

# CPS

Primary

# Mass Displays

New  
Curriculum

## Grade 2 Teacher's Guide



# 2

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## Grade 2 Learner's Book

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# CHAPTER 1 Moving under given instruction

Study area: Gymnastics | Topic: Locomotion

## Aims

By the end of this chapter, learners should be able to:

- demonstrate instructed movement
- move from point A to point B under a given instruction
- explain the importance of instructions to movement

## Lesson 1 Free movement

### Objective

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

- move freely from one place to another

### Learning aids

- pictures with different movements
- age appropriate and safe equipment
- ICT objects
- Projector or television

### Introduction

Learners should demonstrate moving freely from one point to another. Encourage learners to use different body parts as they move freely.

### Lesson development

- Learners should discuss free movement.
- Show learners pictures depicting different types of movement.
- In their groups, learners should give each other the opportunity to move freely.
- Learners give feedbacks on their group work.
- Ensure that learners are practising safe movements.

### Conclusion

Learners should recap on free movement that was done in the groups.

### Activity 1.1

- Learners take turns to talk about any free movement they think of.
- Learners should take turns to do any free movement.

## **Lesson 2 Instructed movement**

### **Objective**

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

- a) move under given instruction

### **Learning aids**

- equipment within the ECD play centre
- age appropriate and safe equipment

### **Introduction**

Learners should recap on free movement.

### **Lesson development**

1. In pairs, learners should show different movement.
2. They should state whether they moved freely or under given instruction.
3. Explain instructed movement as movement that is made following instructions.
4. Ask two learners to demonstrate moving under instruction.
5. The two learners must tell each other how to move.
6. Other learners should also practise moving under instruction.

### **Conclusion**

The best performers will demonstrate to the rest of the class.

### **Activity 1.2**

1. In pairs, learners should give one another instructions to move which will affect their movement.
2. They must take turns to demonstrate what they have practised to the rest of the class.

## **Lesson 3 and 4 Moving from point A to B under instruction**

### **Objective**

By the end of these lessons, learners should be able to:

- a) move from point A to B while following given instructions

### **Learning aids**

- equipment within the ECD play centre
- age appropriate and safe equipment

## **Introduction**

Learners play a game, for example, chidhende kusina chidhende following instruments and movements.

## **Lesson development**

1. In groups, learners should play any game of their choice that shows rules and movements.
2. Each group should display its movements to the class.

## **Conclusion**

The class chooses and comments on the best performance and give reasons.

## **Activity 1.3**

1. Learners should get into groups of equal numbers.
2. They should find an open space and mark a starting and finishing point of their movement area, that is, the starting point will be "A" and the finishing point will be "B".
3. Any person in each group can be the first to give an instruction which requires one person to move from point A to point B and back. For example, march from point A to point B.
4. Learners should continue with the practice until each group member has had a chance to move from point A to B in an instructed way.

## **Lesson 5 Importance of following instructions**

### **Objective**

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

- a) state the importance of instructed movement

### **Learning aids**

- equipment within the ECD play centre
- age appropriate and safe equipment

### **Introduction**

Learners should recap on movement while following given instructions.

### **Lesson development**

1. Learners talk about all activities done from Lesson 1.
2. They must take note that instructed movement affects the way they move.



## **Conclusion**

Learners should refer to Activity 1.4.

### **Activity 1.4**

1. In their groups, learners should give each other instructions to move.
2. Learners should move as per given instructions.
3. When each one has managed to move under instruction, they should stop.
4. Learners should talk about the importance of following instructions.

### **End of chapter answers**

1. Place
2. Instructed
3. Movement
4. Games
5. Instruction

**Aims**

By the end of this chapter, learners must be able to:

- a) give examples of objects found at school and at home
- b) identify objects that they can use for movement at their school
- c) move from point A to B using objects
- d) change speed and direction as they move

**Lesson 1 Objects for use****Objectives**

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

- a) give examples of objects found at home and at school

**Learning aids**

- objects within the school
- age appropriate and safe objects

**Introduction**

Learners recap on moving under instructions.

**Lesson development**

1. Learners talk about objects that can be used in movement.
2. Help learners to identify objects that can be used in movement.
3. Learners give any examples of objects they can think of.

**Conclusion**

Learners list objects found at home and school in their own language.

**Activity 2.1**

1. In pairs, learners should look for safe objects that can be used when moving.
2. They should talk about the objects found at home and at school.

**Lesson 2 Safe and appropriate objects****Objective**

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

- a) identify safe and correct objects found at the school

## **Learning aids**

- objects within the school
- age appropriate and safe objects

## **Introduction**

Learners should revise and list the objects they identified at school and state where they found them.

## **Lesson development**

1. Learners talk about safe and appropriate objects that can be used for movement at school.
2. They discuss the effects of using dangerous objects.

## **Conclusion**

Learners refer to Activity 2.2.

## **Activity 2.2**

1. As a class, learners move around the school yard, checking to see any objects that they can move on or move with.
2. Learners make sure the objects cannot cause injuries if they use them.
3. Help learners identify safe objects.
4. Learners write down all the objects they identify as they move around.

## **Lesson 3 Moving using objects**

### **Objective**

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

- a) move using objects

### **Learning aids**

- objects within the ECD play centre
- age appropriate and safe objects

### **Introduction**

Learners recap on safe and appropriate objects used when moving.

### **Lesson development**

1. Learners discuss the possibility of moving from one point to another using different objects.

2. They should refer to objects found at their school which they can use for movement.
3. Learners practise how to move using objects.

### **Conclusion**

Learners identify and explain why they enjoyed using the objects.

### **Activity 2.3**

1. Learners move using the objects they identified at school.
2. They should take chances to individually make any kind of movement using the objects they identified.
3. They may also include instructed movement.
4. The learners should give each other instructions on how they can move.
5. Learners should name the objects they can move on and those they can move with.

## **Lesson 4 and 5      Movement from point A to B using objects, while changing speed and direction**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) move from point A to B
- b) change speed as they move

### **Learning aids**

- objects within the school
- age appropriate and safe objects

### **Introduction**

Learners recap on movement using objects.

### **Lesson development**

1. Learners discuss movement from a marked point A to another marked point B.
2. They should discuss changing speed and direction as they move.
3. Explain to learners how to change speed. For instance, learners can increase it so that they move faster or reduce it so that they move slower.
4. Learners can be allowed a short time to practise what the teacher has explained.

## **Conclusion**

Learners respond to various signals given by the teacher to recap the activities done.

### **Activity 2.4**

1. Learners go out to an open space.
2. They should find the objects they identified that can be used for movement.
3. They should mark their movement area, the starting point should be A and the finishing point B or any letters of their choice.
4. Learners should choose a leader amongst themselves or their teacher can lead them by giving instructions and making sure everyone participates.
5. Learners take turns to demonstrate any movement using objects.
6. Learners should change speed and direction as they move with objects and as instructed.
7. They should let each person try to come up with a different movement using the same or different objects.
8. Learners should identify at least three interesting movements demonstrated and imitate the movements as a class.

### **End of chapter answers**

1. Objects
2. Safe
3. Learners will list any two safe objects that can be used for movement at school.
4. Learners will list any two safe objects that can be used for movement at home.
5. Learners should use any object that can be used to move.

## Aims

By the end of this chapter, learners should be able to:

- a) move freely in response to sound
- b) move while forming shapes and formations
- c) move from point A to B in response to sound

## Lesson 1 Free movement in response to sound

### Objective

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

- a) move freely in response to sound

### Learning aids

- objects that can be used as sound such as whistles, drums and bells
- pictures which illustrates people moving in response to sound

### Introduction

Explain to learners that sound (stimuli) is anything that makes a person move when they hear it. Usually, the response to sound is often movement.

### Lesson development

1. Learners sing a song on instructional movement, for example, *Kana ndikadai/ Nxa ngisenze nje*.
2. Learners study pictures which illustrates people moving in response to sound.
3. They should talk about what they see.

### Conclusion

Learners sing a song on instructional movement.

### Activity 3.1

1. Learners agree on a sound they wish to use.
2. This can be in form of sound from any musical instrument, clap or voice command.
3. Learners take turns to give a sound which signals the start and stop of the movement.
4. Every learner should move freely in response to the sound.
5. Learners practise until everyone can move according to sound.

## Lesson 2 and 3 Moving to form shapes and formations

### Objective

By the end of these lessons, learners should be able to:

- a) move to form shapes and formations

### Learning aids

- pictures which show people moving while making shapes and formations

### Introduction

Formations are forms or shapes that are created by a group of people. Explain to learners that formations and shapes can be created by moving in response to sound. Ask learners to identify the shape that is presented in the learner's book.

### Lesson development

1. Learners should discuss the display of shapes and formations while moving.
2. Learners should be aware that it is possible through practise.
3. Learners should discuss how they can come up with various shapes of their choice as individuals, pairs or groups.
4. Learners should study the pictures which show people moving while making shapes and formations.
5. Learners should talk about what they see on the pictures.

### Conclusion

Choose the best group to present their work in front of the whole class and learners comment on the work done.

### Activity 3.2

1. Learners get into groups.
2. They should move while forming any formation.
3. Learners should agree on any two shapes they can practise as a group.
4. They should regroup as a class and take turns to make group demonstrations on what they practised.
5. Learners may include music or any sound of their choice to make their demonstrations exciting.

## Lesson 4 and 5      Moving from point A to B in response to sound, shapes and formations

### Objectives

By the end of these lessons, learners should be able to:

- a) move from point A to B in response to sound
- b) make shapes and formations as they move

### Learning aids

- objects within the school
- age appropriate and safe objects

### Introduction

Learners recap on movement in response to sound.

### Lesson development

1. Learners discuss how they moved in response to sound.
2. They should name the sound that they used.
3. Learners discuss movement to form shapes and formations.

### Conclusion

Let everyone practise the two chosen movements from two groups.

### Activity 3.3

1. Learners should describe what they see in the picture.
2. They should get into two equal groups.
3. Learners should mark their movement area starting point A and finishing point B.
4. The points could be a line, small or large circle or any mark depending on what they want to do as a group.
5. Learners should agree on any sound to be used and every group member should know it.
6. Any person can take the role of giving sound after talking about what they want to do.
7. For example, if learners are moving like cows in a straight line from A to B, or dancing from point A to B.



8. Learners should start doing the movements after the agreed sound has been done.
9. Learners should change their movements. They should do some alone, some in pairs and some in groups.
10. Learners should choose any movement they like most and show the rest of the class in a way they practised it.

### **End of chapter answers**

1. Sound
2. Formation
3. Body
4. Clapping
5. Practise

# CHAPTER 4 One-point balance

Study area: Gymnastics | Topic: Balances

## Aim

By the end of this chapter, learners should be able to:

- balance on one point
- balance on one-point using objects

## Lesson 1 One-point balance

### Objectives

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

- define a one-point balance
- identify a one-point balance

### Learning aids

- ICT objects

### Introduction

Explain to learners that balancing is being able to manage and control weight when moving or stationary. Further state that different body parts can be used to balance and balances can be done in pairs or groups or using objects.

### Lesson development

- Learners discuss their rough ideas of a one-point balance.
- Learners define what a one-point balance is using their general ideas.
- Learners talk about what they saw which they think is a one-point balance.
- Learners have a class discussion.
- Learners look at pictures which show different one-point balances and analyse how it became a one-point balance.

### Conclusion

Learners participate in Activity 4.1.

### Activity 4.1

- Learners get into groups of four.
- Learners define a one-point balance in their own words using their own language.
- Learners demonstrate any one-point balance of their choice.

## Lesson 2 and 3 One-point balance

### Objective

By the end of these lessons, learners should be able to:

- a) practise coming up with a one-point balance

### Learning aids

- ICT objects

### Introduction

Learners recap the previous lesson.

### Lesson development

1. Learners discuss coming up with a one-point balance.
2. They identify the body parts that can be used to balance on any one point.
3. A few learners to demonstrate a one-point balance.

### Conclusion

Learners recap on lessons learnt. Question and answer session.

### Activity 4.2

1. Learners should practise singing a song while marching.
2. As they sing, they should alternate the legs.
3. If they can all sing and march, they should balance on one leg for some time.
4. Learners should continue the practice adding their own activities which enable them to balance on any one-point using any body part.

## Lesson 4 and 5 One-point balance on objects

### Objective

By the end of these lessons, learners should be able to:

- a) practise one-point balance using objects

### Learning aids

- pictures which show one-point balance using objects

### Introduction

Learners identify objects that can be used to balance.

## Lesson development

1. Learners discuss about one-point balance using objects.
2. Learners view pictures which show one-point balance using objects.
3. Learners analyse what they see on the pictures.

## Conclusion

Learners recap on lessons learnt. Question and answer session.

## Activity 4.3

1. Learners think of the objects they can find at their school that they can safely use to perform different one-point balances.
2. Learners should take turns to individually balance on the identified objects.
3. They should record the number of different one-point balances they come up with as a class using objects.

## End of chapter answers

1. Balancing on one body part.
2. Stay in one position.
3. Any
4. Objects
5. Learners should name any three objects that can be found at a school that can be used when balancing.

## Aims

By the end of this chapter, learners should be able to:

- a) balance on two points as pairs
- b) balance on two points individually

## Lesson 1 and 2 Individual two-point balance

### Objective

By the end of these lessons, learners should be able to:

- a) practice two-point balance as individuals

### Learning aids

- pictures showing individual two-point balances

### Introduction

Learners recap on one-point balances.

### Lesson development

1. Learners talk about coming up with a two-point balance as individuals.
2. They demonstrate the two-point balances they can think of.
3. Learners look at the pictures showing individual two-point balances and they should try to imitate the balances that they see.

### Conclusion

Learners engage in Activity 5.1.

### Activity 5.1

1. In pairs, learners should play a game called jump and stop.
2. They should stand with both feet to the ground, ready to jump.
3. Learners should agree on any sound to use for their jump.
4. Learners should jump as high as possible and stop as soon as they land on the ground.
5. On landing, they must make sure that only two parts of the body are touching the ground as they balance.

## Lesson 3 and 4 Two-point balance in pairs

### Objectives

By the end of these lessons, learners should be able to:

- a) identify a two-point balance
- b) practice two-point balance in pairs

### Learning aids

- pictures which show learners balancing on two points

### Introduction

Learners talk about a two-point balance in general.

### Lesson development

1. Learners look at the pictures which shows two-point balances.
2. Learners talk about what they see on pictures.
3. Learners have a class discussion on the two-point balance.
4. Learners demonstrate a two-point balance in pairs.

### Conclusion

Learners recap on lessons learnt. Question and answer session.

### Activity 5.2

1. Learners should get into pairs and copy the balance shown in the picture in their learner's book.
2. Learners should add their own two-point balances they can do on their own.

## Lesson 5 Two-point balance using objects

### Objective

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

- a) balance on two-points on or with objects

### Learning aids

- pictures which show learners balancing on two points using objects

### Introduction.

Learners recap the previous lesson.

## **Lesson development**

1. Learners talk about how to balance using objects.
2. Learners view the pictures which show two-point balances with or on objects.
3. Learners talk about what they see on the pictures.

## **Conclusion**

Learners engage in Activity 5.3.

## **Activity 5.3**

1. Learners should get into pairs and look for any safe objects they can use for balancing at their school. For example, old tyres, benches, chairs or any other objects they can find at their school.
2. Learners should show balances they can do using objects.
3. They should practise the balances in pairs and groups.

## **End of chapter answers**

1. Two
2. False
3. False
4. True
5. Learners will name any body parts that can be used to balance on any two points.

# CHAPTER 6 Three-point balance

Study area: Gymnastics | Topic: Balances

## Aims

By the end of this chapter, learners should be able to:

- a) balance alone on three-points
- b) balance on three-points in pairs or groups
- c) balance on three-points on or with objects

## Lesson 1 Individual three-point balance

### Objective

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

- a) practice a three-point balance as individuals

### Learning aids

- pictures which show a three-point balance done individually
- percussion instruments like drums and rattles

### Introduction

Learners discuss a three-point balance in general.

### Lesson development

1. Learners discuss the definition of a three-point balance.
2. Learners look at pictures which show a three-point balance done individually.
3. Learners talk about what they see on the pictures.

### Conclusion

Learners engage in Activity 6.1.

### Activity 6.1

1. Learners sing any song and use any musical instrument that goes well with their song.
2. Learners balance on three parts of their body.



## **Lesson 2 and 3     Three-point balance in pairs**

### **Objective**

By the end of these lessons, learners should be able to:

- a) practice three-point balances in pairs

### **Learning aids**

- pictures which show a three-point balance done in pairs

### **Introduction**

Learners recap on the individual three-point balance.

### **Lesson development**

1. Learners discuss coming up with a three-point balance in pairs.
2. They view pictures which show three-point balances in pairs.
3. Learners discuss what they saw on the pictures.

### **Conclusion**

Learners engage in Activity 6.2.

### **Activity 6.2**

1. Learners get into pairs.
2. They should practise coming up with at least three different balances together.
3. They should agree on one balance which they can demonstrate to the rest of classmates.

## **Lesson 4 and 5     Three-point balance with or on objects**

### **Objective**

By the end of these lessons, learners should be able to:

- a) balance on any three-points with or on objects

### **Learning aids**

- pictures which show a three-point balance done individually, in pairs and in groups whilst using objects.

## **Introduction**

Learners recap the previous lesson.

## **Lesson development**

1. Learners discuss about three-point balances using objects.
2. They look at the picture which shows a three-point balance using objects.
3. They analyse what they see on the picture.
4. Learners suggest objects they can use at their school to perform a three-point balance.

## **Conclusion**

Learners engage in Activity 6.3.

## **Activity 6.3**

1. Learners should choose any safe objects they wish to use for a three-point balance.
2. They should take turns to demonstrate any individual, pair and group three-point balance that they can think of using objects.

## **End of chapter answers**

1. Three
2. True
3. True
4. False
5. Learners will list any objects that can be used for balancing that can be found at school.

# CHAPTER 7 Four-point balance

Study area: Gymnastics | Topic: Balances

## Aims

By the end of this chapter, learners should be able to:

- balance on four-points individually
- balance on four-points in pairs or groups
- balance on four-points on or with objects

## Lesson 1 Individual four-point balance on or with objects

### Objectives

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

- demonstrate an individual four-point balance
- demonstrate an individual four-point balance on or with objects

### Learning aids

- pictures showing an individual four-point balance
- pictures showing an individual four-point balance using objects

### Introduction

Learners discuss a four-point balance in general.

### Lesson development.

1. Learners talk about how to come up with a four-point balance individually and on or with objects.
2. Learners view pictures which show four-point balances on or with objects.
3. Learners discuss what they see on the pictures.
4. Learners perform a four-point balance.

### Conclusion

Learners engage in Activity 7.1.

### Activity 7.1

1. Learners practise any four-point balances they can do alone.
2. They should practise four-point balances that they can do alone using objects.

## Lesson 2 and 3 Four-point balances as pairs or groups

### Objectives

By the end of these lessons, learners should be able to:

- a) practise a four-point balance in pairs
- b) practise a four-point balance in groups
- c) practise pair and group balances using objects

### Learning aids

- pictures showing pair and group four-point balances
- videos showing pair and group four-point balances

### Introduction

Learners recap previous lesson.

### Lesson development

1. Learners talk about coming up with a four-point balance in pairs.
2. Learners discuss coming up with a four-point balance as a group.
3. Learners watch videos and look at pictures of pair and group balances.
4. Learners identify safe objects that they can use when balancing.

### Conclusion

Learners engage in Activity 7.2.

### Activity 7.2

1. Learners should first get into pairs.
2. They should practise balancing on any four-points.
3. Afterwards, they should introduce balancing on or with objects.
4. Learners should then get into groups.
5. They should practise balancing on any four-points.
6. Afterwards, learners should introduce balancing on or with objects.

## Lesson 4 and 5 Four-point balance competition for individuals, pairs and groups

### Objective

By the end of these lessons, learners should be able to:

- a) engage in a four-point balance competition as individuals, pairs and groups

## **Learning aids**

- sticks
- mats
- equipment within ECD playing centre such as tyres, hula hoops, tins, skittles and cones
- age appropriate and safe equipment
- ICT objects

## **Introduction**

Learners recap previous lessons.

## **Lesson development**

1. Learners prepare for the four-point balance competition individually, in pairs and in groups.

## **Conclusion**

Learners engage in Activity 7.3.

### **Activity 7.3**

1. Learners take turns to demonstrate any four-point balance they can think of individually in preparation for a competition.
2. They may include balancing on or using objects.
3. Each of them must find an open space to demonstrate their own balance without bumping onto each other.
4. Play some music or any sound that all the learners are familiar with. As soon as it stops they demonstrate a balance in the best possible fastest way. The winner of this first round competition will be those who will be first to complete a four-point balance within the shortest possible time.
5. In the second-round competition, learners need to get in to pairs.
6. They should agree on a four-point balance they wish to do just after signal of the sound.
7. Encourage to demonstrate their balance within the shortest possible time for them to win.
8. For the third round, learners regroup as a class and get into groups.
9. After the signal or sound, they should demonstrate the four-point balance as a group within the shortest possible time.
10. Learners should add objects to their balances

## **End of chapter answers**

1. Balancing on any four parts.
2. Four
3. In groups
4. False
5. Learners will name the objects that can be used to balance on four points.

# CHAPTER 8 Five-point balance

Study area: Gymnastics | Topic: Balances

## Aims

By the end of this chapter, learners should be able to:

- balance on five-points
- balance on five-points on or with objects
- balance on five-points in pairs or groups

## Lesson 1 and 2 Individual five-point balance

### Objective

By the end of these lessons, learners should be able to:

- execute a five-point balance individually

### Learning aids

- pictures showing individual five-point balances

### Introduction

Learners discuss the five-point balance.

### Lesson development

- Learners look at pictures which show examples of a five-point balance done individually.
- Learners discuss what they see on the pictures.
- Learners imitate what they see in the pictures.

### Conclusion

Learners engage in Activity 8.1.

### Activity 8.1

- Learners should take turns to demonstrate at least two different five-point balances they can do alone.

## Lesson 3 and 4 Five-point balances in pairs or groups

### Objectives

By the end of these lessons, learners should be able to:

- execute a five-point balance in pairs
- execute a five-point balance in groups

## **Learning aids**

- pictures showing pair and group five-point balances

## **Introduction**

Learners recap the previous lesson.

## **Lesson development**

1. Learners come up with five-point balances in pairs.
2. Learners come up with five-point balances in groups.
3. Learners view pictures which show images of five-point balances in pairs and groups.
4. Learners imitate the five-point balances that they see in the pictures.

## **Conclusion**

Learners engage in Activity 8.2.

## **Activity 8.2**

1. In pairs, learners should practise any five-point balances.
2. They should regroup as a class.
3. Learners should take turns to practise and demonstrate any five-point balances they can do in groups.

## **Lesson 5 Five-point balances using objects**

### **Objective**

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

- a) execute a five-point balance using objects

### **Learning aids**

- pictures showing learners balancing on five-points using objects

### **Introduction**

Learners recap previous lessons.

### **Lesson development**

1. Learners talk about five-point balance using objects.
2. Learners view pictures which show images of five-point balances using objects.
3. Learners discuss what they see.



4. Learners imitate the five-point balances that they see.
5. Learners identify safe objects that they can use to balance.

### **Conclusion**

Learners engage in Activity 8.3.

### **Activity 8.3**

1. Learners should find any objects they can use to do a five-point balance.
2. Learners should take turns to demonstrate any five-point balances on or with objects.
3. Learners make sure each of them gets a chance to demonstrate at least one five-point balance on or with objects.
4. Learners get into pairs and groups and show a five-point balance whilst using objects.

### **End of chapter answers**

1. Five
2. Body parts or objects
3. Alone
4. False
5. Learners will name any objects that can be used in a five-point balance.

# CHAPTER 9 Linking and matching balances

Study area: Gymnastics | Topic: Balances

## Aims

By the end of this chapter, learners should be able to:

- a) balance on any six points
- b) match balances
- c) link balances

## Lesson 1 and 2 Six-point balance

### Objectives

By the end of these lessons, learners should be able to:

- a) balance on any six points
- b) balance as individuals, in pairs and in groups
- c) balance on or using objects

### Learning aids

- videos and pictures showing learners balancing on any six-points
- equipment within the ECD play centre
- age appropriate and safe equipment

### Introduction

Learners recap balancing on one to five-points.

### Lesson development

1. Learners should watch videos or pictures which illustrate the six-point balance.
2. Learners discuss a six-point balance.
3. Learners demonstrate ways to achieve a six-point balance.

### Conclusion

The group that demonstrated better balances will perform again.

### Activity 9.1

1. Learners find an open space or a spacious room without harmful objects.
2. They select a list of different tracks of music they enjoy.

3. In case of unavailability of radio musical devices, learners can use any musical instruments or sing for themselves.
4. Play any music and stop it anytime.
5. The moment the music stops, learners must execute any six-point balance individually.
6. Learners should stop balancing when the next music track is played.
7. When the music stops, they should execute a different six-point balance but this time in pairs.
8. Learners should get into their groups and perform a six-point balance.
9. Learners should introduce objects of their choice to their balances.

## **Lesson 3 and 4    Joining balances**

### **Objective**

By the end of these lessons, learners should be able to:

- a) join balances

### **Learning aids**

- videos and pictures of learners linking balances

### **Introduction**

Learners recap on matching balances.

### **Lesson development**

1. Learners watch videos and pictures which illustrate linking balances.
2. Learners define linking balances.
3. They should demonstrate linking balances.

### **Conclusion**

Select the best group to demonstrate.

### **Activity 9.2**

1. In groups of five, learners should make one-point balances and join them.
2. Learners should think of any balances that can be joined to come up with different balances.
3. Learners should try the balances and see the ones they can do together.
4. Each group should show the class the balances they joined to come up with different balances.

## Lesson 5 Matching balances

### Objective

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

- a) match balances

### Learning aids

- videos and pictures of learners matching balances

### Introduction

Learners recap on the execution of a six-point balance.

### Lesson development

1. Learners watch videos and pictures which illustrate matching balances.
2. Define matching balances as creating a balance that is like the one created by a friend.
3. A discussion on matching balances follows.
4. Learners should demonstrate matching balances.

### Conclusion

The best group displays its matching balance.

### Activity 9.3

1. Learners get into pairs.
2. They come up with different balances and match them.
3. Learners should regroup and demonstrate their pair balances to the class.

### End of chapter answers

1. Balances
2. Five
3. Matching
4. Matching
5. Linking

# CHAPTER 10 Shapes and formations

Study area: Gymnastics | Topic: Balances

## Aims

By the end of this chapter, learners should be able to:

- balance to create shapes
- balance to create formations
- bear and transfer weight
- transfer and bear weight

## Lesson 1 Balancing to create shapes

### Objective

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

- balance to create shapes

### Learning aids

- videos showing learners balancing to create shapes
- gym room appropriate apparatus

### Introduction

Learners demonstrate the balances that they have mastered. Explain to learners that balancing can create different shapes. Learners should look at the picture given in their learner's book and they should state the shape they see, which can be a Y or a V.

### Lesson development

- Learners identify the general shapes that they know.
- Learners watch videos of learners creating shapes.
- Learners should demonstrate the types of shapes that can be created in Mass Displays.

### Conclusion

The whole class demonstrates at the same time their balances to show the aspect of Mass Displays.

### Activity 10.1

- Learners get into groups.
- They agree on a shape they want to practise and write it down.
- Learners agree on various points balances they want to do as they balance.
- As they balance they must create various shapes with their bodies.
- They then demonstrate their shapes to the rest of the class.

## Lesson 2    Balancing to create formations

### Objective

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

- a) balance to create formations

### Learning aids

- videos showing learners balancing to create formations

### Introduction

Explain to learners that there are many ways to create a formation. Give examples of balances that show shapes or letters with the help of the videos.

### Lesson development

1. Learners name the formations that they know.
2. Learners watch videos of learners creating formations.
3. Learners should demonstrate the types of formations that can be created in Mass Displays.
4. Learners look at the learner's book and state the shapes or letters they can see.

### Conclusion

The learners demonstrate at the same time their balances to showing the aspect of Mass Displays.

### Activity 10.2

1. Learners get into groups of ten.
2. They should agree on a formation they want to practise and they should write it down. The formation can be a letter, a number or a shape.
3. Learners should agree on various points balances they want to do as they balance. They should include matching and linking balances.
4. As they balance, learners must also show various shapes.
5. They should demonstrate their formation to the rest of the class.

## Lesson 3 and 4    Bearing and transferring weight

### Objectives

By the end of these lessons, learners should be able to:

- a) bear and transfer weight
- b) transfer and bear weight

## **Learning aids**

- videos and pictures showing weight bearing and transfer
- gym room with appropriate and safe apparatus.

## **Introduction**

Explain to learners that weight bearing and transfer is a process that occurs one after the other in movement. When stationary, weight is being held at certain places. When movement happens, weight is then transferred to different body parts.

## **Lesson development**

1. They watch videos and pictures, which show illustrations of weight bearing and transfer.
2. Learners discuss weight bearing and weight transfer.
3. Learners demonstrate weight bearing and transfer in their respective groups.
4. Feedback on what they would have done in groups.

## **Conclusion**

Learners display learnt skills.

## **Activity 10.3**

1. Learners get into their respective groups.
2. They make a small circle while standing at an attention position.
3. Learners move their hands towards the centre of the circle such that they end up with all their hands touching each other at the centre. The weight has been transferred from the legs to the hands.
4. They hold each other with their palms facing each other such that they all end up balancing on each other's hands.
5. They must note that the moment they moved their hands, their weight was being transferred from legs to hands.

## **Lesson 5 Weight bearing and transfer**

### **Objectives**

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

- a) demonstrate weight bearing and transfer
- b) demonstrate weight transfer and bearing
- c) differentiate the two

## Learning aids

- gym room
- safe equipment and age appropriate
- ICT objects

## Introduction

Learners recap on weight bearing and weight transfer.

## Lesson development

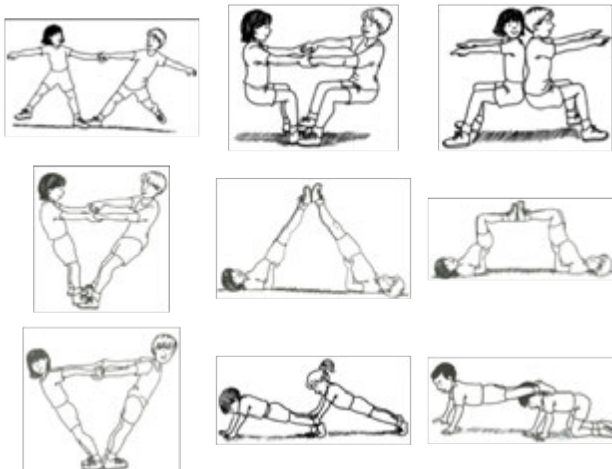
1. Learners discuss the difference between weight bearing and transfer as well as weight transfer and bearing.
2. Learners demonstrate weight bearing and transfer as well as weight transfer and bearing.

## Conclusion

The entire class demonstrates any balance of their choice, which shows weight bearing and transfer as well as weight transfer and bearing.

## Activity 10.4

1. In pairs, learners imitate the balances given in the learner's book. Learners should practise the balances such that they can tell when and how weight is transferred and beared.



## End of chapter answers

1. Circle
2. Shapes
3. Moved
4. Shapes and formations
5. Feet



# CHAPTER 11 End of term test

**Study area:** Exam practice | **Topic:** Test

1. Movement from one place to another
2. Free movement
3. Instructed movement
4. Objects
5. Skipping ropes and tyres
6. Direction
7. Sound
8. Shapes
9. Formation
10. Balancing
11. Points
12. Safe objects
13. Stay in one position
14. One
15. Balancing on any two parts
16. Alone
17. Objects
18. Alone
19. Pairs
20. False
21. Balancing on any four parts
22. False
23. Objects
24. Group
25. True
26. Six
27. Joined
28. Matching
29. Three
30. Moved
31. Learners will list any two safe and age appropriate objects that can be found at their school.
32. Learners should identify a four-point balance from the pictures.
33. Learners should name the shapes they know.
34. Partners show the same balance as shown by the other.
35. Formation
36. Movement from one point to the other.
37. For beauty.
38. By linking them.
39. At school or at home.
40. When one moves to change the balancing position.

## Practical test

1. Learners demonstrate an individual one-point balance.
2. Learners demonstrate an individual two-point balance.
3. Learners demonstrate a three-point balance in pairs.
4. Learners demonstrate an individual four-point balance using objects.
5. Learners demonstrate a five-point balance in groups of five.
6. Learners demonstrate linking balances in groups of six to create a six-point balance.
7. Learners demonstrate matching balances in pairs.
8. Learners demonstrate an individual balance to create shapes.
9. Learners demonstrate balancing to create shapes in groups of four.
10. Learners create a linear formation in groups of ten.

# CHAPTER 12 Movement in a sequence

**Study area:** Gymnastics | **Topic:** Coordination

## Aim

By the end of this chapter, learners should be able to:

- a) execute easy movements in a sequence

## Lesson 1 Movement

### Objective

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

- a) demonstrate coordinated movement

### Learning aids

- pictures of people running, walking, jogging
- video clips that show different movements
- ICT objects

### Introduction

Explain that coordination is the movement of two or more body parts in an organised manner.

### Lesson development

1. In groups learners cite examples of movements.
2. Video clips depicting the various forms of movements are shown.
3. In groups learners write down their points.
4. Selected students present group findings.
5. Emphasise that movement is about going from one point to the next.

### Conclusion

Learners should answer questions on coordinated movement.

### Activity 12.1

1. Learners will have two points, the first point will be the starting point.
2. They will put a cone five metres from the starting point.
3. Two teams will compete from the starting point to the cones five metres apart.
4. From the starting point, at a signal, learners will walk towards the cone and

- turn at the cone coming back to the starting point.
5. Learners will tag the next runner who will do the same.
  6. Learners should practise three or more activities such as walking, then jogging and finally running.
  7. The group that finishes first wins.

## **Lesson 2 and 3      Movement in a sequence**

### **Objective**

By the end of these lessons, learners should be able to:

- a) move in a sequence

### **Learning aids**

- pictures of objects in a sequence

### **Introduction**

Learners to recite letters of the alphabet and count numbers 1 to 10.

### **Lesson development**

1. Lead a discussion on pictures showing sequence.
2. In groups, learners will give examples of sequence actions.
3. The learners will select representatives of their groups to provide feedback to the class.

### **Conclusion**

Learners to recite letters of the alphabet and count numbers 1-10.

### **Activity 12.2**

1. Learners should draw three squares and a circle on the ground and put the numbers 1, 2, 3 and 4.
2. From the start position, they will walk in the spaces 1, 2, 3 and land in 4.
3. After number 4, learners will go back and start again.
4. Learners should count the number of steps they take when walking until they reach 4.
5. Learners should run from the start while their partner counts the number of steps they take.

## Lesson 4 and 5 Hand and eye coordination

### Objectives

By the end of these lessons, learners should be able to:

- a) explain hand and eye coordination
- b) name the body parts involved in hand eye coordination
- c) demonstrate hand and eye coordination

### Learning aids

- pictures showing body parts
- cones, balls, hula hoops

### Introduction

Learners should recap on movement in a sequence.

### Lesson development

1. In pairs, learners must name body parts.
2. Learners will sing a song on body parts called, "Dry bones."

*Dry bones X4*

*And the dry bone connected to the head bones*

*And the head bones connected to the neck bones*

*And the neck bone connected to the shoulder bone*

*And the shoulder bone connected to the backbone*

*And the backbone connected to the hip bone*

*And the hip bone connected to the thigh bone*

*And the thigh bone connected to the knee bone*

*And the knee bone connected to the tibia bone*

*And the tibia bone connected to the ankle bone*

*And the ankle bone connected to the toes bone*

*Dry bones X4*

3. Explain that hand and eye coordination means the hand and the eye working together. Encourage learners to cite examples of body parts that work together such as the hand and the eye or the foot and the eye.
4. In groups they identify instances where hand and eye coordination are at work.
5. Learners should give examples of what may happen if the hand and the eye do not work together.

6. Learners should explain the importance of aiming to a target.
7. Body parts involved in this are identified.
8. Learners should be able to demonstrate activities with hand and eye coordination.

## **Conclusion**

Learners refer to Activity 12.3.

## **Activity 12.3**

1. Learners should sing the song dry bones.
2. In groups learners will take, turns to practise activities such as
  - a) playing nhodo/ingwini.
  - b) juggling two objects.
  - c) bouncing a ball.
  - d) aiming an object at a hula hoops target. The hula hoop can be flat on the ground or suspended on a tree.
3. Learners have to conduct the same activities they did in Number (2a–d) with their eyes blindfolded.
4. Learners should state the results they got citing whether or not it was better to throw with or without a blindfold.

## **End of chapter answers**

1. Movement
2. Rolling
3. Target
4. Aim
5. Eye

# CHAPTER 13 Rhythmic movement

**Study area:** Gymnastics | **Topic:** Coordination

## Aim

By the end of this chapter, learners should be able to:

- a) perform rhythmic movements using simple objects

## Lesson 1 Rhythm

### Objective

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

- a) perform rhythm

### Learning aids

- musical instruments
- pictures of learners clapping hands
- ICT objects

### Introduction

Learners sing a song, "Dry bones."

### Lesson development

1. Learners discuss the pictures of people clapping hands.
2. In pairs, learners should explore the various ways of clapping hands.
3. Learners combine tapping and clapping to produce rhythm.
4. Learners will create their own rhythms in groups by tapping, clapping and stepping according to instructions.
5. Learners can also use various musical instruments to produce rhythm.

### Conclusion

Learners sing the song, "If you are happy and you know."

### Activity 13.1

1. Learners should tap on the floor with their right leg five times.
2. They should then tap on the floor using their left leg five times.
3. Learners should tap on the table using their right hand five times.
4. Learners should tap on the table using their left hand five times.
5. They should alternate tapping with their right leg, left leg and tapping with their right hand on the table.

## Lesson 2 and 3      Movement and rhythm

### Objective

By the end of these lessons, learners should be able to:

- a) demonstrate rhythmic movement

### Learning aids

- pictures of people marching

### Introduction

Learners recap on rhythm.

### Lesson development

1. Learners should state how rhythm and movement can work together.
2. In groups, they discuss on sound that can be used to start and end movement and rhythm.
3. Each group should provide feedback.

### Conclusion

Learners march as they sing the song, "March like a soldier."

### Activity 13.2

1. While standing, learners should step with their right and left leg five times.
2. They should use their left and right leg to march at same place.
3. A drum beat can be used to accompany their marching. If a drum is not available, learners should clap their hands to accompany their marching.
4. Learners should add movement to their marching.
5. They should march while singing a song of their choice.

## Lesson 4 and 5      Rhythmic patterns

### Objective

By the end of these lessons, learners should be able to:

- a) demonstrate rhythmic movement

### Learning aids

- horizontal ladder
- skipping ropes
- cones

## **Introduction**

Learners recap the previous lesson.

## **Lesson development**

1. Give learners the opportunity to demonstrate rhythmic movement.
2. Learners should do this in groups.
3. Each group will be given a chance to demonstrate rhythmic movement.

## **Conclusion**

Learners can do a movement rhythm race, for example, skipping.

## **Activity 13.3**

1. Learners will swing a skipping rope forward and backwards whilst standing.
2. The rope should not pass as it will be blocked by their legs.
3. Learners should allow the rope to pass by jumping over it.
4. They should jump using two feet.
5. They should start slowly and gradually increase speed.
6. Learners should sing a song as they skip.
7. In groups of threes, they should take turns to skip.
8. Two should swing the rope as one skips.
9. Learners should jump five times using their right leg and five times using their left leg.

## **End of chapter answers**

1. Repeat
2. Rhythm
3. Learners can give their own examples which may include:
  - a) drum
  - b) whistle
  - c) radio
  - d) bell
  - e) siren
4. Hands, legs and head.
5. Learners will draw any musical instrument that produces sound.



# CHAPTER 14 Weight bearing and weight transfer

**Study area:** Gymnastics | **Topic:** Coordination

## Aim

By the end of this chapter, learners should be able to:

- a) link weight bearing and weight transfer

## Lesson 1 Weight bearing

### Objective

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

- a) demonstrate weight bearing

### Learning aids

- pictures of learners standing at attention

### Introduction

Explain to learners that coordination does not only focus on movement but it also focuses on how weight is held even in a stationary position. Further explain that weight bearing is the ability of the body to carry weight.

### Lesson development

1. Learners should stand at attention.
2. Learners discuss the position of body parts when standing at attention.
3. Learners will explore different postures showing balance and unstable balance.

### Conclusion

Singing and marching to a song.

### Activity 14.1

1. Learners should stand at attention with their hands on their sides.
2. They should lift their right leg and hold it with both hands.
3. They should lift their left leg and hold it with both hands.
4. Learners should practise different ways of balancing to see if they can hold their balance.

## Lesson 2 and 3      Weight transfer

### Objective

By the end of these lessons, learners should be able to:

- a) demonstrate weight transfer

### Learning aids

- pictures and videos showing weight transfer

### Introduction

Explain to learners that weight transfer is when weight is moved from one body part to another.

### Lesson development

1. Learners to watch a video and pictures showing weight transfer and they discuss as a class.
2. They should practise hopping on one leg and they must alternate the legs.
3. In pairs, learners should practise the wheelbarrow.
4. Learners should discuss the body parts that will be bearing weight and how weight will have been transferred from one point to another.
5. In groups, learners should identify the body parts that bear and transfer weight.

### Conclusion

Learners should take turns to demonstrate activities learnt.

### Activity 14.2

1. In pairs, learners should hold their partner's legs while balancing with two hands on the ground like a wheelbarrow.
2. One classmate should record a video using a smart phone so that the learners can later replay the movement.
3. Learners should practice more ways that show how weight can be transferred.

## Lesson 4 and 5      Coordination in relation to balance and weight transfer

### Objective

By the end of these lessons, learners should be able to:

- a) demonstrate the basic concepts of coordination in relation to balance and weight transfer

### Learning aids

- picture of a baby crawling, pictures of cross crawls
- video on cross crawls

### Introduction

Learners watch a video on cross crawls.

### Lesson development

1. In groups, learners should discuss the order of legs and hands in movement.
2. They present their findings.
3. A safe environment should be provided for the execution of cross crawls.
4. Clear demonstration to be given before learners explore the movements.
5. Learners should practise cross crawls individually, they should start slowly and gradually increase their speed.
6. Learners should fully stretch their limbs when executing the tasks.

### Conclusion

Learners demonstrate various cross crawls.

### Activity 14.3

1. In a standing position, learners should bring their left knee to their right elbow.
2. They should also bring their right knee to their left elbow.
3. Learners should practise movements where the opposite body parts work at the same time.

### End of chapter answers

1. Unstable
2. Body part
3. False
4. True
5. False

# CHAPTER 15 Speed

**Study area:** Gymnastics | **Topic:** Coordination

## Aim

By the end of this chapter, learners should be able to:

- a) perform tasks at different speed

## Lesson 1 Speed

### Objectives

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

- a) compete in a mini race

### Learning aids

- ICT objects

### Introduction

Learners identify through discussions the fastest and slowest person in their class.

### Lesson development

1. Learners should get into groups and define speed.
2. In their definitions learners should give examples of different movement in speed, citing their examples from things such as fast and slow animals or transport.
3. Learners should present their group findings.
4. The class should discuss the group findings.

### Conclusion

Learners should refer to Activity 15.1.

### Activity 15.1

1. As a class, learners should compete in a mini race to find out the fastest and slowest person.

## Lesson 2 and 3 Different speeds

### Objective

By the end of these lessons, learners should be able to:

- a) increase speed gradually in different activities

## **Learning aids**

- pictures of people walking, jogging, sprinting
- video clips on moving objects

## **Introduction**

Learners recap on the speed.

## **Lesson development**

1. Learners discuss on the three gears of speed, slow, fast and very fast.
2. Learners watch video clips of objects in motion.
3. Learners explore the various movements such as running, crawling, jumping at different speeds.

## **Conclusion**

Learners refer to Activity 15.2.

## **Activity 15.2**

1. Learners should practise the following activities over twenty metres and gradually increase speed:
  - a) walking
  - b) jogging
  - c) sprinting

## **Lesson 4 and 5      Sound that gives instruction**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) name the body parts involved in auditory coordination
- b) name three examples of stimuli

### **Learning aids**

- whistle, drum, pictures of people playing drums

### **Introduction**

Learners will recap the previous lesson.

### **Lesson development**

1. Learners will explain sound and what it does.
2. In groups they will list examples of sound.

3. Learners will name body parts that are responsible for responding to sound.
4. In groups they use sound and respond accordingly.

### **Conclusion**

Learners will recap on lessons learnt. Question and answer session.

### **Activity 15.3**

1. Learners should respond to the following signals:
  - a) Learners will stand up upon hearing a single clap.
  - b) They will begin jogging on the same spot when they hear a double clap.
  - c) They will stop jumping altogether when they hear three claps.
  - d) Play music on a phone and learners should dance. They should stop dancing when the music stops playing.

### **End of chapter answers**

1. True
2. False
3. True
4. Learners can give any example of a sound that can be used such as:
  - a) a bell
  - b) a siren
  - c) a drum
  - d) a starter gun
5. Sound can signal the start or end of an activity.

# CHAPTER 16 Basic formations

**Study area:** Gymnastics | **Topic:** Formations

## Aim

By the end of this chapter, learners should be able to:

- a) create basic formations

## Lesson 1 Formations

### Objective

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

- a) create formations

### Learning aids

- videos showing the creation of formations
- pictures
- ICT objects

### Introduction

Explain to learners that a formation is a way a group of people or objects are arranged and that they follow the structure of lines, shapes and letters. Ask learners to identify the shapes that they can see from the pictures given in the learner's book.

### Lesson development

1. Learners should watch videos that show how formations are created.
2. Learners discuss the creation of different formations.
3. In their groups, learners should demonstrate any formation of their choice.
4. Feedback on the work done in groups.

### Conclusion

Learners play games that depict different formations.

### Activity 16.1

1. In their groups, learners should create a formation of their choice.
2. They can create any shape or line of their choice.
3. Learners should use any sound to help them change positions.

## Lesson 2 Linear formation

### Objective

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

- a) create linear formations

### Learning aids

- marked playground
- ICT objects

### Introduction

Explain to learners that a linear formation is also known as the straight-line formation which can be vertical or horizontal.

### Lesson development

1. Using the learner's book, learners should read about the linear formation.
2. Learners should discuss the linear formation and they should be able to state its properties.
3. Learners can draw the linear formation on paper and on the ground.
4. Learners should create the linear formation as they work with other learners in groups.

### Conclusion

Learners play tug of war in a linear formation.

### Activity 16.2

1. Learners should get into groups of ten.
2. They should stand behind a partner in a single file.
3. They should touch and hold the shoulders of the person in front of them.
4. Learners should move along the margins of a marked area like a train.
5. Take videos of the learners as they move.

## Lesson 3 Chevron formation

### Objective

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

- a) create the chevron formation



## Learning aids

- lime-wash, whitewash, ash powder
- example of objects that have the chevron formation such as chevrons from road signs or the police chevrons

## Introduction

Show learners pictures of a chevron. Explain to learners that a chevron is a repeat of the the letter V placed one on top of the other.

## Lesson development

1. Using the learner's book, learners should read about the chevron formation.
2. Learners should discuss the chevron formation and they should be able to state its properties.
3. Learners should draw the chevron formation on paper and on the ground.
4. They should be able to create the chevron formation as they work with other learners in groups.

## Conclusion

Learners draw chevron patterns using different colours.

## Activity 16.3

1. Learners must write a big V on the ground.
2. Ten learners must step on the V, five learners on either side of the V.
3. They should repeat the method and form four Vs placed on top of each other creating the chevron formation.

## Lesson 4 Triangular formation

### Objective

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

- a) create a triangular formation

### Learning aids

- a chart showing the four different triangles.
- clay

### Introduction

Learners should recap on the chevron formation.

## Lesson development

1. Learners should revise basic plane shapes which are square, rectangle, triangle and circle.
2. Using charts and pictures, learners should discuss the four different triangles.
3. They should be able to discuss a triangular formation and its properties.
4. Learners can draw the triangular formation on paper and on the ground.
5. Learners should find out the different ways of creating the triangular formation.

## Conclusion

Learners recap on lessons learnt. Question and answer session.

## Activity 16.4

1. In groups of nine, learners must draw a triangle on the ground with two upright sides of four metres.
2. Four learners should step on each side of the triangle facing inside.
3. They should hold hands and move along the edges of the triangle.
4. Learners should sing songs and make dancing movements.

## Lesson 5 Circular formation

### Objective

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

- a) create a circular formation

### Learning aids

- a chart showing circular huts
- play dough, clay

### Introduction

Learners should recap on triangular formations.

## Lesson development

1. Learners should revise basic plane shapes which are square, rectangle, triangle and circle.
2. Using charts and pictures learners must discuss the circle.
3. They should be able to discuss the circular formation and its properties.
4. Learners can draw the circular formation on paper and on the ground.
5. Learners should find out the different ways of creating the circular formation.

## **Conclusion**

Learners model circles using clay/play dough.

### **Activity 16.5**

1. In groups of ten, learners should stand in a straight line.
2. Learners should join hands and make a circle.
3. They should jump and move around the circle whilst singing rhymes.

### **End of chapter answers**

1. Formations
2. Linear
3. Letter
4. Three
5. Learners will draw any formation of their choice.

# CHAPTER 17 Formations using body parts and objects

**Study area:** Gymnastics | **Topic:** Formations

## Aims

By the end of this chapter, learners should be able to:

- a) create basic formations
- b) create basic formations in using various body parts and objects

## Lesson 1 Slanted line formation

### Objective

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

- a) create a slanted line formation

### Learning aids

- pictures showing different shapes
- slanted line lines drawn on the black board

### Introduction

Learners should demonstrate any formation that they like.

### Lesson development

1. Explain to learners that a slanted line formation is a line that is slanted.
2. In their groups, learners should discuss the slanted line lines that are drawn on the black board.
3. Learners should state the similarities and differences of the slanted line formation to the linear formation.
4. Learners should practise creating slanted line formations.

### Conclusion

Learners take position of a sharp slant and gentle slant formation marked using cones.

### Activity 17.1

1. In groups, learners should stand in a slanted line that is gentle.
2. They should change the gentle slant to a sharp slant.

## Lesson 2 Square formation

### Objectives

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

- a) create a square formation
- b) form a pyramid

### Learning aids

- a chart showing plane shapes

### Introduction

Learners should recap on a slanted line formation.

### Lesson development

1. Learners should discuss plane shapes.
2. They should be able to state the properties of squares.
3. Learners can read about the square formation from the learner's book.
4. Learners should draw the square formation on the ground or on a paper.
5. Learners should create and display the square formation by creating the formation in groups before other learners.
6. Learners create a formation, which should look like a pyramid with a square base.

### Conclusion

The whole class show a group balance which should look like a pyramid as an aspect of Mass Displays.

### Activity 17.2

1. Learners should get into groups of ten.
2. Four learners should stand up in a square.
3. Four more learners should stand on the shoulders of the four who are at the base of the balance.
4. The four learners at the top of the base should stretch their hands and hold each other.
5. The remaining two should join the balance at the top of the pyramid and hold hands.
6. The group balance should look like a pyramid with a square base.

## Lesson 3 Column formations

### Objective

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

- a) create column formations

### Learning aids

- pictures or videos of musical band

### Introduction

Learners should recap on the square formation.

### Lesson development

1. In groups, learners should discuss what a column is and give examples of columns that they know.
2. Learners should demonstrate a column formation.
3. As a class, learners should march in a column formation.

### Conclusion

Learners recap on lesson learnt. Question and answer session.

### Activity 17.3

1. Learners should get into four columns.
2. They should march within the marked area.
3. They can sing a song as they march.
4. As they march, they should combine the four columns so that they can be two columns.
5. Learners must repeat this move so that the two columns can end up as a single column.

## Lesson 4 Body parts and the creation of formations

### Objective

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

- a) create formations using body parts

### Learning aids

- a chart showing body parts.
- ICT objects

## **Introduction**

Learners should recap on column formations.

## **Lesson development**

1. Learners should list the body parts that they know with the help of the chart.
2. They should create any formation using any body part.
3. Learners should get into their groups to create formations using different body parts.
4. Feedback of work done in groups.

## **Conclusion**

The selected best group to make a display.

## **Activity 17.4**

1. Learners should get into groups.
2. Each group should represent the different body parts that can create formations, the fingers, hands, legs and body.
3. Each group should demonstrate any formations that they want using the body parts that they were given.
4. Groups should be creative in their demonstrations.

## **Lesson 5    Objects that create formations**

### **Objective**

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

- a) create formations using objects

### **Learning aids**

- objects such as ropes, hula hoops, cones

### **Introduction**

Learners should recap on formations that can be created using body parts.

### **Lesson development**

1. Learners should state what they know about objects.
2. Learners should identify objects that can be used to create formations.
3. Learners should be able to create formations using objects.

## **Conclusion**

Recap of lesson learnt. Question and answer session.

## **Activity 17.5**

1. In groups, learners should use any safe objects to create formations.

## **End of chapter answers**

1. Slanted line
2. Four
3. Column formation.
4. The fingers, hands, legs and body trunk.
5. Learners should draw any object that can be used to create formations.



# CHAPTER 18 Forms of creative dances

**Study area:** Arena choreography | **Topic:** Movement and rhythm

## Aim

By the end of this chapter, learners should be able to:

- a) demonstrate different forms of creative dances using various body parts

## Lesson 1 Movement

### Objective

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

- a) move from one point to another

### Learning aids

- ICT objects
- pictures of learners moving from point A to point B

### Introduction

Asks learners to walk, run, jog and crawl from point A to point B.

### Lesson development

1. Learners discuss what they were doing.
2. Learners read from the learners' book.
3. Learners move from point A to point B naming their type movement.

### Conclusion

Different learners demonstrate different movements.

### Activity 18.1

1. Learners should mark the play area with cones.
2. Learners move from one cone to the another whilst crawling, running or skipping.
3. Learners name the type of movement they used.
4. They should find other types of movement and try them with their friends.

## Lesson 2 and 3 Creative dances

### Objective

By the end of these lessons, learners should be able to:

- a) create dance moves

## **Learning aids**

- ICT objects
- cones

## **Introduction**

Learners recap on the lesson on movement.

## **Lesson development**

1. Explain the concept of creative dance to learners.
2. Demonstrate how to create a dance move.
3. Ask two learners to create dance moves for the class.
4. In groups, learners should create dance moves.
5. Feedback on the work done in groups.

## **Conclusion**

Learners recap on lessons learnt. Question and answer session.

## **Activity 18.2**

1. As a class, learners should make a circle.
2. They should play a game where one person goes to the centre and starts dancing.
3. The rest of the learners should be singing and clapping.
4. Everyone should get a chance to show their dance moves.

## **Lesson 4 and 5      Creative dances**

### **Objective**

By the end of these lessons, learners should be able to:

- a) move covering space and direction

### **Learning aids**

- ICT objects

### **Introduction**

Learners recap on the lesson on creative dances.

### **Lesson development**

1. Learners discuss on the forms of movement.
2. Learners read what is written in the learner's book.

3. Learners discuss different movement form in their groups.
4. Feedback on the work done in groups.

### **Conclusion**

The best group performs for the whole class.

### **Activity 18.3**

1. Learners play music and bring together different dance moves.
2. Learners should dance for a display.

### **End of chapter answers**

1. Dance
2. Running
3. Different body parts
4. Movement
5. Moves

# CHAPTER 19 Rhythmical movements

**Study area:** Arena choreography | **Topic:** Movement and rhythm

## Aim

By the end of this chapter, learners should be able to:

- a) execute rhythmical movements that show body awareness in relation to direction and space

## Lesson 1 Rhythmical sounds

### Objectives

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

- a) name rhythmical sounds they can make
- b) make rhythmical sounds

### Learning aids

- ICT objects

### Introduction

Make a rhythm by clapping and ask learners to clap in the same manner.

### Lesson development

1. Explain the concept of rhythmic sounds. Explain that rhythmic sounds are sounds that are repeated and have a pattern.
2. In pairs, learners make rhythmical sounds.
3. Feedback on the work done in pairs.

### Conclusion

The best pair to make the sound they made.

### Activity 19.1

1. In pairs, learners should create rhythms using any method of their choice.

## Lesson 2 Rhythmical movements

### Objective

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

- a) make rhythmical movements

## **Learning aids**

- ICT objects

## **Introduction**

Learners can make a series of movements that keep in time with the rhythm. They can use an apparatus during the making of a rhythm and movement. Learners move from one point to the other walking, running, crawling or skipping.

## **Lesson development**

1. Learners discuss the types of movement.
2. In pairs learners work on different movements.
3. Learners report back on the work done in pairs.

## **Conclusion**

The best pair performs in front of the whole class.

## **Activity 19.2**

1. In pairs, learners should give each other a chance to make a rhythm whilst the other one does any movement of their choice.
2. They should introduce any apparatus to the movement.

## **Lesson 3 Rhythmical movements and direction**

### **Objective**

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

- a) make rhythmical movements in different directions

### **Learning aids**

- pictures and videos showing movement in different directions in line with rhythm
- ICT objects

### **Introduction**

Learners recap on rhythmical movement.

### **Lesson development**

1. Learners discussion in groups on what is meant by direction.
2. Groups present their findings.
3. Correct learners in areas where they do not understand.

## Conclusion

Learners recap on lessons learnt. Question and answer session.

### Activity 19.3

1. In groups, learners practise moving to rhythm in different directions.

## Lesson 4 and 5 Rhythmical movements, direction and space

### Objective

By the end of these lessons, learners should be able to:

- a) move in a certain direction watching their space

### Learning aids

- ICT objects
- pictures of learners making movements

### Introduction

Recap of the previous lesson on rhythmical movements.

### Lesson development

1. Learners discuss what they see on the pictures.
2. Learners to pair up and make a rhythmical movement watching their space.
3. Report back on the work done in groups.

### Conclusion

The best pair performs for the whole class.

### Activity 19.4

1. Learners should get into pairs and practise different movement in their given space.

### End of chapter answers

1. Clapping            2. Galloping            3. Objects
4. Learners can name any object that can be used when moving such as:
  - a) hula hoops
  - b) tyres
  - c) skipping ropes
5. Learners should draw any object that would help them move.

# CHAPTER 20 Searching and discovery

**Study area:** Arena choreography | **Topic:** Movement and rhythm

## Aim

By the end of this chapter, learners should be able to:

- a) create movement that leads to exploration and discovery

## Lesson 1 Create movement

### Objective

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

- a) create movement from a rhythm

### Learning aids

- ICT objects
- pictures of learners creating movement

### Introduction

Learners make different rhythmical sounds and movements.

### Lesson development

1. Explain the concept of creating dance movements.
2. Learners should demonstrate how to create dance movements.
3. In groups, learners create movement.
4. Learners report back on work done in groups.

### Conclusion

The best group performs for the whole class.

### Activity 20.1

1. Learners play a drum beat or an audio sound.
2. Learners create their own dance moves.

## Lesson 2 and 3 Discovering movement

### Objective

By the end of these lessons, learners should be able to:

- a) perform dance moves they discovered

Learning aids

- ICT objects
- pictures of learners dancing

### **Introduction**

Explain to learners that creative dance gives one a chance to move in different ways and discover how well one can move. It allows discovering forms of movement that can be performed better. It allows one to show ideas and feelings through movement.

### **Lesson development**

1. Learners discuss discovering dance moves.
2. Learners read from the learner's book about discovering dance moves.
3. In groups they play different rhythms using the drum or an audio music player and dance.
4. Feed back on work done in groups.

### **Conclusion**

Learners play the game where they form a circle and one learner goes inside the circle to dance.

### **Activity 20.2**

1. Learners use a drum or a music player and play different rhythms.
2. They should dance in different ways.
3. Learners should identify movements which they can perform better.

## **Lesson 4 and 5      Exploring movement**

### **Objective**

By the end of these lessons, learners should be able:

- a) explore movement

### **Learning aids**

- ICT objects

### **Introduction**

Recap of the previous lesson.



## **Lesson development**

1. Learners discuss as a class on movement exploration.
2. Learners read from the learner's book.
3. Group works as learners perform dance routines.
4. Feedback on work done in groups.

## **Conclusion**

Recap of the lesson content. Question and answer session.

## **Activity 20.3**

1. Learners should get into groups and perform a dance.
2. Learners should have a dance competition.

## **End of chapter answers**

1. How to move
2. Ideas and feelings
3. Move to different kinds of music
4. Dance
5. True

# CHAPTER 21 Folkdances

**Study area:** Arena choreography | **Topic:** Movement and rhythm

## Aim

By the end of this chapter, learners should be able to:

- a) exhibit an appreciation of the diversity in the norms and values of the Zimbabwean society

## Lesson 1 and 2 Folkdances

### Objective

By the end of these lessons, learners should be able to:

- a) name the traditional dance in their local community

### Learning aids

- ICT objects
- pictures of people in traditional dance attires
- drums

### Introduction

Learners tell what they see on the pictures of people wearing traditional attires.

### Lesson development

1. Explain about folkdances.
2. Learners read from the learners' book.
3. Learners discuss in groups what they read.
4. Learners give feedback on their group discussions.

### Conclusion

Recap of the lesson content. Question and answer session.

### Activity 21.1

1. Learners should identify the types of dance in their home areas.
2. Learners dance for the class the type of dance that is done in their home area.

## Lesson 3, 4 and 5 Rhythm in folkdances

### Objective

By the end of these lessons, learners should be able to:

- a) dance to the folkdances in sync with the rhythm

### Learning aids

- ICT objects
- drum
- clappers
- picture of traditional dancers dancing

### Introduction

Recap of the previous lesson content.

### Lesson development

1. Learners discuss the movements of folkdances, for example, counting of steps and clapping.
2. Learners read from the learners' book.
3. In groups, learners make the rhythms from the traditional dances they read about.
4. Feedback on the work done.

### Conclusion

The best group performs for the whole class.

### Activity 21.2

1. Learners get into groups and choose any dance of their choice.
2. As they dance, learners should make sure that the rhythm from their clapping, singing, drumming and feet is in sync.

### End of chapter answers

1. Values
2. *Mbende*
3. *Isitshikitsha*
4. *Amabhiza*
5. Rhythm

# CHAPTER **22** Routines at functions and exhibitions

**Study area:** Arena choreography | **Topic:** Movement and rhythm

## **Aim**

By the end of this chapter, learners should be able to:

- a) perform routines for Mass Displays at functions and exhibitions

## **Lesson 1 and 2 Indigenous dances**

### **Objective**

By the end of these lessons, learners should be able to:

- a) name the indigenous dances in Zimbabwe
- b) identify the indigenous dances in Zimbabwe

### **Learning aids**

- ICT objects
- pictures of traditional dancers

### **Introduction**

Learners to name the folkdances they learnt in the previous chapter.

### **Lesson development**

1. Explains that traditional dances are folkdances.
2. In groups, learners name the traditional dances in Zimbabwe.
3. Feedback on the work done in groups.

### **Conclusion**

Learners recap on lessons learnt. Question and answer session.

### **Activity 22.1**

1. Learners should name the traditional dances in their area.
2. They should identify the traditional dances in Zimbabwe.

## **Lesson 3 and 4 Indigenous dances at shows**

### **Objective**

By the end of these lessons, learners should be able to:

- a) perform a dance for a show

## **Learning aids**

- ICT objects
- pictures of traditional dancers at a show

## **Introduction**

Learners name places they have seen people performing traditional dances.

## **Lesson development**

1. Explain that traditional dances can be performed at shows, ceremonies and at competitions.
2. Learners read from the learner's book
3. Learners in groups role play performing for visitors at a function.
4. Feedback on work done in groups.

## **Conclusion**

The best group performs for the whole class and they give comments.

## **Activity 22.2**

1. Learners get into groups of not more than ten.
2. They role play performing for visitors at a function.
3. They should choose a theme for the function and create props that match the theme.

## **Lesson 5 Exhibition**

### **Objective**

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

- a) exhibit their dances

### **Learning aids**

- ICT objects

### **Introduction**

Learners can perform different indigenous dances in front of the whole class or they could also exhibit their dance at school assembly.

### **Lesson development**

1. Learners identify places where exhibitions can be held.
2. Learners read from the learners' book.
3. In groups they do an exhibition of their dances.
4. Feedback on the work done.

## **Conclusion**

Learners give comments about their exhibition.

### **Activity 22.3**

1. Learners should divide themselves into three groups.
2. They should give each other a task to display their traditional dances.

### **End of chapter answers**

1. True
2. Entertainment
3. Shows
4. Learners will give the name of one traditional dance in their local community.
5. In their own words, learners will state a reason why traditional dances are important.

# CHAPTER 23 End of term test

**Study area:** Exam practice | **Topic:** Tests

- |                         |               |                            |
|-------------------------|---------------|----------------------------|
| 1. Rolling              | 15. Left      | 29. True                   |
| 2. One point to another | 16. Right     | 30. Clapping               |
| 3. All                  | 17. True      | 31. Movement               |
| 4. Hands and legs       | 18. Increased | 32. True                   |
| 5. Related              | 19. Ear       | 33. True                   |
| 6. Target               | 20. Formation | 34. Movement               |
| 7. Hand and eyes        | 21. True      | 35. Create                 |
| 8. Rhythm               | 22. True      | 36. Exercise               |
| 9. Sound                | 23. Three     | 37. Norms                  |
| 10. True                | 24. False     | 38. True                   |
| 11. Body parts          | 25. True      | 39. The life of the people |
| 12. Weight              | 26. Rope      | 40. Entertainment          |
| 13. Unstable            | 27. Dancing   |                            |
| 14. Moved               | 28. Music     |                            |

## Practical test

1. Learners should move from one point to another in any way. They should change speed and direction as they move.
2. Learners should create any rhythm and add movement to the rhythm.
3. Learners should stretch both hands in front and one leg at the back, start with the right leg and then the left leg. They should hold each position for five seconds.
4. In pairs, learners should hold their partner's legs while the partner has two hands on the ground like a wheelbarrow. Afterwards, they should change positions with their partner.
5. Learners should practise any cross crawls. They should show how the opposite sides of the body work together.
6. In groups, learners should create any basic formation.
7. Learners should create any shape of their choice using body parts.
8. Learners should create any formation using objects of their choice.
9. In groups of five, learners should create their dance moves and add rhythm to it.
10. In groups of not more than 10, learners should perform an indigenous dance of their choice.

# CHAPTER **24** Gymnastic movements and dance patterns

**Study area:** Arena choreography | **Topic:** Choreography

## **Aim**

By the end of this chapter, learners should be able to:

- a) perform movements and dance patterns using different styles

## **Lesson 1 and 2      Gymnastic movements**

### **Objective**

By the end of these lessons, learners should be able to:

- a) practise gymnastic movements

### **Learning aids**

- age appropriate and safe equipment.

### **Introduction**

Learners practise any warm up routine.

### **Lesson development**

1. In groups, learners should read their learner's books and discuss gymnastic movements.
2. Move around the class to ensure that all learners are participating.
3. Each group should present its findings.
4. Learners should ask questions in areas where they do not understand.

### **Conclusion**

Learners recap on lesson content. Question and answer session.

### **Activity 24.1**

1. Learners get into groups of five.
2. All group members should demonstrate at least any one gymnastic movement.
3. All group members should practise the gymnastic movement demonstrated by each member.



## **Lesson 3 and 4     Dance patterns**

### **Objective**

By the end of these lessons, learners should be able to:

- a) practise dance patterns

### **Learning aids**

- dance props

### **Introduction**

Learners recap on gymnastic movements.

### **Lesson development**

1. Learners discuss dance patterns.
2. They state any differences or similarities between gymnastic movements and dance patterns.
3. Assist learners in areas where they may be facing challenges.

### **Conclusion**

Learners refer to Activity 24.2.

### **Activity 24.2**

1. Learners get into groups and play any music or sound.
2. Each group member should demonstrate any dancing pattern.
3. Learners should practise the dancing pattern demonstrated and make sure they try to do it exactly as it was demonstrated.

## **Lesson 5     Gymnastic movements and dance patterns**

### **Objective**

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

- a) perform gymnastic movements and dance patterns for the school

### **Learning aids**

- videos showing combined gymnastic movements and dance patterns

### **Introduction**

Learners recap on gymnastic movements and dance patterns.

## **Lesson development**

1. Learners watch videos showing combined gymnastic movements and dance patterns to understand how they should create their own routine.
2. Learners recap the gymnastic movements and dance patterns that they did.
3. They should practise these routines.

## **Conclusion**

Learners refer to Activity 24.3.

## **Activity 24.3**

1. Learners should combine the gymnastic movements and dance patterns that they practised and they should perform for their school.

## **End of chapter answers**

1. Mass Displays
2. Gymnastic movements
3. Fun
4. To give rhythm
5. To make the Mass Displays functions more beautiful and exciting.

# CHAPTER 25 Creating formations

**Study area:** Arena choreography | **Topic:** Choreography

## Aim

By the end of this chapter, learners should be able to:

- a) come up with contemporary and cultural formations for the gymnastic movements and dance patterns

## Lesson 1 Different activities

### Objectives

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

- a) discuss contemporary activities
- b) discuss cultural activities

### Learning aids

- pictures showing people doing a traditional dance
- pictures showing people on a stage singing with back-up dancers in the background

### Introduction

Learners define new words such as contemporary and cultural.

### Lesson development

1. Learners discuss cultural activities with the help of the pictures. Probe learners to identify practices that were done long ago versus nowadays. Learners can discuss areas such as activities that were done, food that was eaten, work, how people entertained themselves, dances that they did and how things have changed.
2. Learners discuss contemporary activities with the help of the pictures.
3. Learners identify any cultural and contemporary activities they know.
4. Learners state any similarities and differences between contemporary and cultural activities.

### Conclusion

Learners refer to Activity 25.1.

### **Activity 25.1**

1. In pairs, learners should talk about any activities they know that were done in Zimbabwe long ago to show the way of life.
2. They should talk about activities that are done by Zimbabweans nowadays.

## **Lesson 2 and 3 Formations which show culture**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) define cultural formations
- b) practise cultural formations

### **Learning aids**

- pictures showing people doing a traditional dance

### **Introduction**

Learners recap on previous lesson.

### **Lesson development.**

1. Learners define cultural formations.
2. Learners discuss cultural formations with the help of the pictures.
3. Learners identify activities which may bring out cultural formations.

### **Conclusion**

Learners refer to Activity 25.2.

### **Activity 25.2**

1. Learners should get into groups.
2. They can have anyone in their group demonstrating any traditional dance and they can copy and practise as a group.
3. Learners should practise at least four different traditional dances as a group.
4. They should notice how they arrange themselves as they practise these dances.

## **Lesson 4 and 5 Formations which show activities that are done nowadays**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) define contemporary formation
- b) practise contemporary formation

## **Learning aids**

- video showing people doing a contemporary dance whilst forming formations

## **Introduction**

Learners recap on cultural activities.

## **Lesson development**

1. Learners define contemporary formation.
2. Learners watch videos which show various contemporary formations.
3. They discuss what they see.

## **Conclusion**

Learners refer to Activity 25.3.

## **Activity 25.3**

1. Learners should get into groups and discuss the dancing styles of people nowadays.
2. Learners should practise the dancing styles they discussed.
3. Learners should notice how they stand as they dance.
4. Learners should play any sound or music they like to make their dancing fun.

## **End of chapter answers**

1. Formations
2. Traditional dance
3. Long ago
4. False
5. True

# CHAPTER 26 Zimbabwean culture and values

**Study area:** Arena choreography | **Topic:** Choreography

## Aims

By the end of this chapter, learners should be able to:

- a) demonstrate the beautiful nature of Zimbabwean cultures, norms and values through performance
- b) perform choreography for Mass Displays functions and exhibitions

## Lesson 1 Zimbabwean cultures

### Objective

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

- a) discuss Zimbabwean culture, norms and values

### Learning aids

- pictures showing different cultural dances

### Introduction

Learners state their names, surnames, totems and where they come from.

### Lesson development

1. Explain to learners that culture is a way of life that is shared by a group of people and is usually defined by everything they do like language, religion, social habits, music, arts and other common activities.
2. Explain that culture plays an important role in bringing people together.
3. Learners discuss the different Zimbabwean cultures.
4. Learners view pictures which show various Zimbabwean cultural dances.
5. They discuss what is happening in the pictures.

### Conclusion

Learners recap on lessons learnt. Question and answer session.

### Activity 26.1

1. On pieces of paper, learners should write where they come from.
2. Learners should write their way of life as they know it.
3. Learners should name the activities they do that show their way of life.
4. Learners should each read what they wrote for the class.

## **Lesson 2 and 3 Zimbabwean cultural performances**

### **Objective**

By the end of these lessons, learners should be able to:

- a) practise Zimbabwean cultural performances

### **Learning aids**

- videos showing different cultural dances

### **Introduction**

Explain to learners that different cultures have different dance patterns. State that people dress differently, dance differently and sometimes use different instruments as well as sing different songs. Explain to learners that the differences in cultural dance patterns shows the different rich culture and heritage that is found in the country.

### **Lesson development**

1. Learners talk about various Zimbabwean cultures.
2. Learners watch videos that depict different cultures.
3. Learners should identify the different cultures depicted by dance.
4. Assist learners in areas where they may have challenges.

### **Conclusion**

Learners refer to Activity 26.2.

### **Activity 26.2**

1. In groups of ten, learners should talk about the different Zimbabwean cultural dance patterns.
2. Learners should read pictures given in the learner's book and they should imitate any activity they wish to portray.

## **Lesson 4 and 5 Performance for Mass Displays functions and exhibitions**

### **Objective**

By the end of these lessons, learners should be able to:

- a) prepare a choreography performance for Mass Display functions and exhibitions

### **Learning aids**

- video of a Mass Displays performance

## **Introduction**

Learners recap previous lesson.

## **Lesson development**

1. Learners watch videos which show choreography for Mass Displays.
2. Learners talk about what they see.
3. Learners ask questions where they may have challenges.

## **Conclusion**

Learners refer to Activity 26.3.

### **Activity 26.3**

1. Learners should think about any major event that happens annually at school or in the community. For example, inter-house competition, prize giving ceremony, agricultural show, Independence Day or Heroes Day celebrations.
2. They should agree on any event they would want to prepare the choreography for.
3. Learners should practise the performance in advance and prepare to perform at the function.

## **End of chapter answers**

1. Activities
2. Different
3. Learners should be able to state any two tribes. Accept any tribe given if they are Zimbabwean.
4. Learners should name any event where Mass Displays can be done at school such as:
  - a) inter-house competition
  - b) prize giving ceremony
5. Learners should name any event where Mass Displays can be done in Zimbabwe such as:
  - a) Independence Day
  - b) Heroes Day celebrations



# CHAPTER 27 Folkdances

**Study area:** Music | **Topic:** Background and performing music

## Aim

By the end of this chapter, learners should be able to:

- a) perform theme related background music

## Lesson 1 Folk songs

### Objectives

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

- a) sing folk songs
- b) dance to folk songs

### Learning aids

- pictures showing people of long ago wearing animal skins
- plastic, papers, sacks
- pictures of boys and girls doing different chores
- ICT objects

### Introduction

Learners to sing any folk song they know.

### Lesson development

1. Explain to learners what folk songs are.
2. Learners identify folk songs they have heard.
3. Learners in groups sing the folk songs like Kachembere kegudo.
4. Learners to role play chores for boys and girls as they sing folk songs.
5. Learners make traditional clothing for boys and girls using available material.
6. They role play on the different chores for boys and girls as the sing folk songs.

### Conclusion

Recap of the lesson content.

### Activity 27.1

1. Learners should sing folk songs and dance as they perform the different chores.

## **Lesson 2 and 3     Indigenous dances**

### **Objective**

By the end of these lessons, learners should be able to:

- a) perform indigenous dances in their local area

### **Learning aids**

- innovative props such as wooden spears and paper hoes

### **Introduction**

Learners to sing a folk song they learnt in the previous lesson.

### **Lesson development**

1. Explain the different traditional dances in Zimbabwe.
2. Learners name the dances they know.
3. As a class they read the texts about Nkosilathi and Tadiwa.
4. Learners find out where they come from.
5. In groups, they should choose a dance and perform as they sing.
6. Learners should report back on the work done in groups.

### **Conclusion**

Learners name the different traditional dances.

### **Activity 27.2**

1. Learners should find out where they come from.
2. They should find out the type of dance in the area that they come from.
3. Learners should make the appropriate attire for dance using available material.
4. They should sing and dance whilst wearing the attires that they made.

## **Lesson 4 and 5     Liberation war songs**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) sing liberation war songs
- b) dance to liberation war songs

### **Learning aids**

- pictures depicting liberation war
- percussion instruments
- ICT objects such as cellphone, tablet, radio

## **Introduction**

Learners to listen to a liberation war song that is played on any ICT tool.

## **Lesson development**

1. Explain what liberation war songs are and their importance.
2. Learners sing the liberation war songs they know in their groups as they perform a dance.
3. Group feedback on the work done.

## **Conclusion**

Learners sing and dance a liberation war song as a class.

## **Activity 27.3**

1. Learners to sing any liberation war song.

## **End of chapter answers**

1. In all cultures
2. *Mbende*
3. *Amabhiza*
4. Black and white
5. Support to the fighters

# CHAPTER 28 Contemporary music

**Study area:** Music | **Topic:** Background and performing music

## Aims

By the end of this chapter, learners should be able to:

- a) respond to various music genres
- b) respond to performed dances and movement

## Lesson 1 Liberation songs

### Objectives

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

- a) sing liberation war songs
- b) dance to liberation war songs

### Learning aids

- ICT objects
- percussion instruments

### Introduction

Learners to sing any liberation song they know.

### Lesson development

1. Explain to the learners the history liberation war songs.
2. Learners sing a liberation war song as a class.
3. Learners name the different artists they know that sang liberation war songs in their area.
4. In groups of not more than six they sing and dance to any liberation war song they like.
5. Feedback of the work done in groups.

### Conclusion

Recap of the work done.

### Activity 28.1

1. Learners should listen to any of the liberation songs sung by artists in their area.
2. They should sing the songs in groups.
3. Learners should dance to the music accordingly.

## **Lesson 2 and 3      Sungura and Dendera music**

### **Objective**

By the end of these lessons, learners should be able to:

- a) sing and dance to Sungura and Dendera music

### **Learning aids**

- ICT objects
- percussion instruments

### **Introduction**

Learners to sing one liberation war song as a class.

### **Lesson development**

1. Introduce learners to Sungura and Dendera music.
2. Learners read the learner's book.
3. Learners listen to sungura and dendera music from an audio.
4. In groups the learners sing and dance to sungura and dendera music from their local artist and play the percussion instruments.
5. Feedback of the work done in groups.

### **Conclusion**

Recap of the lessons learnt. Question and answer session.

### **Activity 28.2**

1. Learners listen to sungura and dendera music and tell the difference between the two.
2. They should find out more on the other sungura and dendera musicians from their area and name them.

## **Lesson 4 and 5      Gospel music**

### **Objective**

By the end of these lessons, learners should be able to:

- a) sing and dance to gospel music

### **Learning aids**

- ICT objects
- percussion instruments

## **Introduction**

Learners to sing a song they sing in church.

## **Lesson development**

1. Explain the importance of gospel music to learners.
2. Learners read from the learner's book.
3. Play a gospel song as learners dance and sing along to the song.
4. Learners to sing any gospel song, play percussion instruments and dance.

## **Conclusion**

Learners to sing their favorite gospel song as a class.

## **Activity 28.3**

1. Learners should play the audios or videos of any local gospel singer.
2. They should lip sync as a competition.

## **End of chapter answers**

1. Present time
2. Struggle
3. Two
4. Three
5. Learners should name any gospel artist that they know.

# CHAPTER 29 Percussion instruments

Study area: Music | Topic: Background and performing music

## Aims

By the end of this chapter, learners should be able to:

- a) play percussion instruments
- b) sing and dance in groups

## Lesson 1 Percussion instruments

### Objectives

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

- a) name percussion instruments
- b) draw percussion instruments

### Learning aids

- ICT objects
- percussion instruments

### Introduction

Learners name the different musical instruments they know.

### Lesson development

1. Introduce learners to percussion instruments.
2. Learners identify the instruments that they know.
3. They should be able to state their names.
4. Show the learners the instruments and give them an opportunity to play the instruments.

### Conclusion

Learners name percussion instruments.

### Activity 29.1

1. Learners should list the percussion instruments that they know.
2. They should draw one percussion instrument that they listed.

## Lesson 2 Making percussion instruments

### Objective

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

- a) make a drum

## **Learning aids**

- pictures of a drum
- a real drum
- ICT objects

## **Introduction**

Learners name the percussion instruments they know.

## **Lesson development**

1. Learners state the uses of drums.
2. Learners should follow the steps given in the learner's book to make a drum.
3. Walk around the class to ensure that all learners are participating in making a drum.

## **Conclusion**

Learners to play their drums with sticks or pencils for different sounds.

## **Activity 29.2**

1. Learners must test the drums that they made.
2. If they would like to add more weight to the drums, they can fill the container up with a handful of sand before they stretch the balloon on the top of the container.
3. They should make drum sticks out of pencils and tissue paper or simply use their hands to drum along to their favorite song.

## **Lesson 3 and 4 Making rattles**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) make rattles
- b) play with the rattles that they made

### **Learning aids**

- pictures showing real rattles

### **Introduction**

Learners to look at the pictures of real rattles.

### **Lesson development**

1. Learners should read the learner's book on how to make the rattle.
2. Learners identify the materials used to make the rattle and collect the materials.
3. Learners make their own rattles with the help of the teacher.



## Conclusion

Learners in groups sing a song as they play their rattles.

### Activity 29.3

1. Learners must play the rattle as they sing their favorite song from their local musical genre.
2. They should make more rattles filling them with different fillings and hear the different sounds that are produced.

## Lesson 5 Playing the instruments

### Objectives

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

- a) play their percussion instruments
- b) sing and dance as they show good skill in dance

### Learning aids

- percussion instruments

### Introduction

Learners name the different percussion instruments.

### Lesson development

1. Explain to the learners that different genres of music can be performed using percussion instruments.
2. Learners as a class identify a genre of their choice and perform a song using their made instruments.
3. Learners to perform as they sing and dance showing their best skills.

### Conclusion

Recap of the lesson content.

### Activity 29.4

1. As a class, learners should sing different songs from different genres and dance showing good skill in dance.
2. Learners play the musical instruments they created as they sing and dance.

### End of chapter answers

1. Music
2. Melodies
3. Struck
4. Beans, rice small stones or sand.
5. Learners will draw any percussion instrument that they know.

# CHAPTER 30 The pledge

**Study area:** Music | **Topic:** Background and performing music

## **Aim**

By the end of this chapter, learners should be able to:

- a) perform genres synchronised with audience response

## **Lesson 1 and 2 Cultural chores**

### **Objective**

By the end of these lessons, learners should be able to:

- a) name the cultural chores done in their area

### **Learning aids**

- pictures of different cultures at festivals
- ICT objects

### **Introduction**

Learners name the different tribes they know.

### **Lesson development**

1. Explain to learners about cultural chores such as the different cultures and beliefs, different types of food and the different festivals that are celebrated.
2. Learners read from the learner's book about the cultural chores.
3. Learners to explain what people are doing in the picture in their language.
4. In groups they role play the different chores done in their area.
5. Feedback on the work done in their groups.

### **Conclusion**

Recap of the work done in groups. Question and answer session.

### **Activity 30.1**

1. Learners should role play the different cultural chores that are done in their areas.
2. As they role play, they should sing songs to make the chores fun.

## Lesson 3 and 4 The festivals

### Objective

By the end of these lessons, learners should be able to:

- a) perform music and dance for different festivals for a display

### Learning aids

- photographs of people at different festivals
- ICT objects

### Introduction

Learners name the different cultural chores.

### Lesson development

1. Introduces different festivals to learners.
2. Learners to look at the photographs or play a video on festivals and comment on them.
3. Learners state whether they had attended any festival.
4. Learners retell their experience.

### Conclusion

Learners recap on lessons learnt. Question and answer session.

### Activity 30.2

1. In groups, learners perform a traditional dance or any music from different genres in Zimbabwe for a festival.

## Lesson 5 The pledge

### Objective

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

- a) recite the national pledge correctly

### Learning aids

- chart with the national pledge

### Introduction

Learners to discuss on the purpose of the national pledge.

## **Lesson development**

1. Explain to learners the importance of the national pledge.
2. Learners read from the learner's book about the pledge.
3. With the use of the chart, learners practice reciting the pledge.

## **Conclusion**

Learners recite the pledge as a class.

## **Activity 30.3**

1. Learners practise reciting the national pledge in groups.
2. Volunteers should recite the national pledge for the entire class.

## **End of chapter answers**

1. Cultural
2. Festival
3. Schools
4. After singing the national anthem.
5. It motivates to cherish the identity of Zimbabwe.

# CHAPTER 31 Music

**Study area:** Music | **Topic:** Background and performing music

## Aim

By the end of this chapter, learners should be able to:

- provide music for Mass Displays at functions and exhibitions

## Lesson 1 and 2 The arena and music

### Objective

- a) By the end of these lessons, learners should be able to:
- b) play different rhythms and dance

### Learning aids

- percussion instruments

### Introduction

Learners recap on their knowledge of percussion instruments.

### Lesson development

1. Learners state what they know about arenas.
2. Learners should read what is written in the learner's book on arenas and music.
3. Assist learners in areas where they do not understand.

### Conclusion

Learners recap on lessons learnt. Question and answer session.

### Activity 31.1

1. Learners play different rhythms in groups and dance. Their steps should match with the rhythm.
2. Learners should regroup as a class and perform what they did in their groups.

## Lesson 3 and 4 The arena and music

### Objective

By the end of these lessons, learners should be able to:

play music

### Learning aids

- percussion instruments

## **Introduction**

Learners recap on the arena and music.

## **Lesson development**

1. Learners state the music they like.
2. Learners should sing the music they like.
3. Learners perform the genre they like using percussion instruments.

## **Conclusion**

Learners recap on lessons learnt. Question and answer session.

## **Activity 31.2**

1. In groups learners should play their percussion instruments for an arena act.
2. They should choose a musical genre they like and play a song for an arena act.

## **Lesson 5 Music for arena choreography**

### **Objective**

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

- a) perform a dance

### **Learning aids**

- percussion instruments

### **Introduction**

Learners recap on playing music.

### **Lesson development**

1. Learners state what they understand by choreography.
2. Assist learners in areas where they may be facing challenges.

### **Conclusion**

Learners recap on lessons learnt. Question and answer session.

### **Activity 31.3**

Learners should perform a dance and find music with the rhythm that suits the dance.

### **End of chapter answers**

1. Arena   Instruments   Percussion   Match
2. Learners will draw any instrument that can be used in arena choreography.

# CHAPTER 32 Patterns

Study area: Art | Topic: Patterns

## Aims

By the end of this chapter, learners should be able to:

- a) draw basic patterns and shapes using different types of paper
- b) cut basic patterns and shapes
- c) paste basic patterns and shapes
- d) design different charts and book pages
- e) display different charts and book pages

## Lesson 1 Patterns and shapes

### Objective

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

- a) draw, cut and paste the basic patterns

### Learning aids

- pencil crayons
- paint
- scissors
- chart with different patterns

### Introduction

Learners show the patterns that they are familiar with.

### Lesson development

1. Learners should draw their favourite patterns on paper using coloured pencils and crayons.
2. Learners should display their patterns and state why they love the patterns that they drew.
3. Learners should cut out the patterns and paste them on manilla and cardboard paper.

### Conclusion

Learners should display the patterns that they drew and make comments.

## Activity 32.1

1. Learners should get into groups.
2. Learners should draw common patterns on paper using paint and colours.
3. Learners should cut the patterns and paste them on paper.
4. Learners should display the patterns on charts on the wall.
5. Display the objects with patterns in the classroom.

## Lesson 2 Background art

### Objective

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

- a) identify what background art is

### Learning aids

- pictures and videos that show background art
- ICT objects

### Introduction

Learners should discuss what they know about background with help from the pictures and videos that are showing background art.

### Lesson development

1. The learners watch video clips of Mass Display performances in background art.
2. In groups, learners should discuss what background art is.
3. Lead the discussion to themes. Explain to learners that all background art activities have themes, that is, topics that guide the background art.
4. Ask learners to identify themes from the videos and pictures that show background art.
5. Learners should present their findings to the class.
6. Correct the learners where they may have had challenges.

### Conclusion

Recap of the lesson content. Questions and answers session.

## Activity 32.2

1. As a class, learners should draw simple shapes and patterns and display them.



## Lesson 3 One-page book

### Objective

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

- a) display performances designed on a one-page book

### Learning aids

- paper
- paint
- pictures showing one -page books

### Introduction

Ask learners their general knowledge of a one-page book from their understanding on one-page books in grade one.

### Lesson development

1. Explain to learners using an A4 book what a one-page book is.
2. Open the book to a double page and explain that the double page you have opened is a double page book.
3. Ask learners to hold up their books and follow what you have done.

### Conclusion

Learners should refer to Activity 32.3.

### Activity 32.3

1. Using an identified theme, learners should draw and colour on a double page.
2. The artwork, pattern or image should sit on the double page.
3. Learners should display their one-page book.

## Lesson 4 Three-page book

### Objective

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

- a) display performances designed on a three-page book

### Learning aids

- three-page background art books

## **Introduction**

Ask learners to guess what a three-page book is, from the knowledge they got in grade one as well as from the one-page book.

## **Lesson development**

1. Explain to learners that a three-page book has three double pages.
2. Demonstrate to learners how the three double pages are acquired by flipping through three double pages of a book.
3. Ask learners to follow what you just did.

## **Conclusion**

Learners should refer to Activity 32.4.

## **Activity 32.4**

1. Using their identified theme, learners draw and colour on a three-page book.
2. Learners should display their three-page book.

## **Lesson 5 Five-page book**

### **Objective**

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

- a) display performances designed on a five-page book

### **Learning aids**

- five-page background art books
- cards with colours and letters

## **Introduction**

Ask learners to guess what a five-page book is, from the knowledge they got in grade one as well as from the one-page book and three-page book.

## **Lesson development**

1. Explain to learners that a five-page book has five double pages.
2. Demonstrate to learners how the five double pages are acquired by flipping through five double pages of a book.
3. Ask learners to follow what you just did.

## **Conclusion**

Learners should refer to Activity 32.5.

## **Activity 32.5**

1. Using their identified theme, learners draw and colour on a five-page book.
2. Learners should display their five-page book.

## **End of chapter answers**

1. Games
2. Themes
3. One-page
4. Three-page book
5. Five

## Aims

By the end of this chapter, learners should be able to:

- a) draw various designs
- b) paint different designs and patterns
- c) mix various colours for painting
- d) identify national colours and relate to them

## Lesson 1 and 2 Primary colours

### Objectives

By the end of these lessons, learners should be able to:

- a) identify primary colours
- b) use primary colours in their drawings

### Learning aids

- chart of the colour wheel
- Zimbabwean flag
- real objects showing the three primary colours

### Introduction

Learners sing a song on colours.

### Lesson development

1. Learners should name the colours that they know.
2. They can use the Zimbabwean flag to identify colours.
3. Learners should name the three most common colours.
4. Learners should discuss what they know about primary colours with the assistance of the teacher.
5. Learners should know the number of the primary colours.
6. They should be able to identify the primary colours.
7. They also need to give reasons as to why these colours are classified as primary colours.

## **Conclusion**

Learners name the primary colours.

### **Activity 33.1**

1. Red, yellow and blue.
2. Learners should draw any object in their books and they should colour their drawings using the colours they named in (1).

## **Lesson 3 and 4      Secondary colours**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) mix primary colours

### **Learning aids**

- red, blue and yellow paint

### **Introduction**

Learners to name the primary colours.

### **Lesson development**

1. Explain how secondary colours are created.
2. Learners mix the colours red and yellow, blue and yellow and blue and red.
3. They should name the outcome.

### **Conclusion**

Learners sing a song on colours.

### **Activity 33.2**

1. Orange
2. Purple
3. Green

## **Lesson 5      National colours**

### **Objectives**

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

- a) recite the rhyme on colours
- b) draw and colour the national flag
- c) create a formation

## **Learning aids**

- the Zimbabwean flag

## **Introduction**

Learners to name the colours they learnt in the previous lessons.

## **Lesson development**

1. Learners should state their nationalities.
2. Learners should state what is meant by national colours.
3. Learners should be able to identify where the national colours are found.
4. Using the Zimbabwean flag, learners should state the national colours of Zimbabwe.
5. They should be able to state the meanings of the colours.
6. Learners should draw the Zimbabwean flag and colour it using crayons or paint.

## **Conclusion**

Learners should be able to name the primary and the secondary colours on the flag.

## **Activity 33.3**

1. Learners should recite the rhyme about the national flag.
2. Learners to draw the Zimbabwean flag and colour it.
3. Learners should wear clothes that have colours of the flag. They should create a formation that will showcase the different designs that can be created by the colours of the national flag.

## **End of chapter questions**

1. Primary
2. Red
3. Secondary
4. Yellow
5. On the national flag.

# CHAPTER **34** Creation of shapes

Study area: Art | Topic: Shapes

## **Aim**

By the end of this chapter, learners should be able to:

- a) create different shapes

## **Lesson 1 Features of shapes**

### **Objective**

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

- a) state the shapes that are created by different lines

### **Learning aids**

- chart on shapes
- pictures of a square, triangle, rectangle, circle

### **Introduction**

Learners identify the shapes on the chart. They name the colours of the shapes.

### **Lesson development**

1. Discussion on the features of a square, circle, triangle and rectangle.
2. Learners write down every detail about the common shapes.
3. Each learner presents what they wrote.

### **Conclusion**

Learners refer to Activity 34.1.

### **Activity 34.1**

1. Learners name the shapes that are created by the lines:
  - a) square
  - b) traingle
  - c) rectangle
  - d) circle

## **Lesson 2 and 3 Creating shapes**

### **Objective**

By the end of these lessons, learners should be able to:

- a) create shapes using various selected objects

## Learning aids

- stones
- empty water bottles
- cones
- pebbles
- seeds
- tins

## Introduction

Recap of the previous lesson.

## Lesson development

1. Learners list objects that can be used to make shapes.
2. Discussion on how shapes can be created on the ground and on paper.
3. In groups learners use various objects to make shapes.

## Conclusion

Learners display shapes made from various objects.

## Activity 34.2

1. In groups, learners should identify the shape they will make.
2. They should draw the shape on the ground.
3. They should create a shape using pebbles, tins or cones.
4. Learners should make sure the features of the shapes are seen.
5. They should each draw the same shape on paper and apply glue and stick seeds to the shape that they drew to create seed mosaics.

## Lesson 4 and 5      Joining shapes

### Objective

By the end of these lessons, learners should be able to:

- a) create shapes by combining two or more shapes

### Learning aids

- Pictures of combined shapes

### Introduction

Learners play the game, "Dance around together".



## **Lesson development**

1. Learners discuss shape combinations.
2. They should give examples of shapes that can be combined.
3. They discuss the ensuing properties of the resultant shapes.
4. In groups they explore various shape combinations.

## **Conclusion**

Learners display the various shape combinations.

## **Activity 34.3**

1. Learners should draw various combinations of joined shapes they can think of.

## **End of chapter answers**

1. Triangle
2. Shapes
3. Triangle
4. Learners state the shapes that were used to make their classroom.
5. Learners should combine shapes to create a new object.

# CHAPTER 35 Common shapes

Study area: Art | Topic: Shapes

## Aims

By the end of this chapter, learners should be able to:

- a) identify various shapes
- b) match various shapes

## Lesson 1 Common shapes

### Objectives

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

- a) identify common shapes
- b) match common shapes

### Learning aids

- chart on shapes
- block of shapes
- pictures of common shapes

### Introduction

Learners sing a song on colours.

### Lesson development

1. Learners name the colours of objects in the classroom.
2. They identify the shapes within the classroom.
3. Pair work matching shapes according to size and colour.
4. Using ICT objects, learners draw and colour the four shapes.
5. Individually they draw and colour the four shapes.
6. Learners watch a video on shapes.

### Conclusion

Learners display their work.

### Activity 35.1

1. Square, circle, triangle, rectangle.
2. Learners will match the shapes with its half:
  - a) a circle
  - b) a rectangle

- c) a triangle
- d) a square

## **Lesson 2 and 3      Shapes at home and school**

### **Objective**

By the end of these lessons, learners should be able to:

- a) identify basic shapes on buildings

### **Learning aids**

- buildings within the school environment

### **Introduction**

Recap of the previous lesson.

### **Lesson development**

1. Learners divide themselves into equal groups.
2. They identify shapes within the classroom.
3. They name colours of shapes in the classroom
4. They move around the school, identifying shapes and their colours.
5. Assist the learners to identify shapes.

### **Conclusion**

Learners recap on lessons learnt. Question and answer session.

### **Activity 35.2**

1. In groups learners should move around the classroom.
2. They should name shapes in the classroom and their colours.
3. Learners should go outside and identify shapes in the local environment.
4. They should write down the name of the shapes that they can identify.
5. Learners should draw the shapes they saw and colour them using primary and secondary colours.
6. They should cut the shapes and paste them on a chart.

## **Lesson 4 and 5      Let's play Pada**

### **Objectives**

By the end of these lessons, learners should be able to:

- a) identify shapes in the pada game
- b) play the pada game

## **Learning aids**

- chart showing the pada game

## **Introduction**

Learners state their favourite games.

## **Lesson development**

1. Learners move out to sports fields.
2. Learners name the shapes on the various sports fields.
3. Learners discuss as a group the purpose of those shapes on the fields.
4. Each group gives feedback.

## **Conclusion**

Learners recap on lessons learnt. Question and answer session.

## **Activity 35.3**

1. In groups, learners should draw on the ground the pada game using common shapes.
2. They should name the shapes that they can see.
3. Learners should discuss the rules that are involved in the playing the pada game.
4. They should take turns to play the game.

## **End of chapter answers**

1. The shapes are:
  - a) Rectangle
  - b) Circle
  - c) Triangle
  - d) Square
2. House
3. True
4. In different buildings in the environment.
5. Games

# CHAPTER 36 Linking shapes

Study area: Art | Topic: Shapes

## Aim

By the end of this chapter, learners should be able to:

- a) link shapes to create background art themes

## Lesson 1 Shapes

### Objectives

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

- a) draw shapes
- b) colour shapes
- c) cut shapes
- d) paste shapes

### Learning aids

- a chart showing common shapes

### Introduction

Learners identify the different shapes within their classroom from the floor tiles to the ceiling.

### Lesson development

1. Learners name the common shapes.
2. Ask learners to identify common shapes in their classroom or to name objects that have common shapes.

### Conclusion

Learners refer to Activity 36.1.

### Activity 36.1

1. Learners should draw and colour shapes in different colours.
2. Learners should cut out the shapes that they drew.
3. Learners should paste the shapes on manilla paper and display them.

## Lesson 2 and 3 Linking shapes

### Objective

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

- a) link shapes

### Learning aids

- picture of joined shapes

### Introduction

Learners join hands and sing the song, “We are together”.

### Lesson development

1. In groups, learners should discuss what linking shapes means.
2. Explain to learners that linking shape is joining shapes, for example, to create a girl, one would join a circle for the head, a rectangle for the body and then add arms and legs. To create a boy, one would draw a circle for the head and a rectangle for the body.
3. When shapes are joined, they often create a theme, for example, the example of the girl and the boy could represent a theme “my friend”.
4. Explain to learners that themes are important in background art.
5. Give learners examples of themes such as:
  - a) Transport – learners can draw and colour different shapes such as small circles and triangle to create a bus thereby portraying the theme of different modes of transport.
  - b) Food – learners can draw and colour a circle orange and display that orange whilst saying something about that orange.
  - c) The environment – learners can draw a big circle and small rectangles to show the sun which is found in the environment.
6. Encourage learners to identify other themes that can be used to create shapes.

### Conclusion

Learners refer to Activity 36.2.

### Activity 36.1

1. In groups, learners should identify different themes.
2. Learners should draw, cut and paste the shapes for the themes that they chose.
3. Learners should link the shapes.
4. Learners should display their shapes as background art and say something about their themes as they display the shapes.

## Lesson 4 and 5 Creating shapes

### Objectives

By the end of this chapter, learners should be able to:

- a) create shapes using their bodies

### Learning aids

- video clips and pictures of people joining hands

### Introduction

Learners play the game, "Dance around together."

### Lesson development

1. Learners watch a video showing learners joining hands.
2. They discuss the shapes that they saw.
3. In pairs they explore shapes formed.
4. In groups they create shapes.
5. They use cloths to create shapes.

### Conclusion

Learners display their shapes.

### Answers 36.3

1. In pairs learners should hold each other's shoulders while standing.
2. Learners should sit whilst holding each other's shoulder and they should state the shape that they get.
3. Learners should get into groups and create a triangle, square, rectangle and a circle.
4. In groups, learners should hold cloths with different colours by the edges above their heads, pull and wave them.

### End of chapter answers

1. False
2. Red
3. True
4. Learners should name two shapes that can be linked to create a theme.
5. Learners should draw a shape or shapes that can be linked to create a theme. They should say what theme it represented by the shape.

# CHAPTER 37 End of term test

1. Gymnastic
2. Music
3. Music
4. A way a group of people arrange themselves
5. Traditional dances
6. Traditional dances
7. False
8. Activities
9. Language
10. True
11. False
12. Kalanga
13. True
14. True
15. False
16. True
17. Folk
18. True
19. *Woso*
20. *Amabhiza*
21. *Mbende*
22. *Jerusarema*
23. Liberation war
24. Support
25. Present time
26. False
27. True
28. Melodies
29. Percussion
30. Drum
31. The pledge is recited after singing the national anthem.
32. The pledge was introduced to motivate people to cherish the identity of Zimbabwe and value the heritage of the country.
33. Patterns are lines, shapes and colours which makes things look nice.
34. Folio.
35. It should have three pages which when each page is opened, is a double.
36. It should have five pages which when each page is opened, is a double.
37. They are known as primary colours because they cannot be created by mixing other colours.
38. Green, black and white.
39. Square, triangle, rectangle and circle.
40. It is to join shapes.



## Practical test

1. Learners should demonstrate a gymnastic movement.
2. Learners should demonstrate a dance pattern using any music of their choice.
3. In groups, learners should perform any formation while doing different gymnastic movements and dance patterns.
4. Learners should recite their totems.
5. Learners should sing any liberation war song.
6. Learners should play a percussion instrument of their choice.
7. Learners should recite the national pledge.
8. Learners should mix primary colours and get the following results:
  - a) red + blue = purple.
  - b) yellow + blue = green.
  - c) red + yellow = orange.
9. Learners should create shapes using any objects.
10. Learners should create shapes using body parts.

# CPS | Primary Mass Displays

## Mass Displays Grade 2 Teacher's Guide

- is written in line with the new curriculum that was 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
- empowers the teacher with skills and expertise in using the book
- gives room to the teacher to collect and improvise learning materials for the lessons
- tallies with the learner's book by providing answers for questions given in the learner's book
- clearly outlines five distinct lessons in all chapters

**Approved by the Ministry of Primary and Secondary Education, May 2019**

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