

CPS

Primary Mass Displays

New
Curriculum

ECD B Mass Displays

Teacher's Guide



ECD B

Musiyiwa J Ncube S.B Nyakuno J

CPS | Primary Mass Displays



ECD B **Mass Displays** Teacher's Guide

Musiyiwa J Ncube S.B Nyakuno J

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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 effectively and efficiently deliver the intended lessons. It explicitly and clearly guides the teacher on how to implement the curriculum. 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 Mass Displays 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

Assessment of the weekly lessons

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

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ECD B
Mass Displays

CHAPTER 1 Free movement and rhythm and colours

Aims

To help learners:

- develop psychomotor skills
- promote good health habits
- lay foundations for creativity

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

- Monday:** drum and other percussion instruments
- Tuesday:** percussion instruments such as a drum, jingles
- Wednesday:** percussion instruments
- Thursday:** a big clean chart, crayons, mighty markers
- Friday:** red, blue, yellow paints; crayons (red, blue, yellow); containers, brushes

Monday

Topic: Locomotion – Free movement

Objectives

During the lesson, learners will:

- a) move freely from point A to point B under given instruction
- b) move from point A to point B in response to stimuli

Skills to be developed

- Walking
- Moving
- Listening
- Running
- Jumping

Learning activities

1. Teacher demonstrates walking from point A to B while learners are watching.
2. A few learners practice walking like the teacher did while others watch.
3. In response to stimuli, learners move in any direction using heavy movements and light movements.
4. Learners walk, run and jump without apparatus in any direction freely. They are encouraged to use as much space as possible either slowly or quickly.
5. A few learners are asked to walk, run or jump in response to stimuli while others watch them.

Tuesday

Topic: Arena choreography – Movement and rhythm

Objectives

During the lesson, learners will:

- a) dance to instrumental music
- b) move about within a prescribed space
- c) make movements with different parts of the body

Skills to be developed

- Dancing
- Moving and stopping rhythmically
- Making movements with gestures

Learning activities

1. Teacher demonstrates beating the drum while walking in every direction following the rhythm of the drum beat.
 2. Learners walk to the beat of the drum. The beat can be fast or slow. Teacher observes learners walking rhythmically to the drum beats.
 3. Teacher asks learners to walk in any direction following the rhythm of the clapping of hands. Learners walk rhythmically as the teacher claps hands.
 4. Learners move about within the prescribed space using small and big steps as well as heavy and light steps. A few learners are asked to move as prescribed while other learners are watching.
- shown there. The story shows some percussion instruments in one picture, children playing the instruments in another picture, children dancing to the music being played in the third picture.
2. Teacher asks learners to read the picture story while teacher moves around listening. Learners read the picture story in pairs and teacher gives learners assistance where necessary.
 3. Learners suggest and sing folk tale songs. The songs can also include the Zimbabwean liberation war songs. Learners are encouraged to dance to the rhythm of the songs.
 4. Learners play different percussion instruments and dance rhythmically. Teacher watches learners perform the activity.

Wednesday

**Topic: Music:
Background and
performing music**

Objectives

During the lesson, learners will:

- a) respond to various musical genres related to performed dances and movements.
- b) Sing and dance to folk tale songs rhythmically

Skills to be developed

- Singing folk tale songs
- Dancing
- Moving and stopping rhythmically
- Playing basic percussion instruments

Learning activities

1. Learners turn to their reader on page 1 and read the picture story

Thursday

Topic: Art - Patterns

Objectives

During the lesson, learners will:

- a) draw patterns
- b) display the patterns drawn

Skills to be developed

- Free drawing
- Appreciation
- Discussing/signing

Learning activities

1. Teacher demonstrates drawing a pattern of own choice on a big chart while learners watch.
2. Teacher asks each learner to think of any pattern that he or she still remembers and desires. Learners turn to their workbook on page 1 and make patterns of own choice.

- Teacher moves around observing learners carrying out the activity.
- Learners show each other their work so that they appreciate how others have done their patterns.

Friday

Topic: Art – Colours

Objectives

During the lesson, learners will:

- identify the primary colours
- name the primary colours
- colour mix the primary colours

Skills to be developed

- Identifying
- Naming/signing
- Colour mixing
- Appreciating

Learning activities

- Learners turn to their reader on page 2. There are three circles of different

- colours namely a red circle, a blue circle and a yellow circle.
- In pairs, learners identify a red colour, blue colour and a yellow colour. These are the primary colours. Teacher moves around observing learners doing the activity.
 - Learners name the primary colours as shown on the circles on page 2 of their reader. For example, the primary colours are red, blue and yellow.
 - Teacher asks learners to mix the primary colours and discover other colours that they can come up with. Teacher goes around watching how learners are carrying out the activity.
 - Learners show each other their containers or papers where they have mixed their primary colours so that they appreciate each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to move from point A to B under given instruction?			
Is the learner able to dance to the rhythm of the beat?			
Is the learner able to follow the story through the pictures?			
Is the learner able to do free pattern drawing?			
Is the learner able to identify and name primary colours?			
Is the learner able to mix primary colours?			

CHAPTER 2 Movement, rhythm, patterns and folk tales

Aims

To help learners:

- appreciate a sense of beauty through traditional clay pots
- develop an appreciation of the diverse cultures of the Zimbabwean society
- develop psychomotor skills and confidence

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: percussion instruments such as drum, key boards, jingles to name a few

Tuesday:

Wednesday: pictures of traditional artefacts such as drums, clay pots, wooden plates, baskets with patterns, glue, manila sheets

Thursday: resource person

Friday: crayons or big pencils

Monday

Topic: Movement and rhythm

Objectives:

During the lesson, learners will:

- a) demonstrate different forms of creative dances using various body parts
- b) execute rhythmical movements that show body awareness in relation to direction and space

Skills to be developed

- Dancing
- Moving and stopping rhythmically
- Executing movement
- Creating movements

- Appreciating the dancing

Learning activities

1. Learners move to the rhythm of the instruments to cover space and direction. For example, they dance to instrumental music such as drum beats, clapping and vocal sounds.
2. Learners move about within a prescribed space using small and big, heavy and light steps rhythmically to the instrumental music such as drumbeats, jingle sounds, keyboards or any other percussion instrument.
3. Learners are encouraged to move and stop with different parts of the body showing different gestures. They are encouraged to be creative in their dancing.
4. A few learners demonstrate dancing rhythmically to the instrumental music while others watch them so that they can appreciate the dance that is done by other learners.

Tuesday

Topic: Locomotion – Free movement

Objectives

During the lesson, learners will:

- a) read a picture of learners imitating flying birds

- b) move from point A to B under given instruction

Skills to be developed

- Reading/signing
- Moving
- Performing gestures
- Balancing

Learning activities

1. Learners turn to their reader on page 3 and read the picture of children imitating the flying of birds, each one in his or her own space. Learners discuss what they see in the picture in pairs.
2. Teacher moves around listening to what learners are discussing and giving assistance where necessary.
3. Teacher instructs learners to imitate flying birds, each child in his or her own space. They imitate the flying birds with balance slowly and quickly alternatively in any direction while teacher watches them closely.
4. Teacher chooses a few learners to practice flying like birds with balance, slowly and quickly, each in his or her own space and in any direction while other learners watch.
5. Learners are asked to collect pictures of traditional artefacts which include drums, wooden plates, and baskets among others for the next lessons.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) read pictures showing local artefacts
- b) cut and paste pictures of traditional artefacts on their charts

Skills to be developed

- Reading pictures/signing
- Naming/signing
- Discussing /signing
- Cutting
- Pasting

Learning activities

1. Learners turn to their reader on page 4. In pairs, they read the pictures of local traditional artefacts such as clay pots, drums, baskets, among others.
2. Learners name the artefacts shown on the pictures which include drums, clay pots, baskets, wooden plates to name a few. They discuss the patterns shown on the artefacts which are depicting patterns found on various species of animals, plants and rocks. Teacher moves around listening to learners discussing the patterns on the artefacts.
3. Teacher distributes pictures of traditional or local artefacts to the groups. Learners cut and paste the pictures of artefacts and paste them on charts or manila sheets.
4. Teacher moves around watching learners carrying out the activity in their groups. Learners show each other their work and teacher displays learner's work on the wall.

Thursday

Topic: Background and performing music - Story telling

Objectives

During the lesson, learners will:

- a) tell folk tales
- b) sing folk tale song(s)

Skills to be developed

- Telling stories/signing
- Listening to stories
- Singing/signing

Learning activities

1. Teacher invites a resource person to tell a folk tale to learners while they are listening. Learners can try to retell the story.
2. Learners are asked to tell folk tales in turns. They are encouraged to make gestures where necessary.
3. The resource person introduces learners to a folk tale song. He or she sings the folk tale song while learners are listening.
4. The resource person and learners practice singing the folk tale song. He or she assists learners in singing the folk tale song and corrects them where and when necessary.

Friday

Topic: Colours

Objectives

During the lesson, learners will:

- a) draw a traditional clay pot by joining

dotted lines

- b) colour the circles on their clay pots with different colours

Skills to be developed

- Drawing
- Joining dotted lines
- Colouring
- Appreciating each other's work

Learning activities

1. Learners turn to their workbook on page 2. There is a drawing of a traditional clay pot with circles as decoration. The clay pot is in dotted form.
2. Learners join the dotted lines to draw the traditional clay pot.
3. Learners colour the circles on their clay pots with different colours of their choice. Teacher moves around watching learners carrying out their work.
4. Learners show each other their work so that they appreciate other learners' work.

Assessment

Name of learner	Are learners able to dance in rhythm to instrumental music to cover space and direction?	Are learners able to imitate flying birds, each in his or her space?	Are learners able to move from point A to B under instruction?	Are learners able to cut and paste traditional artefacts?	Are learners able to sing a folktale song?
Jane					
Peter					
Mary					
Anne					

Aims

To help learners:

- develop psychomotor skills and self esteem
- acquire a foundation for creativity through talent and skill transfer
- appreciate the beauty of nature through zebra finger painting

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: drums

Tuesday: drums, jingles, tambourines

Wednesday: different colours of paint

Thursday: jingles, tambourines

Friday: crayons

Monday

Topic: Locomotion – Free movement

Objectives

During the lesson, learners will:

- move from point A to B under given instruction
- respond to music from drums

Skills to be developed

- Moving
- Balancing
- Walking
- Performing gestures

Learning activities

- Teacher instructs learners to do free movement from point A to B occupying much of the space. They move slowly or quickly in a given

direction. Teacher watches learners carry out the activity.

- Teacher beats the drum to produce music or sound. Learners respond to the sound by walking slowly, quickly, heavily or lightly in rhythm to the music.
- In groups, learners beat drums and respond to the beat by walking or running slowly or quickly in time with the music.
- Few learners are chosen to respond to the beat of the drum while other learners are watching. They move, walk or run in time to the music slowly, quickly, heavily or lightly.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- read the picture of children dancing to music from the radio
- dance to instrumental music

Skills to be developed

- Reading/signing
- Dancing
- Moving and stopping rhythmically
- Creating movements

Learning activities

1. Learners turn to their reader on page 5 where there is a picture of children dancing to music from the radio.
2. Learners talk about the picture in pairs indicating what is happening in the picture. Teacher moves around listening to learners talking about the picture and giving help where and when necessary.
3. Learners dance to instrumental music with fast and slow beats. They should dance to the rhythm of the music either fast or slow in time to the beat. Learners are encouraged to cover as much space as possible and in any direction.
4. A few learners are asked to dance to the music of drums, jingles and tambourines in time to the beat and should be as creative as possible.

Wednesday

Topic: Basic patterns - A zebra

Objectives:

During the lesson, learners will:

- a) perform zebra finger painting
- b) display their work

Skills to be developed

- Painting
- Creating striped basic patterns
- Designing
- Appreciating

Learning activities

1. Teacher prepares different colours of paint for learners to work with in groups. The paint is placed on tables covered with newspapers in case of splashes.
2. Learners turn to their workbook on

page 3. On this clean page, learners create striped basic patterns through zebra finger painting. They make striped patterns on the paper using their fingers which will have been dipped in paint.

3. Teacher moves around watching learners carrying out the activity. Learners show each other their work so that they appreciate other learners' work.

Thursday

Topic: Background and performing music - Picture reading

Objectives:

During the lesson, learners will:

- a) read pictures showing jingles and tambourines
- b) play basic percussion instruments

Skills to be developed

- Reading/signing
- Singing
- Playing instruments
- Dancing
- Performing

Learning activities

1. Learners turn to their reader on page 6 where there are drawings of jingles and tambourines. In pairs, learners talk about the drawings of jingles and tambourines. They name the instruments found in the picture and say their colours.
2. Learners play the jingles and tambourines in turns while others are dancing to the rhythm of the sound.
3. In groups, learners play the jingles and tambourines as they respond to

the music in time to the rhythm and beat; either slowly or quickly.

Friday

Topic: Colours

Objectives:

During the lesson, learners will:

- name the basic colours
- colour the ribbons on a drawing of a tambourine

Skills to be developed

- Naming of colours
- Colouring
- Appreciating

Learning activities

- Learners turn to their workbook on page 4. There is a big drawing of a tambourine with 4 ribbons.
- Teacher asks learners to name the basic colours they have learnt such as green, blue, red and yellow.
- Learners colour the ribbons of a tambourine using the basic colours they have learnt. Teacher moves around assisting learners where and when necessary. Learners show each other their work so that they appreciate each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to move from point A to B under a given instruction?			
Is the learner able to respond to music?			
Is the learner able to dance to instrumental music covering space, rhythm and direction?			
Is the learner able to do zebra finger painting to create striped basic patterns?			
Is the learner able to play the jingles and tambourines?			
Is the learner able to colour the ribbons using basic colours?			

CHAPTER 4 Music, movement, rhythm and patterns

Aims

To help learners:

- develop psychomotor skills
- practice good health and safety
- acquire foundations for creativity through talent and skills transfer

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: drums

Tuesday: drums

Wednesday: crayons, big pencils

Thursday:

Friday: Zimbabwean flag

Monday

Topic: Locomotion – Free movement

Objectives

During the lesson, learners will:

- a) move freely from point A to B
- b) respond to drum beats rhythmically

Skills to be developed

- Moving
- Responding to drum beats
- Following instructions
- Walking
- Performing gestures

Learning activities

1. Teacher demonstrates free movement for space in any direction while learners watch.
2. Learners repeat the activity in step 1, while occupying the space around

in rhythm to the clapping of hands by the teacher. They walk in any direction either slowly or fast in time with the clapping of hands. On instruction, they stop.

3. Teacher beats the drum either slowly or fast. Learners respond to the rhythm of the sound of the drum as they make free movements in any direction. On instruction, they stop.
4. In groups, learners beat the drum and others respond rhythmically to the beat. Teacher moves round watching learners carrying out the activity.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- a) read the picture of Prisons Band marching
- b) dance to the rhythm of the drums

Skills to be developed

- Reading / signing
- Discussing
- Dancing
- Creating movements
- Performing

Learning activities

1. Learners turn to their reader on page 7 and read the picture of Prison Band marching to the rhythm of the musical instruments including the drums. They discuss what is happening in the picture. Teacher moves around listening to the discussion.
2. Teacher beats the drum in different tempos such as slow beat, fast beat. Learners dance creatively and rhythmically to the sound of the drum.
3. In groups, learners beat drums while others dance rhythmically to the beat of the drums. Teacher moves around watching learners carrying out the activity. Learners are encouraged to perform their dances creatively in time to the beats of the drum, for example, to slow beat and fast beat.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) draw basic patterns of own choice
- b) display their work among themselves

Skills to be developed

- Drawing
- Displaying their work
- Appreciating others' work

Learning activities

1. Teacher asks learners to draw patterns of their choice in the air using their fingers. For example, they can make the zig zag pattern or the following pattern:
= ll =
2. Learners turn to their workbook

on page 5. They draw patterns of their own choice using crayons or big pencils. Teacher moves around watching learners carrying out their activity and giving them assistance where necessary.

3. Learners display or show each other their work so that they appreciate each other's work.

Thursday

Topic: Background and performing music – The national school pledge

Objectives:

During the lesson, learners will:

- a) recite the national school pledge
- b) perform related actions as they recite the school pledge

Skills to be developed

- Reciting
- Performing

Learning activities

1. Teacher demonstrates reciting the national school pledge while performing the actions or gestures that go along with the recitation. Learners observe the teacher very closely.
2. Learners recite the national school pledge while performing actions or gestures that go along with the pledge. Teacher closely watches learners as they recite and perform actions. Teacher assists learners where necessary.
3. In groups, learners practice reciting the national school pledge while performing actions. In turns, groups recite the national school pledge while others watch them.

Friday

Topic: Colours of the Zimbabwean flag

Objectives

During the lesson, learners will:

- identify the colours on the Zimbabwean flag
- name the colours on the flag

Skills to be developed

- Identifying
- Naming
- Appreciating
- Discussing

Assessment

	Yes	No	Sometimes
Is the learner able to move freely under instruction from point A to B?			
Is the learner able to dance to the rhythm of the drum?			
Is the learner able to read and discuss the picture on Prisons Band marching?			
Is the learner able to draw basic patterns?			
Is the learner able to recite the national school pledge while making actions?			
Is the learner able to identify and name the colours of the Zimbabwean flag?			

Learning activities

1. Teacher displays the Zimbabwean flag on the board. Learners identify the colours on the flag.
2. Learners name the colours of the flag on page 8 in their reader which include red, green, yellow, black and white.
3. Learners discuss the flag highlighting what each colour stands for. For example, red stands for bloodshed during the war, green stands for vegetation, among others.

CHAPTER 5 Music, movement, dance and story telling

Aims

To help learners:

- practice good health and safety
- develop psychomotor skills
- develop foundations for creativity
- develop the skill of story telling

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: skipping ropes, drums

Tuesday: drums

Wednesday: sheets of paper, crayons or big pencil A sample of a picture story

Thursday: picture of a wedding

Friday: a picture of a cake, crayons or a big pencil

Monday

Topic: Locomotion

Objectives

During the lesson, learners will:

- a) read pictures of children playing a skipping game
- b) move freely from point A to B
- c) respond rhythmically to the sound of a drum

Skills to be developed

- Reading/signing
- Moving
- Skipping
- Responding

Learning activities

1. Learners turn to their reader on page 9. There is a picture of children playing a skipping game using ropes.

2. Learners talk about the picture stating what is happening in the picture. Teacher moves around listening to learners talking about the picture.

3. Learners skip using ropes from point A to B, slowly or fast. They are encouraged to occupy the space provided. Teacher watches learners skipping at different speeds. A few learners are chosen to skip using ropes while other learners are watching so that they appreciate skipping using ropes.

4. Teacher beats the drum and learners respond by moving in any direction in time with the drum beats.

5. In groups, learners beat the drums while others are moving in time to the sound with either a slow or fast step. Teacher moves round watching learners carrying out the activity.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- a) dance rhythmically to the sound of drums
- b) make creative movements as they dance to the beat of the drums

Skills to be developed

- Dancing
- Creative movements
- Performing

Learning activities

1. Teacher beats the drum either slowly or quickly while learners dance to the drum beat rhythmically in time with the drumbeats.
2. In groups, learners beat the drums while others dance creatively in time with the sound of the drum. Teacher moves around watching learners perform the activity.
3. Teacher asks a few learners to beat the drum while others perform their rhythmic dance. Other learners watch the dancing learners performing their rhythmic dance so that they appreciate the rhythmic dance.

Wednesday

Topic: Drawing patterns

Objectives

During the lesson, learners will:

- a) draw creative pictures that tell a story
- b) tell a story from their drawings

Skills to be developed

- Drawing
- Creating picture stories
- Telling a picture story

Learning activities

1. Teacher displays a sample of a picture story on the board. For example, a picture of children going to the river with their fishing rods, a picture of children fishing, a picture of children catching fish, a picture of

children going home with the fish, a picture of mother cooking the fish, a picture of the family members eating their meal with fish.

2. Learners discuss the pictures, saying what is happening in each picture. Teacher moves around listening to the learners' discussion.
3. Learners are given each a sheet of paper to draw a picture story of their own choice. Teacher moves around holding informal interviews with learners about their drawings.
4. Learners tell a story from their drawings while others are watching the pictures. Other learners tell a story from others' picture stories.

Thursday

Topic: Background and performing music - Wedding ceremony

Objectives

During the lesson, learners will:

- a) read a picture of a wedding ceremony
- b) discuss the picture of a wedding ceremony
- c) sing wedding songs accompanied with movements

Skills to be developed

- Reading pictures
- Discussing
- Singing
- Dancing
- Role-playing
- Coordination
- Listening

Learning activities

1. Learners turn to their reader on page 10. They read a picture of a

wedding ceremony and discuss what is happening. Teacher moves around listening to learners' discussion and giving assistance when necessary.

2. Teacher asks learners to suggest wedding songs and sing them as they dance creatively.
3. Learners can role-play a wedding. Learners, in turns, a boy and a girl can pretend to be wedding while others are singing wedding songs accompanied with movements.

Friday

Topic: Colours - Colouring a cake

Objectives

During the lesson, learners will:

- a) draw a wedding cake
- b) colour the wedding cake

Skills to be developed

- Drawing
- Colouring
- Displaying their work
- Appreciating each other's work

Learning activities

1. Teacher shows learners a picture of a cake. They identify and name colours of the cake.
2. Learners turn to their workbook on page 6. There is a three-tier wedding cake drawn in dotted lines.
3. Learners talk about the picture of the cake
4. Learners colour the three-tier wedding cake using colours of their own choice. They show each other their work so that they can appreciate work done by other learners.

Assessment

Name of learner	Are learners able to skip from point A to B using a rope?	Are learners able to dance rhythmically to the sound of the drum?	Are learners able to tell picture stories?	Are learners able to role-play, sing and dance to wedding songs?	Are learners able to join dotted lines to draw a wedding cake and colour it?
Farai					
John					
Matthew					
Debra					

Aims

To help learners:

- apply knowledge and skills appropriately in movement related situations
- develop gross and fine motor skills
- develop creativity through talent and skill transfer
- develop psychomotor skills and self-esteem
- develop a collective spirit based on our norms and values

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: drums, hula hoops

Tuesday: drums

Wednesday: resource person, crayons, big pencil, paints

Thursday: pictures of people carrying out traditional chores

Friday: a drawing of a rainbow, crayons, different paints

Monday

Topic: Locomotion – Playing with hula hoops

Objectives:

During the lesson, learners will:

- a) read the picture of children with hula hoops
- b) move with hula hoops from point A to B
- c) respond to drum beats rhythmically

Skills to be developed

- Reading pictures/signing
- Moving with hula hoops

- Balancing
- Responding to music
- Dancing

Learning activities

1. Learners turn to their reader on page 11. There is a picture of children playing in a circle with hula hoops. They talk about the picture saying what they can see in the picture.
2. Learners move, each in his or her space from point A to B with hula hoops. They move in time to the sound of the drum, which can be either slow or fast. They practice balancing the hoops so they do not drop off their waists.
3. In groups, learners move from point A to B with hula hoops around their waist, in rhythm to the sound of the drum. Teacher moves around watching learners move with hula hoops around the waist in time to the sound of the drum.
4. A few learners are chosen to move from point A to B rhythmically with hula hoops to the sound of the drum while others are watching them so that they appreciate what others do with hula hoops.

Tuesday

Topic: Movement and rhythm – Dancing rhythmically

Objectives

During the lesson, learners will:

- a) dance to the rhythm of the drum beat
- b) beat the drum with fast and slow beats

Skills to be developed

- Dancing
- Creating movements
- Performing
- Moving and stopping rhythmically
- Combining dance routines
- Appreciating

Learning activities

1. Teacher beats the drum with fast or slow beats. Learners dance to the music of the drum in time to the drumbeat. They are encouraged to be in their own space and dance in any direction. Teacher watches learners dancing in their own creative manner.
2. In groups, learners beat the drums while others create their own dances in time to the drumbeat. Teacher moves around watching learners dance in their own styles but in time to the drum beats. They are encouraged to combine dance routines in time to the drum beat.
3. A few learners are chosen to dance rhythmically in time to the drum beats, while others are observing them so that they appreciate others' dances.

Wednesday

Topic: Patterns – Lady bird craft

Objectives

During the lesson, learners will:

- a) listen to a folk tale about the ladybird
- b) paint the drawing of a ladybird

Skills to be developed

- Listening
- Painting
- Fine motor skills
- Appreciating

Learning activities

1. Teacher introduces learners to a resource person if they have one. While learners are listening, the resource person or teacher tells a folk tale about the ladybird which helped each other build a home.
2. Learners can be asked to retell the story of the ladybird which helped each other build a home. They can be asked questions about the story which they should answer, questions such as: Who built the home? How did they build the home?
3. Learners turn to their workbook on page 7 and creatively paint the drawing of a ladybird. Teacher moves around watching learners painting the drawing of a ladybird and giving assistance to learners when needed.
4. Learners show each other their work so that they appreciate each other's work.

Thursday

Topic: Background and performing music - Picture reading

Objectives

During the lesson, learners will:

- a) read the picture about a man and a woman in the field
- b) sing songs for traditional chores

Skills to be developed

- Reading pictures/signing
- Discussing the picture
- Identifying songs for traditional chores
- Singing songs for traditional chores
- Performing actions

Learning activities

1. Learners turn to their reader on page 12. There is a picture of men and women in the field and they are moving their hoes together in rhythm to the song. Learners talk about the picture and say what is happening in the picture.
2. Learners identify songs for traditional chores. They sing the songs for traditional chores. They perform actions as they sing the songs like clapping hands.
3. A few chosen learners can dance to the music while others are singing the traditional songs for chores so that learners can appreciate what others are doing.

Friday

Topic: Colours - Rainbow story

Objectives

During the lesson, learners will:

- a) listen to the story of a rainbow
- b) shade or paint the rainbow with different colours

Skills to be developed

- Listening
- Painting
- Displaying
- Appreciating

Learning activities

1. Teacher shows learners a drawing of a rainbow and tells them the story of the rainbow that after God had destroyed people with water, He then created the rainbow as a sign of not wanting to destroy people anymore with water.
2. Learners identify the colours of the rainbow. They also name the colours of the rainbow.
3. Learners turn to their workbook on page 8. There is a drawing of a rainbow. Learners complete painting or colouring the rainbow. Teacher moves around watching learners carrying out their task.
4. Learners show each other their work so that others can appreciate each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to talk about the picture of children playing with hula hoops?			
Is the learner able to play with hula hoops while moving from point A to B?			
Is the learner able to dance to the beat of the drums?			
Is the learner able to retell the story of the ladybirds which helped each other build a home?			
Is the learner able to identify and sing traditional songs for chores?			
Is the learner able to paint or colour the rainbow?			

Aims

To help learners:

- develop psychomotor skills
- develop a collective spirit among themselves
- lay foundations for creativity through talent and skill transfer
- communicate information and knowledge through displays

Source of matter

ECD B syllabus pages 6 – 16

Suggested resources

Monday: drums, hula hoops

Tuesday: drums, sticks

Wednesday: Pictures of local heritage sites such as Great Zimbabwe, Victoria Falls

Thursday: recording of a lullaby

Friday: Glue, pictures of local heritage sites, pairs of scissors

Monday

Topic: Locomotion – Free movement

Objectives:

During the lesson, learners will:

- move freely from point A to B rhythmically
- respond to drum beats rhythmically

Skills to be developed

- Moving
- Responding to music
- Balancing
- Walking

Learning activities

- Learners get hula hoops and put them around their waists. Upon

instruction, learners move freely from point A to B while balancing the hula hoops so that they do not fall down. They occupy own space for free movement, speed and direction. Learners stop on instruction.

- Teacher beats the drum and learners walk rhythmically to the beat. Teacher watches the learners as they respond.
- In groups, learners beat the drums while others respond to the beats rhythmically, either slowly or quickly. Teacher moves around watching and assisting learners where necessary.
- A few chosen learners practice moving in time to the drum beats in own space and in any direction while others are watching so they can appreciate what others are doing.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- move about within the prescribed space
- respond to the drum beat
- tap sticks for movement rhythm

Skills to be developed

- Moving
- Creating movements
- Responding to the beat
- Tapping sticks for movement
- Performing
- Moving and stopping rhythmically

Learning activities

1. Teacher prescribes space for each child for movement upon instruction. Learners move about in the prescribed space using small steps to make basic line formations.
2. Learners move about in the prescribed space using small steps to make basic circular formations.
3. Learners respond to the drumbeat and tap sticks for movement rhythm.
4. In groups, learners practice moving in small steps to make basic line and circular formations as well as tapping sticks for movement rhythm. Teacher moves around watching learners carrying out the activity. Learners only stop on instruction.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) read pictures of local heritage sites
- b) collect pictures of local cultural heritage sites

Skills to be developed

- Reading/signing pictures
- Discussing
- Naming
- Collecting pictures

Learning activities

1. Teacher shows learners pictures of local heritage sites such as the Great Zimbabwe and Victoria Falls. Learners talk about the pictures and say what is happening in the picture. They learn of the places as Great Zimbabwe and Victoria Falls.
2. Learners turn to their reader on page 13. There are pictures of local heritage sites such as the Great Zimbabwe and Victoria Falls. Learners identify the places and talk about what is happening in the pictures.
3. Learners are encouraged to collect pictures of local cultural heritage sites such as the Great Zimbabwe, Victoria Falls, Kariba among others in order to build collections of such.

Thursday

Topic: Background and performing music - A lullaby

Objectives

During the lesson, learners will:

- a) read a picture of a woman singing a lullaby
- b) sing a lullaby
- c) mime actions of a lullaby

Skills to be developed

- Reading a picture/signing
- Discussing
- Singing
- Miming actions/role playing

Learning activities

1. Learners turn to their reader on page 14. There is a picture of a woman singing a lullaby to a baby on her back.

2. In pairs, learners discuss what is in the picture. They talk about what is happening to the baby. Teacher moves around listening to learners' discussion.
3. Learners suggest and sing the lullabies they know. They mime actions of the lullabies.

- Fine motor skills
- Eye-hand coordination

Learning activities

1. Teacher distributes the pictures of the local heritage sites among learners. These include pictures of the Great Zimbabwe and Victoria Falls among others, among others.
2. Learners get pairs of scissors and cut the picture of own choice; either the Great Zimbabwe or Victoria Falls.
3. They paste the picture in the workbook on page 9. Teacher moves around observing learners carrying out their task. Learners show each other their work so that other learners can appreciate the work done by others.

Friday

Topic: Colours - Picture pasting

Objectives

During the lesson, learners will:

- a) cut pictures of local heritage sites
- b) paste the pictures of the local heritage sites

Skills to be developed

- Cutting pictures
- Pasting pictures

Assessment

Name of learner	Are learners able to respond to music rhythmically?	Are learners able to move about prescribed space using small steps to make basic line and circular formations?	Are learners able to identify and name the local heritage sites?	Are learners able to sing lullabies?	Are learners able to cut and paste a picture of a local heritage site?
James					
Chenai					
Nyasha					
Ronnie					

CHAPTER 8 Movement and dance

Aims

To help learners:

- apply knowledge and skills appropriately in a variety of movement related situations
- develop gross and fine motor skills
- acquire the ability to perform basic Mass Displays Skills
- lay foundations for creativity through talent and skill transfer

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: drums, hula hoops

Tuesday: drums

Wednesday: objects from local heritage sites

Thursday: hula hoops, hats, scarves, recorded music

Friday: paints, colour charts

Monday

Topic: Locomotion

Objectives

During the lesson, learners will:

- a) move within a prescribed space in time to music
- b) respond to music drums

Skills to be developed

- Moving
- Performing gestures
- Responding to music
- Balancing

Learning activities

1. Learners move within prescribed space from point A to B in time to music or sound such as clapping of hands.

2. Learners move in any direction in time to the beat with hula hoops on the waist. They balance the hoops on the waist so that they do not fall.
3. Teacher beats the drum either slowly or quickly and learners respond to the drum beats.
4. In groups, learners beat the drum and others respond to the drum beat by moving within the prescribed space in any direction in time to the beat.
5. Teacher chooses a few learners to move in time to the drum beat in any direction within a prescribed space so that other learners may appreciate what others are doing.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- a) read the picture of bridesmaids and groomsmen performing prescribed movements
- b) move about within a prescribed space using big steps

Skills to be developed

- Gross motor skills
- Reading/signing

- Discussing
- Moving

Learning activities

1. Learners turn to their reader on page 15. There is a picture of bridesmaids and groomsmen performing prescribed movements in big steps.
2. Learners talk about the pictures in pairs about the bridesmaids performing prescribed movements in big steps. They talk about what is happening in the picture. Teacher moves around listening to learners carrying out the activity.
3. Learners move about within the prescribed space using big steps and stop on instruction. Teacher watches learners very closely as they do the activity.
4. Teacher chooses a few learners to move about within the prescribed space using big steps in rhythm to the drumbeat.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) read pictures of objects from local cultural heritage sites
- b) discuss the pictures of objects from local heritage sites

Skills to be developed

- Reading/signing
- Discussing
- Identifying
- Collecting pictures of objects

Learning activities

1. Learners turn to their reader on page 16. They read pictures of objects

from local heritage sites.

2. They name the objects. For example, the designed or carved stones, drawings of animals or people on stones.
3. Learners are encouraged to collect pictures of objects from local heritage sites for the next lessons.

Thursday

Topic: Background and performing music - Creative movements

Objectives

During the lesson, learners will:

- a) dance to musical genres related to performed dances and movements
- b) enjoy themselves by dancing to music for enjoyment

Skills to be developed

- Dancing
- Enjoying dancing to music
- Creating
- Performing

Learning activities

1. Teacher plays music and learners dance for enjoyment. Learners are encouraged to be creative in the way they dance.
2. Learners are encouraged to use hula hoops, hats and scarves as they move in rhythm to the music to enhance their creativity. Teacher watches very closely as learners perform their dance for enjoyment in time to the music beat.
3. Teacher selects a few learners to dance to the music rhythmically with hula hoops, hats and scarves while other learners are watching

so they can appreciate what other learners are doing.

Friday

Topic: Colours – Finger print sheep

Objectives

During the lesson, learners will:

- name the colours on a chart
- finger print the drawing of a sheep
- appreciate each other's work

Skills to be developed

- Naming
- Finger printing
- Appreciating

Learning activities

- Teacher displays a chart on basic colours such as green, yellow, blue, red. Learners name the colours on a chart.
- Learners turn to their workbook on page 10. There is a drawing of a sheep. Learners dip a finger into the paint and make a print onto the drawing using different colours.
- Teacher moves around watching learners carrying out their activity. Learners show each other their work so that they appreciate each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to move in response to music drums?			
Is the learner able to move about within a prescribed space using big steps?			
Is the learner able to name objects from local heritage sites?			
Is the learner able to make creative movements in response to music?			
Is the learner able to finger print a sheep using paints?			

CHAPTER 9 Basic shapes and formations, dance and fish craft

Aims

To help learners:

- develop psychomotor skills, team building and confidence
- lay foundations for creativity through talent and skill transfer
- develop fine motor skills

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: hula hoops

Tuesday: recorded music, drums

Wednesday: scissors, crayons or big pencil, sheets of paper

Thursday: recorded music

Friday: round paper scales, glue, crayons, a chart with a drawing of a fish

Monday

Topic: Locomotion – Basic formations of circles

Objectives

During the lesson, learners will:

- a) move from point A to B in prescribed basic shapes and formations
- b) read a picture on children frog leaping in a line

Skills to be developed

- Moving
- Reading picture/signing
- Reciting
- Singing
- Leaping like a frog

Learning activities

1. Learners are asked to get hula hoops and put them around their waists.

Upon instruction, learners move from point A to B in rhythm to music.

2. Teacher introduces learners to basic formations of circles as they sing a song of their own choice. Learners move in prescribed formations of circles while putting on hula hoops singing a song of their own choice. Teacher watches learners doing the activity and assists them where necessary.
3. Learners turn to their reader on page 17 where there is a drawing of children frog leaping in a line. They read the picture and discuss what is happening in the picture.

Tuesday

Topic: Movement and rhythm – Basic formations of lines

Objectives

During the lesson, learners will:

- a) move about prescribed space using light steps
- b) use light steps in the basic formations of lines

Skills to be developed

- Moving
- Using light steps
- Performing
- Appreciating

Learning activities

1. Upon instruction, learners move about within a prescribed space in any direction using light steps. Teacher watches learners moving about using light steps.
 2. Teacher demonstrates use of light steps in basic formations of lines in time to music. As they are singing any song of their own choice, learners move about using light steps as they form lines.
 3. Learners move about using light steps as they form lines in groups. Teacher moves about watching learners do the activity.
 4. Teacher chooses a few learners who perform the same activity while other learners are observing them so that they appreciate what others are doing.
- with round paper scales pasted to its body.
 2. Learners in groups talk about the picture, discussing what they can see on the picture. Teacher moves around listening to the discussions.
 3. Teacher distributes papers and scissors to learners in groups. Teacher demonstrates tracing around hard paper to draw circular shapes while learners watch very closely.
 4. Learners draw circular shapes by tracing around hard papers. They cut out the small circular shapes using scissors. Teacher moves around watching them and assisting where necessary.
 5. The cut-out circular shapes are stored for use in the next lesson.

Wednesday

Topic: Shapes

Objectives

During the lesson, learners will:

- a) read a picture of a fish with pasted paper scales
- b) trace around and cut out small circular shapes

Skills to be developed

- Reading/signing
- Discussing
- Tracing around
- Drawing
- Cutting
- Fine motor skills
- Eye-hand coordination

Learning activities

1. Learners turn to their reader on page 18. There is a picture of a fish

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- a) sing songs for cultural festival
- b) dance to the music in basic circular formations

Skills to be developed

- Singing
- Dancing
- Performing
- Gross motor skills

Learning activities

1. Learners suggest songs for cultural festival which they know. For example, '*Dzinonwa kuna Save, mhondoro*'. They sing the songs with actions with the teacher's help.
2. Learners sing and dance to the

songs for cultural festival while in basic circular formations as a class. In groups, learners repeat the same activity while teacher moves around watching learners performing the activity.

3. Teacher asks for volunteers among learners to dance to the songs for cultural festival while others are singing. They dance in basic circular formations so that others appreciate their performance.

- Fine motor skills
- Eye-hand coordination

Learning activities

1. Teacher distributes the previously cut-out circular shapes among learners. Learners shade or colour the circular shapes with different colours.
2. Teacher demonstrates pasting the small circular shapes onto a big drawing of a fish that is on a chart and displayed on the wall. Learners turn to their workbook on page 11, where there is a drawing of a fish.
3. Learners paste the small circular shapes onto the drawing of a fish in their workbook to create the scales of the fish. Teacher moves around observing learners carrying out their task and assisting them where necessary.
4. Learners show each other their work so that they can appreciate each other's work. The left over circular shapes are kept for the next lesson.

Friday

Topic: Shapes - Fish craft

Objectives

During the lesson, learners will:

- a) shade or colour the cut-out circular shapes
- b) paste in the small circular shapes

Skills to be developed

- Shading or colouring the circular shapes
- Pasting the circular shapes
- Appreciating

Assessment

	Yes	No	Sometimes
Is the learner able to move in circles in time to music?			
Is the learner able to move in formations of lines in time to music?			
Is the learner able to trace and cut circular shapes?			
Is the learner able to dance to songs for cultural festivals in basic circular formations?			
Is the learner able to shade and paste circular shapes on a drawing of a fish to create scales for the fish?			

CHAPTER 10 Formations, patterns, colours and story telling

Aims

To help learners:

- develop psychomotor skills
- lay foundations for creativity through talent and skill transfer
- develop team spirit and self-esteem

Source of matter

EDC B syllabus pages 6 – 16

Suggested learning material

Monday: hula hoops

Tuesday: recorded music

Wednesday: sheets of paper, scissors, crayons or big pencils

Thursday: resource person

Friday: glue

Monday

Topic: Locomotion – Basic formations of circles

Objectives

During the lesson, learners will:

- a) move in prescribed basic shapes and formations
- b) read a picture of children frog leaping in a line

Skills to be developed:

- Moving
- Reading/signing
- Gross motor skills
- Discussing

Learning activities

1. Teacher gives learners hula hoops. Learners put on hula hoops and move from point A to B in basic formations of circles as they sing a

song of their own choice. Teacher watches learners closely and assists where necessary.

2. In groups, learners repeat the same activity. Teacher moves around watching learners carrying out their activity.
3. Teacher asks learners who volunteer to do the same activity while others are watching them so that learners appreciate the effort made by others in the activity.
4. Learners turn to their reader on page 19. They discuss in pairs the picture showing children frog leaping in a line. Teacher moves around listening to the learners' discussion.

Tuesday

Topic: Movement and rhythm – Moving with heavy steps

Objectives:

During the lesson, learners will:

- a) move using heavy steps
- b) form circles as they move about

Skills to be developed:

- Moving
- Forming circles
- Gross motor skills
- Performing

Learning activities

1. Teacher demonstrates moving with heavy steps while learners are looking on. Learners move about within a prescribed space using heavy steps in formations of circles as they sing.
2. In groups, learners move in heavy steps in formations of circles as they sing any songs of their choice. Teacher watches learners as they perform the activity.
3. Teacher invites volunteer learners who perform the same activity while others are looking on, so that learners appreciate what others are doing.

Wednesday

Topic: Shapes

Objectives

During the lesson, learners will:

- a) trace around triangular shapes
- b) cut out triangular shapes

Skills to be developed

- Drawing
- Colouring
- Painting/colouring
- Appreciating
- Cutting out
- Fine motor skills
- Eye-hand coordination

Learning activities

1. Learners draw triangular shapes by tracing around hard templates.
2. Learners cut out triangular shapes using scissors. They shade or colour the cut out triangular shapes using different colours.
3. The cut-out and coloured or shaded triangular shapes are stored for use in the next lesson.

Thursday

Topic: Background and performing music - Story telling

Objectives

During the lesson, learners will:

- a) listen to folk tales
- b) read a picture story
- c) sing the folk tale song

Skills to be developed

- Listening
- Story telling/signing
- Reading
- Singing
- Discussing

Learning activities

Teacher invites a resource person to tell learners a story of hare and baboon. If there is no resource person, teacher tells the story of hare and baboon to learners while they are listening.

1. Learners are asked to retell the story of hare and baboon. They can also answer questions about the story such as:
Who is the clever animal in the story?
Which animal do you like in the story and why?
2. Learners turn to their reader on page 20. There is a picture of a happy hare with a bone in the mouth. In pairs, learners discuss what is happening in the picture, while teacher moves around listening to learners discussing.
3. Teacher and learners suggest any one folk tale song and sing it as a class.

Friday

Topic: Shapes - The big owl

Objectives

During the lesson, learners will:

- a) paste the triangular shapes onto a drawing
- b) appreciate each other's work

Skills to be developed

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

Learning activities

- 1. Teacher distributes the previously cut-out and shaded circular and

- triangular shapes in the groups. Learners turn to their workbook on page 12. There is a drawing of an owl.
- 2. Learners paste the triangular shapes onto the drawing of an owl to make the nose. They also paste the circular shapes from the previous week Wednesday's lesson to create two eyes of the owl.
- 3. Teacher moves around observing learners carrying out their task. Learners show each other their work so that they appreciate the work of others.
- 4. The remaining triangular shapes are kept for the next lesson.

Assessment

Name of learner	Are learners able to move in prescribed circular shapes with hula hoops in the waist while singing?	Are learners able to move with heavy steps?	Are learners able to trace around and cut out triangular shapes?	Are learner able to retell a story?	Are learners able to sing a folk tale song?	Are learners able to paste triangular and circular shapes onto a drawing to create nose and eyes respectively?
Chipo						
Regina						
Chido						
Purity						
Kudzai						

CHAPTER 11 Basic formations, music, dance and collage artwork

Aims

To help learners:

- develop psychomotor skills
- acquire foundations for creativity through skill transfer
- develop gross motor and fine motor skills
- communicate information and knowledge through displays

Source of matter

ECD B syllabus page 6 – 16

Suggested learning material

Monday: drums

Tuesday: drums

Wednesday: crayons/big pencils, scissors, sheets of paper

Thursday: percussion instruments such as drums, jingles, tambourines, rattles

Friday: glue, coloured square shapes

Monday

Topic: Locomotion – Basic shapes and formations

Objectives

During the lesson, learners will:

- a) move freely from point A to B
- b) move in prescribed lines and circles

Skills to be developed

- Moving
- Walking
- Gross motor skills

Learning activities

1. Teacher asks learners to move freely from point A to B in time to the drum

beat within a prescribed space. Learners do free movement within a prescribed space from point A to B with apparatus.

2. Learners move in prescribed shapes and formations as a class. They move in lines and circles in time to a drum beat while teacher watches them very closely.
3. In groups, learners move in lines and circles. Teacher asks for volunteers to move in lines and circles in time to the drum beat so that other learners can appreciate the work done by some learners.

Tuesday

Topic: Movement and rhythm – Movement using small and big steps

Objectives

During the lesson, learners will:

- a) move about using small steps
- b) move about within a prescribed space using big steps

Skills to be developed

- Moving and stopping rhythmically
- Performing
- Creating movements

Learning activities

1. Teacher beats the drum slowly. Learners respond to the sound of the drum as they walk in bit steps. Each learner moves in any direction within a prescribed space.
2. Teacher beats the drum quickly. Learners move in time with the drum beat with light steps, within a prescribed space. They are free to move in any direction.
3. Teacher beats the drum quickly and learners move in line in time with the drum beat. They also move in time with the drumbeat in circles.
4. Teacher asks for volunteers to move as per teacher's instruction, to move with light and big steps in lines and circles respectively. Other learners watch them move as prescribed so they can appreciate the effort made by other learners.

Wednesday

Topic: Shapes – Square shapes

Objectives

During the lesson, learners will:

- a) draw square shapes
- b) trace the square shapes round hard templates
- c) cut out square shapes

Skills to be developed

- Drawing
- Tracing
- Cutting
- Fine motor skills

Learning activities

1. Teacher distributes sheets of paper and square shapes among learners.
2. Learners draw square shapes on

sheets of paper by tracing round hard templates. They cut out the square shapes using scissors.

3. Learners shade or colour the cut-out square shapes with different colours such as red, blue, green among others.
4. Teacher and learners collect and keep the square shapes in containers for the next lesson.

Thursday

Topic: Background and performing music – Picture reading

Objectives

During the lesson, learners will:

- a) read the picture about percussion instruments
- b) name the percussion instruments
- c) play the percussion instruments

Skills to be developed

- Reading/signing
- Naming
- Playing instrument
- Singing/signing
- Dancing
- Discussing/signing

Learning activities

1. Learners turn to their reader on page 21. There are some pictures of percussion instruments being played such as drums, jingles, tambourines.
2. Learners talk in pairs about the percussion instruments being played in the picture. They name the instruments seen on the picture. Teacher moves around listening to the discussion.
3. Learners play basic percussion

instruments in groups. They sing songs of their own choice as they play the instruments. Learners also dance to the music and sound of the instruments rhythmically.

- Volunteer learners dance to the music and sound of the instruments rhythmically while others are singing and watching, so other learners can appreciate the dance.

Skills to be developed

- Pasting
- Appreciating
- Fine motor skills

Learning activities

- Learners turn to their workbook on page 13 where there is a drawing of an elephant.
- Teacher distributes the coloured square shapes cut out in the previous lesson. Learners paste the coloured square shapes onto the drawing of the elephant to make a rainbow elephant.
- Teacher moves around watching learners carrying out the activity. Learners show each other their work so they can appreciate each other's work. The left over square shapes are kept for the next lesson.

Friday

Topic: Shapes - The rainbow elephant

Objectives

During the lesson, learners will:

- paste the coloured square shapes on the drawing
- display their work

Assessment

	Yes	No	Sometimes
Is the learner able to move in prescribed basic shapes and formations?			
Is the learner able to move in prescribed space using small and big steps?			
Is the learner able to trace round the square shapes and cut out?			
Is the learner able to name the percussion instruments?			
Is the learner able to play the percussion instruments?			
Is the learner able to paste the coloured square shapes onto the drawing of an elephant to make a rainbow elephant?			

Aims

To help learners:

- develop psychomotor skills
- exhibit an appreciation of the diversity in the norms and values of the Zimbabwean society
- execute rhythmical movements showing body awareness in relation to direction and space
- acquire foundations for creativity through skill transfer

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: video clip or picture on balancing

Tuesday: drums

Wednesday: sheets of paper, rectangular templates, scissors

Thursday: percussion instruments

Friday: rectangular shapes, crayons, glue

Monday

Topic: Balances

Objectives

During the lesson, learners will:

- read a picture of children balancing on each other
- balance on one point

Skills to be developed

- Reading/signing
- Discussing
- Balancing
- Standing on one leg
- Appreciating

Learning activities

- Learners turn to their reader on page 22. There are two different pictures

of children who are balancing on each other. The first two children stand back to back and one child tries to carry another on the back. The other two children stand side by side on one leg, leaning against each other.

- Learners talk about the pictures in pairs and discuss highlighting what is happening in the pictures. Teacher moves around listening to the learners' discussions.
- Teacher demonstrates balancing on one leg while learners are watching. Learners practice standing on one leg without leaning against an object. Teacher moves round observing learners standing on one leg.
- Teacher allows some volunteers to stand, on one leg so the learners can appreciate the skill of balancing.

Tuesday

Topic: Movement and rhythm – Light and heavy steps

Objectives

During the lesson, learners will:

- move about within a prescribed space in any direction
- walk using light and heavy steps

Skills to be developed

- Moving and stopping rhythmically
- Walking
- Performing

Learning activities

1. Learners move about freely within a prescribed space in any direction. They stop upon instruction. Teacher watches learners perform the activity. Upon instruction, learners stop and stand still.
2. Teacher beats the drum quickly. Learners walk in time with the drumbeat using light steps.
3. Teacher beats the drum slowly. Learners walk in time with the drumbeat using heavy steps.
4. Learners walk in time to the drumbeat using light and heavy steps. In groups, learners beat the drums slowly and quickly while others walk in time with the drumbeat.
5. Volunteer learners walk in time with the drumbeat using light and heavy steps so that others can appreciate walking rhythmically in time to the music.

Wednesday

Topic: Patterns – Shapes

Objectives

During the lesson, learners will:

- a) draw rectangular shapes
- b) trace around the templates
- c) cut out the rectangular shapes

Skills to be developed

- Drawing
- Tracing
- Cutting
- Fine motor skills

Learning activities

1. Teacher demonstrates drawing rectangular shapes by tracing around hard templates on the sheets of paper.
2. Learners draw rectangular shapes by tracing around hard templates on sheets of paper. They cut out the rectangular shapes using scissors.
3. Teacher moves around watching learners carrying out the activity and assisting learners where necessary. They cut out rectangular shapes which will be kept in containers for the next lesson.

Thursday

Topic: Background and performing music – Story telling

Objectives

During the lesson, learners will:

- a) listen to a story
- b) read a picture showing the girl assisting an old woman
- c) sing folk songs that add an appreciation to Unhu/Ubuntu

Skills to be developed

- Listening to a story
- Retelling/signing
- Reading/signing
- Singing
- Dancing
- Appreciating unhu/ubuntu

Learning activities

1. Teacher tells learners a story of the good girl and the bad girl. The good girl assisted the old woman whilst the bad girl laughed at the old woman and refused to assist her.

2. Learners retell the story told by the teacher in turns. Learners answer questions about the story such as: 'In which way was the girl good?' 'In the story, what did the bad girl do?'
3. Learners turn to their reader on page 23 and talk in pairs about the picture showing the girl assisting the old woman with her luggage.
4. Teacher and learners sing folk songs that add an appreciation to unhu/ ubuntu. Learners dance in time with the music.

Skills to be developed

- Shading/colouring
- Pasting
- Designing/creating patterns
- Displaying
- Appreciating

Learning activities

1. Teacher distributes the rectangular shapes cut out in the previous lesson to learners in groups.
2. Learners shade or colour the rectangular shapes with different colours.
3. Learners paste the rectangular shapes onto their workbooks on page 14 to make creative patterns. Teacher moves around observing learners at work.
4. Learners show each other their work so that they can appreciate each other's work.
5. Left over rectangular shapes are kept safely for future lessons.

Friday

Topic: Colours - shape patterns

Objectives

During the lesson, learners will:

- a) shade or colour the cut out rectangular shapes
- b) paste the rectangular shapes to make patterns

Assessment

Name of learner	Are learners able to balance on each other standing on one leg?	Are learners able to move about within a prescribed space using light and heavy steps?	Are learners able to draw and cut out rectangular shapes?	Are learners able to suggest and sing folk tale songs that add an appreciation to Unhu / Ubuntu?	Are learners able to paste coloured rectangular shapes to make creative patterns?
Mutsa					
Chenai					
James					
Leeroy					
Rudo					

CHAPTER 13 Balances, dance, percussion and mosaic art

Aims

To help learners:

- perform various folk dances with an appreciation of Zimbabwe's diverse societal norms and values
- develop psychomotor skills and self-esteem
- acquire foundations for creativity through skill transfer

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: bean bags, spoons, potatoes or stones, balancing beam

Tuesday: percussion instruments

Wednesday: crayons

Thursday: percussion instruments such as drums, jingles, tambourines, clappers, rattles

Friday: differently coloured circular and rectangular shapes, glue

Monday

Topic: Balances

Objectives

During the lesson, learners will:

- a) balance a bean bag on the head
- b) balance on a balancing beam with two legs

Skills to be developed

- Balancing
- Walking
- Weight bearing

Learning activities

1. Teacher demonstrates walking with a beanbag balancing on the head

and a spoon with a potato balancing in the palm.

2. Learners carry beanbags on the head and walk while balancing the bean bags. Teacher watches learners do the activity. Learners repeat the activity holding a spoon with a potato in it so that it balances.
3. Learners practice walking on a balancing beam with two legs so that they remain balanced. They take turns to walk on the balancing beam while teacher watches them.
4. In groups, learners practice walking with a beanbag on the head, a spoon and a potato in the hand and walking on the balancing beam with two legs, while teacher watches them.

Tuesday

Topic: Movement and rhythm – Dancing at a festival

Objectives

During the lesson, learners will:

- a) read a picture of people dancing at a festival
- b) perform various folk dances for celebrations

Skills to be developed

- Reading/signing
- Performing

- Singing
- Dancing
- Discussing
- Creating movements

Learning activities

1. Learners turn to their reader on page 24 and read a picture of people dancing at a festival. They talk and discuss in pairs what is happening in the picture.
2. Teacher and learners suggest and sing folk songs for celebrations. For example, wedding songs, war songs, songs for traditional rituals. Learners perform various folk dances for celebrations.
3. In groups, learners sing folk songs and perform dances to music. Teacher moves around watching learners carrying out the activity.

Wednesday

Topic: Patterns – shapes

Objectives

During the lesson, learners will:

- a) complete the drawings of patterns
- b) colour or shade the patterns

Skills to be developed

- Completing drawings
- Colouring/shading the patterns
- Matching
- Identifying
- Naming
- Appreciating

Learning activities

1. Learners turn to their reader on page 25 and study the drawings of patterns.
2. Learners identify the missing shapes. They complete the drawings

of patterns on pieces of paper using the missing shapes.

3. Learners name the shapes that form the patterns. For example, triangle rectangle and circle.
4. Learners shade or colour the missing shapes. They show each other their work.

Thursday

Topic: Background and performing music – Playing percussion instruments

Objectives

During the lesson, learners will:

- a) play basic percussion instruments
- b) dance to the rhythm of the percussion instruments

Skills to be developed

- Playing percussion instruments
- Dancing
- Singing
- Fine motor skills
- Identifying
- Naming

Learning activities

1. Learners identify the percussion instruments they know such as the drum, rattles, jingles among them.
2. Learners name the percussion instruments they already know which include the drum, jingles, rattles, tambourine.
3. Teacher and learners play basic percussion instruments which also include clappers. Learners dance to the beat of the instruments.
4. In groups, learners play the percussion instruments. They dance to the rhythm of the sound of the instruments.

Friday

Topic: Shapes - Mosaic art

Objectives

During the lesson, learners will:

- paste the different coloured shapes on the drawing
- display their work

Skills to be developed

- Pasting
- Designing/creating patterns
- Displaying art work
- Appreciating
- Fine motor skills

Learning activities

- Teacher distributes the left over coloured circular and rectangular shapes to learners in groups.
- Learners turn to their workbook on page 15. There is a drawing of a big balloon.
- Learners paste the different coloured circular and rectangular shapes onto the big yellow balloon to create patterns of their own choice.
- Teacher moves around watching learners carrying out their activity. Learners show each other their work so that learners appreciate what others are doing.

Assessment

	Yes	No	Sometimes
Is the learner able to balance a bean bag on the head?			
Is the learner able to balance on the beam on two legs?			
Is the learner able to perform to various folk dances for celebrations?			
Is the learner able to complete the drawings of patterns?			
Is the learner able to play the basic percussion instruments?			
Is the learner able to paste different coloured circular and rectangular shapes on the balloon to create mosaic art?			

Aims

To help learners:

- develop gross motor and fine motor skills
- acquire foundations for creativity through skill transfer
- develop a collective spirit based on our norms and values
- develop an appreciation of the diverse cultures of the Zimbabwean society

Source of matter

ECD B syllabus pages 6 – 16

Suggested learning material

Monday: pictures of pupils balancing on 2 or 3 points

Tuesday: clips of workers singing work songs, recordings of work songs

Wednesday: sheets of paper, scissors, crayons, big pencils

Thursday: samples of games

Friday: crayons, glue

Monday

Topic: Balances

Objectives

During the lesson, learners will:

- read a picture of children balancing on two and three points in a triangular shape
- balance and create shapes and formations

Skills to be developed

- Reading/signing
- Balancing
- Discussing
- Creating shapes and formations

Learning activities

- Learners turn to their reader on page 26 and read in pairs the

pictures of children balancing on two and three points. For example, learners are balancing on hands (balancing on two) while legs are up, learners are pushed like a wheelbarrow (balancing on three).

- Learners discuss what is happening in the pictures. Teacher moves around listening to the discussion.
- Learners practice balancing on two points or hands and create shapes and formations like circles and triangles.
- Learners practice balancing on three points. For example when they walk with hands and being pushed like a wheelbarrow. They form circles and triangles as they balance on three points. Teacher moves around observing learners carrying out the activity.

Tuesday

Topic: Movement and rhythm – Folk dances for work

Objectives

During the lesson, learners will:

- sing folk songs for work
- perform various folk dances for work

Skills to be developed

- Singing
- Dancing/performing
- Moving and stopping rhythmically
- Creating movements

Learning activities

1. Teacher and learners suggest and sing various folk songs for work. For example, songs that are sung when working in the fields, songs that are sung when harvesting crops.
2. Learners perform various folk dances for work as they sing the folk songs for work following prescribed instructions.
3. In groups, learners can repeat the same activity to foster an appreciation to Zimbabwe's diverse societal norms and values following prescribed commands.
4. Volunteer learners can perform various folk dances to music in order to appreciate Zimbabwe's diverse societal norms and valued.

Wednesday

Topic: Shapes

Objective

During the lesson, learners will:

- a) read pictures of patterns of square shapes
- b) trace around a square template and cut out the square

Skills to be developed

- Reading/signing
- Drawing
- Tracing
- Cutting
- Identifying
- Naming

Learning activities

1. Learners turn to their reader on page 27 and read the pictures of patterns of square shapes of different sizes and colours. They talk in pairs about the patterns of square shapes. For example, they identify square shapes in the shapes formed from classroom, a triangle, a circle, a rectangle they name the colours of the square shapes. Teacher moves around listening to the discussion of the square shapes.
2. Teacher distributes sheets of paper and templates of a square shape to learners in groups. Learners draw square shapes by tracing around the square shape template.
3. Learners cut out the square shapes using scissors. The cut-out square shapes are stored in a container for the next lesson

Thursday

Topic: Background and performing music - Games and songs

Objectives

During the lesson, learners will:

- a) play games in a circular, rectangular and square shape
- b) sing game songs

Skills to be developed

- Playing games
- Singing game songs
- Dancing
- Performing
- Creating dances

Learning activities

1. Teacher and learners suggest and

play games in circular, rectangular or square shape. For example, they play dunhu or pada.

2. Learners suggest and sing game songs. For example the big cock – ‘Ndiani achave jongwe guru? Ngubani ozaba iqude elikhulu?’ They dance or perform to the music in order to appreciate Zimbabwe’s diverse societal norms and values.
3. In groups, learners suggest and sing game songs. They dance to the rhythm of the music. Teacher moves around watching learners perform the activity.

hut

Skills to be developed

- Colouring
- Pasting
- Designing
- Appreciating

Learning activities

1. Teacher distributes the previously cut out square shapes to learners in groups. Learners colour the square shapes in different colours using crayons.
2. Learners turn to their workbook on page 16 where there is a picture of a hut.
3. Learners use the coloured square shapes to put some design of their own choice onto the hut. Teacher moves around observing learners carrying out their activity.
4. Learners show each other their work so that they appreciate each other’s diverse work.

Friday

Topic: Shapes – designs

Objectives

During the lesson, learners will:

- a) colour the small square shapes
- b) design the patterns onto the painted

Assessment

Name of learner	Are learners able to balance on hands?	Are learners able to balance on hands while being pushed like a wheelbarrow?	Are learners able to perform various folk dances?	Are learners able to cut out square shapes?	Are learners able to play games and sing game songs?	Are learners able to paste square shapes to a hut to create a design?
Portia						
Chandelle						
Junior						
Alestar						
Immanuel						
Tehilla						
Crystal						

CHAPTER 15 Balances, formations, song and dance

Aims

To help learners:

- develop psychomotor skills
- acquire foundations for creativity through talent and skill transfer

Source of matter

ECD B syllabus page 6 and 10

Suggested learning materials

Monday: clips of people balancing on different points and with different formations

Tuesday: recordings of songs for begging, clips of beggars singing

Wednesday: pictures of birthday items, birthday candles,

Thursday: radio

Friday: crayons

Monday

Topic: Balancing on two and three points

Objectives

During the lesson learners will:

- a) read pictures of children performing balances
- b) state the points on which the children are balancing
- c) balance on two and three points

Skills to be developed

- Observing
- Listening
- Balancing

Learning activities

1. Learners watch and discuss some video clips of people balancing on different points and with different formations.

2. Learners identify the points at which they are balancing.

3. From their readers on page 28, learners read the pictures of children performing balances.

4. Learners identify the points at which the children in the pictures are balancing.

5. Learners imitate the balances on the points read.

6. Teacher asks one learner to demonstrate balancing on the balls of the feet.

Tuesday

Topic: Movement and rhythm - Folk dances

Objectives

During the lesson, learners will:

- a) listen to a folk story on begging
- b) sing a folk song for begging
- c) perform begging actions as they sing

Skills to be developed

- Listening
- Singing

Learning activities

1. Teacher tells learners a folk story on begging with a begging song.
2. Learners listen to the story.

3. Teacher sings the folk song on begging to the learners.

Kumbira kumbira chirema

Unozvara mwana akadai

Kumbira kumbira chirema

Unozvara mwana akadai

4. Learners sing the song while performing the actions demonstrated by the teacher.
5. Teacher selects individuals to perform begging actions while others sing for them.

Wednesday

Topic: Patterns

Objectives

During the lesson learners will:

- a) name items found at a birthday party
- b) explain the significance of candles at a birthday party
- c) read pictures of items found at a birthday party

Skills to be developed

- Naming
- Speaking
- Observing
- Reading

Learning activities

1. Teacher asks learners to tell their dates of birth.
2. Teacher asks learners to explain what happens when their dates of birth arrives.
3. Learners list items found at a birthday party.
4. Learners explain the uses of candles at a birthday party.
5. Learners read pictures of birthday items in their readers on page 29.

Thursday

Topic: Birthday songs

Objectives

During the lesson, learners will:

- a) listen to a birthday song from the radio
- b) sing the birthday songs with background music

Skills to be developed

- Listening
- Singing

Learning activities

1. Teacher plays a birthday song on a radio while learners listen to the music.
2. Teacher sings the song with some background music while learners listen.
3. Learners sing the birthday song with a back-ground music.

Friday

Topic: Colouring

Objectives

During the lesson learners will:

- a) sing the birthday songs
- b) colour the birthday balloons

Skills to be developed

- Singing
- Observing
- Colouring

Learning activities

1. Learners sing the birthday song.
2. Learners name pictures shown in their workbook on page 17.
3. Learners choose colours to colour the balloon.
4. Learners colour the balloons in their workbook.
5. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to balance on two and three points?			
Is the learner able to balance and create shapes and formations?			
Is the learner able to listen to folk stories on begging?			
Is the learner able to sing the begging folk song			
Is the learner able to name items found on the birthday party			
Is the learner able to explain the significance of candles on a birthday party			
Is the learner able to read picture of items found on a birthday party			
Is the learner able to sing birthday songs with background music			
Is the learner able to colour the birthday balloons			

Aims

To help learners:

- balance on three and four points
- bear body weight while balancing on three and four points

Source of matter

ECD B syllabus page 6 and 10

Suggested learning materials

- Monday:** illustrations of people balancing on three and four points
- Tuesday:** drums, hoshho
- Wednesday:** shape templates, beginner's pencils, wax crayons
- Thursday:** recorded music
- Friday:** primary coloured paints

Monday**Topic: Balances****Objectives**

During the lesson learners will:

- explore balances on three and four points
- bear and transfer weight while balancing on three and four points

Skills to be developed

- Observing
- Balancing

Learning activities

- In the learner's reader on page 30, learners read pictures of children balancing on three and four points.
- Learners identify the points on which the learners are balancing,

that is two feet and one hand and two feet and two hands.

- Learners imitate the balances read in the reader on page 30.
- Teacher asks learners to explore various balances and show others the balancing points.

Tuesday**Topic Choreography****Objectives**

During the lesson learners will:

- read pictures of a traditional rain dance
- perform a rain a dance

Skills to be developed

- Listening
- Observing
- Reading
- Dancing

Learning activities

- Teacher tells learners a folk story about a drought in a certain village and what the villagers did to ask for rains.

There was once a terrible drought in Chief Gudo's area.

He called his people to brew Mukwerera beer.

People brew the beer

When the the day came, people drank beer and were dancing asking for the rains from their gods.

- Learners listen to the story.
- Learners observe and read pictures of a rain dance ceremony in their learners reader on page 31.
- Learners sing a rain song and perform the isishikisha dance.

Njelele njelelewoo

Akula ndaba

- dance to the music
- play the banana peeling game following the rhythm of the background music

Skills to be developed

- Listening
- Dancing
- Following a rhythm

Wednesday

Topic: Shapes

Objectives

During the lesson learners will:

- name given shape templates
- trace the shapes to form patterns

Skills to be developed

- Naming
- Tracing
- Drawing
- Writing

Learning activities

- Learners name shapes they know.
- Learners name the given shape templates.
- Teacher shows learners a sample of a pattern drawn using shapes.
- Learners turn to page 18 in the learner's workbook and trace given shapes to form patterns.
- Learners show their finished work to colleagues

Thursday

Topic: Background and performing music - Games

Objectives

During the lesson learners will:

- listen to the music being played

Learning activities

- Teacher plays a song for learners to listen.
- Learners listen to the song.
- Learners dance to the song
- Teacher explains the banana peeling game.
- Learners play the banana peeling game following the rhythm of the song.

Friday

Topic: Colour mixing

Objectives

During the lesson learners will:

- name the colours they know
- predict colours obtained after mixing given colour paints
- experiment by mixing given paints

Skills to be developed

- Naming
- Predicting
- Experimenting
- Observing

Learning activities

- Teacher asks learners to name colours they know.
- Learners name the colours they know.
- Learners predict the colours produced after mixing given

- colour paints.
4. Learners experiment by mixing the colour paints.
5. Learners observe and find out whether their predictions were correct.

Assessment

	Yes	No	Sometimes
Is the learner able to balance on three and four points?			
Is the learner able to bear body weight while balancing on three and four points?			
Is the learner able to read pictures of a traditional rain dance?			
Is the learner able to perform a rain a dance?			
Is the learner able to trace the shapes to form patterns?			
Is the learner able to play the banana peeling game following the rhythm of the background music?			
Is the learner able to predict colours obtained after mixing given colour paints?			
Is the learner able to experiment by mixing given paints			

Aims

To help learners:

- develop basic concepts of gross and fine motor skills
- exhibit musical and dance repertoires sourced from indigenous and other cultural sources

Source of matter

ECD B syllabus page 5 and 10

Suggested learning materials

Monday: illustrations of five and six point balances

Tuesday: drums, radio, hosho

Wednesday: pencils, drawing paper, crayons

Thursday: chart with independence celebrations pictures

Friday: the national flag

Monday**Topic: Balancing on five and six points****Objectives**

During the lesson, learners will:

- read pictures of children balancing on five and six points creating shapes.
- balance on five and six points making various formations

Skills to be developed

- Observing
- Reading
- Balancing

Learning activities

- Learners observe pictures of learners balancing on five and six points forming shapes in the learner's reader on page 32.

- Learners read and identify the points on which the pictured learners are balancing.
- Learners explore balancing on five and six points and make formations with partners.
- Learners display their balances before the class.

Tuesday**Topic: Movement and rhythm****Objectives**

During the lesson learners will:

- make movements according to a rhythm
- perform a folk dance for worship

Skills to be developed

- Moving according to rhythm
- Dancing to a rhythm

Learning activities

- Teacher explains that movement can be done according to rhythm and demonstrates with a drum beat.
- Learners listen and observe the demonstration.
- Learners make movements according to rhythm.
- Learners dance to a chosen rhythm.
- Learners dance to the song

'Mudzimu todzungaira' following the rhythm of the drum.

Mudzimu todzungaira nedondo

Mudzimu todzungaira nedondo

Here iya woye nedondo

Here vakomana nedondo

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- name their favourite person
- explain what they like about the person
- draw their favourite person

Skills to be developed

- Naming
- Speaking
- Drawing

Learning activities

- Learners name their favourite person.
- Learners explain why they like the person.
- Learners draw their favourite person.
- Learners show each other their completed work.

Thursday

Topic: Performing music

Objectives

During the lesson learners will:

- read a picture of an independence celebration
- identify things on the picture signifying independence
- listen to a song about Zimbabwean independence

Skills to be developed

- Observing
- Reading
- Identifying
- Listening

Learning activities

- Teacher shows learners a picture on a chart on independence celebrations.
- Learners observe the picture and identify things that signify independence like the flag, the President.
- In their learner's book on page 33, learners read a picture of an independence celebration.
- Learners listen to a recorded song on independence.

Friday

Topic: National colours

Objectives

During the lesson, learners will:

- name the colours of the flag
- colour the national flag

Skills to be developed

- Observing
- Naming
- Colouring

Learning activities

- Teacher and learners visit the flag post to observe the national flag.
- Learners observe the flag and name the colours of the flag.
- In the learner's work book on page 19, learners colour the drawn flag with the correct colours.
- Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to read pictures of children balancing on five and six points?			
Is the learner able to balance on five and six points making various formations?			
Is the learner able to make movements according to a rhythm and to perform a folk dance for worship?			
Is the learner able to draw their favourite person?			
Is the learner able to read a picture of an independence celebration?			
Is the learner able to identify things on the picture signifying independence?			
Is the learner able to identify and name the colours of the Zimbabwe flag?			
Is the learner able to colour the national flag?			

Aims

To help learners:

- acquire social skills related to the cultural values of a Zimbabwean society
- promote good health and safety

Source of matter

ECD B syllabus page 6 and 10

Suggested learning materials

Monday: illustrations of five and six point balances

Tuesday: umbrella

Wednesday: picture of a rainbow, looking glass, container with water

Thursday: recorded music

Friday: paper mosaic sample. Glue, pieces of paper

Monday

Topic: Balancing on five and six points (knee and elbow balances)

Objectives

During the lesson learners will:

- balance on five points and create narrow shapes and formations
- balance on six points and create formations and wide shapes

Skills to be developed

- Observing
- Balancing

Learning activities

- Teacher explains to learners that balancing can be done on five and six points.

- Teacher demonstrates the balancing and show learners the points of balance.
- Teacher asks learners to explore balances on five and six points.
- Learners explore, balance and show colleagues the points of balance.
- Learners create formations and shapes when balancing on five to six points.
- Learners display their formations and shapes.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- make an umbrella formation
- sway according to the rhythm of the drum beat
- perform the umbrella dance

Skills to be developed

- Listening
- Swaying
- Performing the umbrella dance

Learning activities

- Learners read the picture of children forming an umbrella formation on page 34 of their reader.
- Learners identify the shape formed.
- Teacher shows learners an umbrella and explains that they must form the shape.

4. Learners observe and with the help of the teacher form the umbrella shape.
5. Teacher explains that they are an umbrella opened in windy rains so they must be blown or swayed by the wind.
6. Teacher beats the drum slowly and they sway sideways.
7. Teacher beats the drum faster and learners in the umbrella formation sway faster as well following the drum beat.

Wednesday

Topic: Rainbow colours

Objectives

During the lesson learners will:

- a) name the rainbow colours
- b) experiment to produce a rainbow

Skills to be developed

- Naming
- Reading
- Observing
- Experimenting

Learning activities

1. Teacher asks learners to name the colours they have seen on the rainbow.
2. Learners say the rainbow colours they know.
3. In their learner's reader on page 35, learners read the picture of a rainbow and talk about the pattern produced by the rainbow colours.
4. Learners experiment to produce a rainbow using a looking glass and a container with water.

Thursday

Topic: Songs for special national events - Africa day

Objectives

During the lesson learners will:

- a) listen to the short background of the African countries
- b) dance to the song by Chinx Chingaira on the African Continent 'Vanhu vese vemuAfrica'.
- c) listen to a song by Chinx Chingaira on the African Continent Vanhu vese vemuAfrica.

Skills to be developed

- Listening
- Dancing
- Speaking

Learning activities

1. Teacher plays the song by Chinx Chingaira 'Vanhu vese vemuAfrica'.
2. Learners dance to the song.
3. Teacher tells learners a brief background of colonisation of the African countries.
4. Teacher plays the song while learners listen to the words of the song.
5. Learners say what they have heard in the song.

Friday

Topic: Colours, paper mosaic

Objectives

During the lesson learners will:

- a) tear coloured papers into small pieces.
- b) construct the map of Africa using the torn pieces of paper

Skills to be developed

- Listening
- Observing
- Pasting

Learning activities

1. Teacher shows learners a sample of a paper mosaic and explains how it is constructed.
2. Learners observe the sample and listen to the explanation.
3. Teacher asks learners to tear the coloured papers into small pieces.
4. Learners tear the coloured papers into smaller pieces.
5. In their workbooks on page 20, learners construct a paper mosaic on a drawn map of Africa.
6. Learners display their work by showing others their work.

Assessment

	Yes	No	Sometimes
Is the learner able to balance on five and six points and create formations?			
Is the learner able to sway according to the rhythm of the drum beat?			
Is the learner able to perform the umbrella dance?			
Is the learner able to name the rainbow colours?			
Is the learner able to experiment to produce a rainbow?			
Is the learner able to listen to the short background of the African countries?			
Is the learner able to listen to a song by Chinx Chingaira on the African Continent (Vanhu vese vemuAfrica)?			
Is the learner able to dance to the song by Chinx Chingaira on the African Continent (Vanhu vese vemuAfrica)?			
Is the learner able to construct the map of Africa using the torn pieces of paper			

CHAPTER 19 Music, movement and rhythm and montage art

Aims

To help learners:

- develop a collective spirit, based on our norms and values as well as the appreciation of the diverse cultures of the Zimbabwean society
- develop psychomotor skills, team building, confidence and self esteem

Source of matter

ECD B syllabus page 6 and 10

Suggested learning materials

Monday: whistle

Tuesday: drum

Wednesday: map of Africa

Thursday: chart of Africa with children standing on the countries

Friday: sample of the photo montage

Monday

Topic: Balancing on two and three points, making formations

Objectives

During the lesson learners will:

- a) balance on two points, making formations
- b) balance on three points, making formations

Skills to be developed

- Travelling using locomotor movements
- Balancing
- Creating formations

Learning activities

1. Teacher asks learners to travel around the general space using locomotor movements.

2. Learners travel around the space using locomotor movements.
3. Teacher blows a whistle and learners stop and make balanced formations.
4. Teacher focuses learners' attention on balancing on two and three points and making formations.
5. Teacher encourages learners to smoothly move from one formation to the other.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson learners will:

- a) listen to a rhythm from a drum beat
- b) march according to the rhythm

Skills to be developed

- Listening
- Observing
- Marching

Learning activities

1. Teacher beats a drum while learners are listening to the beat.
2. Teacher demonstrates the march following the rhythm of the drum.
3. Learners observe the demonstration.
4. Learners, in a line, march following the drum beat.

5. Teacher assists learners with challenges of following the rhythm

- b) state things the children are deprived of.
c) sing the song 'Ishe komborera Africa'

Wednesday

Topic: People of Africa

Objectives

During the lesson learners will:

- read pictures of people from different places
- state different nationalities in Africa
- discuss different ways of living of different people

Skills to be developed

- Observing
- Reading
- Speaking

Learning activities

- Teacher shows learners pictures of different people from Africa
- Learners observe the picture and state the races of the people shown on the pictures.
- In the learner's reader on page 36, learners read pictures of different people from different African countries.
- Learners note the differences amongst the people, and their dressing.
- Learners talk about the different cultures of the people, and their dressing.

Skills to be developed

- Observing
- Reading
- Speaking
- Singing

Learning activities

- Teacher displays a chart of the African map with children standing.
- Learners observe the picture and read.
- In the learner's reader on page 37, learners read pictures of African children.
- Learners in groups discuss what the children are deprived of.
- Learners sing the song 'Ishe komborera Africa', 'God bless Africa'.

*Ishe komborera Africa
Ngaisimudzirwe zita rayo
Inzwai miteuro yedu
Ishe komborera,
Isu, mhuri yayo.
Huya mweya
Huya mweya komborera*

*Huya mweya
Huya mweya mutsvene
Uti komborere
Isu mhuri yayo.*

English lyrics

God bless Africa,
Let her fame spread far and wide!
Hear our prayer,
May God bless us!
Come, Spirit, come!
Come! Holy Spirit!
Come and bless us, her children!

Thursday

Topic: Day of the African child

Objectives

During the lesson learners will:

- read pictures of African children standing on the African map.

Friday

Topic: Photo montage

Objectives

During the lesson, learners will:

- a) collect pictures of different children from different races
- b) paste pictures in their workbook to create a photo montage

Skills to be developed

- Observing
- Listening
- Pasting

Learning activities

1. Teacher asks learners to collect pictures of children from different races.
2. Learners collect the pictures.
3. Teacher shows learners a sample of a photo montage and demonstrates the making of a photo montage.
4. Learners observe how the article is made.
5. In the learner's workbook on page 21, learners paste pictures to make a photo montage.
6. Learners show each other their completed articles.

Assessment

	Yes	No	Sometimes
Is the learner able to balance on two and three points making formations?			
Is the learner able to listen to a rhythm from a drum beat?			
Is the learner able to march according to the rhythm?			
Is the learner able to read pictures of people from different places?			
Is the learner able to discuss how different people live?			
Is the learner able to read pictures of African children standing on the African map?			
Is the learner able to state things the children are deprived of?			
Is the learner able to sing the song 'Ishe komborera Africa'?			
Is the learner able to paste pictures in their workbook to create a photo montage?			

Aims

- appreciate senses of beauty and achievement and provide entertainment at ceremonies
- develop creativity through talent and skill transfer

Source of matter

ECD B syllabus page 6 and 12

Suggested learning materials

Monday: whistle

Tuesday: radio

Wednesday: pictures of Father Christmas

Thursday: recordings of Christmas carols

Friday: wax crayons

Monday

Topic: Balancing and creating formations

Objectives

During the lesson, learners will:

- read pictures showing learners balancing on four and five points
- balance on four and five points.
- create formations while balancing

Skills to be developed

- Observing
- Reading
- Listening
- Balancing

Learning activities

- Learners observe pictures of children balancing on four and five points in their readers on page 38.

- Learners read the balances and the formations in the learner's reader on page 38.
- Learners identify the balancing points.
- Learners run around and stop, and balance on four and five points at the blow of a whistle, imitating the balances read in the reader.

Tuesday

Topic: Movement and rhythm

Objectives

During the lesson, learners will:

- listen to a song by a local artist
- follow the rhythm of the song by moving their heads and stepping sideways

Skills to be developed

- Listening
- Following the rhythm

Learning activities

- Teacher plays a song from a local artist.
- Learners dance freely to the song.
- Learners listen to the song as they move their heads to the rhythm.
- Learners side-step to the rhythm of the song.
- In lines of ten, learners side step to the rhythm of the song in a pattern.

Wednesday

Topic: Father Christmas

Objectives

During the lesson, a learners will:

- read picture of baby Jesus in a manger.
- list activities that happen at Christmas time
- draw a picture of father Christmas

Skills to be developed

- Listing
- Drawing

Learning activities

- Teacher asks learners to state activities that take place at Christmas time
- Learners state the activities.
- Learners discuss what Father Christmas does to children.
- Learners draw a picture of Father Christmas by joining some dotted lines in their workbooks on page 20.

Thursday

Topic: Christmas songs

Objectives

During the lesson learners will:

- read picture of baby Jesus in a manger.
- listen to brief background of the Christmas holiday
- sing a Christmas carol 'Mary's born Child'

Skills to be developed

- Listening
- Singing

Learning activities

- Learners read on page 39 of their reader the picture of baby Jesus in a manger.

- Learners observe the picture and identify the place in which Jesus was born.
- Learners listen to the background of the Christmas holiday.
- Teacher introduces learners to a Christmas carol 'Mary's born child' A long time ago in Bethlehem For the Holy Bible says Mary's boy child Jesus Christ Was born on Christmas day
- Learners and teacher sing the carol.

Friday

Topic: Colouring the drawing of Father Christmas

Objectives

During the lesson learners will:

- sing the Christmas carol 'Silent Night'
- colour the drawing of Father Christmas

Skills to be developed

- Singing
- Observing
- Colouring

Learning activities

- Teacher introduces learners to the carol 'Silent Night'.

Silent night, holy night!

All is calm, all is bright.

Round your Virgin, Mother and Child.

Holy infant so tender and mild,
Sleep in heavenly peace,
Sleep in heavenly peace.

Silent night, holy night!

Shepherds quake at the sight.

Glories stream from heaven afar

Heavenly hosts sing Alleluia,
 Christ the Saviour is born!
 Christ the Saviour is born

Silent night, holy night!
 Son of God love's pure light.
 Radiant beams from Thy holy
 face
 With dawn of redeeming grace,
 Jesus Lord, at Thy birth

- Jesus Lord, at Thy birth
2. Teacher and learners sing the song together.
 3. Learners name the colours of Father Christmas
 4. In their workbooks on page 22, learners colour the drawing of Father Christmas using the correct colours

Assessment

	Yes	No	Sometimes
Is the learner able to read pictures showing learners balancing on four and five points?			
Is the learner able to create formations while balancing?			
Is the learner able to listen to a song by a local artist?			
Is the learner able to follow the rhythm of the song by moving their heads and stepping sideways?			
Is the learner able to list activities that happen at Christmas time?			
Is the learner able to draw father Christmas?			
Is the learner able to listen to a brief background of the Christmas holiday?			
Is the learner able to sing a Christmas carol 'Mary's born Child'?			
Is the learner able to colour the drawing of Father Christmas?			

CHAPTER 21 Coordination, combined dances and creative art

Aims

To help learners to:

- develop creativity through talent and skills transfer
- develop psychomotor skills, team building and self esteem

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

Monday: balls

Tuesday: recorded music of a local artist

Wednesday: picture of a bunny

Thursday: picture of a bunny

Friday: sample of patterned bunnies

Monday

Topic: Hand eye coordination

Objectives

During the lesson, learners will:

- a) aim to hit given targets using balls
- b) draw a ball by joining dotted lines
- c) colour the ball

Skills to be developed

- Aiming
- Drawing
- Colouring

Learning activities

1. Learners throw balls to each other and catch the balls.
2. Learners in a game situation throw balls to hit targets.
3. Learners open their workbook on page 23 and complete the drawing of a ball by joining the dotted lines.
4. Learners colour the ball.

Tuesday

Topic: Choreography – Dancing to a song

Objectives

During the lesson, learners will:

- a) dance to a song
- b) follow given instructions as they dance to the song

Skills to be developed

- Dancing
- Listening

Learning activities

1. Teacher plays a song by a local artist.
2. Learners uniformly dance to the rhythm of the song.
3. Teacher gives instructions for the movements that must be done, for example, two steps to the front.
4. Learners dance as they follow instructions.

Wednesday

Topic: Easter bunny

Objectives

During the lesson, learners will:

- a) listen to the story of the Easter bunny
- b) read the story of the Easter bunny

Skills to be developed

- Listening
- Observing
- Reading

Learning activities

1. Teacher shows learners a picture of a bunny.
2. Learners say what it is and where they have seen it before.
3. Teacher tells learners a story about the Easter bunny.

When the Easter day came, the Easter bunny thought of bringing his friends some Easter presents. The bunny prepared a basket full of wild fruits. He carried the basket to the children who were his friends. The children were so happy and thanked the bunny for such an Easter present. The children shared the fruits.

4. Learners read the story of the bunny in their learner's reader on page 40, bringing Easter presents to the children in a basket written 'Happy Easter'.

Thursday

Topic: Background and performing arts

Objectives

During the lesson, learners will:

- a) listen to the brief background of Easter
- b) observe the picture of a bunny
- c) sing an Easter song

Skills to be developed

- Listening
- Observing
- Singing

Learning activities

1. In the learner's reader on page 41, learners read a picture of bunny bringing Easter eggs to his neighbour.
2. Learners observe the picture and identify what he is carrying.
3. Learners state what the bunny is carrying, that is, a basket and Easter eggs.
4. Teacher tells learners a brief background of the Easter holiday.
5. Learners listen to the story.
6. Learners sing the Easter song 'Hop Little Bunnies' as they dance to the song.

Hop Little Bunnies

See the little bunnies sleeping,

(children lie down still)

Till it's nearly noon,

Come and let us gently wake them

With a merry tune.

Oh, so still.

Are they ill?

Hop little bunnies...hop, hop, hop

(children jump up and hop on the spot)

Hop little bunnies...hop, hop, hop

Hop little bunnies...hop, hop, hop

Hop little bunnies, hop and stop!

Friday

Topic: Colours - Easter bunny

Objectives

During the lesson, learners will:

- a) cut coloured bunnies
- b) paste the cut bunnies to produce a pattern

Skills to be developed

- Observing
- Cutting
- Pasting

Learning activities

1. Teacher demonstrates the cutting of the coloured bunnies.
2. Learners observe the demonstration.

3. Learners cut their bunnies as demonstrated.
4. Teacher shows learners a sample of the patterned bunnies.
5. Learners mount their own cuttings by pasting them in their workbooks on page 24 to produce a pattern.

Assessment

Name of child	Are learners able to aim at given targets?	Are learners able to draw by joining dotted lines?	Are learners able to dance to a song?	Are learners able to follow given instructions?	Are learners able to read the bunny story?	Are learners able to sing the Easter song?	Are learners able to cut coloured bunnies?	Are learners able to paste the cut bunnies into their workbooks?
Rod								
Joe								
Lim								

Aims

To help learners:

- develop psychomotor skills
- develop creativity through talent and skills transfer

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

Monday: balls

Tuesday: video of children performing dances

Wednesday: picture of a bunny

Thursday: triangle, tambourine, drums, clappers

Friday: Easter egg, pictures of Easter eggs

Monday

Topic: Catching position

Objectives

During the lesson, learners will:

- observe the catching position
- read pictures of children in a catching posture
- receive thrown objects in a receiving position

Skills to be developed

- Observing
- Reading
- Receiving

Learning activities

- Learners open their learner's reader on page 42 and read pictures of children in the receiving positions.
- Teacher demonstrates the receiving

position as learners observe.

- Learners practice the receiving position as teacher assists in the posture.
- In pairs learners throw balls to each other as they receive in the posture learnt.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- watch a video of children performing dances following instructions
- uniformly perform a dance following instructions from the teacher

Skills to be developed

- Observing
- Listening
- Dancing

Learning activities

- Teacher plays a video showing learners dancing according to instruction.
- Learners watch the video.
- Learners practice the dances listening to instructions from the teacher.
- Teacher assists learners to uniformly perform the dances.

Wednesday

Easter bunny

Objectives

During the lesson, learners will:

- tell a story of the Easter bunny
- build the Easter bunny from the cut-out pieces

Skills to be developed

- Speaking
- Listening
- Observing.
- Constructing

Learning activities

- Teacher tells learners a story about the 'Easter bunny'.

Why the easter bunny brings eggs

Once upon a time, there was a King who had a very powerful magician at his court. One day, the magician gave the King a hen that laid beautiful eggs for a present. The king liked the eggs but he was greedy and he told his magician that he would like the hen better, if she could lay eggs of gold. So the Magician worked another magic spell and sure enough the hen started laying eggs of gold.

The king was delighted. He became very rich and the envy of the other kings. He kept his special hen in a golden cage next to his throne. He knew that someday, someone would try to steal his hen, so whenever visitors came, he would have his magician come and hide the special hen and substitute an ordinary hen in the cage.

Sure enough, one day someone ran off with the hen in the golden cage.

The king was glad he had had his magician switch the hens. He sent word for the magician to bring back his hen. But the next day, when the king looked in his golden cage all he found was a white rabbit. "What's this!" said the King. "Little rabbit, how did you get in here?" The King opened the cage and had his footman take the rabbit back out to the woods where he belonged. Then he called for his magician.

"Where is my magic hen?", asked the King. I told you to bring her back. "I did bring her back," said the magician. "I put her in the cage, I just didn't have time to change her back into a hen."

They never did find the little white rabbit, but from that day forward, children found colourful eggs hidden all over the kingdom. And some say, that every once in a while someone found a golden one.

- Learners retell the story.
- Learners build the bunny by joining pieces.
- Learners show their work to each other as display.

Thursday

Topic: Percussion instruments

Objectives

During the lesson, learners will:

- read pictures of children playing percussion instruments
- play basic percussion instruments

Skills to be developed

- Observing
- Reading
- Playing instruments

Learning activities

1. Learners read pictures of children playing basic percussion instruments in the learner's reader on page 43.
2. Learners name the instruments being played.
3. Learners play the basic instruments.
4. Good instrument players play before the class.

Friday

Topic: Easter egg

Objectives

During the lesson, learners will:

- a) list things eaten during Easter time
- b) trace round an Easter egg template
- c) colour an Easter egg

Skills to be developed

- Speaking
- Listening
- Tracing
- Colouring

Learning activities

1. Learners name things children eat during Easter time.
2. Teacher shows learners an Easter egg.
3. Learners describe the Easter egg.
4. Teacher distribute to learners pictures of Easter Eggs.
5. In their workbook on page 25, learners trace the Easter egg and colour it.

Assessment

Name of child	Are learners able to read pictures of children in the receiving position?	Are learners able to stand in a receiving position?	Are learners able to perform a dance following instructions?	Are learners able to listen to instructions?	Are learners able to build an Easter bunny using cut-out materials?	Are learners able to read pictures of children playing percussion instruments?	Are learners able to name things children eat during Easter time?	Are learners able to trace round an Easter egg template?	Are learners able to colour an Easter egg?
Rod									
Joe									
Lim									

Aims

To help learners:

- develop creativity through talent and skill transfer
- develop a sense of beauty and achievement and provide entertainment at ceremonies

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

Monday: clip on body bouncing

Tuesday: radio

Wednesday: picture of a tortoise

Thursday: picture of a tortoise

Friday: Mosaic sample

Monday**Topic: Body bouncing****Objectives**

During the lesson, learners will:

- read picture depicting body bouncing
- jump on one place in a bouncing manner

Skills to be developed

- Observing
- Reading
- Bouncing
- Weight transferring

Learning activities

- Learners observe the picture depicting body bouncing.
- Learners read the picture depicting a bouncing body in their learner's reader on page 44.
- Learners imitate what is in the picture depicting a bouncing body.

4. Teacher explains and demonstrates the bouncing.

5. Learners jump on one place in a bouncing action.

6. Learners transfer body weight from two feet to one foot as instructed as they bounce.

Tuesday**Topic: Choreography:
Moving to the rhythm
of an instrumental****Objectives**

During the lesson, learners will:

- move in unison as commanded by the instructor
- dance in unison making movements following the rhythm of an instrumental music

Skills to be developed

- Listening
- Moving in unison
- Dance in unison

Learning activities

- Teacher explains and demonstrates the combining of locomotion and dancing.
- Learners slowly imitate the teacher's demonstration.
- Teacher gives commands like, one step to the right, to the right,

forward and so on as they dance.

- In small groups, learners practice the dance and the movements.
- Teacher combines the dance and movement with instrumental music as learners dance to form choreography.

Wednesday

Topic: Patterns – Torn paper mosaic

Objectives

During the lesson, learners will:

- listen to the story of the tortoise
- retell the story of the tortoise
- read the picture of a tortoise
- tear pieces of papers for paper mosaic

Skills to be developed

- Listening
- Speaking
- Reading

Learning activities

- Teacher tells a story of the tortoise as learners listen.

A Hare was making fun of the Tortoise one day for being so slow.

“Do you ever get anywhere?” he asked with a mocking laugh.

“Yes,” replied the Tortoise, “and I get there sooner than you think. I’ll run you a race and prove it.”

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him

to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

- Learners retell the tortoise story.
- Learners tell their own tortoise stories.
- Learners read the tortoise story in their learner’s reader on page 45.
- Learners tear paper into small pieces for mosaic.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- retell the story of the tortoise
- sing the tortoise song

Skills to be developed

- Speaking
- Listening
- Singing

Learning activities

- Learners retell the story of the tortoise.
- Teacher tells learners the story of the tortoise with a song.
- Teacher introduces the song to the learners.

Kumandinde-ndinde

Hama dzangu unganai

Kumandinde-ndinde

Muzoona kufa kwangu
Kumandinde ndinde
Handini ndakadya kamba
Kumandinde-ndinde

4. Learners sing the tortoise song.
5. Learners discuss the moral of the story.

Friday

Topic: Tortoise project - Mosaic Patterns

Objectives

During the lesson, learners will:

- a) retell the story of the tortoise
- b) paste torn pieces of paper on the drawing of a tortoise

Skills to be developed

- Speaking
- Listening
- Pasting

Learning activities

1. Learners retell the story of the tortoise.
2. Other learners listen to the story being told.
3. Teacher shows learners a sample of a mosaic article and explains how it was done.
4. In the learners' workbook on page 26, learners paste the papers on the drawn tortoise.

Assessment

	Yes	No	Sometimes
Is the learner able to read picture depicting body bouncing?			
Is the learner able to bounce in a coordinated fashion?			
Is the learner able to move according to the given commands?			
Is the learner able to dance in unison following the rhythm of instrumental music?			
Is the learner able to read pictures of a tortoise?			
Is the learner able to retell the story of the tortoise?			
Is the learner able to sing the tortoise song?			
Is the learner able to paste papers to make a paper mosaic?			

CHAPTER 24 Body bouncing, choreography and patterns

Aims

To help learners:

- communicate information, knowledge and national ideals through the displays
- develop a sense of beauty and achievement and provide entertainment at ceremonies

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

- Monday:** clip demonstrating bouncing
- Tuesday:** radio
- Wednesday:** clip of the solar system
- Thursday:** DVD player
- Friday:** glue or paste, paper

Monday

Topic: Bouncing and weight transfer

Objectives

During the lesson, learners will:

- a) coordinate balances
- b) balance and transfer body weight as they bounce

Skills to be developed

- Coordinating
- Balancing
- Transfer body weight

Learning activities

1. Teacher explains to learners that balances can be coordinated.
2. Teacher demonstrates a simple balance with another learner.
3. In pairs, learners balance following the teacher's demonstration.
4. Learners balance and transfer body weight in a coordinated way.

Tuesday

Topic: Locomotion

Objectives

During the lesson, learners will:

- a) uniformly move according to commands
- b) dance following the beat of an instrument

Skills to be developed

- Listening
- Moving according to commands
- Dancing according to the beat

Learning activities

1. Teacher demonstrates and explains the movements.
2. Learners listen to explanations and observe the demonstrations.
3. In small groups, learners practice the movements being commanded by the teacher.
4. Teacher accompanies the dance with a fast beat from an instrument.
5. Learners dance and move according to the beat.

Wednesday

Topic: The galaxy story

Objectives

During the lesson, learners will:

- a) listen to the galaxy story

- b) read pictures of the moon and the stars
- c) retell the galaxy story

Skills to be developed

- Listening
- Observing
- Reading
- Speaking

Learning activities

1. Teacher tells learners a story about the moon and the stars.
2. Learners listen to the story.
God created the sun, moon and stars. He instructed them to provide lights in the expanse of the heavens to give light on the earth," and it was so. God made the two great lights, the greater light to govern the day, and the lesser light to govern the night; He made the stars also. God placed them in the expanse of the heavens to give light on the earth.
3. In the learner's reader on page 46, learners read the pictures of the sun, moon and the stars providing light during the day and night.
4. Learners retell the story.
5. Learners identify the light during the day and the moon during the night.

Thursday

Topic: Local artists

Objectives

During the lesson, learners will:

- a) read a picture of a local artist like Oliver Mutukudzi
- b) watch a video of a local artist
- c) talk about the picture of the artist
- d) dance to the artist's music

Skills to be developed

- Observing
- Speaking
- Listening

Learning activities

1. Learners read a picture of a local artist such as Oliver Mutukudzi on page 47 of their readers.
2. Learners state some songs of the local artist.
1. Teacher plays a video of a local artist.
2. Learners watch the video.
3. Learners dance to the music of the local artist.
4. Learners talk about the music of the artist.
5. Lesson ends with learners dancing to the music being played.

Friday

Topic: Pasting

Objectives

During the lesson, learners will:

- a) retell the galaxy story
- b) paste the moon and the stars

Skills to be developed

- Speaking
- Listening
- Pasting

Learning activities

1. Learners retell the galaxy story.
2. Learners cut out the stars and the moon using pairs of scissors.
3. Learners paste pictures of the moon and the stars in their workbooks on page 27.

Assessment

	Yes	No	Sometimes
Is the learner able to coordinate balances?			
Is the learner able to balance and transfer body weight as they bounce?			
Is the learner able to uniformly move according to commands?			
Is the learner able to dance following the beat of a played instrument?			
Is the learner able to read pictures of the moon and the stars?			
Is the learner able to retell the galaxy story?			
Is the learner able to talk about the picture of an artist?			
Is the learner able to paste cut-out pictures of the moon and stars?			

Aims

To help learners:

- develop psychomotor skills and self esteem
- develop creativity through talent and skills transfer

Source of matter

ECD B syllabus pages 6and 12

Suggested learning materials

Monday: any playback machine like cassette or CD or DVD player

Tuesday: drum

Wednesday: patterned beads

Thursday: picture of an artist

Friday: sample pattern

Monday

Topic: Coordinated marching

Objectives

During the lesson, learners will:

- listen to played music
- march to the music in a coordinated form

Skills to be developed

- Listening
- Observing
- Marching

Learning activities

- Learners listen to music being played.
- Teacher explains and demonstrates a march.
- Learners observe the demonstration.
- As a group, learners perform the coordinated march.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- dance as they side step according to commands
- dance as they side step following a rhythm from a drum beat

Skills to be developed

- Dancing to commands
- Dancing to the rhythm of a beat

Learning activities

- Teacher demonstrates a dance combined with locomotion as learners observe.
- Learners engage in a coordinated dance following given commands such as left side one, two, right side one, two.
- Learners engage in the coordinated dance following the rhythm of a drum.
- Learners clap as they change direction.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- read pictures showing pattern with odd one out

- b) identify an odd one out from beads
- c) explain their selection
- d) encircle an odd one out from the given pattern of beads

Skills to be developed

- Observing
- Identifying
- Selecting

Learning activities

1. Learners read pictures of beads given in their readers on page 48.
2. Learners identify the odd one out from the beads.
3. Learners explain their reasons for the selection.
4. Learners create some problem situations for others to solve.

Thursday

Topic: International artists

Objectives

During the lesson, learners will:

- a) observe a picture of an international artist
- b) read the picture of the artist
- c) listen to the music of the artist
- d) dance to the artist's music

Skills to be developed

- Observing
- Reading
- Listening
- Dancing

Learning activities

1. Teacher shows learners the picture of an international artist.
2. Learners talk about his music.
3. Learners read the picture of the artist Jah Prayzah (Mukudzei Mukombe) in the learner's reader on page 49.
4. Learners listen to a song by the artist.
5. Learners dance to the music.

Friday

Topic: Pattern drawing

Objectives

During the lesson, learners will:

- a) observe patterns displayed
- b) complete a pattern drawing and colour it

Skills to be developed

- Observing
- Drawing

Learning activities

1. Teacher shows learners a picture of a sample pattern drawn.
2. Learners observe how the pattern is drawn.
3. In their workbooks on page 28, learners complete the pattern and colour it.
4. Learners display their work for others to see.

Assessment

Name of child	Are learners able to listen to music being played?	Are learners able to march to the music in a coordinated form?	Are learners able to dance following commands?	Are learners able to dance to the rhythm of a beat?	Are learners able to identify an odd one out from beads?	Are learners able to circle an odd one out from the given pattern of beads?	Are learners able to read the picture of the artist?	Are learners able to dance to the artist's music?	Are learners able to draw patterns of their choices?
Pet									
Joe									
Ron									

Aims

To help learners:

- gain an appreciation of the diverse cultures of the Zimbabwean society
- develop knowledge and national ideas through the displays

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

- Monday:** chart showing cross crawls
- Tuesday:** drum
- Wednesday:** chart showing different patterns
- Thursday:** video of an Indian dance
- Friday:** sample of a leaf print, leaves, wax crayons

Monday**Topic: Cross crawls****Objectives**

During the lesson, learners will:

- read a picture of learners doing cross crawls
- cross crawl in a coordinated way

Skills to be developed

- Reading
- Observing
- Crawling in a coordinated way

Learning activities

- Teacher displays a chart with learners doing cross crawls.
- Learners observe the chart and talk about the picture.
- Learners read the picture of learners doing cross crawls on page

50 of their readers.

- Learners talk about the pictures read, for example, turn taking in a pattern.
- Learners do the cross crawls in a coordinated way.

Tuesday**Topic: Choreography****Objectives**

During the lesson, learners will:

- dance as they side step according to commands
- dance as they side step following a fast beat from a drum.

Skills to be developed

- Dancing to commands
- Dancing to the rhythm of a beat

Learning activities

- Teacher demonstrates a dance combined with locomotion as learners observe.
- Learners engage in a coordinated dance following given commands such as left side one, two, right side one, two.
- Learners engage in the coordinated dance following a fast beat from a drum.
- Learners clap as they change direction.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- observe patterns on a chart
- read pictures of leaf patterns

Skills to be developed

- Observing
- Reading
- Speaking

Learning activities

- Teacher displays a chart with leaf patterns.
- Learners observe and discuss the patterns.
- In the learner's reader on page 51, learners read pictures of leaf patterns.
- Learners discuss how the patterns are made, explaining the sequence.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- watch a video from the Indian culture
- simulate the Indian dance

Skills to be developed

- Observing
- Simulating

Learning activities

- Teacher plays a video from the Indian culture.
- Learners watch the video observing the dance.
- Learners simulate the Indian dance.

Friday

Topic: Colours - Leaf prints

Objectives

During the lesson, learners will:

- observe the samples of leaf prints
- leaf print using wax crayons

Skills to be developed

- Observing
- Printing

Learning activities

- Teacher shows learners samples of leaf prints.
- Learners observe the leaf prints.
- Learners discuss how the leaf prints were made.
- In their workbooks on page 29, learners leaf print using leaves collected and wax crayons.

Assessment

	Yes	No	Sometimes
Is the learner able to read a picture of learners doing cross crawls?			
Is the learner able to cross crawl in a coordinated way?			
Is the learner able to dance as they side step according to commands?			
Is the learner able to dance as they side step following a fast beat from a drum?			
Is the learner able to read pictures of leaf patterns?			
Is the learner able to watch a video from the Indian culture?			
Is the learner able to simulate an Indian dance?			
Is the learner able to leaf print using wax crayons?			

Aims

To help learners:

- appreciate the diverse cultures of the Zimbabwean society
- develop knowledge and national ideas through the displays

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

Monday: sound or musical stimuli

Tuesday: holahoop

Wednesday: picture depicting clouds and rainfall

Thursday: picture depicting clouds and rainfall

Monday

Topic: Coordination in relation to stimuli

Objectives

During the lesson, learners will:

- march in response to stimuli
- march and make formations in response to stimuli

Skills to be developed

- Marching
- Listening

Learning activities

1. Teacher introduces learners to quick and slow marches.
2. Learners observe the teacher demonstrates the marches.
3. Learners practice the marches.
4. Teacher introduces stimuli for

learners to follow as they march, for example, music so that learners march to the rhythm of the music.

Tuesday

Topic: Combining dances and locomotion

Objectives

During the lesson, learners will:

- read picture of a child moving using a stick following a drum beat
- identify objects being used, for example, a stick, a drum.

Skills to be developed

- Reading
- Moving using an object

Learning activities

1. In the learner's reader on page 52, learners read a picture of a child moving from point A to B using a stick following a drum beat.
2. Learners identify the objects being used.
3. Learners observe how they co-ordinately move.
4. Learners engage in the coordinated moves following a slow beat from a drum.

Wednesday

Topic: Rainfalls

Objectives

During the lesson, learners will:

- read the picture of clouds and heavy rains
- arrange the correct sequence of the rain process cycle

Skills to be developed

- Observing
- Reading
- Sequencing

Learning activities

- Learners observe the picture of rainfall and clouds in the learner's reader on page 53.
- Learners talk about rainfall.
- Learners read pictures of the sequence of the rainfall in the learner's reader on page 53.
- Learners arrange the sequence of the rainfall process.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- listen to the background of a song
- sing the song 'I hear thunder'

Skills to be developed

- Observing
- Listening
- Singing

Learning activities

- Teacher tells learners the background of the rhyme.

The nursery rhyme I hear Thunder is the perfect song to sing when there is thunder and lightning.

Teacher explains to the kids that thunder and lightning can be frightening, but not dangerous if they are at home or in a safe place. Teacher tells them that they must never go bathing outdoor during a thunderstorm.

- Teacher introduces the rhyme to the learners.

I hear thunder!

I hear thunder!

Oh! don't you? Oh! don't you?

Pitter, patter raindrops,

Pitter, patter raindrops,

I'm wet through!

I'm wet through!

- Learners sing the song.

Friday

Topic: Rain under the clouds

Objectives

During the lesson, learners will:

- sing the song 'I hear thunder'.
- draw rains under the clouds

Skills to be developed

- Singing
- Drawing

Learning activities

- Learners sing the rhyme 'I hear thunder'.
- In their workbook on page 30, learners draw rain drops under a drawn cloud.
- Learners display their finished work.

Assessment

Name of child	Are learners able to march in response to stimuli?	Are learners able to dance as they side step according to commands?	Are learners able to dance as they side step following a slow beat from a drum in their own space?	Are learners able to read the picture of clouds and heavy rains?	Are learners able to arrange the correct sequence of the rain process cycle?	Are learners able to listen to the background of the song?	Are learners able to sing the song 'I hear thunder'?	Are learners able to draw rain drops under the clouds?
Jam								
Joe								
Lim								

Aims

To help learners:

- develop creativity
- develop psychomotor skills, team building and self esteem

Source of matter

ECD B syllabus pages 6 and 12

Suggested learning materials

Monday: jumping jacks

Tuesday: hoola-hoop

Wednesday: sample of patterns made of shapes

Thursday: sample fruits, especially maonde (figs)

Friday: primary colour paints

Monday

Topic: Gymnastics

Objectives

During the lesson, learners will:

- read pictures of children performing gymnastics
- perform gymnastics using jumping jacks
- simulate animal walks

Skills to be developed

- Observing
- Reading
- Simulating

Learning activities

- Learners read pictures of learners performing gymnastic activities in the learner's reader on page 54.
- Learners talk about the pictures.
- Learners perform the gymnastic

activities, of jumping jacks in the jumping castle.

- Learners simulate animal walks.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- dance as they side step according to commands
- dance as they side step following a fast beat from a drum in their own space

Skills to be developed

- Dancing to commands
- Dancing to the rhythm of a beat

Learning activities

- Teacher demonstrates a dance combined with locomotion in his or her own space as learners observe.
- Learners engage in a coordinated dance following given commands like left side one, two, right side one, two, in their own space, for example, in a hoola-hoop.
- Learners engage in the coordinated dance following a fast beat from a drum.
- Learners clap as they change direction.

Wednesday

Topic: Shapes and patterns

Objectives

During the lesson, learners will:

- observe patterns formed using shapes
- circle the odd shape from the pattern

Skills to be developed

- Observing
- Writing
- Circling

Learning activities

- Teacher shows learners a sample of patterns made of shapes.
- Learners talk about how they are made.
- In the learner's workbook on page 31, learners circle the odd item from the pattern.
- Learners display their completed work.

Thursday

Topic: Game songs

Objectives

During the lesson, learners will:

- list games they play at home
- play a chosen game

Skills to be developed

- Speaking
- Observing

Learning activities

- Learners list the games they play at home.

- Teacher introduces the learners to the game 'Tinotsvaka maonde'

*Tinotsvaka maonde, maonde,
maonde.*

Tinotsvaka maonde, masikati ano.

*Wamunotsvaka ndiani, ndiani,
ndiani?*

*Wamunotsvaka ndiani, masikati
ano?*

- Learners play the game 'Tinotsvaka maonde'
- Learners talk about everything they know about figs.

Friday

Topic: Colour mixing

Objectives

During the lesson, learners will:

- predict colours produced after mixing primary colours
- experiment with primary colours to produce secondary colours

Skills to be developed

- Predicting
- Observing
- Experimenting
- Comparing

Learning activities

- Learners predict the colours produced after mixing primary colours.
- Learners experiment with primary colours to produce secondary colours.
- Learners observe the colours produced.
- Learners compare their predictions with the produced results.

Assessment

Name of child	Are learners able to read pictures of children performing gymnastics?	Are learners able to perform gymnastics using jumping jacks?	Are learners able to simulate animal walks?	Are learners able to dance as they side step following a fast beat from a drum in their own space?	Are learners able to circle the odd shape from the pattern?	Are learners able to predict colours produced after mixing primary colours?	Are learners able to experiment with primary colours to produce secondary colours?
Jam							
Joe							
Lim							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- gain an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety, appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15 to 20

Suggested learning materials

Monday: pieces of ribbon or cloth

Tuesday: balls

Wednesday: picture books and magazines

Thursday: a music video

Friday: pictures of wild animals

Monday

Topic: Coordination

Objectives

During the lesson, learners will:

- identify their left and right legs

Skills to be developed

- Identifying
- Marching

Learning activities

- Learners discuss the picture in their readers on page 55 which shows children marching in a single file whilst another child is beating the drum.
- Learners identify their left and right legs and then the teacher assists

them to tie a piece of ribbon or cloth on their left legs.

- Learners then stand in a single file and respond to instructions on the movement of their feet, for example, left, left, left, right, left, right.
- Learners then move according to instructions in rhythm with the drumbeat.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- catch and receive a ball using various equipment

Skills to be developed

- Combining hand eye coordination to catch a ball

Learning activities

- The teacher demonstrates the catching of a ball (eyes on the ball, reaching for the ball, stretching the hands, cupping the hands and then receiving the ball).
- Learners make a circle and they practice catching or receiving the ball from the teacher using their

hands and then using apparatus like hats.

- In their groups, the learners practice receiving or catching using various equipment and apparatus in response to slow instrumental music to form choreography

Wednesday

Topic: Patterns – Wild animals

Objectives

During the lesson, learners will:

- talk about the pictures of different animals
- identify and name wild animals from pictures
- cut pictures of wild animals from magazines

Skills to be developed

- Discussing
- Identifying
- Naming
- Cutting

Learning activities

- Learners discuss the pictures of different animals shown in their reader on page 56.
- Learners identify and name the different animals from their reader.
- Learners are given picture books and magazines from which they identify and name different animals.
- Each learner chooses a picture of a favourite wild animal and then cuts the picture out. Learners tell each other about the cut out pictures.
- The cut-out pictures are placed in boxes in preparation for the next lesson.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- watch a music video from the Zulu culture
- dance to some Zulu music

Skills to be developed

- Dancing

Learning activities

- Learners watch a music video from the Zulu culture.
- Learners sing along and dance to some Zulu music in their groups.
- The different groups perform before the whole class.

Friday

Topic: Colours - Animals

Objectives

During the lesson, learners will:

- name the different wild animals that they know
- cut out pictures of animals that they like
- paste the pictures of wild animals onto their workbook

Skills to be developed

- Naming
- Cutting
- Pasting

Learning activities

- Learners name the different wild animals that they know.
- Learners identify and name the different animals shown in the pictures.

3. Learners cut out pictures of animals that they like.
4. Learners paste the pictures of wild animals onto their workbooks on page 32. A small picture of a hare is already attached.
5. They tell each other the names of the animals that they pasted onto their books.

Assessment

Name of child	Are learners able to identify their left and right legs?	Are learners able to catch or receive a ball using their hands and also using various equipment?	Are learners able to talk about the pictures of different animals?	Are learners able to identify and name wild animals from pictures?	Are learners able to cut pictures of wild animals from magazines?	Are learners able to paste the pictures of wild animals onto their workbooks?	Are learners able to dance to some Zulu music?
Ben							
Peter							
Jane							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- gain an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety, appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15 - 20

Suggested learning material

- Monday:** music player
Tuesday: balls, music player
Wednesday: video or pictures of the Great Zimbabwe
Thursday: video or music player
Friday: chart showing Great Zimbabwe

Monday

Topic: Coordination

Objectives

During the lesson, learners will:

- a) move to the left and to the right in rhythm with the music

Skills to be developed

- Coordinating dance moves

Learning activities

1. Learners stand in a circle and then move their left and right feet in rhythm to the music.
2. Learners move to the left and to the right, slowly at first and then

increasing their speed according to the music.

3. Learners move to the left and to the right and then roll their arms.
4. They move to the left and to the right and then clap their hands in rhythm with the music.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- a) receive the ball from a partner using various equipment

Skills to be developed

- Receiving/catching

Learning activities

1. Learners stand in a circle and make star jumps.
2. The teacher demonstrates the catching of a ball (eyes on the ball, reaching for the ball, stretching the hands, cupping the hands and then receiving the ball).
3. Learners hold their hats, shake their bodies and then practice catching or receiving the ball from

the teacher using their hands and then using apparatus like hats.

4. In pairs, learners practice throwing and receiving or catching using various equipment and apparatus in response to slow instrumental music to form choreography

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) talk about the stonework at Great Zimbabwe
- b) cut out the bricks from given drawings

Skills to be developed

- Discussing
- Cutting

Learning activities

1. Learners are shown a video or pictures of the Great Zimbabwe.
2. The teacher discusses with learners the patterns or stonework at Great Zimbabwe shown in their readers on page 57.
3. Learners cut out the bricks from given sheets with brick drawings.
4. They store their cut bricks in preparation for the next lesson.

Thursday

Topic: Music - African traditional song

Objectives

During the lesson, learners will:

- a) sing a song

Skills to be developed

- Singing

Learning activities

1. Learners watch a video or listen to a recording of traditional African songs.
2. As a class, learners sing and dance to a traditional African song that is common in their area.
3. In groups, learners practice singing and dancing to the song.
4. One group performs the African traditional song before the whole class.

Friday

Topic: Colours

Objectives

During the lesson, learners will:

- a) answer some questions on the Great Zimbabwe
- b) colour the bricks on the Great Zimbabwe stonework
- c) colour the trees and flowers around the stone work

Skills to be developed

- Question answering
- Colouring

Learning activities

1. Teacher discusses the picture of the Great Zimbabwe shown on the chart. Learners answer some questions on the Great Zimbabwe.
2. Learners colour the bricks on the Great Zimbabwe stonework shown in their workbooks on page 33.
3. Learners also colour the trees and flowers around the stone work of the Great Zimbabwe in their workbooks.
4. Learners display their work.

Assessment

Name of child	Are learners able to move to the left and right in rhythm to the music?	Are learners able to receive the ball from a partner using various equipment?	Are learners able to talk about the stonework at Great Zimbabwe?	Are learners able to cut out the bricks from given drawings?	Are learners able to colour the Great Zimbabwe drawing?	Are learners able to answer some questions on the Great Zimbabwe?	Are learners able to sing the song?
Ben							
Peter							
Ronald							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- gain an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays Syllabus Pages 15-20

Suggested learning resources

- Monday:** illustrations of formations
- Tuesday:** balls
- Wednesday:** hard paper with cone shaped patterns
- Thursday:** a video recording of children performing in a show
- Friday:** cone shapes, small wooden block and paste

make a circle.

2. Once in the circle, learners hold their hats and shake them to the left and to the right.
3. Learners move out of the circle into two straight lines that have been drawn.
4. They move following the drawn lines whilst rolling their arms.
5. Learners clap their hands and move back to the classroom in straight lines.

Monday

Topic: Coordination - Basic linear formations

Objectives

During the lesson, learners will:

- a) move in rhythm in a linear formation

Skills to be developed

- Moving in linear formations

Learning activities

1. Learners clap their hands as they

Tuesday

Topic: Choreography - Hand-eye coordination

Objectives

During the lesson, learners will:

- a) receive the ball from a partner using various equipment

Skills to be developed

- Receiving /catching

Learning activities

1. Learners stand in a line and make circles first with their arms and then legs.
3. Learners move around the circle in

- a clockwise direction and practice catching or receiving the ball whilst in motion.
- Learners turn around and move around the circle in an anticlockwise direction and then practice catching or receiving the ball from the teacher using their hands and then using apparatus like hats.
 - In their pairs, learners practice throwing and receiving or catching using various equipment and apparatus in response to slow instrumental music to form a choreograph
 - Learners cut out the shapes and store them neatly in preparation for the next art lesson.
 - Learners colour the drawing of a butterfly in their workbooks on page 34. They display their work.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- sing a song

Skills to be developed

- Singing

Learning activities

- Learners watch a video of learners performing in a show.
- Teacher discusses with the learners the picture of children performing in a dance show which is in the learners' reader on page 58.
- The teacher plays some background and performing music and learners dance and prepare for a music and dance show in their groups.
- Learners dance to the music as a class.

Wednesday

Topic: Shapes

Objectives

During the lesson, learners will:

- trace cone-shaped patterns onto hard paper
- paint the cone shapes in different colours
- cut out the shapes

Skills to be developed

- Tracing
- Painting
- Cutting

Learning activities

- Learners identify and name the different shapes shown on the chart.
- Teacher shows learners the cone shape and they identify different objects in and around the classroom which have a cone shape.
- Learners trace cone-shaped patterns onto hard paper. Each learner makes two shapes.
- Learners paint the shapes in different colours

Friday

Topic: Colours - Butterfly art

Objectives

During the lesson, learners will:

- build models of butterflies
- colour the butterflies

Skills to be developed

- Model building
- Colouring

Learning activities

1. Learners discuss the drawing of a butterfly in their readers on page 59. They talk about the colours of the butterfly.
2. Teachers places the differently coloured flat cone shapes onto the learners' desks. Learners choose two colours of the cone shapes.
3. Learners then paste the cone shapes onto the small wooden block the size of an ice cream stick each on the side of a block (the block runs in the middle).
4. Learners then add some colour onto their butterflies, the cone shapes being the wings.
5. Learners display their work.

Assessment

Name of child	Are learners able to move in rhythm in a linear formation?	Are learners able to receive the ball from a partner using various equipment?	Are learners able to trace cone shaped patterns onto hard paper?	Are learners able to paint the cone shapes in different colours?	Are learners able to cut out the shapes?	Are learners able to sing the song?	Are learners able to build models of butterflies?
Ben							
Peter							
Ronald							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- gain an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested learning resources

- Monday:** music player
Tuesday: balls
Wednesday: picture of an African warrior
Thursday: music player
Friday: beginners' pencils and crayons

Monday

Topic: Coordination

Objectives

During the lesson, learners will:

- move in rhythm in a linear formation
- move in and out of a formation

Skills to be developed

- Moving in linear formations

Learning activities

- Learners make a circle and then move around the circle holding hands.
- Once in the circle, learners move

to the left and to the right whilst clapping their hands.

- Each learner picks a friend and they hold hands as they move out of the circle into the two straight lines that have been drawn.
- Learners move along the lines holding their hats or any light apparatus and shaking it in rhythm to the music.
- Learners move to the left and to the right and then turn around to face a partner on the other line. They hold the hand of the partner and move back to the circle with their partner.
- Learners clap their hands and move back to the classroom in straight lines.

Tuesday

Topic: Choreography:
Hand-eye
coordination

Objectives

During the lesson, learners will:

- receive the ball from a partner using various equipment

Skills to be developed

- Receiving /catching

Learning activities

1. Learners discuss the picture of the boys and girls throwing and catching balls which is shown in their reader on page 60.
2. Learners run around the play area making circles with their hands.
3. In pairs, learners practice throwing and receiving or catching using various equipment and apparatus in response to a fast drum beat to form choreography.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) talk about the picture of an African warrior
- b) draw a pattern from the spears and shields

Skills to be developed

- Discussing
- Drawing

Learning activities

1. Teacher discusses with the learners the picture of an African warrior which is in their readers on page 61.
2. In groups, learners talk about the patterns on the spears and shields.
3. The learners draw the pattern that they like most from the pictures of the spears and shields.
4. Learners display their work.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- a) perform in a class show

Skills to be developed

- Performing

Learning activities

1. The teacher plays some background and performing music and learners dance and prepare for a music and dance show in their groups.
2. Learners take turns to perform in the class show.
3. All learners dance to some background and performing music.

Friday

Topic: Drawing an African warrior

Objectives

During the lesson, learners will:

- a) draw an African warrior by joining dotted lines

Skills to be developed

- Answering questions

Learning activities

1. Learners recite the colours rhyme.
2. Teacher talks briefly to learners about African warriors and learners are shown some pictures of African warriors.
3. In their workbooks on page 35,

learners join dotted lines to draw an African warrior in full war gear.

African warrior. They tell each other about their pictures.

4. Learners colour the drawing of an

Assessment

Name of child	Are learners able to move in rhythm in a linear formation?	Are learners able to move in and out of a formation?	Are learners able to receive the ball from a partner using various equipment?	Are learners able to talk about the picture of an African warrior?	Are learners able to draw a pattern from the spears and shields?	Are learners able to perform in a class show?	Are learners able to complete the drawing of an African warrior by joining dotted lines?
Ben							
Peter							
Ronald							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- gain an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested learning resources

Monday: music player, drums

Tuesday: whistle

Wednesday: beginners' pencils and crayons

Thursday: video player

Friday: colour wheel (chart), paint and straws

Monday**Topic: Coordination -
Basic formations****Objectives**

During the lesson, learners will:

- a) move in rhythm in a linear formation
- b) move in and out of a formation

Skills to be developed

- Moving in linear formations

Learning activities

1. Learners dance freely to the music or drum beat around the play area.
2. At a signal, learners move to the

pre-drawn square shapes of their choices.

2. Once in the squares, learners hold the hands of their neighbours and then move to the left and to the right.
3. Each learner picks a friend and they lock their elbows as they move around the square in a clockwise direction. At the blow of the whistle, learners turn and move in an anti-clockwise direction in rhythm with the music.
4. Learners move out of their squares in turns into the big square where they move to the left and to the right and then turn around once.
5. Learners clap their hands and move back to the classroom in straight lines.

Tuesday**Topic: Choreography****Objectives**

During the lesson, learners will:

- a) balance on one foot
- b) play the game 'Dance around together'

Skills to be developed

- Balancing
- Playing games

Learning activities

1. Teacher discusses with the learners the picture of children who are locking hands, balancing on one leg and standing in a circular formation. The picture is in the learners' readers on page 62.
2. Learners jog and hop around the play area in response to some music.
3. At the sound of the whistle, learners form a circle and lock their hands together.
4. Learners balance on the left foot at the sound of the whistle, and at the count of 5 they change and balance on the right foot. At the count of 5 again, they balance with both feet.
5. Learners hold hands and play the game 'Dance around together'.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) write patterns

Skills to be developed

- Writing

Learning activities

1. Teacher demonstrates the writing of patterns on the board whilst learners follow by writing in the air.
2. Learners help each other to complete the patterns on their work cards in groups.
3. As individuals, learners complete the patterns in the workbook on

page 36.

4. Learners display their work.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- a) talk about the picture of the dance group
- b) sing a local dance song

Skills to be developed

- Singing

Learning activities

1. Teacher talks to the learners about the picture of the local dance group shown in the learners' reader on page 63.
2. Learners then watch a video performance by a local dance group.
3. Learners sing and dance imitating the moves from the local dance group.
4. A few learners perform before the whole class.

Friday

Topic: Colours

Objectives

During the lesson, learners will:

- a) name the different colours on the colour wheel.
- b) name the colours of the paints on their tables
- c) make some splash or blow paintings on pieces of papers using straws and paint

Skills to be developed

- Question answering

Learning activities

1. Learners name the different colours on the colour wheel.
2. Learners name the colours of the paints on their tables.
3. The teacher demonstrates how to make a splash or blow paint.
4. Learners make some splash or blow paintings on pieces of paper using straws and paint. They are then assisted to develop their splash or blow paints into different objects like trees, people.

Assessment

Name of child	Are learners able to move in and out of a formation?	Are learners able to balance on one foot?	Are learners able to play the game 'Dance around together'?	Are learners able to write patterns?	Are learners able to talk about the picture of the dance group?	Are learners able to name the different colours on the colour wheel?	Are learners able to make some splash or blow paintings?
Ben							
Peter							
Ronald							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- acquire an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skills transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested learning resources

Monday: illustration of children in a circular formation

Tuesday: illustration of different leg postures

Wednesday: coloured paper, fish templates

Thursday: music or video player

Friday: paper strips, fish templates

Monday

Topic: Coordination - Basic circular formations

Objectives

During the lesson, learners will:

- talk about the picture
- colour the drawing of children standing in a circular formation

Skills to be developed

- Discussing
- Colouring

Learning activities

- Teacher discusses with the learners the picture of the children standing in a basic circular formation which is shown in their workbook on page 37.
- Learners colour the drawing of children standing in a circular formation in their workbooks.
- They display their work.
- Learners stand in a circular formation following the formation shown in the picture and play the game 'Dance around together'.

Tuesday

Topic: Balancing and weight bearing

Objectives

During the lesson, learners will:

- balance on one leg
- keep their bodies still whilst in the balance position
- use their arms to help them with their balance

Skills to be developed

- Balancing
- Keeping still

Learning activities

1. Learners move around the play area flying like birds and ensuring that they do not bump into each other.
 2. Each learner finds their own space and stand on their two feet before lifting the right foot and balancing on one. They try to keep their bodies still whilst in the balance position.
 3. Learners use their arms to help them in their balance.
 4. Learners put the foot down and change the balancing foot. They now balance on their left foot.
 5. Learners balance on two feet and jog slowly on the same spot.
3. Learners are all given fish templates for the fish craft. They colour their fish templates which have small holes for weaving cut out.
 4. Learners recite the fish rhyme.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- a) talk about the picture of the traditional Sotho or Tswana dancers
- b) sing along and dance to a Sotho song

Skills to be developed

- Discussing
- Singing
- Dancing

Learning activities

1. Teacher talks to the learners about the picture of traditional Sotho or Tswana dancers in their readers on page 65.
2. Learners watch music videos from the Tswana or Sotho culture
3. Learners sing along the songs and imitate the Sotho dance moves in their groups.
4. All learners dance to some Tswana or Sotho music as a class.

Friday

Topic: Colours - Fish craft

Objectives

During the lesson, learners will:

- a) weave strips of coloured paper onto their fish templates
- b) recite the rhyme 'Little fish'.

Wednesday

Topic: Pattern weaving

Objectives

During the lesson, learners will:

- a) talk about the picture of a fish woven craft
- b) cut coloured paper into strips following the drawn lines
- c) colour their fish templates

Skills to be developed

- Discussing
- Cutting
- Colouring

Learning activities

1. Teacher discusses with the learners the picture of a fish woven craft shown in the readers on page 64. Learners identify the materials used in the fish craft.
2. Learners cut the coloured paper given to them into strips following the drawn lines. They place their strips neatly into boxes in

Skills to be developed

- paper weaving
- Reciting 'Little fish'

2. Learners weave the strips of coloured paper onto their fish templates.
3. Learners recite the rhyme 'Little fish' using their fish craft.

Learning activities

1. The teacher demonstrates the weaving of a fish using paper strips.

Assessment

Name of child	Are learners able to talk about the picture?	Are learners able to colour the drawing of children standing in a circular formation?	Are learners able to balance on one leg?	Are learners able to keep their bodies still whilst in the balance position?	Are learners able to cut coloured paper following the drawn lines into strips?	Are learners able to sing along and dance to Sotho songs?	Are learners able to weave strips of coloured paper onto their fish templates?
Ben							
Peter							
Ronald							

Aims

To help learners:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- appreciate the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skills transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages
15-20

Suggested learning resources

Monday: music player, drums
 Tuesday: music player, drums
 Wednesday: pairs of scissors, sheets
 of paper
 Thursday: building blocks
 Friday: cut out circles and paste

Monday

**Topic: Coordination -
Basic circular
formations**

Objectives

During the lesson, learners will:

- a) move in rhythm in a circular formation
- b) move in and out of a circular formation

Skills to be developed

- Moving in circular formations

Learning activities

1. Learners run freely to the music or drum beat around the play area.
2. Learners freeze at a given signal and

then move into drawn lines to make a linear formation.

3. Learners move from their linear formation into the circle drawn in the middle of the play area.
4. Learners move to the right whilst clapping their hands to the rhythm of the music.
5. Learners then dance away into smaller circles around the big circle and then sing the song 'Dance around together'.
6. Learners clap their hands as they move back into a linear formation and move back to the classroom in a straight line.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- a) talk about the picture showing pair work balancing
- b) draw a picture by joining dotted lines

Skills to be developed

- Discussing
- Drawing

Learning activities

1. Teacher plays fast and lively music and learners run and skip around the play area in rhythm to the music.
2. Learners stop and balance on the identified body part at the blow of the whistle, for example, on the left leg. At the count of 5, they continue running around and stop again at the blow of the whistle.
3. The teacher talks to the learners about the picture in their workbooks on page 38 showing pair work balancing.
4. Learners complete the drawing of a picture by joining dotted lines in their workbooks.

Wednesday

Topic: Shapes

Objectives

During the lesson, learners will:

- a) discuss the picture of the finger puppet

Skills to be developed

- Discussing

Learning activities

1. Learners talk about the picture of a finger puppet which is shown in their readers on page 66. Learners identify the shapes used to make the puppet.
2. Learners cut out the circles drawn onto sheets of paper. Each sheet should have four circles, one big, two smaller than one and one smaller than the second and third one.
3. Learners then colour their circles.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- a) sing the tidying up song

Skills to be developed

- Singing

Learning activities

1. Learners identify the different activities that they do in the classroom. The teacher emphasises the importance of tidying up after doing the different activities.
2. Learners play briefly with their building blocks.
3. Learners then sing the tidying up song as they neatly put away the building blocks.

Friday

Topic: Shapes

Objectives

During the lesson, learners will:

- a) make a puppet with cut out circles and paste

Skills to be developed

- puppet making

Learning activities

1. The teacher shows learners how to make a puppet with cut out circles and paste.
2. Learners each pick one big circle and two smaller circles. They then join their circles with paste (the biggest circle in the centre, the smaller circles one on each side of the head circle)

3. Learners add a mouth and eyes to their puppet using paint.
4. Learners do some puppet shows with their puppets.

Assessment

Name of child	Are learners able to move in rhythm in a circular formation?	Are learners able to move in and out of a circular formation?	Are learners able to sing the tidying up song?	Are learners able to cut out circles?	Are learners able to make a puppet with cut out circles and paste?
Ben					
Peter					
Ronald					

Aims

To help pupils:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- appreciate the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested learning resources

Monday: music player, drum

Tuesday: music player, drum

Wednesday: different shapes

Thursday: wire to pick up litter with, bins

Friday: pictures of a hen, paste

music or drum beat.

2. Learners stop at a given signal and then move into a circle to make a circular formation.
3. Learners hold hands and play the game 'Dance around together'.
4. Learners then play the game 'Rotten egg' as a class.
5. Learners move into a linear formation and move back to the classroom in a straight line.

Monday

**Topic: Locomotion
Basic circular
formations**

Objectives

During the lesson, learners will:

- a) move in rhythm in a circular formation
- b) move in and out of a circular formation

Skills to be developed

- Moving in circular formations

Learning activities

1. Learners run, jog, walk and hop freely around the play area to the

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- a) balance on different body parts
- b) move within their own space bounded by a hoola hoop)

Skills to be developed

- Balancing

Learning activities

1. Teacher plays music and learners walk and hop around the play area in rhythm to the music.
2. Learners stop and balance on the identified body part at the blow of

the whistle, for example, on both hands and one leg. At the count of 5, they continue hopping or walking around and stop again at the blow of the whistle.

- Each learner collects a hoola hoop and then places it on the floor. They then crawl around their hoola hoops moving according to the rhythm of the music.
- Learners then balance on each of their legs within their hoola hoop space.
- They pick up their hoola hoops and dance around them to the rhythm of a fast music beat.

Wednesday

Topic: Shapes

Objectives

During the lesson, learners will:

- identify and name the different shapes
- draw triangular shapes by tracing
- cut out the drawn triangular shapes

Skills to be developed

- Naming/signing
- Drawing
- Tracing
- Cutting

Learning activities

- Learners identify and name the different shapes shown in their reader on page 67.
- Learners select triangular shapes from the given boxes of shapes.
- Learners then draw triangular shapes by tracing around given hard templates.
- Learners then cut out triangular shapes and place them neatly in boxes in preparation for the next lesson.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- talk about the picture in their readers
- sing the song about picking up litter
- pick up litter around their learning area

Skills to be developed

- Discussing
- Singing
- Picking up litter

Learning activities

- Teacher discusses with the learners the importance of tidying up and keeping the environment clean.
- In groups, learners talk about the picture in their readers on page 68 of school children picking up litter around the school yard.
- Learners sing and pick up papers in the infant school area. They can pick up litter using wire.
- Learners place litter in the rubbish bin or pit, wash their hands and move back into the classroom.

Friday

Topic: Colours - Hen art

Objectives

During the lesson, learners will:

- dress a hen with feathers using triangular shapes

Skills to be developed

- Pasting

Learning activities

1. Teacher discusses with learners the characteristics of a hen. The teacher demonstrates how to dress a hen with feathers.
2. Learners paste the small triangular shapes onto the big mother hen
3. Learners add eyes to the hen with finger paints.
4. Learners hold their hens and imitate the cackling sound made by hens.

in their workbooks on page 39 to make its feathers.

Assessment

Name of child	Are learners able to move rhythmically in a circular formation?	Are learners able to move in and out of a circular formation?	Are learners able to balance on the different body parts?	Are learners able to move within their own hoola hoop space?	Are learners able to draw triangular shapes by tracing around templates?	Are learners able to cut out the drawn triangular shapes?	Are learners able to dress a hen with feathers (cut out triangular shapes)?
Ben							
Peter							
Ronald							

Aims

To help pupils:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- acquire an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations for creativity in learners through talent and skills transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested learning resources

Monday: music player

Tuesday: video player

Wednesday: paints and sheets of plain paper

Thursday: clip of a cock fight

Friday: wool and paste

Monday**Topic: Formations****Objectives**

During the lesson, learners will:

- a) describe what is happening in the pictures
- b) balance on their backs whilst lifting one leg up

Skills to be developed

- Describing
- Balancing

Learning activities

1. Learners discuss the picture of children lying flat on their backs in

a circular formation lifting one of their legs which is shown in their readers on page 69.

2. Teacher plays some lively music that the learners like. Learners dance around the play area in rhythm with the music.
3. At the sound of the whistle, learners join hands and make a circle. At the sound of the tambourine, all learners sit down and remain still on their backs.
4. At the sound of the whistle, all learners lie flat on their backs still in the circular formation. They then lift their right legs and hold it in the air.
5. At the count of 5, learners drop their right legs and lift up their left legs.
6. Learners drop their legs, sit up and then stand up. They join hands and play the game 'Dance around together'.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- a) make soldier moves in rhythm with the music
- b) move in basic linear formations

Skills to be developed

- Moving in linear formations

Learning activities

1. Learners watch a video of a war situation where soldiers are marching into combat with their guns.
2. The teacher plays some lively music and learners move into a straight line where they stand side by side.
3. At the start of the music, they move forward slowly whilst holding their guns.
4. When the music gains speed and at the sound of the whistle, they stand in position and start firing their guns and moving in rhythm with the music.
5. At the sound of the whistle, they turn around two times with their guns and then move back to their starting point.
6. They all point their guns to the sky and make or imitate the gun sound as they move in line with the sounds. They then move into a circular formation and each moves one step forward to surrender their gun.

Wednesday

Topic: Patterns - Hand prints

Objectives

During the lesson, learners will:

- a) mix some paints
- b) make some hand prints

Skills to be developed

- Colour mixing
- Hand printing

Learning activities

1. Learners identify and name the colours shown in the colour wheel (charts).
2. Learners mix the colours given to them in their groups.
3. Teacher demonstrates the process of making a hand print.
4. On the sheets of white paper, learners make their hand prints as individuals. Teacher goes around assisting the learners so that the exercise is not messy.
5. Learners display their work.

Thursday

Topic: Background and performing music - Games and game songs

Objectives

During the lesson, learners will:

- a) describe what is happening in the pictures
- b) play the game (combination of game, song and balancing)

Skills to be developed

- Describing
- Playing

Learning activities

1. Teacher talks to the learners about the drawing of children performing a cock fight which is shown in their readers on page 70.
2. Two learners demonstrate the playing of the cock fight game whilst the rest of the class sing the 'cock fighting' song.
3. Learners play the game which is a combination of game, song and balancing.
4. Learners clap hands for the winners.

Friday

Topic: Colours - Chick art

Objectives

During the lesson, learners will:

- make a chick collage with pieces of wool and paste

Assessment

Name of child	Are learners able to describe what is happening in the pictures?	Are learners able to balance on their backs whilst lifting one leg up?	Are learners able to make soldier moves in rhythm with the music?	Are learners able to move in basic linear formations?	Are learners able to play the game (Combination of game, song and balancing)?	Are learners able to make some hand prints?	Are learners able to make a chick collage with pieces of wool and paste?
Ben							
Peter							
Ronald							

Skills to be developed

- Cutting
- Pasting

Learning activities

1. Teacher discusses the drawing of a chick in their workbooks with the learners.
2. Teacher demonstrates how to cut up wool and paste it on the drawing of a chick.
3. Learners cut up wool into small pieces. They then paste the pieces of wool onto the drawing of the chick in their workbooks on page 40.
4. They then colour and make the eyes with drops of paint.
5. Learners display their work.

Aims

To help pupils:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- gain an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested learning resources

Monday: video player

Tuesday: drums

Wednesday: cotton wool and paint

Thursday: crayons

Friday: cotton balls, flat piece of wood and paint

Monday**Topic: Coordination****Objectives**

During the lesson, learners will:

- a) describe what is happening in the video
- b) move in a circular formation

Skills to be developed

- Describing
- Moving in formations

Learning activities

1. Learners watch a video showing formation displays. They describe what is happening in the video.

2. The teacher plays some music. Learners fly around the play area like birds in different directions.
3. Learners then fly like birds in the half circular formation.
4. At the sound of the tambourine, learners move into a complete circle. They then break off into two half circles and move out of the circle again.

Tuesday**Topic: Choreography****Objectives**

During the lesson, learners will:

- a) talk about the picture of people singing songs for chores
- b) mime the activities shown in the pictures

Skills to be developed

- Discussing
- Miming

Learning activities

1. Learners discuss the picture in their readers on page 71 of people hoeing in rhythm in a circular formation

- with their mouths opened in song.
- Learners mime the activities shown in the picture.
 - Learners stand in basic linear formations and sing songs for chores in rhythm with a drum beat to form choreography.

Wednesday

Topic: Patterns - Caterpillar craft project

Objectives

During the lesson, learners will:

- discuss the picture of a caterpillar craft work
- roll cotton wool into small buds
- colour the cotton wool buds

Skills to be developed

- Discussing
- Rolling
- Colouring

Learning activities

- Learners discuss the picture of a caterpillar craftwork in their readers on page 72. Learners identify the materials used in the craft project.
- Teacher demonstrates the rolling of cotton wool into small balls. Learners each make their five cotton wool balls.
- Learners colour their cotton wool balls.
- Learners leave the balls to dry in preparation for the next lesson.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- talk about the pictures
- colour the drawing

Skills to be developed

- Discussing
- Colouring

Learning activities

- Teacher tells the story of colonisation of Zimbabwe in brief.
- Teacher initiates a discussion on the pictures of the story of colonisation shown in the learners' workbooks on page 41.
- Learners colour the pictures of the story of colonisation.
- Learners display their work.

Friday

Topic: Colours - Caterpillar craft project

Objectives

During the lesson, learners will:

- paste the cotton balls onto a flat piece of wood
- create a caterpillar craft

Skills to be developed

- Pasting
- Creating

Learning activities

1. Learners recite the colours rhyme.
2. Each learner selects four differently coloured cotton balls and one flat piece of wood.
3. Learners put some glue or paste onto their wood.
4. Learners then paste each ball onto the flat piece of wood.
5. On the first ball, learners paint the eyes of the caterpillar. They then display their work.

Assessment

Name of child	Are learners able to describe what is happening in the video?	Are learners able to move in a circular formation?	Are learners able to talk about the pictures?	Are learners able to mime the activities shown in the pictures?	Are learners able to roll cotton wool into small buds?	Are learners able to colour the drawing depicting colonization of Zimbabwe?	Are learners able to paste the cotton balls onto a flat piece of wood?
Ben							
Peter							
Ronald							

CHAPTER 39 Basic formation, patterns and dancing

Aims

To help pupils:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- acquire an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations of creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested resources

- Monday:** video player, hoola-hoops, small circles
- Tuesday:** music player
- Wednesday:** bottle tops, beginners' pencils
- Thursday:** video on tap dancing
- Friday:** shapes, colour chart

Monday

Topic: Coordination

Objectives

During the lesson, learners will:

- a) dance to the music
- b) move in and out of formations

Skills to be developed

- Dancing
- Making basic formations

Learning activities

1. Learners watch a video on formations displays.
2. Teacher plays some music and learners jog and hop freely around

the play area.

3. At the sound of the whistle, learners make small circles around the hoola-hoops in their groups.
4. Learners clap their hands and move one behind the other around the hoola-hoop in rhythm to the music.
5. Learners get into groups and take turns to move in linear formations from their groups in the big circle.
6. Once in the circle, learners move to the left and to the right in dance moves in rhythm to the music.

Tuesday

Topic: Choreography

Objectives

During the lesson, learners will:

- a) talk about the picture of the soldiers at a parade
- b) march like soldiers in rhythm with the music
- c) move in basic linear formations

Skills to be developed

- Discussing
- Marching
- Moving in linear formations

Learning activities

1. Learners talk about the picture in their readers on page 73 of soldiers in a parade (marching). They describe what the soldiers are doing.
2. The teacher plays some lively music and learners move into straight lines.
3. At the start of the music, learners move their left and right feet in rhythm to the drum beat.
4. When the music gains speed and at the sound of the whistle, learners move forward in rhythm with the music.
5. At the sound of the whistle again, learners turn around and move into a circular formation. They move their left and right feet, then move their upper bodies along in dance moves.
6. Learners dance in basic circular formation to some liberation war songs or music to form choreography.

Wednesday

Topic: Patterns

Objectives

During the lesson, learners will:

- a) write patterns

Skills to be developed

- Pattern writing

Learning activities

1. Learners sing the song 'Hweru Hweru' where they pass bottle tops to each other moving them from the left to the right.
2. The teacher demonstrates proper

handling of the beginners' pencil.

3. Teacher demonstrates the writing of the patterns on the board from the left to the right.
4. Learners identify their left which is the starting point and write, imitating the teacher in taking the seed to its fruit in their workbooks on page 42.
5. Learners display their work.

Thursday

Topic: Background and performing music - Tap dancing

Objectives

During the lesson, learners will:

- a) perform tap dancing

Skills to be developed

- Dancing

Learning activities

1. Learners dance freely to the music being played. They then talk about the dancing boys and girls who are facing each other in two lines in the picture which is in their readers on page 74.
2. Learners watch a song and dance video of tap dancing.
3. Learners make two lines and stand facing each other.
4. Learners make two taps with their right feet, and then the left. They repeat the process with music until they gain confidence.
5. Learners make two taps with their right feet and the left and then change positions with their partners.

Friday

Topic: Colours

Objectives

During the lesson, learners will:

- a) identify and name the different colours
- b) colour the different shapes

Skills to be developed

- Identifying
- Naming
- Colouring

Learning activities

1. Learners identify and name the different colours.
2. Learners recite the colours rhyme.
3. Learners colour the different shapes in their workbooks on page 43.
4. Learners answer the teacher's questions on the colours used.

Assessment

Name of child	Are learners able to dance in rhythm to the music?	Are learners able to move in and out of formations?	Are learners able to talk about the picture of the soldiers at a parade?	Are learners able to write patterns?	Are learners able to identify and name the different colours?	Are learners able to perform tap dancing?	Are learners able to colour different shapes?
Ben							
Peter							
Ronald							

CHAPTER 40 Performing music, patterns and colours

Aims

To help pupils:

- develop psychomotor skills, team building, confidence and self esteem
- develop a collective spirit, based on our norms and values
- acquire an appreciation of the diverse cultures of the Zimbabwean society
- promote good health and safety
- appreciate senses of beauty and achievement
- lay foundations for creativity in learners through talent and skill transfer
- communicate information, knowledge and national ideals through displays

Source of matter

ECD B Mass Displays syllabus pages 15-20

Suggested resources

Monday: illustrations or pictures of different formations

Tuesday: music player

Wednesday: scissors, sample Christmas cards

Thursday: music for different occasions such as carols, anthem

Friday: paint, crayons, music

Monday

Topic: Formations

Objectives

During the lesson, learners will:

- a) identify formations made during everyday activities
- b) demonstrate formations that accompany daily activities

Skills to be developed

- Identifying
- Demonstrating

Learning activities

1. Teacher explains what basic formations are and gives learners the example of learners sitting in a circular formation to have their meals at break time.
2. Learners identify the various formations that accompany their daily activities.
3. In groups, learners demonstrate the various formations that accompany their daily activities at home and school. Teacher goes around assisting groups with their demonstrations.
4. Learners present their demonstrations of various formations before the whole class.

Tuesday

Topic: Movement and rhythm - Routines for mass displays

Objectives

During the lesson, learners will:

- a) describe what is happening in the pictures

- b) performing routines for mass displays

Skills to be developed

- Describing
- Performing

Learning activities

1. Learners discuss the picture in their readers on page 75 of children performing routines for mass displays.
2. Learners dance freely to some live music that they like.
3. In their groups, learners stand in rows and practice a dance agreed upon by the group in rhythm to the music.
4. The groups stand in lines, each group in its own line and they perform in turns. The group that has finished performing moves to the back whilst the next group performs. Each group stops performing at the sound of the whistle.

Wednesday

Topic: Patterns - Christmas card project

Objectives

During the lesson, learners will:

- a) talk about the use of Christmas cards
- b) cut out their Christmas cards

Skills to be developed

- Discussing
- Cutting

Learning activities

1. Learners talk about the picture in their reader on page 76 of Christmas cards.

2. Teacher talks to learners about Christmas card-making projects.
2. Each learner chooses a desired card design from the different designs placed in their groups.
3. Each learner then do a practical activity of cutting out their Christmas cards.
4. Learners place their cut out cards neatly in preparation for the next lesson.

Thursday

Topic: Background and performing music

Objectives

During the lesson, learners will:

- a) sing the songs
- b) join dotted lines to draw a Christmas tree

Skills to be developed

- Singing
- Drawing

Learning activities

1. Teacher plays some Christmas carols as background music to this lesson.
2. Teacher talks to learners about songs for special occasions like Easter, Christmas, Independence Day, Heroes Day, Africa Day.
3. Learners answer questions about Christmas celebrations. They identify some Christmas songs and talk about Christmas trees.
4. Learners join dotted lines to draw a Christmas tree in their workbooks on page 44.
5. Learners display their work.

Friday

Topic: Colours - Christmas card project

Objectives

During the lesson, learners will:

- a) sing a Christmas carol
- b) colour and decorate their Christmas cards

Skills to be developed

- Singing
- Colouring
- Decorating

Learning activities

1. Learners sing a Christmas carol with the help of the teacher.
2. Learners take out their cut out Christmas cards from the previous activity.
3. They colour and decorate their Christmas cards
4. They choose a message from the selection on their tables and then paste it onto their cards.
5. Learners display their work whilst singing a Christmas carol.

Assessment

Name of child	Are learners able to identify formations made during everyday activities?	Are learners able to demonstrate formations that accompany daily activities?	Are learners able to describe what is happening in the pictures?	Are learners able to perform routines for mass displays?	Are learners able to talk about the use of Christmas cards?	Are learners able to join dotted lines to complete a drawing of a Christmas tree?	Are learners able to colour and decorate their Christmas cards?
Ben							
Peter							
Ronald							

CPS | Primary Mass Displays

ECD B Mass Displays Teacher's Guide

- is written in line with the new curriculum developed and prepared by the Ministry of Primary and Secondary Education (**new curriculum 2015-2022**)
- is logically and sequentially arranged to help the teacher to effectively and efficiently deliver the intended lessons
- explicitly and clearly guides the teacher on how to execute lessons as per the new curriculum requirements
- tallies very well with the learner's book and workbook
- empowers the teacher with skills and expertise in using the book
- book's layout lessens the teacher's burden in executing the lessons
- the book gives room to the teacher to collect materials for the lessons
- structure of the book is easy to understand and use
- provides functional and useful background information to guide learners to acquire knowledge through the child centred methodologies
- topics have been well arranged in a manner which allows a good flow of lessons for better comprehension of skills and concepts by learners
- has assessment activities at the end of each chapter to guide the teacher in assessing learners' progress.

Approved by the Ministry of Primary and Secondary Education, September 2017

