening to learners describing the artifacts.

Day 3

Topic: Artifacts

Objectives

During the lesson, learners will:

- a) join dotted lines on drawings of artifacts
- b) appreciate each other's work

Skills to be developed

- Drawing
- Appreciating each other's work
- Fine motor skills
- Eye-hand coordination

Learning activities

1. Learners name the artifacts found in their classroom. Teacher assists learners to name the artifacts correctly.
2. Learners turn to their workbook on page 2. There are drawings of artifacts such as clay pot and pestle and mortar. The drawings are in dotted form.
3. Learners join the dotted lines to make drawings of the artifacts. Teacher moves round observing

learners at work. Learners show each other their work to appreciate each other's work.

4. Learners are encouraged to bring artifacts in their cultures for the next lessons.

Day 4

Topic: Artifacts found in different cultures

Objectives

During the lesson, learners will:

- a) name the different artifacts
- b) read the pictures of different artifacts
- c) talk about the role of the artifacts

Skills to be developed

- Naming/signing
- Reading/signing
- Talking about artifacts

Learning activities

1. Learners name the different artifacts which they brought from home. Teacher assists learners to name the artifacts correctly.
2. Learners turn to their reader on page 4 where there are different artifacts found in different cultures such as basket (tswana), small calabash with a handle for drinking water (mukombe, inkezo), clay pot for cooking, winnowing basket (rusero, ukhomane). Learners name the artifacts in the picture with teacher's assistance.
3. In groups, learners talk about the artifacts listing their uses. Teacher moves round listening to the learners and giving them assistance where necessary.
4. Learners mimic using the different artifacts.

Assessment

	Yes	No	Sometimes
Are learners able to identify artifacts in the school environment?			
Are learners able to name the artifacts in the classroom?			
Are learners able to draw by joining some dotted lines of the drawings?			
Are learners able to say the uses of some artifacts?			

Theatre: Role of theatre**Aims**

To enable learners to:

- value confidence, self-esteem and self-expression and practice skills necessary for creative expression
- develop listening and appreciation skills through theatre
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 6 and 34

Suggested learning materials

Day 1: videos of theatre performances

Day 4: crayons

Day 1

Topic: The role of theatre in my school

Objectives

During the lesson, learners will:

- watch a video of a theatre performance
- discuss what they have observed in the theatre performance

Skills to be developed

- Watching video
- Listening
- Naming/signing
- Discussing/signing

Learning activities

- Teacher plays a video of a theatre performance by school children. Learners watch the video of a theatre performance by school children.
- Teacher and learners discuss the video focusing on the dressing of the characters. Learners describe the roles of boys and girls in the theatre performance.

- In groups, learners imitate the different characters seen in the video. Teacher holds informal interviews with learners so that they describe the roles and responsibilities of different characters.
- In turns, learners say what they have observed in the theatre performance.

Day 2

Topic: Picture reading of a fairy tale

Objectives

During the lesson, learners will:

- listen to a fairy tale
- read pictures of a fairy tale
- retell fairy tales

Skills to be developed

- Listening
- Reading/signing
- Retelling stories/signing
- Discussing/signing

Learning activities

- Teacher and learners revise naming the characters watched previously in the video.
- Teacher tells a fairy story on Cinderella to learners while they are listening.
- Teacher asks learners some questions

about the story told and learners answer the questions.

- Learners turn to page 5 of their reader. There is a picture of Cinderella walking in the fields looking for animals to play with. In pairs learners discuss what is happening in the picture.
- Learners retell the story of Cinderella as told by the teacher while teacher and other learners are listening.

Day 3

Topic: Children's theatre - Performance practice

Objectives

During the lesson, learners will:

- listen to a short story about the school
- discuss the roles and responsibilities of school members
- practise acting the school story

Skills to be developed

- Listening
- Discussing/signing
- Acting a story

Learning activities:

- Teacher tells a short story about their school while learners are listening.
- Teacher and learners discuss the roles and responsibilities of the

members in the story told.

- A few pre-coached learners act the school story that has just been told. Teacher assists learners to remember what they have to say. Other learners watch those involved perform.

Day 4

Topic: Colouring

Objectives:

- colour the folk tale character
- display their work

Skills to be developed

- Colouring
- Displaying
- Appreciating
- Fine motor skills

Learning activities:

- Teacher asks learners to practise theatre performance begun in the previous lesson. Learners practise theatre performance while others watch and listen.
- Learners turn to their workbook on page 3 where there is a drawing of Cinderella. Learners colour the drawing.
- Teacher moves round observing the learners carrying out their task. Learners show each other their work to appreciate each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to discuss the video focusing on the dressing of the characters?			
Is the learner able to retell the story?			
Is the learner able to discuss the role of the characters in the story?			
Is the learner able to do theatre performance?			
Is the learner able to colour the drawing?			

CHAPTER 4 History of arts and culture

Dance: Role of dances and dancers

Aims

To enable learners:

- develop self-expression and practice skills necessary for creative expression
- develop gross motor skills
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 6 and 34 – 35

Suggested materials

Day 1: video clips of child dancers

Day 4: video clip of people dancing, crayons

Day 1

Topic: Role of dances and dancers in my school

Objectives

During the lesson, learners will:

- a) watch a video clip of school children dancers
- b) discuss the role of local dancers and dances

Skills to be developed

- Watching a video clip
- Discussing/signing
- Describing/signing

Learning activities

1. Teacher plays a video clip of school children dancing to the music. Learners watch the video clip very closely.
2. Learners describe what they are observing on the video clip. They also discuss in groups the role of

local dancers and dances. Teacher moves round listening to the discussions.

3. Learners practise dancing like the dancers watched on the video clip.

Day 2

Topic: Singing and dancing

Objectives

During the lesson, learners will:

- a) sing and dance to songs from the past and present
- b) showcase a variety of dances from the school and their culture

Skills to be developed

- Listing/signing
- Singing/signing
- Dancing
- Showcasing dances

Learning activities

1. Teacher asks learners to list the songs from the past and present.
2. Learners sing the songs they have listed from the past and present. They dance to the music.
3. Learners are encouraged to showcase the dances from the school and their culture. Teacher moves round watching learners

showcasing the dances.

4. A few volunteer learners are asked to showcase the dances from the school and their culture while others watch.

Day 3

Topic: Picture reading on dances

Objectives

During the lesson, learners will:

- a) name some local dances
- b) read pictures of different dances
- c) discuss the pictures

Skills to be developed

- Naming/signing
- Singing/signing
- Reading/signing
- Discussing/signing

Learning activities

1. Teacher asks learners to name their local dances. Learners name the local dances, for example, muchongoyo, jerusarema.
2. Learners sing songs in their local dances and dance to them. Teacher observes learners dance their local dances.
3. Learners turn to their reader on page 6 where there are pictures of dances like muchongoyo, jerusarema. Learners read the pictures and discuss them in

groups. Teacher moves round listening to learners' discussions.

Day 4

Topic: Completing a drawing

Objectives

During the lesson, learners will:

- a) watch a video clip of people dancing
- b) practise dancing
- c) complete a drawing

Skills to be developed

- Watching a video
- Practising dancing
- Gross motor skills
- Fine motor skills
- Completing a drawing

Learning activities

1. Teacher plays a video clip of people dancing while children are watching. Learners practise dancing like the people in the video clip.
2. Learners turn to their workbook on page 4. There is a picture of muchongoyo dancers in dotted lines. Learners join the dotted lines to complete the drawing.
3. Teacher moves round observing learners carrying out their task. Learners show each other their work, appreciating what has been done by other learners.

Assessment

Name of learner	Are learners able to sing and dance to songs from the past and present?	Are learners able to name local dancers?	Are learners able to mimic the dances from the video clip?	Are learners able to complete a drawing by joining dotted lines?
John				
Spiwe				
Jonathan				
Tadiwa				
Tapiwa				

CHAPTER 5 History of arts and culture

Role of music in the past: Liberation war songs

Aims

To enable learners:

- become aware of the role of music in the past
- appreciate Zimbabwean history from pre-colonial, colonial and Chimurenga/Umvukela eras
- develop their listening skills
- develop gross motor and fine motor skills

Source of matter

ECD B syllabus pages 7 and 36

Suggested learning materials

Day 1: video clip, audio recorder

Day 3: a drum, guitar, key board

Day 1

Topic: The role of Chimurenga songs

Objectives:

During the lesson, learners will:

- a) watch a video clip or listen to an audio of songs of the past
- b) discuss the role of music during the war of liberation
- c) sing songs sung in the war of liberation

Skills to be developed

- Watching a video
- Listening
- Discussing/signing
- Singing/signing
- Dancing
- Gross motor skills

Learning activities

1. Teacher plays a video clip or an audio of songs sung during the

liberation war while learners are watching or listening.

2. Teacher and learners discuss the role of music during the war.
3. Learners practise singing some of the songs that were sung during the war such as “Musha une mabhunu ndowani”. They practise dancing as they sing the song.

Day 2

Topic: Picture reading

Objectives

During the lesson, learners will:

- a) sing and dance to music from the past
- b) read a picture of people singing and dancing

Skills to be developed

- Singing/signing
- Dancing
- Gross motor skills
- Reading/signing
- Discussing/signing

Learning activities

1. Teacher asks learners to sing songs from the past such as ‘Mhondoro dzinonwa kuna Save’. Learners

practise singing songs from the past while dancing.

2. Learners turn to page 7 of their readers. They read a picture of people singing and dancing at a gathering (pungwe) with freedom fighters.
3. In groups, learners describe what they see in the picture. They discuss the picture. Teacher moves round listening to the discussion.
4. Learners sing any song of the past and dance in time to music.

Day 3

Topic: Musical instruments

Objectives

During the lesson, learners will:

- a) read a picture showing musical instruments
- b) dance to the rhythm of unpitched instruments

Skills to be developed

- Reading/signing
- Naming/signing
- Dancing
- Gross motor skills
- Singing/signing

Learning activities:

1. Learners turn to their reader on page 8. There are pictures of musical instruments such as guitar, key board, drum.
2. Learners read the pictures and name the instruments in the picture, for example, a guitar. They discuss the uses of the instruments.
3. Teacher plays any of the

instruments, for example, the drum. Learners dance to the unpitched instrument sounds while singing a song of their own choice.

Day 4

Topic: Colouring of a guitar

Objectives:

During the lesson, learners will:

- a) use body percussion to accompany short melodies
- b) colour the drawing of a musical instrument

Skills to be developed

- Singing/signing
- Colouring
- Fine motor skills

Learning activities

1. Teacher demonstrates using body percussion while singing a short song. Learners watch the teacher using body percussion such as clapping hands, stamping feet, clicking fingers to name a few.
2. Teacher and learners sing a short melody while accompanied by body percussion. Teacher watches learners sing as they use their body percussion.
3. Learners turn to their workbook on page 5. There is a drawing of a guitar. Learners colour the guitar.
4. Teacher moves round observing learners carrying out their task. Learners show each other their work, appreciating each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to discuss the role of music during the war of liberation?			
Is the learner able to name some musical instruments?			
Is the learner able to use body percussion when singing a song?			
Is the learner able to colour the drawing of a musical instrument?			

CHAPTER 6 History of arts and culture

The role of visual arts and artists in my school: Artifacts

Aims

To enable learners to:

- become literate in visual and performing arts
- develop practice skills necessary for creative expression
- develop psycho-motor skills through visual and performing arts

Source of matter

ECD B syllabus pages 8 and 33

Suggested materials

Day 1: different artifacts such as sculptures, paintings, crafts (baskets), ceramic objects, wall hanging, kitchen utensils

Day 2: photographs of different things, for example, animals

Day 4: crayons

Day 1

Topic: Visual arts in the school

Objectives:

During the lesson, learners will:

- a) identify artifacts or artworks in the school environment
- b) name some artifacts
- c) categorise visual arts materials according to uses

Skills to be developed

- Identifying
- Naming/signing
- Categorising
- Discussing/signing
- Singing

Learning activities

1. Teacher leads learners to identify artifacts and artworks in the school

environment such as sculptures, paintings, crafts, ceramic objects, wall hangings, kitchen utensils, photographs. Learners identify the different artifacts in the school environment.

2. Learners name the artifacts found in the school environment with the assistance of the teacher.

3. Learners sort the artifacts or objects according to uses. Teacher helps learners carry out the task correctly.

Day 2

Topic: Different artists in the school

Objectives:

During the lesson, learners will:

- a) name the artifacts in the school
- b) identify different artists in the school environment

Skills to be developed

- Listing
- Naming/signing
- Identifying

Learning activities

1. Learners list the artifacts they know in their school. They name the artifacts with the teacher's help.

2. Teacher leads learners to identify different artists (people who draw, paint, take photographs, make baskets, among others) at home, and in their school environment.
 3. Learners discuss what these artists do. For example, Mr. Moyo is a painter, Grandmother Shumba makes baskets and clay pots.
3. They also discuss the role of the artifacts seen in the pictures in visual arts. Teacher moves round listening to learners' discussion.

Day 4

Topic: Drawing artifacts

Objectives

During the lesson, learners will:

- a) name the artifacts found in their home and in the school
- b) draw artifacts found in the school environment

Skills to be developed

- Naming/signing
- Drawing
- Colouring
- Fine motor skills
- Appreciating

Learning activities

1. Learners name artifacts found in the home and in the school environment.
2. Learners talk about the role or uses of the artifacts they have named.
3. Learners draw any artifacts of their own choice found in the school environment in the workbooks on page 6. They colour their drawings and show each other their work, appreciating each other's work.

Day 3

Topic: Picture reading

Objectives

During the lesson, learners will:

- a) read pictures of visual arts
- b) discuss the pictures of visual arts objects
- c) discuss the role of the artifacts in visual arts

Skills to be developed

- Reading/signing
- Discussing/signing
- Naming/signing

Learning activities

1. Teacher and learners revise listing artists they know at home and in the school environment, such as musicians, painters, sculptures to name a few.
2. Learners turn to their reader on page 9. They read pictures of visual arts which include wall hangings, kitchen utensils, sculptures, and

Assessment

	Yes	No	Sometimes
Is the learner able to identify different artifacts in the school environment?			
Is the learner able to name the different artifacts in the school environment?			
Is the learner able to read pictures of visual arts activities?			
Is the learner able to draw artifacts found in the school environment?			

CHAPTER 7 History of arts and culture

Theatre: The role of theatre

Aims

To enable learners to:

- acquire practice skills necessary for creative expression
- appreciate the role of theatre
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 7 and 34

Suggested learning materials

Day 1: a video of children performing a play

Day 2: a big picture of a family

Day 3: a chart of family members

Day 4: crayons

Day 1

Topic: Theatre, film and animation

Objectives:

During the lesson, learners will:

- a) watch theatre performances by children
- b) discuss the performance watched in the video
- c) imitate characters in plays

Skills to be developed

- Watching theatre performances
- Discussing/signing
- Imitating

Learning activities

1. Teacher plays a video showing children performing a play while children are watching.
2. Teacher and learners discuss the video describing what they have

seen in the picture.

3. Learners practise imitating characters in the play in groups.

Day 2

Topic: Picture reading

Objectives

During the lesson, learners will:

- a) read the picture of family members
- b) discuss the different roles of family members

Skills to be developed

- Reading/signing
- Discussing/signing
- Identifying

Learning activities

1. Teacher shows children a big picture of a family. Learners identify family members on the picture.
2. Learners give names of their family members. They discuss the roles of different family members. For example, father buys food for the family, mother cooks food for the family.
3. Teacher sings a song 'De de zengere uyo ndiani?; or Here here, who is this one? while learners are listening. Names of members of the family are said as the song is sung.

4. Teacher and learners practise singing the song and saying the names of the members of the family:
Here, here, who is this one?
It is Chipu, a member of the family.
Here, here, who is this one?
It is James, a member of the family.

Day 3

Topic: Mimicking family members doing different roles

Objectives

During the lesson, learners will:

- a) read pictures of different family members
- b) discuss the roles of family members
- c) mimick family members doing their roles

Skills to be developed

- Reading/signing
- Discussing/signing
- Mimicking family members
- Singing/signing

Learning activities:

1. Teacher draws learners' attention to the big chart on family members. Learners name the members of the family from the chart.
2. Teacher and learners sing the song on 'Here, here, who is this one?' or any other song while saying names of the family members.
3. Learners turn to their reader on page 10 where there are different family members doing their different chores. Learners read the picture discussing the different roles of the family members in pairs.
4. Teacher moves round listening to learners' discussions.

5. Learners are encouraged to act the roles of different family members.

Day 4

Topic: The cultural roles of family members

Objectives:

During the lesson, learners will:

- a) imitate roles done by different members of the family
- b) identify the role being imitated
- c) colour the drawings

Skills to be developed

- Watching
- Naming/signing
- Imitating
- Identifying
- Colouring
- Appreciating each other's work
- fine motor skills

Learning activities:

1. Teacher plays a video showing family members performing different cultural roles in the family such as cooking, sweeping among others. Learners watch the video very closely and describe what the family members are doing.
2. Learners imitate what they saw family members performing in the video in turns.
3. Learners turn to their workbook on page 7. There are pictures of mother cooking using clay pots and father cutting fire wood. Learners colour the pictures. Learners show each other their work, appreciating each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to describe what they have watched in the video?			
Is the learner able to imitate the characters watched in the video?			
Is the learner able to read pictures in their reader?			
Is the learner able to discuss roles by different members of the family?			
Is the learner able to discuss theatre performances watched in the video			
Is the learner able to sing the song, ' Here, here, who is this one'?			
Is the learner able to identify the family roles imitated?			
Is the learner able to colour the pictures of mother cooking and father cutting firewood?			

Aims

To enable learners:

- appreciate cultural songs and dances
- incorporate the use of technology in visual and performing arts
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 8 and 35

Suggested learning materials

Day 1: a video on children dancing to cultural songs

Day 2: a video on children dancing to cultural songs

Day 4: crayons

Day 1

Topic: Folk dance and costumes

Objectives

During the lesson, learners will:

- watch a video on folk dances
- discuss the video
- role play the dancers

Skills to be developed

- Watching
- Discussing/ signing
- Role playing

Learning activities

- Teacher plays a video showing children singing a folk song and dancing while wearing the traditional costumes. Teacher and learners discuss the video and learners describe what they can see in the picture.
- Teacher asks learners some questions about the video and

learners answer the questions.

- Learners role play the dancers while watching the video.

Day 2

Topic: Dancing to cultural songs

Objectives

During the lesson, learners will:

- sing cultural songs
- dance to cultural songs

Skills to be developed

- Singing/signing
- Dancing

Learning activities:

- Teacher shows learners a video showing children dancing to cultural songs. Learners watch the video very closely. They practise dancing like the dancers in the video.
- Teacher encourages learners to suggest and sing folk songs, for example, a song called, 'Mhondoro dzinonwa kuna Save'. Teacher encourages learners to dance as they sing the songs.
- Learners mimic the dancers which they watched in the video. Teacher nominates a few volunteers to dance like the dancers seen in the video.

Day 3

Topic: Picture reading of dancers

Objectives

During the lesson, learners will:

- read a picture of children dancers
- discuss the picture in groups

Skills to be developed

- Reading/signing
- Describing/signing
- Discussing/signing
- Mimicking child dancers

Learning activities:

- Learners turn to their reader on page 11. There are pictures of child dancers dancing to songs from the past and present.
- Learners read the pictures and describe what is happening in the pictures in pairs. Teacher moves round listening to the discussions that take place between children in pairs.
- Teacher asks learners some questions about pictures. Learners answer questions as a way of discussing the pictures.
- Learners mimic child dancers and teacher watches them as they dance.

Assessment

	Yes	No	Sometimes
Is the learner able to answer questions about the video that has been watched?			
Is the learner able to mimic the dancers?			
Is the learner able to complete the drawing of a dancer and his or her costume?			

Day 4

Topic: Completing a drawing of a dancer

Objectives

During the lesson, learners will:

- complete a drawing
- colour the dancer's costume

Skills to be developed

- Completing a drawing
- Colouring

Learning activities:

- Learners turn to their workbook on page 8. There is an incomplete drawing of a child dancing. The drawing has the child's legs in dotted lines or form.
- Learners complete the drawing of a child by joining the dotted lines that form the legs and colour the costume of the dancer. Teacher moves round observing learners carrying out their task.
- Learners show each other their work.
- Learners sing songs from the present and past and dance to the music while teacher watches them.

CHAPTER 9 History of arts and culture

Cultural diversity in music: Traditional music and instruments

Aims

To enable learners:

- appreciate the different cultural songs
- become literate in visual performing arts
- develop cultural tolerance towards others

Source of matter

ECD B syllabus pages 8

Suggested learning materials

Day 1: resource person, audio recorder

Day 4: crayons; various objects

Day 1

Topic: Music from different cultures

Objectives

During the lesson, learners will:

- a) listen to music from different cultures
- b) practise dancing to music from different cultures

Skills to be developed

- Listening to music
- Practise dancing
- Singing/signing

Learning activities

1. Teacher invites a resource person to sing to learners songs from different cultures, songs for different dances such as jerusarema, mbakumba, mhande, mbende among others.
2. The resource person sings songs from different cultures or plays an audio recorder with songs from different cultures. Learners listen

to the music played from different cultures and watch the resource person dancing to the different songs.

3. Learners practise singing and dancing to the music with the resource person.

Day 2

Topic: Traditional musical instruments

Objectives

During the lesson, learners will:

- a) read pictures of traditional musical instruments
- b) name the musical instruments
- c) sing and dance to music

Skills to be developed

- Reading/signing
- Naming/signing
- Discussing/signing
- Singing/singing
- Dancing

Learning activities

1. Learners turn to their reader on page 12, where there are pictures of traditional musical instruments which include a drum, trumpet, rattle (hosho), chipendani and mbira.

- Learners read the pictures of traditional musical instruments. Teacher and learners talk about the instruments on the pictures.
- Learners, with the assistance of the teacher, name the traditional musical instruments. They discuss the role of the instruments in music.
- Learners sing a song of the traditional type and dance in rhythm to the music.

Day 3

Topic: Religious songs

Objectives

During the lesson, learners will:

- read a picture of people singing at church
- sing religious songs
- discuss the role of songs for religious purposes

Skills to be developed

- Reading pictures/signing
- Singing/signing
- Discussing/signing

Learning activities:

- Learners turn to their reader on page 13 and read pictures of children singing at church. Teacher and learners talk about the picture and learners describe what is happening in the picture.
- Teacher asks learners questions about the picture while they answer the questions.
- Learners suggest and sing some religious songs.
- Teacher and learners discuss the role of religious songs.

Day 4

Topic: Objects that produce high and low sound

Objectives

During the lesson, learners will:

- play with objects that produce sound
- circle objects that produce high sound

Skills to be developed

- Naming objects/signing
- Playing
- Manipulating objects
- Circling objects
- Fine motor skills

Learning activities

- Teacher displays a variety of objects on the floor. Learners name the objects which include tins, glass and plastic bottles, among others.
- Learners play with the objects as they manipulate them. They cause the objects to produce sound as they play with them. They take note of the objects that produce high sound and low sound.
- Learners turn to their workbook on page 9. There are pictures of objects that produce high and low sound when manipulated such as plastic bottle, water glass, cup, pot.
- Learners circle objects which produce high sound when manipulated. Teacher moves round observing learners carrying out their task. Learners show each other their work appreciating each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to name traditional musical instruments?			
Is the learner able to dance to different cultural songs?			
Is the learner able to discuss the role of religious songs?			
Is the learner able to classify objects according to those that produce high and low sound?			

Aims

To enable learners to:

- identify high, medium and low notes
- discriminate levels of sound from various sound sources
- develop the ability to use body percussion

Source of matter

ECD B syllabus pages 7 and 35

Suggested learning materials

Day 1: various objects

Day 4: crayons

Day 1

Topic: Moving in response to levels of sound

Objectives

During the lesson, learners will:

- play with different objects
- identify high, medium and low sounds
- move in response to high, sounds

Skills to be developed

- Naming /signing
- Playing with objects
- Identifying
- Moving in response to sound

Learning activities

- Teacher collects a variety of objects and displays them on the floor. Learners name the different objects.
- Learners get the opportunity to play with the objects causing them to produce sound. Learners take note of the objects that

produce high, medium and low sound.

- Learners identify objects that produce high, medium and low sound. Teacher plays objects that produce high sound and learners walk quickly and lightly. Learners practise walking lightly in groups while others are playing objects that produce high sound.
- A few volunteer learners practise walking fast and lightly as the teacher plays an object that produces high sound while others are watching.

Day 2

Topic: Basic note values - Crotchet

Objectives

During the lesson, learners will:

- move in response to high and medium sounds
- read the basic note values
- practise clapping in basic note values

Skills to be developed

- Moving in time sounds
- Reading/signing
- Practicing clapping
- Gross motor activities

Learning activities

1. Teacher plays an object that produces a high sound and learners move quickly and lightly in response to the high sound.
2. Teacher introduces the basic note value, the crotchet taa. Teacher demonstrates saying the note as she or he claps the note.
3. Learners walk in time to the note as the teacher claps and says the note. They also practise moving to the note value in groups.
4. Learners turn to their reader on page 14 and read the crotchet note. They practise clapping the note.

Day 3

Topic: The basic note value – Minim

Objectives

During the lesson, learners will:

- a) read the basic note, minim
- b) clap the minim in time to its value
- c) move in response to the note value of the minim

Skills to be developed

- Reading/signing
- Clapping
- Moving in response to the note value
- Gross motor skills

Learning activities

1. Teacher revises clapping and moving in response to the note value of the crotchet; taa. Learners move in time to the beat of the note.
2. Teacher introduces learners to the minim note – taa-aa. Teacher demonstrates clapping the note and moving in time to the beat of the note. The note produces medium sound.

3. Learners practise singing short songs that are in time to the beat of the note.
4. Learners turn to their reader on page 15 and read the minim musical note taa – aa. With the teacher's help, learners practise clapping the note in time to the beat.
5. Learners sing short melodies using body percussions (clapping) in time to the beat of the melody.

Day 4

Topic: Colouring the basic note values

Objectives

During the lesson, learners will:

- a) practise moving in time to the beat of the musical note values
- b) say and clap the basic note values
- c) colour the drawings of the basic note values

Skills to be developed

- Practising moving
- Saying/signing and clapping the note
- Colouring the note
- Fine motor skills

Learning activities

1. Teacher and learners practise saying and clapping the basic note values – the crotchet and the minim in time to the beats.
2. Learners practise moving in time to the beats of the musical notes while the teacher is saying and clapping the notes. In groups, learners practise clapping the notes and moving in time to the beats.

3. Learners turn to their workbook on page 10. There are two basic notes; the crotchet and the minim. Learners colour the crotchet and join the dotted lines for the minim.
4. Teacher moves round observing learners carrying out their task and giving them assistance where necessary. Learners show each other their work, appreciating each other's work.

Assessment

Name of learner	Are the learners able to move in response to levels of sound?	Are the learners able to identify the crotchet note?	Are learners able to clap the minim and crotchet notes?	Are learners able to move in time to the beats of the notes?	Are learners able to colour the drawings of the basic notes?
Posture					
Nathaniel					
Jezrel					
Greater					

CHAPTER 11 Creative process and performance

Visual arts: Moulding and modeling

Aims

To enable learners:

- develop psycho-motor skills through visual and performing arts
- value practice skills necessary for creative expression
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 7 and 36

Suggested learning materials

Day 1: jig saw puzzles

Day 2: plasticine or clay

Day 4: crayons

Day 1

Topic: Jigsaw puzzles

Objectives

During the lesson, learners will:

- a) assemble 3D objects and pictures
- b) identify different objects and pictures

Skills to be developed

- Assembling jigsaw puzzles
- Identifying
- Eye-hand coordination
- Naming/signing

Learning activities:

1. Teacher asks learners to name any object found in the classroom.
2. Teacher distributes among learners some jigsaw puzzles created out of 3D objects and pictures.
3. Learners play as individuals with the jigsaw puzzles as they assemble the pieces together to form whole pictures. Teacher moves round

watching learners carrying their task.

4. Learners show each other their work.

Day 2

Topic: Modeled and moulded constructions

Objectives

During the lesson, learners will:

- a) read the pictures of modeled and moulded 3D constructions
- b) discuss the pictures
- c) create 3D constructions through modeling

Skills to be developed

- Reading/signing
- Discussing/signing
- Modeling objects
- Fine motor skills

Learning activities:

1. Learners turn to their reader on page 16. There are pictures of 3D objects such as television, tray, table, chair.
2. Learners read the pictures and describe them with the assistance of the teacher.
3. In pairs, learners discuss the

pictures. Teacher asks learners questions about the pictures and learners give answers.

4. Learners model 3D objects using plasticine or clay. Teacher moves round watching learners carrying out their task. Learners show each other their work, appreciating each other's work.

Day 3

Topic: Drawing a 3D picture

Objectives

During the lesson, learners will:

- a) join dotted lines to draw a 3D image
- b) colour the object

Skills to be developed

- Naming/signing
- Joining dotted lines
- Colouring
- Fine motor skills
- Eye-hand coordination

Learning activities:

1. Learners name 3D objects in the classroom.
2. Learners turn to their workbook on page 11. There is a drawing of a 3D object, a chair drawn in dotted lines. Learners join the dotted lines to draw a chair. They colour the drawing.
3. Teacher moves round watching learners carrying out their task and assisting learners where necessary. Learners show each other their work, appreciating each other's work.

Day 4

Topic: Sand and water play

Objectives

During the lesson, learners will:

- a) discuss 3D objects created from sand and water
- b) play with sand and water to construct objects

Skills to be developed

- Naming/signing
- Discussing/signing
- Playing with sand and water
- Constructing objects

Learning activities:

1. Learners name the different objects in the classroom.
2. Learners turn to page 17 of their reader. There are pictures of 3D objects created from sand and water such as a scotch cart, a box and a lunch box.
3. Teacher and learners discuss the pictures. They describe what is seen in the pictures.
4. Learners go to the sand and water play area. They construct different objects using sand and water. Teacher moves round observing learners at play.
5. Teacher holds informal interviews with learners where teacher asks learners some oral questions about what they are constructing. Learners describe what they are constructing with sand and water.

Assessment

	Yes	No	Sometimes
Is the learner able to assemble jigsaw puzzles created from 3D objects?			
Is the learner able to name 3D objects in the classroom?			
Is the learner able to join some dotted lines to complete of a drawing?			
Is the learner able to play with sand and water to construct objects?			

Aims

To enable learners:

- develop self-expression through story telling
- become literate in visual and performing arts
- develop gross motor skills through rhythm games

Source of matter

ECD B syllabus pages 10 and 36 – 37

Suggested learning materials

Day 1: videos on theatre games

Day 3: video on theatre games

Day 4: a template of children joining hands, crayons, glue, sand, grass

Day 1**Topic: Theatre games****Objectives:**

During the lesson, learners will:

- a) watch a video on theatre games
- b) respond to theatre games

Skills to be developed

- Watching
- Responding to theatre games/signing
- Answering questions/signing
- Listening
- Discussing

Learning activities

1. Teacher plays a video of theatre games while learners are watching and listening very closely.
2. Teacher asks learners questions about the theatre games which they watched. Learners respond to the teacher's questions about the video that they watched.

3. Learners discuss the video in groups and teacher moves round listening to the discussion.

Day 2**Topic: Story telling****Objectives**

During the lesson, learners will:

- a) listen to a story
- b) tell and retell stories told

Skills to be developed

- Listening
- Story telling/signing
- Retelling story/signing
- Role playing

Learning activities

1. Teacher tells a story while learners are listening. Teacher asks questions about the story told and learners respond to the questions by way of giving answers.
2. Learners turn to their reader on page 18 and read the pictures found on this page. The pictures are telling a story of baboon and hare as friends, and baboon being led by hare into stealing from the village.
3. Learners discuss the pictures that tell a story in groups. Learners retell the story being told by the pictures.
4. Learners role play the story being told in the pictures.

Day 3

Topic: Watching a video of a theatre game

Objectives

During the lesson, learners will:

- read pictures of a theatre game
- respond to theatre games

Skills to be developed

- Reading/signing
- Discussing/signing
- Responding to a theatre game

Learning activities

- Teacher plays a video of a theatre game while learners watch the video closely.
- Teacher and learners discuss the video that has been watched by way of asking questions about the video and learners responding to the questions.
- Learners turn to their reader on page 19. They read and talk about the pictures of children responding to theatre games. For example, children in the picture are playing a rhythm game. They are singing, clapping and dancing in time to the rhythm.
- In groups, learners mimic the children in the picture.

Assessment

Name of learner	Are learners able to discuss what they see in the video?	Are learners able to respond to theatre games?	Are learners able to retell stories?	Are learners able to retell stories?	Are learners able to mimic or role play the story told in pictures?	Are learners able to create collage work?
Jephter						
Nelikah						
Shelter						

Day 4

Topic: Collage work

Objectives

During the lesson, learners will:

- trace the template of children joining hands
- appreciate each other's work

Skills to be developed

- Tracing the template
- Appreciating
- Colouring
- Fine motor skills

Learning activities:

- Learners turn to their workbook on page 12. The page is blank. Teacher distributes a template of children holding hands.
- Learners trace the template of children holding hands. They smear glue on the drawing and sprinkle sand and grass to create collage work.
- Teacher moves round watching children carry out their task. Learners show each other their work, appreciating each other's work.

CHAPTER 13 Creative process and performance

Music: Body percussion and emotions in dance movements

Aims

To enable learners to:

- develop psycho-motor skills through visual and performing arts
- value self-expression and practice skills necessary for creative expression
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 10 and 37

Suggested resources

Day 1: video of child dancers, chart on emotions, for example, happy, sad, crying, smiling

Day 2: an audio recorder with music for dance

Day 4: crayons

Day 1

Topic: Body percussion in response to stimuli

Objectives

During the lesson, learners will:

- a) read pictures of body percussion
- b) practise responding to various stimuli through body percussion

Skills to be developed

- Reading/signing
- Responding to stimuli
- Gross motor skills
- Discussing/signing

Learning activities

1. Learners practise identifying pictures that predict different emotions in the classroom. They give reasons behind the different emotions.
2. Learners turn to page 20 and

read pictures of children who are responding to music as they stamp their feet, clap hands and tap the hands. They discuss the pictures in groups.

3. Learners sing songs of their own choice and accompany the singing with body percussion such as stamping the feet, clapping hands and clicking fingers in response to stimuli.

Day 2

Topic: Movement and emotions

Objectives:

During the lesson, learners will:

- a) watch a video of dancers
- b) identify the difference between movements and emotions
- c) create and practise some dance movements

Skills to be developed

- Watching a video
- Identifying
- Discussing/signing
- Creating dance movements
- Practicing dance movements

Learning activities

1. Teacher plays a video of child dancers while learners are watching. Teacher and learners discuss

the video that has been watched. Learners respond to the questions about the video of dancers.

2. Teacher displays a chart with drawing or pictures which depict different emotions such as happy, sad, crying, smiling and learners identify the different emotions.
3. Learners make various movements with different emotions. Teacher and learners identify the difference between movements and emotions.
4. Learners create and practise some dance movements while teacher moves round watching learners at work.

Day 3

Topic: Emotions in dance

Objectives

During the lesson, learners will:

- a) read pictures that depict different emotions
- b) express emotions in dance

Skills to be developed

- Reading/signing
- Expressing emotions

Learning activities

1. Teacher pins on the board a chart that depicts different emotions which include: being sad, happy, crying, smiling
2. Teacher and learners talk about the pictures, describing the type of

emotions being displayed. Learners give some of the reasons behind the different emotions.

3. Learners dance to the music to express their emotions. Teacher moves round watching learners express their different emotions.
4. Learners turn to page 21 and read pictures on different emotions depicted in dance. They discuss the pictures in groups.

Day 4

Topic: Faces depicting emotions

Objectives

During the lesson, learners will:

- a) circling
- b) display their work

Skills to be developed

- Circling
- Displaying work
- Fine motor skills

Learning activities

1. Learners turn to their workbook on page 13. There are drawings showing happy and sad faces.
2. Learners circle the happy face with a yellow colour and the sad face with a red colour.
3. Teacher moves round observing learners carrying out their task. Learners show each other their work, appreciating each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to respond to stimuli through body percussion?			
Is the learner able to differentiate between a movement and an emotion?			
Is the learner able to express emotions through dance?			
Is the learner able to read different facial emotions and draw circles around the faces as instructed?			

CHAPTER 14 Creative process and performance

Music: Short melodies

Aims

To enable learners to:

- develop the aesthetic values and appreciation
- create movements that correspond to specific music
- develop gross motor skills
- become literate in visual and performing arts

Source of matter

ECD B syllabus pages 10 and 38 – 39

Suggested resources

Day 1: audio recorder/cellphone

Day 3: basic notes on cards

Day 4: crayons

Day 1

Topic: Melodies from known songs

Objectives

During the lesson, learners will:

- a) listen to some audio recordings of short melodies
- b) sing short melodies

Skills to be developed

- Listening
- Singing short melodies/signing
- Clapping
- Stamping
- Clicking fingers

Learning activities

1. Teacher plays audio recordings of short melodies while learners are listening. Learners dance rhythmically in time to music.
2. Learners suggest some short melodies and sing them using body percussion. For example, learners

will click their fingers, stamp their feet and clap their hands as they are singing.

3. In groups, learners sing short melodies as they use their body percussion. Teacher moves round watching learners performing their activity.

Day 2

Topic: Music for specific purposes

Objectives

During the lesson, learners will:

- a) sing songs for different purposes
- b) read a picture of people singing at a wedding ceremony

Skills to be developed

- Singing/signing
- Reading/signing
- Clapping
- Snapping fingers

Learning activities

1. Teacher and learners list specific events that require people to sing specific songs such as wedding, church services to name a few.
2. Teacher helps learners suggest songs that are sung at these events; wedding, birthday parties.

- Learners sing songs that are sung at a wedding and birthday parties.
- Learners turn to their reader on page 22. There is a picture of children singing and clapping their hands at a birthday party of another child. Learners read the pictures and answer questions asked by the teacher.
 - Learners sing short melodies and use body percussion to accompany their singing. They can click or snap fingers, stamp their feet and clap hands as they sing the short melodies.
 - Teacher introduces a new basic note dd quaver (ta-te) to learners. It is a fast note. Learners practise walking fast in time to the beat of the note.
 - Learners turn to their reader on page 23. They identify the crotchet d taa, the minim d taa- aa and the quaver dd ta-te. Learners clap hands in time to the beat of the notes. They repeat the activity in groups. Teacher moves round watching learners carrying out their activity.

Day 3

Topic: Basic note values

Objectives:

During the lesson, learners will:

- clap the note quaver in time to its value
- sing song in time to basic notes value
- practise walking in time to basic notes values

Skills to be developed

- Clapping
- Singing/signing
- Practise walking

Learning activities

- Learners suggest short melodies and sing them. They accompany their singing with body percussion such as clapping of hands, snapping of fingers, stamping of feet, among others.
- Teacher revises the basic notes learnt in the previous lessons which are minim and crotchet.
- Learners practise clapping the notes as they say them.

Day 4

Topic: Drawing basic notes

Objectives

During the lesson, learners will:

- join dotted lines to draw the basic notes
- appreciate each other's work

Skills to be developed

- Identifying
- Joining dotted lines
- Appreciating each other's work
- Fine motor skills

Learning activities

- Learners turn to their workbook on page 14. There are drawings in dotted form of the basic notes symbols of quaver, crotchet, minim. Learners identify the notes by their beats.
- Learners join the dotted lines to draw the basic notes. Teacher moves round observing learners carry out their activity.
- Learners show each other their work, appreciating each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to sing short melodies using body percussion?			
Is the learner able to sing songs for specific purposes such as weddings and birthday parties?			
Is the learner able to identify the basic notes – crotchet, minim, quaver?			
Is the learner able to join dotted lines to draw the basic time notes?			

CHAPTER 15 Creative processes and performance

Visual arts: Primary colours and artwork

Aims

To help learners:

- become literate in visual and performing arts
- develop practical skills necessary for creative expression

Source of matter:

ECD B Syllabus pages 7 and 36

Suggested learning materials:

Day 1: objects of different primary colours, paints of different primary colours, blocks of different primary colours

Day 2: leaves, crayons

Day 3: plain weave sample, paper strips

Day 4: chart with decorated clay pots, wax crayons,

they see.

2. Learners observe the objects and name the colours.
3. Teacher demonstrates sorting and matching the objects according to colour.
4. Learners sort and match the given blocks according to colour in their groups.
5. Using given paints, learners mix the paints to produce secondary colours.
6. Learners name the colours produced after mixing the paints.

Day 1

Topic: Primary colours

Objectives

During the lesson, learners will:

- a) name given primary colours
- b) sort and match primary colours
- c) mix primary colours to produce secondary colours

Skills to be developed:

- Speaking
- Sorting
- Matching
- Mixing

Learning activities:

1. Teacher displays objects of different primary colours on the table and asks learners to name the colours

Day 2

Topic: Artworks and printing

Objectives

During the lesson, learners will:

- a) read pictures of artworks
- b) identify the materials used to produce the artworks
- c) print using leaves and wax crayons

Skills to be developed:

- Reading
- Identifying
- Printing

Learning activities:

1. In the learner's reader on page 24, learners read pictures of different

artworks like weaved mats, leaf prints and decorated clay pots.

2. Learners talk about the pictures read.
3. Learners identify the materials used to make the artworks.
4. Teacher demonstrates how the leaf print is done as learners observe.
5. As homework, teacher asks learners to go and produce their own leaf prints at home.

Day 3

Topic: Plain weave

Objectives

During the lesson, learners will:

- a) read pictures of artworks
- b) make simple plain weaves

Skills to be developed:

- Reading
- Weaving

Learning activities

1. Learners read the picture of artwork in their reader on page 25.
2. Learners talk about how the artwork was done.
3. Teacher shows learners a sample of a simple plain weave and explains how it was weaved.
4. Learners observe the weaving process as the teacher

demonstrates.

5. Learners use the provided paper strips to produce a plain weave.
6. Learners show each other their weaved works.

Day 4

Topic: Decorating

Objectives

During the lesson, learners will:

- a) observe decorated pictures of clay pots
- b) decorate drawings of traditional pots by colouring

Skills to be developed

- Observing
- Decorating

Learning activities

1. Teacher displays a chart with decorated clay pots.
2. Learners observe the clay pots and talk about the designs in their groups.
3. In the learner's workbook on page 15, learners decorate drawings of traditional clay pots using the wax crayons and designs of their choice.
4. Learners show each other their finished works.

Assessment

	Yes	No	Sometimes
Is the learner able to name given primary colours?			
Is the learner able to sort and match primary colours?			
Is the learner able to mix primary colours to produce secondary colours?			
Is the learner able to read pictures of artworks?			
Is the learner able to identify the materials used to produce the artwork			
Is the learner able to print using leaves and wax crayons?			
Is the learner able to make simple plain weaves?			
Is the learner able to decorate drawings of traditional pots by colouring?			

Aims

To help learners:

- value confidence, self-esteem, self-expression
- practice skills necessary for creative expression
- incorporate the use of technology in visual and performing arts

Source of matter

ECD B Syllabus pages 7 and 33

Suggested learning materials

Day 2: cell phone, cameras, a chart with cameras and phones, photographs

Day 3: camera

Day 4: beginner's pencils, crayons

Day 1

Topic: Story telling

Objectives

During the lesson, learners will:

- a) listen to a story
- b) retell the story

Skills to be developed

- Listening
- Speaking

Learning activities

1. Teacher tells learners a story while they are listening attentively.

Baboon was a trickster and always tried to take advantage of other animals.

One evening when the tortoise was crawling slowly home, he met baboon on his path.

"Hello, old fellow," said the baboon

heartily. "Have you found much to eat today?"

"No," replied Tortoise sadly. "Very little indeed."

The baboon danced up and down, chortling with laughter at an idea which had just come to him. "Follow me, poor old Tortoise," he exclaimed, "and when you reach my home I will have supper all ready for you."

"Thank you. Thank you," said the grateful Tortoise as the baboon turned around and bounced gaily along the path that led to his home.

Tortoise followed as fast as he could, which was very slow indeed, especially when he went uphill.

Once or twice he stopped to rest, when the ground became so bumpy that he got disheartened, but holding in his mind the picture of a wonderful feast, he plodded on.

At last he reached the place in the bush that the baboon called his home.

There he was, leaping about and grinning to himself, and as soon as he caught sight of Tortoise he exclaimed: "Bless my tail! What a long time you have taken to get here. I declare it must be tomorrow already!" "I'm so sorry," said Tortoise, puffing a little after his long journey. "But I'm sure you have had plenty of time to get the

supper ready, so do not grumble at me.”

“Oh, yes, indeed!” replied the baboon, rubbing his hands together. “Supper’s all ready. All you have to do is to climb up and get it. Look!” he said, pointing to the top of a tree. “Three pots of millet-beer, brewed especially for you.”

The poor tortoise looked up at the pots, which the baboon had wedged in the branches high above his head. He knew he could never reach them, and the baboon knew that too.

“Bring one down for me, there’s a good friend,” begged Tortoise, but the baboon climbed the tree in the twinkling of an eye and shouted down to him: “Oh, no! Anybody who wants supper with me must climb up to get it.”

So poor Tortoise could only begin his long homeward journey with a very empty stomach, cursing at his inability to climb trees.

But as he went along, he worked out a splendid plan for getting his own back on the unkind baboon.

A few days later the baboon had an invitation to eat with Tortoise.

Baboon was very surprised, but knowing how slow and good-natured the tortoise was, the baboon said to himself: “Oh, well, the fellow evidently saw the joke and bears me no malice. I’ll go along and see what I can get out of him.” At the appointed time, the baboon set out along the track that led to Tortoise’s home.

Now it was the dry season, when many bush fires occur, which leave the ground scorched and black.

Just beyond the river, the baboon found a wide stretch of burnt and blackened grass, over which he bounded towards Tortoise, who stood waiting beside a cooking pot from which issued the most

savoury of smells. “Ah, it’s my friend the baboon!” said Tortoise.

“I’m very pleased to see you. But did your mother never teach you that you must wash your hands before meals? Just look at them! They’re as black as soot.”

The baboon looked at his hands, which were indeed very black from crossing the burnt patch of ground.

“Now run back to the river and wash,” said Tortoise, “and when you are clean I will give you some supper.”

The baboon scampered across the black earth and washed himself in the river, but when he came to return to Tortoise, he found he had to cross the burnt ground again and so arrived as dirty as before.

“That will never do! I told you that you could only eat with me if you were clean. Go back and wash again! And you had better be quick about it because I have started my supper already,” said Tortoise, with his mouth full of food.

The poor baboon went back to the river time and again, but try as he would he got his hands and feet black each time he returned, and Tortoise refused to give him any of the delicious food that was fast disappearing.

As Tortoise swallowed the last morsel, the baboon realized he had been tricked and with a cry of rage he crossed the burnt ground for the last time and ran all the way home.

“That will teach you a lesson, my friend,” said the Tortoise, smiling, as, well-fed and contented, he withdrew into his shell for a long night’s sleep.

2. Teacher asks learners questions from the story and learners answer the questions.
3. Teacher asks learners to retell the story to each other in groups.

4. As a conclusion, the teacher asks a few individuals to retell the story to the class.

Day 2

Topic: Photographic gadgets

Objectives

During the lesson, learners will:

- read pictures of different photographic gadgets
- photograph their friends using model cameras and phones

Skills to be developed

- Reading
- Photographing

Learning activities

- Learners read pictures of different photographic gadgets in their learner's reader on page 26.
- Learners identify and name the different gadgets read in the reader.
- Learners look at photographs shown by the teacher and identify a gadget used.
- Using model cameras and cell phones, learners mimic photographing each other.

Day 3

Topic: Photograph postures

Objectives

During the lesson, learners will:

- read pictures of children posing for photographs
- role play poses/postures for photo taking

Skills to be developed:

- Reading
- Role playing

Learning activities

- Learners read pictures showing children posing for photographs in the learner's reader on page 27.
- Learners talk about the different postures read in the reader on page 16.
- Learners role play the different postures read in the learner's reader.
- As a conclusion, teacher takes a class photo for display in the classroom.

Day 4

Topic: Matching photos

Objectives

During the lesson, learners will:

- match the pictures in the camera lens with photographs
- draw lines to show matching pictures

Skills to be developed

- Matching
- Drawing

Learning activities

- On a displayed chart, learners observe the pictures in the camera lens and the photograph.
- Learners talk about the pictures comparing them.
- In the learner's workbook on page 16, learners match picture on the camera lens with the given photos by drawing lines.
- Learners show each other their completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to a story told?			
Is the learner able to retell the story?			
Is the learner able to read pictures of different photographic gadgets?			
Is the learner able to photograph their friends using model cameras and phones?			
Is the learner able to read pictures of children posing for photographs?			
Is the learner able to role play poses/postures for photo taking?			
Is the learner able to match the pictures in the camera lens with photographs?			
Is the learner able to draw lines to show matching pictures?			

Aims

To help learners:

- develop psychomotor skills through visual and performing arts
- value confidence, self-esteem and self-expression necessary for creative expression

Source of matter

ECD B Syllabus pages 10 and 37

Suggested learning materials:

Day 1: objects and instruments that produce sound

Day 2: instruments and music player

Day 3: chart with a mini-bride

Day 4: chart with a mini-bride, crayons

Day 1

Topic: Response to stimuli

Objectives

During the lesson, learners will:

- a) listen to different sounds and rhythms
- b) identify different types of music

Skills to be developed

- Listening
- Identifying

Learning activities

1. Teacher plays different sounds and rhythm for learners to listen.
2. Learners listen and identify the different sounds and rhythms produced by the teacher.
3. Learners identify the different types of music.
4. Learners respond to the music played.

Day 2

Topic: Music and rhythm

Objectives

During the lesson, learners will:

- a) read pictures of children dancing and moving in rhythm
- b) dance and move in rhythm

Skills to be developed:

- Reading
- Dancing

Learning activities

1. In the learner's reader on page 28, learners read pictures of children dancing and moving in a rhythm.
2. Learners talk about the pictures they read.
3. Learners listen and identify different types of music.
4. Learners respond to music by Jah Prayzah or another famous local artist.

Day 3

Topic: Wedding dances

Objectives

During the lesson, learners will:

- a) read a picture of a mini-bride dancing to music
- b) imitate the mini-bride's dance

Skills to be developed

- Reading
- Imitating

Learning activities:

1. In the learner's reader on page 29, learners read a picture of a miniature bride dancing to music.
2. Learners talk about the picture read.
3. Learners imitate the dance in pairs following a rhythm.
4. As a conclusion, teacher asks a pair to dance before the class following a rhythm.

Day 4

Topic: Colouring

Objectives

During the lesson, learners will:

- a) observe a chart with a dancing

mini-bride

- b) colour the drawing of a mini-bride dancing to a rhythm

Skills to be developed

- Colouring

Learning activities

1. Teacher displays a chart with a dancing mini bride.
2. Learners observe the chart and talk about the picture.
3. In the learner's workbook on page 17, learners colour a picture of a dancing miniature bride.
4. Learners show each other their work as a way of display.

	Yes	No	Sometimes
Is the learner able to listen to different sounds and rhythms?			
Is the learner able to identify different types of music?			
Is the learner able to dance and move in rhythm?			
Is the learner able to read a picture of a mini-bride dancing to music?			
Is the learner able to imitate the mini-bride's dance?			
Is the learner able to colour the drawing of a mini-bride dancing to a rhythm?			

CHAPTER 18 Creative process and performance

Music – Songs for different purposes

Aims

To help learners:

- value copyright in visual and performing arts
- become literate in visual and performing arts

Source of matter

ECD B Syllabus pages 10 and 35

Suggested learning materials

Day 1: radio

Day 2: samples of sad songs

Day 3: recording of the song 'Happy birthday to you'.

Day 4: chart with a birthday cake, crayons

Day 1

Topic: Songs for different purposes

Objectives

During the lesson, learners will:

- a) identify songs for different purposes
- b) listen to happy songs for birthdays and weddings
- c) sing and dance to happy music

Skills to be developed

- Identifying
- Listening
- Singing
- Dancing

Learning activities:

1. Teacher asks learners to name occasions where people sing.
2. Learners identify the occasions like weddings, birthdays and when

doing communal work.

3. Teacher plays songs and asks learners occasions when the songs are sung.
4. Learners listen and state the occasions.
5. Teacher explains to learners that it is not good to copy someone's work and make money out of it without the owner's permission.
6. Learners listen to happy songs and dance to the songs.

Day 2

Topic: Sad songs

Objectives

During the lesson, learners will:

- a) read a picture showing people at a sad occasion
- b) identify songs sung at unhappy occasions
- c) sing an unhappy song

Skills to be developed

- Reading
- Identifying
- Singing

Learning activities:

1. In the learner's reader on page 30, learners read a picture of people in a hospital, visiting a sick child.

2. Learners talk about the picture.
3. Learners identify songs sung at such occasions.
4. Learners sing songs/hymns most likely sang for a sick child.

Day 3

Topic: Birthday party

Objectives

During the lesson, learners will:

- a) read a picture of children at a birthday party
- b) sing a birthday party song

Skills to be developed

- Reading
- Singing

Learning activities:

1. Learners read the picture of children at a birthday party in their learner's readers on page 31.
2. Learners talk about the picture.
3. Learners state birthday party songs.
4. Learners sing a birthday party song.
Happy birthday to you x 2
Happy birthday to you dear friend
Happy birthday to you.

- How old are you now? x 2
How old are you now dear friend?
How old are you now?

Day 4

Topic: Colouring a birthday cake

Objectives

During the lesson, learners will:

- a) observe a chart with a coloured birthday cake
- b) colour a birthday cake

Skills to be developed

- Observing
- Colouring

Learning activities:

1. Teacher displays a chart with a coloured cake for learners to observe.
2. Learners observe and talk about the colours of the cake.
3. In their workbook on page 18, learners colour a drawing of a birthday cake.
4. Learners show each other their completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify songs for different purposes?			
Is the learner able to listen to happy songs for birthdays and weddings?			

Is the learner able to sing and dance to happy music?			
Is the learner able to read a picture showing people at a sad occasion?			
Is the learner able to identify songs sung at unhappy occasions?			
Is the learner able to sing an unhappy song?			
Is the learner able to read a picture of children at a birthday party?			
Is the learner able to sing a birthday party song?			
Is the learner able to colour a birthday cake?			

CHAPTER 19 Creative process and performance

Visual arts: Collaging pictures

Aims

To help learners:

- become literate in visual and performing arts
- develop psychomotor skills through visual and performing arts

Source of matter:

ECD B Syllabus pages 5 and 33

Suggested learning materials

Day 1: newspapers, multi-coloured paper

Day 2: animal templates, glue, beginner's pencils

Day 3: differently coloured blocks

Day 1

Topic: Animal collage

Objectives

During the lesson, learners will:

- a) read a picture of an animal collage
- b) tear small papers for paper collage

Skills to be developed

- Reading
- Speaking

Learning activities

1. Learners read pictures of animal paper collages in the learner's reader on page 32.
2. Learners talk about how the collages are made, identifying the materials used.
3. Learners tear given papers into small pieces in preparation for making paper collage.

Day 2

Topic: Tracing and collaging

Objectives

During the lesson, learners will:

- a) trace animals of their choice into their workbooks
- b) paste torn papers to make an animal collage

Skills to be developed

- Tracing
- Pasting

Learning activities

1. In the learner's workbook on page 19, learners trace animals of their choice using the given templates.
2. Learners paste torn paper onto their drawings after putting some glue to produce an animal collage.
3. Learners show each other their completed work.

Day 3

Topic: Primary colours

Objectives

During the lesson, learners will:

- a) read pictures with primary colours
- b) sort building blocks by colour

Skills to be developed:

- Reading
- Sorting

- observe given pictures and state their colours
- match by encircling objects with the same colour

Learning activities

- In the learner's reader on page 33, learners read pictures of musical instruments coloured in primary colours.
- Learners state the colours read.
- Learners observe given building blocks and tell their colours.
- Learners sort out the given coloured blocks by colour.
- Learners display by showing each other's work.

Skills to be developed

- Observing
- Matching
- Writing

Learning activities

- Learners observe pictures of shapes and blocks in their workbooks on page 32.
- Learners match objects with the same colour with the one on the top of the list.
- Learners show the two similar objects.
- Teacher goes round checking on learners showing two similar objects.

Day 4

Topic: Matching

Objectives

During the lesson, learners will:

Assessment

	Yes	No	Sometimes
Is the learner able to read a picture of an animal collage?			
Is the learner able to tear small papers for paper collage?			
Is the learner able to trace animals of his or her choice into his or her workbook?			
Is the learner able to paste torn papers to make an animal collage?			

Is the learner able to read pictures with primary colours?			
Is the learner able to sort building blocks by colour?			
Is the learner able to observe given pictures and state their colours?			

Aims

To help learners:

- become literate in visual and performing arts
- value confidence, self-esteem and self-expression
- acquire practical skills necessary for creative expression

Source of matter

ECD B Syllabus pages 7 and 33

Suggested learning materials

Day 1: chart with a baboon

Day 2: drawn costumes, scissors

Day 3: costumes and props

Day 4: drawing of a person

Day 1

Topic: Still pictures

Objectives

During the lesson, learners will:

- tell stories about themselves and their friends

Skills to be developed

- Speaking
- Listening

Learning activities

- Teacher tells learners a story that happened to him sometime while learners listen.

A long time ago when I was young, my mother sent me to the shops to buy some groceries. The road to the shops passed through a mountain. In that mountain were some baboons. When I was coming back with my groceries, I was attacked by the hungry baboons. They took the bread

that I had bought. The bigger baboon was about to bite me when suddenly an elderly man arrived with his four dogs that chased the baboon away. Had it not been the elderly man who arrived, I would have been mauled by the baboon.

- In pairs, learners tell each other their own stories.
- Teacher asks volunteers to tell the class their stories.

Day 2

Topic: Costumes and props

Objectives

During the lesson, learners will:

- read pictures of children wearing different costumes
- cut out drawn costumes and other clothing

Skills to be developed

- Reading
- Cutting

Learning activities:

- In the learner's reader on page 34, learners read pictures of children wearing different types of costumes and props.
- Learners talk about the pictures.

3. Learners are given drawn clothing for them to cut out.
4. Learners show each their cut-out costumes.
3. Learners choose props to use in their play and play with them.

Day 3

Topic: Costumes and props

Objectives

During the lesson, learners will:

- a) read pictures of children playing in the park with props and in costumes
- b) play with props of their choice

Skills to be developed

- Reading
- Playing

Learning activities

1. In their learner's reader on page 35, learners read pictures of children playing in the park wearing different costumes. Learners talk about the pictures identifying the types of costumes.
2. Learners also identify the props learners are using as they are playing.

Day 4

Topic: Drawing

Objectives

During the lesson, learners will:

- a) draw a picture of a costume of their choice
- b) colour the costume

Skills to be developed

- Drawing
- Colouring

Learning activities:

1. Teacher displays a chart with different costumes for learners to observe.
2. Learners observe the displayed costumes and discuss how they were produced.
3. Learners discuss uses or occasions of costumes shown.
4. Learners draw a picture of a costume of their choice in their workbooks on page 20.
5. Learners show each other their finished work.

Assessment

	Yes	No	Sometimes
Is the learner able to read pictures of children wearing different costumes?			
Is the learner able to cut out drawn costumes and other clothing?			
Is the learner able to read pictures of children playing in the park with props and in costumes?			
Is the learner able to play with props of his or her choice?			
Is the learner able to observe a displayed chart with different costumes and explain occasions for the costumes?			
Is the learner able to draw a picture of a costume of his or her choice?			

CHAPTER 21 Aesthetic values and appreciation

Music: Songs for different occasions

Aims

To help learners:

- develop psychomotor skills through visual and performing arts
- value confidence, self-esteem and self-expression
- acquire practical skills necessary for creative expression

Source of matter

ECD B Syllabus pages 6 and 37

Suggested learning materials

Day 1: radio, music clips

Day 3: wax crayons, chart with a cake drawing

Happy birthday to you x 2

Happy birthday to you dear friend

Happy birthday to you

How old are you now? x 2

How old are you now dear friend?

How old are you now?

Day 1

Topic: Songs for different purposes

Objectives

During the lesson, learners will:

- a) identify songs for different purposes
- b) listen to recorded happy music
- c) sing and dance to happy music

Skills to be developed

- Identifying
- Listening
- Singing
- Dancing

Learning activities:

1. Teacher plays various clips of music while learners listen.
2. Learners identify different purposes of the songs played, that is, happy songs, sad songs work songs
3. Learners sing some happy songs and dance to the songs.

Day 2

Topic: Sad songs

Objectives

During the lesson, learners will:

- a) read a picture of a sad child
- b) identify sad songs
- c) sing a sad song

Skills to be developed

- Reading
- Identifying
- Singing

Learning activities:

1. In the learner's reader on page 36, learners read a picture of a sad child seated and feeling lonely.
2. Learners talk about the picture, identifying the mood of the child.
3. Learners talk about the songs that go hand in glove with the mood of the child.
4. Learners sing the song "Dai ndiri shiri / If I was a bird.

Dai ndiri shiri /If I was a bird
 Ndaienda kuna mai vangu
 nababa/ I would fly to my parents
 Bhuruuu bhuruuu ndaienda kuna
 mai vangu./ Fly fly to my parents

role-play a wedding occasion,
 singing and dancing

Day 3

Topic: Happy songs

Objectives

During the lesson, learners will:

- read a picture of a wedding ceremony
- sing a wedding song

Skills to be developed

- Reading
- Singing
- Role-play

Learning activities:

- In the learner's reader on page 37, learners read a picture of a couple wedding with a crowd witnessing the wedding.
- Learners talk about the picture.
- Learners state songs sung at such occasions.
- Learners sing the song 'It's a wedding day'.
- Learners have a boy and a girl wearing wedding costumes and

Day 4

Topic: Colouring a wedding cake

Objectives:

During the lesson, learners will:

- observe a picture of a wedding ceremony
- colour the wedding cake

Skills to be developed

- Observing
- Colouring

Learning activities:

- Teacher displays a chart with a coloured wedding cake.
- Learners observe the cake and talk about the cake.
- In their learner's workbook on page 21, learners colour a drawing of a wedding cake showing the difference between the cream and cake.
- Learners display their work by showing each other their completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify songs for different purposes or occasions?			
Is the learner able to listen to recorded happy music?			

Is the learner able to sing and dance to happy music?			
Is the learner able to read a picture of a sad child			
Is the learner able to identify sad songs?			
Is the learner able to read a picture of people singing at a wedding occasion?			
Is the learner able to sing a wedding song?			
Is the learner able to colour a wedding cake?			

CHAPTER 22 Aesthetic values and appreciation

Music: Songs for different purposes – Lullabies

Aims

To help learners:

- familiarise with characteristics of theme based works of Zimbabwean music, theatre and dance
- become literate in performing arts

Source of matter

ECD B Syllabus pages 8 and 38

Suggested learning materials:

Day 1: music player

Day 3: music player

Day 4: wax crayons

Day 1

Topic: Lullabies

Objectives

During the lesson, learners will:

- a) listen to recorded lullabies
- b) sing the lullabies while rocking dolls

Skills to be developed

- Listening
- Speaking

Learning activities

1. Teacher plays some recorded lullabies for learners to listen.
2. Learners listen to the lullabies.
3. Learners try to sing the lullabies following the radio.
4. Learners sing the lullabies while the radio is switched off.
5. Learners sing the lullabies as they rock their dolls.

Twinkle, twinkle, little star
How I wonder what you are

Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are.

When the blazing sun is gone
When He nothing shines upon
Then you show your little light
Twinkle, twinkle, all the night
Twinkle, twinkle, little star
How I wonder what you are.

Day 2

Topic: Lullaby

Objectives

During the lesson, learners will:

- a) read a picture of a mother singing a baby to sleep
- b) mimic lullabies in the dramatic play centres

Skills to be developed

- Reading
- Mimicking

Learning activities

1. Learners read a picture of a mother singing a baby to sleep in their learner's reader on page 38.
2. Learners talk about the picture stating possible lullabies mothers sing babies to sleep.

3. Learners sing lullabies they have heard being sung to little babies.

4. Learners sing the lullaby 'Twinkle twinkle little star'.

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

When the blazing sun is gone
When he nothing shines upon
Then you show your little light
Twinkle, twinkle, all the night
Twinkle, twinkle, little star
How I wonder what you are.

Day 3

Topic: Play songs

Objectives

During the lesson, learners will:

- listen to recorded play and game songs
- list some game songs they know
- play some games with songs

Skills to be developed

- Listening
- Speaking

Learning activities

- Teacher plays some play and game songs recorded as learners listen.
- Learners list some game songs they know.
- Learners play a game Sarura wako kadeya deya/Nyama yembongolo whilst singing the song.
Sarura wako
Kadeya deya
Une ndoro chena

Wangu mutsvuku
Kadeya deya une ndoro chena

Anozora ambi

Kadeya deya une ndoro chena

Nyama yembongolo

Kheth' omthandayo

Khemani diya wami

- Teacher guides learners to sing any other play songs.

Day 4

Topic: Colouring

Objectives

During the lesson, learners will:

- observe a picture of a mother rocking a baby to sleep
- colour a picture of a mother rocking a baby to sleep

Skills to be developed

- Observing
- Colouring

Learning activities:

- Teacher displays a chart with a mother rocking a baby to sleep.
- Learners talk about the picture.
- Learners sing the following lullaby:
Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

When the blazing sun is gone
When he nothing shines upon
Then you show your little light
Twinkle, twinkle, all the night
Twinkle, twinkle, little star
How I wonder what you are
- Learners study the drawing of a mother singing and rocking a baby to sleep in their workbooks on page 22. Learners colour the drawing.
- Learners show each other their finished work.

Assessment

	Yes	No	Sometimes
Are learners able to listen to recorded lullabies?			
Are learners able to sing lullabies while rocking dolls?			
Are learners able to read a picture of a mother singing a baby to sleep?			
Are learners able to mimic lullabies in the dramatic play centres?			
Are learners able to listen to recorded play and game songs?			
Are learners able to list some game songs they know?			
Are learners able to play some games with songs?			
Are learners able to colour a picture of a mother rocking a baby to sleep?			

Aims

To help learners:

- acquire creative skills that progress towards literacy in visual arts
- value confidence, self-esteem and self-expression
- acquire practical skills necessary for creative expression

Source of matter

ECD B Syllabus pages 9 and 33

Suggested learning materials:

Day 1: a variety of locally available artefacts

Day 2: sample artefacts and artworks

Day 3: sample artefacts and artworks

Day 1

Topic: Artworks and artefacts names

Objectives

During the lesson, learners will:

- a) name different artefacts and artworks
- b) list artworks vocabulary
- c) play the artwork vocabulary game

Skills to be developed

- Speaking
- Listening

Learning activities:

1. Teacher displays a chart with different artworks and artefacts for learners to observe.
2. Learners observe the artworks and the artefacts.
3. Learners name the artworks displayed.
4. Learners choose articles on the chart and explain how they

are made, for example, carved, moulded, drawn, constructed.

5. Learners play the artwork vocabulary game, for example, one learner flashes a picture of an artefact or artwork and others state how it was made thereby saying the vocabulary.

Day 2

Topic: Artwork vocabulary

Objectives

During the lesson, learners will:

- a) read pictures of different artefacts and artworks
- b) identify different artworks and artefacts

Skills to be developed

- Reading
- Identifying

Learning activities

1. In the learner's reader on page 39, learners read pictures of different artworks and artefacts like drawings of portraits, clay pots, reed mats, ceramic objects wall hangings.
2. Learners identify these different artworks in their readers on page 39.
3. Learners state other artworks and artefacts found in their environment.

- Learners explain how the artworks and artefacts are done thus bringing out the artwork vocabulary.
- As home work, learners bring unwanted artefacts and artworks from home for display

Day 3

Topic: Materials used in artworks

Objectives

During the lesson, learners will:

- read pictures of artefacts and artworks
- identify materials used in making the artworks and artefacts

Skills to be developed

- Reading
- Identifying

Learning activities:

- Learners read the picture of an artefact (clay pot) in their reader on page 40.
- Learners identify material used to make the clay pot.
- Learners talk about the designs on the clay pot.
- Learners also talk about other

designs they have seen on other clay pots.

Day 4

Topic: Matching

Objectives

During the lesson, learners will:

- observe pictures of artefacts and artworks
- match artefacts made with the same materials

Skills to be developed

- Observing
- Matching

Learning activities:

- Teacher displays a chart with artefacts made of different materials.
- Learners observe the artefacts on the chart and talk about the materials used to make the artefacts.
- In the learner's workbook on page 23, learners match the artefact according to materials used to make them by drawing lines.
- Learners display work by showing each other their finished work.

Assessment

	Yes	No	Sometimes
Is the learner able to read pictures of different artefacts and artworks?			
Is the learner able to identify different artworks and artefacts?			
Is the learner able to give appropriate artwork vocabulary?			
Is the learner able to identify materials used in making the artworks and artefacts?			
Is the learner able to match artefacts made with the same materials?			

CHAPTER 24 Aesthetic values and appreciation

Theatre: Audience

Aims

To help learners:

- become literate in performing arts
- value confidence, self-esteem and self-expression
- acquire practical skills necessary for creative expression

Source of matter

ECD B Syllabus pages 7 and 34

Suggested learning materials

Day 1: recording gadget

Day 2: video

Day 4: crayons

Day 1

Topic: Story telling

Objectives:

During the lesson, learners will:

- a) listen to a story
- b) answer questions from the story told

Skills to be developed

- Listening
- Speaking
- Answering

Learning activities:

1. Teacher makes learners listen to a recorded story of a hyena, eagle and monkey.

Once upon a time, a hyena was out foraging in the bush. It was a fine sunny day and he was looking forward to catching some morsels to eat. But as he was sniffing around, he fell into a hidden trap set by a hunter. He found himself at the

bottom of a hole, with the trap catch closed over him. He tried to push it open but it just would not budge. It was rather well made.

So he started shouting: "Help! Help! Somebody get me out of here please. A lion passed by, looked to see who was in the trap. When he saw it was hyena, he just moved on. "Help me, let me out of here, please!", hyena shouted, but the lion closed his ears. You should know that most animals did not like hyena very much. He was always stealing food belonging to other animals and laughing at them behind their backs. So, it was no surprise the lion moved on.

So the day passed, but every time an animal passed by the trap, however, much hyena begged and promised to be nice to them in future, none stopped to help him. At last monkey came by. "Help me please, monkey, get me out of this trap. I've been here all day and the hunter will be back soon and he will surely kill me! Help me please!"

"Well now", monkey said, "That's all very well. I would help you, but as soon as I pull you out of there, you will only kill me." Hyena protested, "Monkey, I promise I will be good, I

will not touch a hair on your head. If you let me out I will go straight home. I promise!" Now this monkey was very kind, so he agreed to help hyena. He removed the trap and threw down a branch so hyena could pull himself out of the trap. But then as soon as he was out, hyena realised he's been in this trap all day long and had not eaten anything at all! So, instead of going home, as he had promised, hyena attacked the kind monkey.

Just then an eagle was flying over the bush, and saw the hyena attacking monkey. So he swooped down, landed on the hyena's back, and with his powerful claws pulled the animal off poor monkey, who was screeching in pain. After he'd separated the two, eagle wanted to know what was going on. Monkey explained what had happened, that he had helped hyena escape from the trap because he had promised not to attack him!

Eagle said: "In order for me to understand exactly how this happened, I would like you to show me exactly what you two were doing. So, Mr Hyena, you get back into the trap, and then we will start again." Hyena realised he did not have much choice but to do as he was told, so he jumped back into the trap. Eagle then covered it again with the trap, and made sure it was secure. "Now, Mr Hyena", said eagle, "you can stay there and die, for all I care. You don't deserve the kindness of other animals if you cannot keep a simple promise". With that, he advised the monkey to go home to his family,

and he himself flew off to continue his journey, leaving the hyena to his fate.

2. Learners listen to the story.
3. Teacher asks learners questions from the story.
4. Learners answer the questions asked.
5. Learners identify the characters in the story.

Day 2

Topic: Video watching

Objectives:

During the lesson, learners will:

- a) watch a video of a performance
- b) imitate some performances watched

Skills to be developed

- Watching
- Listening
- Imitating

Learning activities:

1. Teacher plays a video of a performance of the story of hyena for learners to watch and listen.
2. Learners watch and listen to the video of children performing a drama on the hyena story.
3. Learners discuss the performance watched.
4. Learners imitate the events that were interesting to them.

Day 3

Topic: Reading

Objectives

During the lesson, learners will:

- a) act out a scene from the story told

Skills to be developed

- Reading
- Acting
- Speaking
- Listening

Learning activities:

1. In the learner's reader on page 41, learners read a picture showing hyena in a trap asking monkey to help him out.
2. Learners talk about the picture completing the story.
3. Learners act the story in small groups.
4. As a conclusion, one group acts the scene in the reader to the whole class.

Day 4

Topic: Drawing

Objectives

During the lesson, learners will:

- a) observe the drawing in their readers

Assessment

Name of child	Are learners able to listen to a story?	Are learners able to answer questions from the story told?	Are learners able to follow a video of a performance?	Are learners able to imitate some performances watched?	Are learners able to act a scene from the story told?	Are learners able to observe the drawing in their readers?
Jim						
Joe						
Lim						

- b) complete the drawing by joining the dotted lines

Skills to be developed

- Observing
- Colouring
- Writing

Learning activities

1. Learners study the drawing in the learners' workbooks on page 24.
2. Learners tell each other the story from the drawing.
3. Learners colour the drawing using colours of their own choice.
4. As a conclusion, some learners tell the class the story from the drawing.

Dance: Types of dances**Aims**

To help learners:

- appreciate the different cultural dances performed in Zimbabwe
- develop psychomotor skills through performing arts

Source of matter

ECD B Syllabus pages 9 and 37

Suggested learning materials

Day 2: video player

Day 3: drums, videos, clay pots

Day 4: crayons

Day 1**Topic: Types of dances****Objectives**

During the lesson, learners will:

- identify different types of dances in their locality
- imitate dances in their locality

Skills to be developed

- Identifying
- Imitating
- Reading

Learning activities

- Learners state types of dances performed in their locality.
- Learners state the dances in their locality like Jerusarema, Zimdance, Mbakumba.
- Learners imitate the dances.

Day 2**Topic: Dances and their purposes****Objectives**

During the lesson, learners will:

- listen to music for different types of dances
- watch a video on Jerusarema
- perform some dances

Skills to be developed

- Listening
- Dancing

Learning activities:

- Teacher explains to learners the purposes of dances like mbakumba and jerusarema.
- Learners watch a video on jerusarema dance.
- Learners talk about the dance.
- Learners dance jerusarema.

Day 3**Topic: Rain making dance****Objectives**

During the lesson, learners will:

- read pictures of people dancing for the rains
- imitate the rainmaking dance

Skills to be developed

- Reading
- Imitating

Learning activities

1. Learners watch videos on people engaged in the rainmaking dance.
2. Learners talk about the video giving reasons for the dance.
3. Learners explain the purpose of such dances.
4. In the learner’s reader on page 42, learners read pictures of people dancing for the rains.
5. Learners use the rainmaking props to imitate the dance.

Day 4

Topic: Colouring

Objectives

During the lesson, learners will:

- a) observe the drawings of materials used at the rainmaking dance

Assessment

	Yes	No	Sometimes
Is the learner able to identify different types of dances in his or her locality?			
Is the learner able to imitate dances in his or her locality?			
Is the learner able to read pictures of different types of dances?			
Is the learner able to listen to purposes of dances?			

- b) colour the materials for the rainmaking dance

Skills to be developed

- Observing
- Colouring

Learning activities

1. Teacher displays a chart with materials used at the rainmaking dance.
2. Learners talk about the materials, that is, the designs, materials used to make them.
3. In the learner’s workbook on page 25, learners colour the drawings of objects used at the rainmaking dance.
4. Learners show each other their work.

Is the learner able to follow a video on Jerusarema?			
Is the learner able to perform some dances?			
Is the learner able to read pictures of people dancing for the rains?			
Is the learner able to imitate the rainmaking dance?			
Is the learner able to colour the materials for the rainmaking dance?			

Visual arts: Artworks and artefacts in the school

Aims

To help learners:

- acquire basic enterprising skills in visual art
- appreciate works of visual art

Source of matter

ECD B Syllabus pages 7 and 41

Suggested learning materials

Day 1: sample artworks

Day 2: pictures of rock paintings

Day 3: models of animals, plasticine, clay

Day 4: magazines, scissors, glue

Day 1

Topic: Meaning of artworks

Objectives

During the lesson, learners will:

- a) listen to meanings of artworks
- b) read pictures of different artworks
- c) identify artworks around the school

Skills to be developed

- Listening
- Reading
- Identifying

Learning activities:

1. Teacher explains meanings portrayed by different artworks.
2. Learners listen to various explanations on meanings of artworks and artefacts.
3. Learners read artworks in their reader on page 43.
4. Learners talk about the meanings of the artworks read.
5. Learners go round the school

identifying artworks and artefacts.

Day 2

Topic: Rock paintings

Objectives

During the lesson, learners will:

- a) read pictures of rock paintings
- b) identify the animals painted

Skills to be developed

- Reading
- Identifying

Learning activities

1. Learners read pictures of rock paintings found in the Matopo caves shown in their readers on page 44.
2. Learners explain how the artworks were done.
3. Learners identify the animals on the rock paintings.
4. As home work, learners draw the animals read in their readers on page 43.

Day 3

Topic: Artwork construction

Objectives

During the lesson, learners will:

- a) observe models of constructed

- animals in artwork pieces
- b) construct models of animals using plasticine or clay to create own artwork

Skills to be developed

- Observing
- Constructing

Learning activities:

1. Teacher shows learners constructed models of animals.
2. Learners observe the models and discuss materials used to construct them.
3. Learners construct animals of their choice using plasticine or clay.
4. Learners display their completed work in the science and discovery centre to dry.

- b) cut artworks and paste into their workbooks

Skills to be developed

- Observing
- Cutting
- Pasting

Learning activities

1. Teacher shows learners a sample of a pasted artwork.
2. Learners discuss how the sample was made.
3. Learners cut pictures from magazines.
4. Learners paste the cut pictures in their workbooks on page 26 to produce an artwork.
5. Learners show each other their completed work.

Day 4

Topic: Pasting cut out artworks

Objectives

During the lesson, learners will:

- a) observe a sample of pasted artworks shown by the teacher

Assessment

	Yes	No	Sometimes
Is the learner able to listen to meanings of artwork?			
Is the learner able to read pictures of different artworks?			
Is the learner able to identify artworks around the school?			
Is the learner able to read pictures of rock paintings?			
Is the learner able to identify the animals painted?			
Is the learner able to observe models of constructed animals?			
Is the learner able to construct models of animals using plasticine or clay?			
Is the learner able to cut out artworks and paste into his or her workbooks?			

Aims

To help learners:

- develop creative skills that progress towards literacy in theatre
- value confidence, self esteem and self expression
- acquire practical skills necessary for creative expression

Source of matter

ECD B Syllabus pages 7 and 42

Suggested learning materials

Day 1: video recorder or recording gadget

Day 3: nativity video

Day 4: chart showing baby Jesus

Day 1**Topic: Story telling****Objectives**

During the lesson, learners will:

- a) listen to a story told
- b) dramatisé parts of the story

Skills to be developed

- Listening
- Speaking
- Dramatising

Learning activities

1. Learners listen to a recorded nativity story.

Once upon a time, a very long time ago, a young girl called Mary was visited by an angel. The angel told her that God wanted her to have a very special baby, and that she was to call the baby Jesus. A little while later, Mary was married to Joseph. Even though she was going

to have her baby very soon, they had to make a long journey to a little town called Bethlehem to pay a tax. When they arrived in Bethlehem, there were so many people there already that Joseph couldn't find anywhere for them to stay. Poor Mary! Finally, a kind inn-keeper told Joseph that they could stay in his stable with the animals. Joseph and Mary settled down and there, among the animals, Mary had her baby! They wrapped up little Jesus warm and settled him into a manger filled with straw, as they had no cradle in the stable. Meanwhile, on the hills outside Bethlehem, some shepherds noticed a bright star in the sky. They had never seen anything like it before, and were frightened. An angel appeared and told them not to be frightened. The shepherds went to Bethlehem to see the baby, bringing him gifts. They were filled with joy when they saw the baby Jesus, and they worshipped him. They told Joseph and Mary what the angel had said. Far away, three wise men who studied the stars noticed a new, bright star in the sky. They knew that when a new star appeared, it could mean that a great new ruler had been born. They wanted to meet

this great new ruler. The wise men decided to follow the star to see what they could find. They set out on a great journey. The bright star led the wise men to baby Jesus in a stable in Bethlehem. They knelt down and worshipped the baby, and gave Him precious gifts of gold, frankincense and myrrh. Mary and Joseph knew that they must keep their little baby safe from harm, as he was God's son.

2. Learners listen attentively to the story.
3. Teacher asks questions from the story.
4. Learners answer the questions.
5. Learners dramatise the parts they still remember.

Day 2

Topic: Reading

Objectives

During the lesson, learners will:

- a) read pictures portraying the nativity story
- b) identify the characters in the story
- c) dramatise the story

Skills to be developed

- Reading
- Identifying
- Dramatising
- Speaking

Learning activities:

1. Learners read pictures of the nativity story in the learner's reader on page 45.
2. Learners identify the characters in the story, for example Jesus, Joseph, Mary, Angel.

3. Learners retell the story using pictures in their readers.
4. Learners dramatise the story.

Day 3

Topic: Dramatising the nativity story

Objectives

During the lesson, learners will:

- a) watch the video on the nativity story
- b) read pictures of the nativity story
- c) dramatise the story

Skills to be developed

- Reading
- Dramatising

Learning activities

1. Learners read a picture of the Angel Gabriel visiting Mary in the learner's reader on page 46.
2. Learners talk about the picture read.
3. Learners identify the characters.
4. Learners dramatise the scene in groups.
5. As a conclusion, a group is chosen to perform before the class.

Day 4

Topic: Colouring

Objectives

During the lesson, learners will:

- a) observe the drawing on the chart
- b) colour the drawing in their workbooks

Skills to be developed

- Observing
- Colouring

Learning activities

1. Teacher displays a chart with the baby Jesus.
2. Learners observe the picture noting the colour of cloths Jesus is wrapped in.
3. In the learner’s workbook on page 27, learners colour the drawing of baby Jesus lying in a manger.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able listen to a story being told?			
Is the learner able to dramatise parts of the story?			
Is the learner able to read pictures portraying the nativity story?			
Is the learner able to identify the characters in the story?			
Is the learner able to follow the video of the nativity story?			
Is the learner able to read pictures of the nativity story?			
Is the learner able to dramatise the story?			
Is the learner able to observe the drawing on the chart?			
Is the learner able to colour the drawing of baby Jesus lying in a manger?			

Primary colours

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: shapes in different primary colours, powder paints, water and containers

Day 2: crayons

Day 4: group activity cards, paints and brushes or crayons

Day 1

Topic: Primary colours

Objectives

During the lesson, learners will:

- a) identify and name the primary colours
- b) mix powder paints to produce primary colours

Skills to be developed

- Identifying
- Naming/ signing
- Paint mixing

Learning activities:

1. Learners recite the colours rhyme focussing on the primary colours.
2. Learners identify and name the primary colours red, blue and

yellow from the chart and then from the differently coloured building blocks on their tables.

3. In groups, learners mix powder paints with water to produce the primary colours. They name the different colours that they have produced.

Day 2

Topic: Colouring

Objectives

During the lesson, learners will:

- a) colour the drawing in primary colours

Skills to be developed

- Colouring

Learning activities

1. Learners name the colours of the different shapes on display.
2. Teacher discusses with learners the drawing of the homestead shown in their workbooks on page 28. They name the different structures shown in the drawing.
3. Learners colour the drawing using the different primary colours.
4. They show each other their work.

Day 3

Topic: Colours

Objectives

During the lesson, learners will:

- name the different fruits and vegetables shown in the picture
- name the colours of the fruits and vegetables in the picture

Skills to be developed

- Picture reading
- Identifying
- Naming

Learning activities

- Learners recite the colours rhyme.
- Teacher talks to learners about the importance of eating fruits and vegetables.
- Learners identify and name the different fruits and vegetables shown in the picture in their readers on page 47.
- In groups, learners assist each other to name the colours of the

fruits and vegetables in the picture.

- Learners name the colours as a class.

Day 4

Topic: Colour wheel

Objectives

During the lesson, learners will:

- paint the colour wheel using primary colours

Skills to be developed

- Painting

Learning activities

- Teacher demonstrates how to make a colour wheel using the three primary colours.
- Learners take turns in their groups to paint the colour wheel.
- Learners name the colours on their wheels.
- Learners compare their colour wheels with the one shown in their readers on page 48.

Assessment

Name of child	Are learners able to identify and name the primary colours?	Are learners able to mix powder paints to produce primary colours?	Are learners able to colour the drawing in primary colours?	Are learners able to name the different fruits and vegetables shown in the picture?	Are learners able to name the colours of the fruits and vegetables in the picture?	Are learners able to paint the colour wheel using primary colours?
Ben						
Peter						
Ronald						

Music: Music videos and pictures using ICT tools

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: music video clip

Day 2: posters showing local artistes

Day 3: chart showing different musical tools

Day 4: pictures of musical tools

Day 1

Topic: Music videos

Objectives

During the lesson, learners will:

- a) watch a music video clip
- b) mimic the music on the video clip

Skills to be developed

- Video watching
- Mimicking

Learning activities

1. Teacher discusses with learners the different sources of music.
2. Learners are shown a music video clip (an educational music video on counting or shapes can be shown).
3. Teacher discusses the video clip with the learners before playing it

again for learners to sing along.

4. In groups, learners mimic the music shown on the clip.

Day 2

Topic: Local artistes

Objectives

During the lesson, learners will:

- a) identify the local artistes shown in pictures
- b) name the different musical tools used by the artistes

Skills to be developed

- Identifying
- Naming

Learning activities

1. Teacher discusses with learners the local music artistes that they know. Reference can be made to posters showing the local artistes.
2. In threes, learners talk about the pictures of local Zimbabwean artistes shown in their readers on page 49.
3. As a class, learners name the artistes shown in the pictures.
4. Learners choose one of the artistes' songs to sing as a class.

Day 3

Topic: Musical tools

Objectives

During the lesson, learners will:

- talk about the pictures of different musical tools
- play with the different musical tools
- operate a video player

Skills to be developed

- Discussing
- Playing

Learning activities

- Learners identify and name the different musical tools shown in the pictures in their readers on page 50.
- In their music play areas, learners play with different audio and visual musical tools.
- Teacher shows learners how to operate a video player and they take turns to operate the musical tool.
- Learners are asked to bring pictures of musical tools from their homes for the next lesson.

culture

- paste different pictures of music tools in their workbooks
- name the tools shown in the pictures

Skills to be developed

- Video watching
- Pasting
- Naming

Learning activities

- Teacher explains to learners that music and dance differ according to cultures.
- Learners watch a music video from other cultures. Learners identify the musical tools used by the musicians.
- Learners show each other the pictures of musical tools that they brought from their homes.
- As individuals, learners paste in their workbooks on page 29 the different pictures of music tool which they have cut from magazines.
- Learners help each other in naming the tools shown in the pictures.

Day 4

Topic: Musical tools

Objectives

During the lesson, learners will:

- watch a music video from another

Assessment

Name of child	Are learners able to watch a music video clip?	Are learners able to mimic the music on the video clip?	Are learners able to identify the local artistes shown in pictures?	Are learners able to name the different musical tools used by the artistes?	Are learners able to talk about the pictures of different musical tools?	Are learners able to paste different pictures of music tools in their workbooks?	Are learners able to operate a video player?
Ben							
Peter							
Chido							

CHAPTER 30 Art and technology

Visual arts: Visual technological tools in my school

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: group cards showing technological music tools, devices, actual gadgets and musical toys

Day 2: video recorders, percussion instruments

Day 3: video clips of learner performances

Day 1

Topic: Musical devices

Objectives

During the lesson, learners will:

- a) identify and name the technological music tools or devices
- b) play with musical tools

Skills to be developed

- Identifying
- Naming
- Playing

Learning activities

1. In their groups, learners carry out an activity of identifying and naming the technological music

tools or devices like smart phones.

2. Learners name the musical tools displayed by the teacher.
3. Learners play with musical devices in the music play area.

Day 2

Topic: Musical videos

Objectives

During the lesson, learners will:

- a) record some musical activities

Skills to be developed

- Video recording

Learning activities:

1. Learners watch a music video clip recorded by other children.
2. In groups, learners identify a musical piece that they want to sing and record and they practice it accompanying it with some percussion instruments. The teacher assists each group to record their music performance.
3. When all groups have recorded their music, the music clips are played and the class watches them.

Day 3

Topic: Musical tools in pictures

Objectives

During the lesson, learners will:

- watch their recorded video clips
- identify and name different musical tools and devices from the pictures
- demonstrate the use of the different musical tools

Skills to be developed

- Video playing
- Identifying
- Naming
- Demonstrating

Learning activities

- Learners play and watch the recordings from the previous lesson.
- In groups, learners identify and name different musical tools and devices shown in their reader on page 57.
- Learners demonstrate to each other how each of the tools is played.

Assessment

Name of child	Are learners able to identify and name the technological musical tools or devices?	Are learners able to play with musical tools?	Are learners able to record some musical activities?	Are learners able to watch their recorded video clips?	Are learners able to identify and name different musical tools and devices from the pictures?	Are learners able to demonstrate the use of the different musical tools?	Are learners able to select and draw a circle around all musical tools in the picture?
Ben							
Peter							
Ronald							

Day 4

Topic: Musical tools

Objectives

During the lesson, learners will:

- select and draw a circle around all musical tools in the picture

Skills to be developed

- Selecting
- Drawing

Learning activities

- Learners sing and dance to one song of their own choice as a class.
- Teacher explains to learners that they should look at the different tools shown in the picture in their workbook on page 30 and then identify and draw a circle around all musical tools. Teacher demonstrates this on the board.
- As individuals, learners carry out the given task in their workbooks.
- As a class, learners name all the musical tools which were circled.

CHAPTER 31 Art and technology

Theatre: Lighting and hue colour

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: video clip of a theatrical performance

Day 2: lighting equipment for colour effects

Day 4: crayons

Day 1

Topic: Lighting in a theatrical performance

Objectives

During the lesson, learners will:

- a) watch a video clip of a theatrical performance
- b) identify the different colours in the performance
- c) role play the performance in groups

Skills to be developed

- Video watching
- Identifying
- Role playing

Learning activities

1. Learners watch a video clip of a theatrical performance where

lighting changes the colour of the performance.

2. Learners identify and name the different colours in the theatrical performance.
3. Learners role play the theatrical performance in their groups.

Day 2

Topic: Colours in a performance

Objectives

During the lesson, learners will:

- a) identify the different lighting equipment
- b) operate lighting equipment to produce different colours

Skills to be developed

- Identifying
- Operating

Learning activities

1. Teacher explains to learners about the different tools used to produce different lighting effects in a performance.
2. Learners identify the different lighting equipment shown in the pictures in their readers on page 52.

3. Using some samples of lighting equipment, the teacher demonstrates how to operate the different lighting equipment to produce colours in a performance.
4. Learners take turns to operate lighting equipment to produce different colours.
2. In groups, learners talk about the pictures of the performance story shown in their reader on page 53.
3. Teacher discusses the shadows story with the learners.

Day 4

Topic: Animated shadows

Objectives

During the lesson, learners will:

- a) colour the drawing in their workbooks

Skills to be developed

- Colouring

Learning activities:

1. Teacher discusses the drawing of an animated shadow with the learners. The drawing is in the learners' workbook on page 31.
2. As individuals, learners colour the drawing.
3. Learners show each other their work.

Day 3

Topic: Picture story

Objectives

During the lesson, learners will:

- a) talk about the pictures of the shadow colours shown in their readers

Skills to be developed

- Discussing
- Dramatising

Learning activities

1. Learners watch an animated video showing different colours in a performance.

Assessment

Name of child	Are learners able to identify the different colours in the performance?	Are learners able to role play the performance in groups?	Are learners able to identify the different lighting equipment?	Are learners able to operate lighting equipment to produce different colours?	Are learners able to talk about the pictures of the shadows story shown in their readers?	Are learners able to dramatise the shadows story?
Ben						
Peter						
Ronald						

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: dance video clip of animated shadows and silhouettes

Day 2: lighting equipment

Day 3: torches

Day 4: music player, crayons

Day 1

Topic: Shadows and silhouettes

Objectives

During the lesson, learners will:

- a) observe the different colours during the dance performance
- b) identify and name colours in the dance performance
- c) mimic the dance performance

Skills to be developed

- Observing
- Identifying
- Naming
- Mimicking

Learning activities

1. Teacher plays some lively music and learners dance freely to the music.

2. Learners watch a dance video of animated shadows and silhouettes. The teacher explains to learners that they should observe the different colours during the dance performance.
3. Learners identify and name colours in the dance performance
4. In groups, learners mimic the dance performance.

Day 2

Topic: Lighting equipment

Objectives

During the lesson, learners will:

- a) operate lighting equipment

Skills to be developed

- Operating equipment

Learning activities

1. Teacher plays some music and learners dance to the music in groups.
2. Learners watch a dance video performance showing the effects of lighting.
3. Teacher demonstrates to learners how to operate lighting equipment in a dance performance.
4. Learners talk about the pictures of different lighting equipment shown

- in their readers on page 54.
5. Learners dance to some music in groups and they take turns to use the lights on the dance performances.

Day 3

Topic: Pictures

Objectives

During the lesson, learners will:

- a) recite a rhyme on shadow
- b) talk about the shadows picture
- c) play the game

Skills to be developed

- Reciting
- Discussing
- Playing

Learning activities:

1. Learners recite the shadows rhyme:
Shadow, shadow
Follow, follow
You follow me around
I run you run
I sit you sit
I eat you eat
Oh shadow
You follow, follow me.

2. Learners discuss the pictures of shadows of people standing around a bonfire in the learners' reader on page 55.
3. In their play areas, learners play the shadows game using torches.

Day 4

Topic: Dancing

Objectives

During the lesson, learners will:

- a) dance freely to some music
- b) colour a dance drawing

Skills to be developed

- Dancing
- Colouring

Learning activities:

1. Teacher plays some lively music and learners dance freely to the music.
2. Learners talk about what is happening in the dance drawing in their workbooks on page 32.
3. Learners colour the dance drawing.
4. Learners show each other their work.

Assessment

Name of child	Are learners able to identify and name colours in the dance performance?	Are learners able to mimic the dance performance?	Are learners able to operate lighting equipment?	Are learners able to recite the shadows rhyme?	Are learners able to talk about the shadows picture?	Are learners able to play the shadows?
Ben						
Peter						
Ronald						

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: different ICT tools for playing music

Day 2: different ICT tools for playing music

Day 3: musical tools

Day 4: beginners' pencils, musical tools

Day 1

Topic: Local music

Objectives

During the lesson, learners will:

- a) identify and name their favourite music
- b) imitate artistes and sing their favourite music
- c) listen to some music of local artistes

Skills to be developed

- Identifying
- Naming
- Imitating
- Listening

Learning activities

1. Learners identify and name their favourite music and names of the artistes.

2. A few learners imitate artistes and sing their favourite music to the class.
3. Learners listen to some music of local artistes from different ICT tools.
4. In groups, learners imitate the songs that they were listening to.

Day 2

Topic: Music and dance

Objectives

During the lesson, learners will:

- a) dance freely to the music
- b) play some music from audio and visual devices

Skills to be developed

- Dancing
- Operating music devices

Learning activities:

1. Teacher plays some music and learners dance freely to the music.
2. Learners talk about the picture of children shown in their readers on page 56. They describe what the children in the pictures are doing.
3. Learners are placed in two or three groups and each group is given a music or video player. The teacher demonstrates how each of the gadgets is operated.

4. Learners take turns to operate the gadgets and play some music from audio and visual devices, practicing in operating the ICT tools whilst they move and dance to the music being played.
3. Learners discuss the type of music and dances displayed in the pictures.
4. In their play areas, learners stage some performances from music videos.

Day 3

Topic: Local musicians

Objectives

During the lesson, learners will:

- a) identify and name some local dance groups
- b) discuss the type of music played by the artistes shown in the pictures

Skills to be developed

- Identifying
- Naming
- Discussing

Learning activities

1. One of the learners operates the music player to select some music for the class to dance to.
2. Learners identify and name some local dances shown in their reader on page 57.
3. Learners turn to page 57 of their readers to study the pictures of some traditional and modern dances.

Day 4

Topic: Music from audio tools

Objectives

During the lesson, learners will:

- a) identify and name different ICT tools used for playing music
- b) join dotted lines to make a drawing of a smart phone
- c) talk about their drawing

Skills to be developed

- Identifying
- Naming
- Drawing

Learning activities

1. Learners identify and name different ICT tools used for playing music
2. Learners join the dotted lines in the workbooks on page 33 to draw a smart phone. They then colour their drawings.
3. Learners tell each other about their drawings.

Assessment

Name of child	Are learners able to listen to some music of local artistes?	Are learners able to play some music from audio devices?	Are learners able to identify and name some local musicians from pictures?	Are learners able to discuss the type of music played by the artistes shown in the pictures?	Are learners able to identify and name different ICT tools used for playing music?	Are learners able to join dotted lines to make a drawing of a smart phone?
Ben						
Peter						
Ronald						

CHAPTER 34 Art and technology

Visual arts: Ethics, visual arts and internet

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: ICT toys

Day 3: music players

Day 4: chart showing different types of computers, beginners' pencils and crayons

Day 1

Topic: Ethics and use of the internet

Objectives

During the lesson, learners will:

- a) name some ethics in using the internet
- b) discuss acceptable music, games and videos from the internet
- c) play with ICT tools

Skills to be developed

- Naming
- Discussing
- Playing

Learning activities

1. Teacher explains what internet is and what it is used for.
2. Teacher further explains the ethics and use of the internet for the

protection of the children.

3. In groups, learners discuss acceptable music, games and videos from the internet.
4. Learners play with the ICT toys in their play areas mimicking the activities of using the internet.

Day 2

Topic: The internet

Objectives

During the lesson, learners will:

- a) identify the dos and don'ts when visiting internet websites for music.
- b) play the internet game

Skills to be developed

- Identifying
- Playing internet games

Learning activities:

1. Teacher discusses with learners on the do's and don'ts in using the internet for accessing music. Reference is made to the picture story showing the internet being used to pirate music. The picture story is in the learners' reader on page 58.
2. In their groups, learners identify the dos and don'ts when visiting internet websites for music.

3. Learners make a circle and play the internet game. The teacher mentions the right and the wrong things to do when browsing the internet and if the thing is right, learners say Do if it is not right, learners say Don't. Those who fail to correctly identify the Dos and Don'ts move into the centre of the circle.

Day 3

Topic: Music from the internet

Objectives

During the lesson, learners will:

- a) talk about the pictures

Skills to be developed

- Discussing

Learning activities

1. Teacher demonstrates to learners the process of accessing the internet.
2. In groups, learners talk about the picture of a child browsing the net for music shown in the learner's

reader on page 59.

3. Teacher plays some music from the internet and learners dance to the music.

Day 4

Topic: A computer

Objectives

During the lesson, learners will:

- a) discuss the different types of computers
- b) complete the drawing of a personal computer (desk top) and colour it

Skills to be developed

- Discussing
- Drawing

Learning activities:

1. Teacher discusses with the learner the different types of computers shown on the chart.
2. Learners complete the drawing of a personal computer (desk top), add the mouse and colour them. The drawing is in their workbooks on page 34.
3. Learners display their work.

Assessment

Name of child	Are learners able to name some ethics in using the internet?	Are learners able to discuss acceptable music, games and videos from the internet?	Are learners able to play with ICT tools?	Are learners able to identify the do's and don'ts when visiting internet websites for music?	Are learners able to play the internet game?	Are learners able to complete the drawing of a personal computer (desk top) and colour it?
Ben						
Peter						
Ronald						

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 2: audio clips of recorded sounds

Day 3: different objects in the play areas

Day 4: beginners' pencils

Day 1

Topic: Sounds

Objectives

During the lesson, learners will:

- a) listen to natural sounds
- b) describe the sounds and name their sources
- c) imitate the natural sounds

Skills to be developed

- Listening
- Describing
- Imitating

Learning activities

1. Learners are taken outside the classroom. They close their eyes and listen to natural sounds like falling water, howling wind.
2. Learners open their eyes and describe the sounds that they heard. They also name the sources

of the sounds.

3. Back in the classroom, learners imitate the natural sounds that they heard.

Day 2

Topic: Recorded sounds

Objectives

During the lesson, learners will:

- a) listen to recorded sounds and identify their sources
- b) imitate recorded sounds
- c) describe the sounds made by the objects shown in the pictures

Skills to be developed

- Listening
- Imitating
- Describing

Learning activities

1. Teacher plays some audio clips of natural sounds. Learners listen to the recorded sounds and identify the source of the sound.
2. In their groups, learners imitate recorded sounds.
3. Learners talk about the pictures of natural objects shown in their readers on page 60, of picture of a trees being swayed by the blowing wind, water rushing down

a cliff and three birds perched on a branch. They name the objects and features, and then describe the sounds made by the objects.

Day 3

Topic: Sound producing objects

Objectives

During the lesson, learners will:

- a) talk about the pictures of sound producing objects
- b) experiment with various objects in their play areas to find out if the objects can produce sound

Skills to be developed

- Discussing
- Experimenting

Learning activities

1. Learners listen to an audio clip of recorded sound and imitate the sound. They identify the source of the sound.
2. In their groups, learners talk about the pictures of sound producing objects shown in their readers on page 61.
3. Learners experiment with various

objects in their play areas to find out if the objects can produce sound.

4. Learners name those objects that produce sound.

Day 4

Topic: Free drawing

Objectives

During the lesson, learners will:

- a) freely draw or scribble objects of their own choices

Skills to be developed

- Drawing
- Scribbling

Learning activities

1. Teacher names some natural elements like wind, thunder and rain and learners make the sounds produced by those elements.
2. Learners identify the objects that they want to draw and tell each other about them.
3. Learners freely scribble or draw objects of their choices in the learners' workbook on page 35.
4. Learners show each other their work.

Assessment

Name of child	Are learners able to listen to natural sounds?	Are learners able to describe the sounds and name their sources?	Are learners able to imitate the natural and recorded sounds?	Are learners able to listen to the recorded sounds and identify the sources of the sounds?	Are learners able to experiment with various objects in their play areas to find out if the objects can produce sound?
Ben					
Peter					
Ronald					

Dance: Sound effects – recorded sound

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

- Day 1:** audio clips with recorded sounds
Day 2: audio recorders
Day 4: pairs of scissors, paste and pictures

Day 1

Topic: Sound recordings

Objectives

During the lesson, learners will:

- a) listen to audio clips of recordings of natural and man-made sounds
- b) state the sources of the recorded sounds
- c) imitate the recorded sounds
- d) discuss sounds produced by the objects shown in the pictures

Skills to be developed

- Listening
- Stating
- Imitating
- Discussing

Learning activities

1. Learners listen to audio clips of recordings of natural and man-

made sounds. They name the sources of the different sounds.

2. Teacher plays an audio clip for each group. The groups practice imitating the recorded sound and talk about the sources of the sounds.
3. Each group shares with the rest of the class what they listened to by imitating the recording. They also tell the class about the source of the sound.
4. Learners discuss the sounds made by the different objects shown in the pictures in their readers on page 62.

Day 2

Topic: Recording sounds

Objectives

During the lesson, learners will:

- a) create their own sounds and record them

Skills to be developed

- Creating sounds
- Recording

Learning activities

1. Teacher shows learners how to record sounds.
2. In groups, learners work on

creating their own sounds and recording them. Teacher goes around assisting those who have challenges with recording the sounds.

3. A few learners play their recordings for the class.

Day 3

Topic: Picture story

Objectives

During the lesson, learners will:

- a) discuss the story depicted in the pictures
- b) create sounds to accompany the different pictures

Skills to be developed

- Discussing
- Sound creating

Learning activities

1. Learners discuss the story depicted in the pictures with the learners. The pictures are in the learners' reader on page 63.
2. In groups, learners read the story shown in the pictures of a mother singing and playing the piano, of two children watching the mother in amazement and of the same children smiling and clapping their hands as the mother stands up. The learners then create a sound to

accompany each picture.

3. Learners produce sounds to accompany the different pictures as the story is retold.
4. Teacher tells all learners to bring some pictures from home which can be used to create a story for the next lesson.

Day 4

Topic: Picture stories

Objectives

During the lesson, learners will:

- a) paste their pictures in their workbooks to create a story
- b) tell their picture stories

Skills to be developed

- Pasting
- Creating
- Speaking

Learning activities

1. Learners are helped to cut the pictures that they brought from home for their picture story.
2. Teacher demonstrates how to paste pictures onto a page to create a story.
3. Learners paste their pictures in their workbooks on page 36 in the preferred order to create a story.
4. Learners take turns to share their stories in groups of three.

Assessment

Name of child	Are learners able to listen to audio clips of recordings of natural and man-made sounds?	Are learners able to state the sources of the recorded sounds?	Are learners able to imitate the recorded sounds?	Are learners able to create their own sounds and record them?	Are learners able to paste their pictures in their workbooks to create a story?	Are learners able to tell their picture stories?
Ben						
Peter						
Ronald						

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested learning materials

Day 1: chart showing ICT tools used for photography

Day 2: photographs taken with the cameras

Day 3: chart showing ICT tools used for photography

Day 1

Topic: Photography

Objectives

During the lesson, learners will:

- a) discuss the ICT tools that are used to photograph objects
- b) photograph different objects around the classroom

Skills to be developed

- Discussing
- Photographing

Learning activities

1. Learners discuss the ICT tools that are used to photograph objects in the home and school environment.
2. Learners talk about the photography pictures shown in the learners'

reader on page 64. Teacher then demonstrates the use of cameras to learners. Learners are assisted to use cameras.

3. Learners take turns to photograph different objects around the classroom.
4. Teacher assists the learners to view the different photographs captured around the classroom.
5. Teacher prints the photographs in preparation for the next lesson.

Day 2

Topic: Cameras

Objectives

During the lesson, learners will:

- a) each select the photograph they took using the camera
- b) discuss the different photographs
- c) paste all their photographs onto group charts

Skills to be developed

- Selecting
- Discussing
- Pasting

Learning activities

1. The teacher displays the printed photographs taken with cameras during the previous lesson.

2. Each learner chooses the photograph they took using the camera.
 3. In groups, learners discuss the different photographs taken with the cameras.
 4. Learners paste all their photographs onto a group chart.
2. In pairs, learners talk about pictures of different tools for photography shown in their reader on page 65.
 3. The teacher discusses the pictures of tools of photography with the learners. Learners identify and name the tools.
 4. Learners play with the different ICT tools in their play areas.

Day 3

Topic: Tools for photography

Objectives

During the lesson, learners will:

- a) identify and describe the different ICT tools used in photography
- b) talk about pictures of different tools for photography
- c) name the different tools for photography

Skills to be developed

- Identifying
- Discussing
- Naming

Learning activities

1. Learners identify and describe the different ICT tools that can be used in photography. Reference can be made to a chart showing the different tools.

Day 4

Topic: Photographs

Objectives

During the lesson, learners will:

- a) talk about tools used for taking photographs
- b) draw any tool of own choice used for taking photographs

Skills to be developed

- Speeching
- Drawing

Learning activities

1. Learners talk about tools used for taking photographs.
2. In their workbooks on page 37, learners draw any tool of own choice used for taking photographs.

Assessment

Name of child	Are learners able to discuss the ICT tools that are used to photograph objects?	Are learners able to photograph different objects around the classroom?	Are learners able to discuss the different photographs?	Are learners able to paste all their photographs onto group charts?	Are learners able to name the different tools for photography?	Are learners able to draw tools used for taking photographs in their workbooks?
Ben						
Peter						
Ronald						

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested resources

Day 1: ICT toys

Day 2: chart showing places that promote piracy

Day 1

Topic: Music from the internet

Objectives

During the lesson, learners will:

- a) play with their ICT toys mimicking the process of accessing music from the internet

Skills to be developed

- Playing
- Mimicking

Learning activities

1. Teacher discusses with learners how to identify acceptable music from the internet.
2. Teacher plays local songs from the internet and the learners dance freely to the music.
3. Teacher demonstrates how music can be accessed from the internet.
4. Learners play with their ICT toys mimicking the process of accessing music from the internet.

Day 2

Topic: Internet websites

Objectives

During the lesson, learners will:

- a) talk about the pictures of good places where they should buy their music
- b) dramatise situations where they have to buy music audios and videos

Skills to be developed

- Discussing
- Dramatising

Learning activities

1. Teacher explains to learners some musical ethics which include copyright issues and avoiding music piracy. A chart showing places that promote piracy which should be avoided can be used.
2. Learners talk about the picture of good places where they should buy their music from so that musicians can benefit from their work. They read the picture in the learners' reader on page 66.
3. In their play areas, learners dramatise situations where they have to buy music audios and videos.
4. A few learners perform before the whole class.

Day 3

Topic: The internet

Objectives

During the lesson, learners will:

- explain the importance of the internet in the marketing of music
- talk about the pictures of musicians

Skills to be developed

- Explaining
- Talking

Learning activities

- Teacher explains the importance of the internet in the marketing of music. The teacher also explains that people can make a living from music.
- Learners read a picture story showing that musicians can earn a good living from music. The story is in the learners' reader on page 67.
- In their play areas, learners discuss the lives of musicians.

Day 4

Topic: Music as a career path

Objectives

During the lesson, learners will:

- select a drawing of their favourite career path
- colour the drawing

Skills to be developed

- Colouring

Learning activities

- Teacher explains the different career paths from visual and performing arts.
- Learners talk about the different drawings showing career paths and identify what they like best. The drawings are in the learners' work books on page 38.
- Learners select the drawing of what they like best and colour it.
- They show each other their work.

Assessment

Name of child	Are learners able to play with their ICT toys mimicking the process of accessing music from the internet?	Are learners able to talk about the pictures of good places where they should buy their music?	Are learners able to dramatise situations where they have to buy music audios and videos?	Are learners able to explain the importance of the internet in the marketing of music?	Are learners able to talk about the pictures of musicians?	Are learners able to select a drawing of their favourite career path?
Ben						
Peter						
Ronald						

Visual arts: Video and filming**Aims**

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested resources

Day 1: video recording tools

Day 2: ICT gadgets

Day 4: photographs of ECD graduation ceremonies, crayons

Day 1**Topic: Video recording****Objectives**

During the lesson, learners will:

- a) name the different ICT tools which can be used for recording videos
- b) record some videos of different situations in and around the school

Skills to be developed

- Naming
- Video recording

Learning activities

1. Learners discuss the different ICT tools which can be used for recording videos with the learners. The tools are shown in the learners' reader on page 68.
2. The teacher assists learners in using video recorders.

3. Learners do video recording of different situations in and around the school.

Day 2**Topic: Video filming****Objectives**

During the lesson, learners will:

- a) watch some filmed videos
- b) answer questions on the videos watched

Skills to be developed

- Watching videos
- Answering questions

Learning activities

1. Teacher plays some filmed videos for learners to watch as a class.
2. Learners then answer questions on the videos.
3. In groups, learners watch videos of newsman scenes.
4. Learners discuss the newsman scene pictures in the learners' readers on page 69.
5. Learners should be able to bring it out that the educational march that was filmed was now being broadcasted on the television.

Day 3

Topic: Picture story

Objectives

During the lesson, learners will:

- a) discuss the important role of photography and filming in their lives
- b) identify situations where they have had their photographs being taken
- c) read the story shown in the pictures

Skills to be developed

- Discussing
- Identifying
- Picture reading

Learning activities

1. Teacher discusses the important role of photography and filming in the lives of learners.
2. Learners identify situations where they have had their photographs being taken.
3. In pairs, learners read the story shown in the pictures of an ECD graduate in their readers on

page 70, where the graduate had photographs taken.

4. Learners answer some questions on the story.

Day 4

Topic: Colouring

Objectives

During the lesson, learners will:

- a) colour the drawing

Skills to be developed

- Colouring

Learning activities

1. Teacher talks to learners about the ceremonies to mark the completion of the ECD programme.
2. Learners are shown some photographs of ECD graduation ceremonies. They talk about the photographs in their groups.
3. Learners colour the drawing of an ECD graduate in their workbooks on page 39.
4. They show each other their work.

Theatre: Slide picture story – Character**Aims**

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

Suggested resources

Day 1: photograph slides

Day 2: pictures, toy (box) TVs

Day 3: toy (box) TVs, picture slides

Day 4: Pencils or crayons

Day 1**Topic: Slide picture story****Objectives**

During the lesson, learners will:

- a) watch a slide picture story
- b) answer the questions on the story

Skills to be developed

- Watching slide show
- Answering questions

Learning activities

1. Learners watch a slide picture story as a class.
2. Learners answer the questions on the story.
3. In groups, learners take turns to retell the story to each other.

Day 2**Topic: Slide shows****Objectives**

During the lesson, learners will:

- a) explain that pictures can be used to tell a story
- b) create slide shows

Skills to be developed

- Explaining
- Creating slides

Learning activities

1. Teacher talks to learners about using pictures and photographs to create or tell a story.
2. Teacher works with the class to demonstrate the process of selecting pictures and pasting them onto a slide show card to create a story. They talk about the pictures of children who are creating a slide show chart. The pictures are in their readers on page 71.
3. Learners select pictures to create a story and then paste the pictures onto slide show cards in groups.
4. Learners watch the slide shows from the box (toy) TVs in groups.

Day 3

Topic: Creating a slide show

Objectives

During the lesson, learners will:

- watch slide shows
- talk about the story shown in the slide show pictures
- answer questions on the story shown in the slides

Skills to be developed

- Discussing
- Answering questions

Learning activities

- Learners watch the slide shows that were created in their groups in the previous lesson.
- In pairs, learners talk about the story shown in the slide show pictures in their reader on page 72.

- Learners answer questions on the story shown in the slides.

Day 4

Topic: Background and performing music

Objectives

During the lesson, learners will:

- do free drawing on pieces of paper

Skills to be developed

- Drawing

Learning activities

- Teacher assigns learners to do free drawings on pieces of papers.
- Learners draw whatever they want and colour their drawings.
- In groups, learners show each other their drawings.

Assessment

Name of child	Are learners able to watch a slide picture story?	Are learners able to explain that pictures can be used to tell a story?	Are learners able to create slide shows?	Are learners able to talk about the story shown in the slide show pictures?	Are learners able to answer questions on the story shown in the slides?	Are learners able to draw the missing part of the picture?
Ben						
Peter						
Ronald						

CHAPTER 41 Art and technology

Dance: Ethics, music and internet

Aims

To help learners:

- develop psycho-motor skills through visual and performing arts
- incorporate the use of technology in visual and performing arts
- develop literacy in visual and performing arts

Source of matter

ECD B Visual and Performing Arts
Syllabus Pages 1-13, 35-44 and 72-77

They also mime the dance moves shown in the pictures as they retell the story.

Suggested resources

Day 1: dance pictures (slide show)

Day 2: music players

Day 3: music players

Day 4: music videos

Day 1

Topic: Dance pictures

Objectives

During the lesson, learners will:

- a) watch some dance slide pictures depicting a story
- b) retell the story
- c) mime the dance moves shown in the pictures

Skills to be developed

- Watching
- Story retelling
- Miming

Learning activities

1. Learners watch some dance slide pictures depicting a story as a class.
2. Teacher discusses the story with the learners.
3. In their groups, learners take turns to retell the story to each other.

Day 2

Topic: Music and dance

Objectives

During the lesson, learners will:

- a) play some lively music from audio and visual devices
- b) move and dance to the music

Skills to be developed

- Dancing

Learning activities

1. Learners take turns to play some lively music from audio and visual devices for the class.
2. All learners move and dance to the music.
3. A few learners showcase their dance skills to the rest of the class.
4. Learners describe the picture on dance skills in their readers on page 73.

Day 3

Topic: Dance picture story

Objectives

During the lesson, learners will:

- a) talk about the dance picture story

- b) stage some performances based on the pictures
- b) draw people dancing to modern songs

Skills to be developed

- Discussing
- Performance staging

Learning activities

1. Teacher plays some music and all learners move and dance to the music following the lead of one of them.
2. Learners talk about the dance picture story shown in their readers on page 74 in groups of threes.
3. In those groups, learners stage some performances based on the picture.
4. Each group is given a chance to showcase their dance moves.

Skills to be developed

- Imitating
- Drawing

Learning activities

1. Learners watch some music videos as a class.
2. In groups, learners imitate the dance moves shown in the video.
3. Groups stage performances from music videos before the whole class.
4. In their workbooks on page 40, learners draw pictures of people dancing to modern songs.

Day 4

Topic: Song and dance

Objectives

During the lesson, learners will:

- a) imitate the dance moves shown in the video

Assessment

Name of child	Are learners able to watch some dance slide pictures depicting a story?	Are learners able to mime the dance moves shown in the pictures?	Are learners able to play some music from audio and visual devices?	Are learners able to move and dance to the music?	Are learners able to stage some performances based on the pictures?	Are learners able to imitate the dance moves shown in the video?	Are learners able to draw some lines to join some matching pictures?
Ben							
Peter							
Ronald							

CPS Primary Visual and Performing Arts

ECD B Visual and Performing Arts Teacher's Guide

- is written in line with new curriculum that was developed and prepared by the Ministry of Primary and Secondary Education (**new curriculum 2015-2022**).
- promotes learners' development of creative skills that progress towards literacy in dance, theatre, visual art and music
- helps learners to express ideas and feelings through music, dance, theatre and visual art
- activities ensure that learners develop natural abilities and potential to acquire techniques in visual and performing arts
- helps learners recognize works of dance, music theatre, and visual art as a reflection of societal values and beliefs of Unhu/Ubuntu/Vumunhu in the past and present
- helps learners to recognize the significant contributions of individual artists in dance, music, theatre and visual art from diverse cultures throughout history
- has a variety of age appropriate illustrations and activities
- has colourful illustrations which are relevant and interesting
- lessons are presented in a logical sequence for better comprehension of skills and concepts by learners.
- is complemented by an exciting Learner's Book

Approved by the Ministry of Primary and Secondary Education, May 2018



Republic of Zimbabwe

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