

CPS

Primary

Visual and Performing Arts

New Curriculum

ECD A

Visual and Performing Arts

Teacher's Guide



ECD A

Musiwiwa J

Ncube S.B

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

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Guidelines on how to use the book

The book is written in line with the revised curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022). It is logically and sequentially arranged to help the teacher effectively and efficiently deliver the intended lessons. It explicitly and clearly guides the teacher on how to implement the curriculum. The book tallies very well with both the learner's book and workbook. It empowers the teacher with skills and expertise of teaching the subject areas. The book's layout lessens the teacher's burden in the execution of lessons as everything is clearly spelt out. The book gives room to the teacher to collect materials for the lessons. It highly involves learners as it employs learner-centred methodologies.

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

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

Structure of the book

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

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

Aims

To help learners:

- appreciate the role of music in the past
- develop practical skills necessary for creative expression

Source of matter:

ECD A Visual and performing arts
Syllabus pages 5 and 21

Suggested learning materials:

Day 1: Recorder, CDs with songs,
shakers, drums

Day 2: wooden spoons, clay pots

Day 3: video clip

Day 4: containers to fetch water

Day 1:

**Topic: Role of music in
the past**

Objectives:

During the lesson, learners will:

- listen to and watch a recorded traditional music video
- name/sign the instruments in the music
- sing/sign the traditional songs

Skills to be developed:

- Listening
- Naming/signing
- Singing/signing

Learning activities:

- The teacher plays a video with traditional songs as learners listen and watch.
- Learners state/sign the instruments which were used in the songs like the shakers, drums and clappers, whistle, mbira, xylophone.

3. Learners sing/sign any traditional local song of their choice.

4. Learners accompany the singing with the mbira instrument or any other musical instrument as they dance.

5. Learners also dance to the song.

6. In conclusion, in small groups, learners sing and dance before the class as others watch.

Day 2:

**Topic: Visual arts in my
home**

Objectives:

During the lesson, learners will:

- read pictures of winnowing baskets, bows and arrows, clay pots and axes (gano/ iziginci)
- identify the materials used to produce the artworks

Skills to be developed:

- Reading
- Identifying

Learning activities:

- In the learner's reader on page 1, learners read pictures of different artworks like winnowing baskets, bows and arrows, clay pots and axe (gano) which are used in traditional dances.
- Learners talk about the pictures read.

3. Learners identify the materials used to make the artefacts.
4. In small groups, learners talk about the use of the artefacts, for example, during ceremonies, people dance with winnowing baskets, axes (*gano*) and bows and arrows.
5. Learners report their discussions back to the class.
6. Learners sing the traditional song 'Dzinonwa muna Zambezi'.
Dzinonwa muna Zambezi
Mhondoro
Dzinonwa muna Save
Mhondoro
7. Learners can also sing the following traditional song:
Ngwalongwalo Matshobana
Ehee ngwalongwalo
Ngwalongwalo Matshobana
Ehee ngwalongwalo ...
8. Learners sing using some of the artefacts.

Day 3

Topic: Role of theatre in my home

Objectives:

During the lesson, learners will:

- a) watch a drama of an obedient child on a video clip
- b) state/sign the good things they note in the performance

Skills to be developed:

- Listening
- Concentration
- Speaking/signing
- Colouring

Learning activities:

1. The teacher shows learners a video clip of a child who was obedient to

- his parents, teachers and elders.
2. Learners watch the clip noting the good things done by the child.
3. In small groups, learners discuss the good behaviours displayed in the scene.
4. Learners give feedback of discussions done in groups to the class.
5. In the learner's workbook on page 1, learners colour the picture of an obedient child helping an elderly woman with her baggage.
6. As conclusion, learners show each other their coloured work.

Day 4

Topic: Role of dances in my home

Objectives:

During the lesson, learners will:

- a) listen to a folk story with a song and dance
- b) sing and dance the folk song

Skills to be developed:

- Listening
- Singing/signing
- Dancing

Learning activities:

1. The teacher tells learners a folk story with a dance song such as Oh, I'm beautiful (*Mai ndakanaka amai/Mama ngimuhle mama/Mme ndakanaka mme*).

There was a woman in a certain village who lived with her two daughters. These daughters had never seen their faces because they had no mirror in their home. One day the woman sent the older daughter to fetch water from the

well. When the daughter arrived at the well, she tried to fetch the water but she saw someone in the well also trying to fetch water. She stood up to give the person a chance to fetch but the other person in the well did the same. She then realised the other person was her. She closely looked at the face and said, Oh I am this beautiful and started singing and dancing around the well

*Amai ndakanaka, amai
Mama ngimuhle mama
Mme ndakanaka mme*

When the mother saw that she

was late, she sent the younger sister for her. When she arrived, she joined the dance. When the mother followed she saw herself in the well and joined the dance. The whole family was happy to discover themselves.

2. Learners will listen to the story.
3. They discuss what made the family dance.
4. They also sing the song and dance as the family did at the well.
5. In conclusion, learners also state occasions they dance, for example at parties, weddings, and other places.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to recorded traditional music?			
Is the learner able to name the instruments used in the songs?			
Is the learner able to sing the traditional songs?			
Is the learner able to read pictures of bows and arrows, a winnowing basket, an axe and clay pots?			
Is the learner able to identify the materials used to produce the artworks?			
Is the learner able to watch a drama of an obedient child on a video clip?			
Is the learner able to state or sign the good things he or she noted in the performance?			
Is the learner able to listen to a folk story with a song and dance?			
Is the learner able to sing and dance to the folk song?			

Aims

To help learners:

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

Source of matter:

ECD A Syllabus page 5 and 23

Suggested learning materials:

Day 1: dolls

Day 2: chart with several musical artefacts, real musical artefacts found in homes, paint, brushes

Day 3: pasted cartoon pictures on a chart

Day 4: video

Day 1**Topic: Traditional songs****Objectives:**

During the lesson, learners will:

- read a picture of a mother with a baby on her back
- listen to a traditional lullaby
- sing a traditional lullaby

Skills to be developed:

- Reading
- Listening
- Singing/signing

Learning activities:

- In the reader on page 2, learners read a picture of a mother carrying a baby on her back.
- Learners discuss why mothers carry babies on their back.
- Teacher sings a lullaby of her choice

to the learners, such as:

*Mwana wenyu wachema vakoma
Wachemera mai vakaenda
Vakaenda kwachidyamupunga
Chidyamupunga magaka aora
Aora mhiri kwaMungezi
KwaMungezi kune banga jena
Banga jena rekucheka nyama
Nyama nyama izere ihuuuuu*

*Ulunywe yini mntanami
Ngilunye yinpolompolo
Uwadle njan' amakhanane.....*

*Tjanana tjopabayila
Pabayile mapabayile
Tjanana tjopabayila
Pabayile mapabayile*

- Learners carry their dolls on their backs and sing the lullaby with the teacher.
- In conclusion, learners talk about the use of music, for example, making the baby sleep and stop crying.

Day 2**Topic: Visual arts in my culture****Objectives:**

During the lesson, learners will:

- identify musical artefacts found in their homes
- paint a musical instrument of their choice

Skills to be developed:

- Identifying
- Painting

Learning activities:

1. Teacher shows learners a chart with several musical artefacts.
2. Learners identify the artefacts and name some found in their homes.
3. The teacher shows learners some real artefacts and learners name them.
4. The teacher demonstrates the painting of a musical artefact and asks learners to paint a musical instrument of their choice on the blank page of their workbooks on page 2.
5. Learners show each other their completed work.

Day 3

Topic: Animations at home

Objectives:

During the lesson, learners will:

- a) tell a story from shown pictures
- b) tell the good things portrayed by the pictures

Skills to be developed:

- Speaking/signing
- Observing
- Reading

Learning activities:

1. The teacher displays a chart with

cartoon pictures depicting a story.

2. Learners observe and read the displayed chart.
3. Teacher explains that the pictures are showing a story and asks learners to tell the story they think is being portrayed.
4. In small groups, learners discuss the good things that are happening in the story.
5. In conclusion, the teacher tells learners the story that is being portrayed.

Day 4

Topic: Role of dances in my home

Objectives:

During the lesson, learners will:

- a) dance to some music and drums
- b) tell the reasons for dancing

Skills to be developed:

- Dancing
- Speaking

Learning activities:

1. The teacher plays a song by any popular musician to the class.
2. Teacher observes the learners' reactions and asks them the reason for their reaction to the song.
3. Learners explain why they reacted to the song.
4. Teacher shows learners a video of dancers dancing to the drums.
5. In conclusion learners dance to the song played by the teacher.

Assessment

	Yes	No	Sometimes
Is the learner able to read a picture of a mother with a baby on her back?			
Is the learner able to listen to a traditional lullaby?			
Is the learner able to sing the traditional lullaby?			
Is the learner able to identify artefacts found in the homes?			
Is the learner able to paint a musical instrument of his or her choice?			
Is the learner able to tell a story from shown pictures?			
Is the learner able to tell the good things portrayed by the pictures?			
Is the learner able to dance to some music and drums?			
Is the learner able to tell the reason for dancing?			

Aims

To help learners:

- develop practical skills necessary for creative expression
- value copyright in visual and performing arts.

Source of matter:

ECD A Syllabus pages 5 and 21

Suggested learning materials:

Day 1: audio clip of a song

Day 2: pictures and carvings of popular musical artists

Day 3: finger puppets

Day 4: drums, mbira, hosho, marimba

Day 1**Topic: Role of music****Objectives:**

During the lesson, learners will:

- move to music
- listen to music

Skills to be developed:

- Dancing
- Listening/lip read

Learning activities:

1. The teacher plays a video clip of a song by a popular artist and allows learners to respond to the music.
2. The learners respond to the music in the manner they like.
3. Teacher then introduces a movement to the rhythm of the song.

4. Learners move to the song.

5. Learners listen to/lip read the words of the song without moving to the song.

6. Learners discuss/sign the message in the song.

Day 2**Topic: Visual arts in my culture****Objectives:**

During the lesson, learners will:

- identify artworks found in the home
- complete the drawing of a musical artist

Skills to be developed:

- Identifying
- Drawing

Learning activities:

1. Teacher shows learners several pictures of popular musical artists.
2. Learners identify the musicians.
3. In the learner's workbook on page 3, learners complete the drawing of a musician by joining the dotted lines.
4. Learners display their work by showing each other their completed work.

5. In conclusion, learners state other portraits and pictures of musicians found in the homes.

Day 3

Topic: Puppetry

Objectives:

During the lesson, learners will:

- put on the puppets
- listen/lip read to a puppet song
- sing/sign the puppet song

Skills to be developed:

- Listening

Learning activities

- The teacher gives learners some finger puppets to play with.
- The teacher explains how the puppets are put on the hands and demonstrates.
- Learners put on the puppets on their hands.
- Teacher puts on the puppet and sing/sign a song using the puppets.
Baby Jesus, baby Jesus
I love you, I love you
You are my Saviour, You are my Saviour
Every day, every day
- Learners listen/lip read to the puppet song.
- Learners sing/sign the puppet song.

7. As a conclusion, learners say/sign what the song is talking about.

Day 4

Topic: Dances in society

Objectives:

During the lesson, learners will:

- read pictures of people dancing to drums
- dance to some drums

Skills to be developed:

- Reading
- Singing/signing
- Dancing

Learning activities:

- The teacher asks learners to read pictures of people dancing to music from their reader on page 3.
- Learners read the pictures and discuss why people dance.
- Learners talk/sign about the instruments used such as drums, mbira, xylophone and rattles.
- Learners sing/sign a song as they play musical instruments such as drums, rattles, mbira, and xylophone while dancing.
- In conclusion, the teacher explains the reasons for dancing.

Assessment

	Yes	No	Sometimes
Is the learner able to move to music?			
Is the learner able to listen/ lip read to music?			
Is the learner able to identify artworks found in the home?			
Is the learner able to complete a drawing?			
Is the learner able to put on the puppets?			
Is the learner able to listen/ lip read to a puppet song?			
Is the learner able to read pictures of people dancing to drums?			
Is the learner able to dance to some drums?			

Aims

To help learners:

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

Source of matter:

ECD A Syllabus pages 5 and 21

Suggested learning materials:

Day 1: hoshos, marimba, mbira, drums

Day 2: sculptures

Day 3: cartoon video

Day 4: video of wedding dancers

Day 1**Topic: Musical instruments in my community****Objectives:**

During the lesson, learners will:

- identify musical instruments used in their community
- play musical instruments found in their local communities
- colour a drawing of a musical instrument

Skills to be developed:

- Identifying
- Naming
- Playing some instruments
- Colouring

Learning activities:

- Teacher displays musical instruments on the table.

- Learners identify the musical instruments.

- In a game situation, learners name the instruments.

Dudu muduri

Mbira muduri,

Marimba muduri,

Hoshos muduri

- Learners play the displayed instruments as others listen.

- In their workbooks on page 4, learners colour the picture of a musical instrument.

- In conclusion, the teacher explains that instruments make music interesting to listen and play.

Day 2**Topic: Sculptured musical instruments****Objectives:**

During the lesson, learners will:

- read pictures of sculptures of musical instruments
- name the sculptured musical instruments

Skills to be developed:

- Reading
- Observing
- Discussing

Learning activities:

1. Learners read pictures of a sculptured drum, guitar and mbira from the learner's reader on page 4.
2. Learners observe the sculptures and name the instruments.
3. The teacher displays the real musical sculptures made of wood and stone.
4. Learners discuss the materials used to make the sculptures.
5. Learners state other local musical instruments they know such as hosho and marimba.

Day 3

Topic: Wild animals dig a well

Objectives:

During the lesson learners will:

- a) listen and watch a cartoon video of animals digging a well
- b) dramatise animals digging a well and dancing to their success, playing local musical instruments

Skills to be developed:

- Listening
- Identifying
- Speaking
- Dramatising

Learning activities:

1. The teacher plays a cartoon film on animals digging a well and dancing

to their success, playing musical instruments.

2. Learners watch a cartoon on animals digging a well and dance and play musical instruments to their success.
3. Learners identify the musical instruments played by the animals.
4. In small groups, learners dramatise the story
5. Learners present their dramas before the class.

Day 4

Topic: Dancers in our culture

Objectives:

During the lesson, learners will:

- a) watch a video on wedding dances
- b) perform wedding dances

Skills to be developed:

- Observing
- Speaking

Learning activities:

1. Teacher plays a video on wedding dances.
2. The learners watch the video of people dancing.
3. They state where such dances are performed.
4. In small groups learners perform wedding dances.
5. In conclusion, learners state other occasions where people dance.

Assessment

	Yes	No	Sometimes
Is the learner able to identify musical instruments used in his or her community?			
Is the learner able to play musical instruments found in his or her local communities?			
Is the learner able to colour a drawing of a musical instrument?			
Is the learner able to read pictures of sculptured musical instruments?			
Is the learner able to state materials used to make the sculptures?			
Is the learner able to listen to and watch a cartoon video of animals digging a well?			
Is the learner able to dramatise animals digging a well and dancing to their success while playing musical instruments?			
Is the learner able to watch a video on wedding dances?			
Is the learner able to perform wedding dances?			

CHAPTER 5 Songs, dance and puppetry

Aims

To help learners:

- develop practical skills necessary for creative expression
- value copyrights in visual and performing arts

Source of matter:

ECD B Syllabus pages 5 and 23

Suggested learning materials:

Day 1: tape recorder

Day 2: paint and brushes

Day 3: puppets, video

Day 4: pictures of a Cock family

Day 1

Topic: Music at home and at school

Objectives:

During the lesson, learners will:

- a) name the songs they sing at home and at school
- b) sing the songs

Skills to be developed:

- Speaking/signing
- Singing/signing

Learning activities:

1. The teacher asks learners songs they sing at home and at school.
2. The learners state the songs they sing at home and at school such as Baby Jesus, Chaminuka is king, Amaxoxo, Granny in the kitchen.
3. In small groups, learners practise songs of their choice.
4. Learners present their best and interesting songs.

5. The teacher records them as they sing.

Day 2

Topic: Visual artists in my school

Objectives:

During the lesson, learners will:

- a) name the colours of the national flag
- b) paint a picture of the national flag and sing the national anthem.

Skills to be developed:

- Naming/signing
- Painting

Learning activities:

1. The teacher takes learners to the flag pole to observe the colours of the flag.
2. Learners observe the colours on the national flag.
3. The learners state the colours of the flag which are red black, green, yellow, white. They also name other features on the flag and sing the national anthem.
4. The teacher demonstrates the painting of the flag.
5. In the learner's workbook on page 5, learners paint the picture of the national flag using the correct

paints while singing the national anthem.

6. Learners display their work by showing their finished work to others.

Day 3

Topic: Puppetry in my school

Objectives:

During the lesson, learners will:

- a) watch and listen to a song by puppets on a video
- b) sing the song they watched on the video using hand puppets

Skills to be developed:

- Listening
- Concentrating
- Singing

Learning activities:

1. The teacher plays a puppet video to the class.
2. The learners attentively watch and listen to the puppet song played on the video.
3. The teacher asks learners to sing the song using hand puppets.
4. The learners sing the song using hand puppets.

Day 4

Topic: Role of dances in my home

Objectives:

During the lesson, learners will:

- a) read pictures of people dancing
- b) listen to a story with a folk dance
- c) imitate folk dances

Skills to be developed:

- Reading
- Listening
- Imitating

Learning activities:

1. The learners read pictures of people dancing to songs in the learner's reader on page 5.
2. They discuss the dances they have read stating the instruments the people are dancing to.
3. The teacher tells the learners a folk story with a folk dance and demonstrates the dance.

Once upon a time there was cock and his family. (Teacher shows learners pictures of the cock and family) They lived in a place that had a lot of animals that liked chicken meat. Cock used to go out hunting for food and he always asked his wife to lock the door from inside so that enemies would not attack them. He taught his family a song he would sing and dance when he came back from hunting food so that the door can be opened for him.

Mai Chenai

Kanjiva kari mudendere, kanjiva Ndizarurirewo

Kanjiva kari mudendere, kanjiva Ndiwe ani

Kanjiva kari mudendere, kanjiva Ndini Jongwe

Kanjiva kari mudendere, kanjiva Tamba tinzwe

Kanjiva kari mudendere, kanjiva Dhadhara dhadhara dhi

4. Learners listen to the story and join the teacher in dancing.
5. Learners imitate the folk dance.

Assessment

	Yes	No	Sometimes
Is the learner able to name songs sung at home and at school?			
Is the learner able to sing the songs?			
Is the learner able to sing the national anthem and name the colours of the national flag?			
Is the learner able to colour the picture of the national flag and sing the national anthem?			
Is the learner able to watch and listen to a song by puppets on a video?			
Is the learner able to sing the song they watched on the video using hand puppets?			
Is the learner able to identify good things outlined in the story?			
Is the learner able to read pictures of people dancing?			
Is the learner able to listen to a story with a folk dance?			
Is the learner able to imitate folk dances?			

Aims

To help learners:

- develop psychomotor skills through visual and performing arts
- develop practical skills necessary for creative expression

Source of matter:

ECD A Syllabus pages 5 and 25

Suggested learning materials:

Day 2: picture of children plying 'Sheep sheep come home'

Day 4: video of cultural dances

Day 1

Topic: Game songs

Objectives:

During the lesson, learners will:

- a) name some game songs they know
- b) perform actions while singing some game songs

Skills to be developed:

- Naming games
- Singing
- Performing actions

Learning activities:

1. The teacher asks learners some games they play while singing.
2. Learners state the games they play while singing such as Dance around together, Chibatamabvi, Amaxoxo
3. In small groups, learners play the game songs they like.
4. Learners present their game songs

to the class while performing the actions.

5. In conclusion, as a class, learners choose one song and perform.

Day 2

Topic: Visual arts in game songs

Objectives:

During the lesson learners will:

- a) read pictures of artworks
- b) name the different artworks

Skills to be developed:

- Reading
- Observing
- Naming

Learning activities:

1. Teacher displays a picture of children playing 'Sheep sheep'.
2. Learners talk about the displayed picture stating the game.
3. In the learner's reader on page 6, learners read pictures of different visual artworks in game songs, pictures of children playing the game 'Fish fish', and the game 'Dance around together'.
4. Learners talk about the pictures read.
5. Learners observe the displayed

- artworks and name and describe the different artworks and state the games they think are being played.
- Learners imitate some of the songs and games depicted by the artworks.

Day 3

Topic: Game: Dance around together

Objectives:

During the lesson, learners will:

- sing the song 'Dance around'
- play a game as they sing
- colour drawings of children playing the game

Skills to be developed:

- Colouring
- Singing
- Playing

Learning activities:

- The teacher explains the words of the song to the learners.
- The teacher sings the song as learners listen to the song.
Dance around together
In a sunny weather.....
- With a small group the teacher demonstrates how the 'dance around together' game is played.
- In small groups, learners play the game.
- The whole class join hands and

- play the 'dance around together' game as they sing the song
- In conclusion, learners turn to page 6 of their workbooks and colour the drawing of children singing and playing the 'dance around together' game.

Day 4

Topic: Cultural dances

Objectives:

During the lesson, learners will:

- watch a video of people dancing to a crowd
- imitate the dances from the video clip

Skills to be developed:

- Observing
- Dancing

Learning activities:

- The teacher plays a video of people dancing to tourists.
- Learners watch the video observing the skills displayed in the dance.
- The teacher explains why the people dance to the tourists in resort places.
- The teacher plays the song from the video clip and asks learners to imitate the dance.
- The best performers are to perform before the class.

Assessment

Name of child	Are learners able to state some game songs they know?	Are learners able to perform actions while singing some game songs?	Are learners able to read pictures of artworks?	Are learners able to name the different artworks?	Are learners able to sing the song 'Dance around'?	Are learners able to play the game as they sing?	Are learners able to colour drawings of children playing the game?
Estina							
Fungai							
Mandhla							

Aims

To help learners:

- value confidence
- practice skills necessary for creative expression
- develop psychomotor skills through visual and performing arts

Source of matter:

ECD A Syllabus pages 5 and 21

Suggested learning materials:

Day 1: picture of hunting tools such as a spear, an axe, bow and arrow

Day 2: various artworks like portraits, carvings of animals, photographs, mortar and pestle, carving of a person holding a golf stick.

Day 3: cameras,

Day 4: chart with different animals,

Day 1**Topic: Hunting song****Objectives:**

During the lesson, learners will:

- read a picture of hunting tools
- sing the rhyme

Skills to be developed:

- Reading
- Singing

Learning activities:

- Teacher shows learners a picture of hunting tools like bow and arrow, spear, an axe.

- Learners talk about the picture.
- In the learner's reader on page 7, learners read the picture of hunting tools.
- The teacher introduces the song.
We are going on a buffalo hunt.
I got my binocular
I got my spear
I got my bow and arrow
I am not scared
Look at that river
We can't go over it
We can't go under it
We got to swim
- The teacher and the learners sing the song as they pretend going for a lion hunt.

Day 2**Topic: Visual arts in my culture****Objectives:**

During the lesson, learners will:

- state different artworks at home and school
- paint a picture of a hunter

Skills to be developed:

- Naming
- Painting

Learning activities:

1. The teacher explains to learners that there are several different artworks in our homes and school and gives examples of such artworks.
2. The teacher asks learners to state some of the artworks they see at home and school, like portraits, carvings of animals, photographs, drawings and paintings.
3. In their workbook on page 7, learners paint a picture of a hunter using traditional tools for hunting.

Day 3

Topic: Visual arts in the school

Objectives:

During the lesson, learners will:

- a) name visual arts in the school
- b) photograph artefacts found at the school

Skills to be developed:

- Naming
- Imitating

Learning activities:

1. The teacher asks learners different artefacts found at the school.
2. Learners name artefacts found at the school like the President's portrait, the head's and teachers' photographs, and other carvings at the school.

3. In small groups, learners talk about how the artefacts were made.
4. Teacher and learners take photographs of the artefacts.
5. Learners display their photographs.

Day 4

Topic: Totem games

Objectives:

During the lesson, learners will:

- a) say their totems
- b) dance according to totems

Skills to be developed:

- Speaking
- Dancing
- Listening

Learning activities:

1. The teacher shows learners a chart with different wild animals.
2. The teacher asks learners to say their totems and identify the animal from the chart.
3. Learners take turns to say their totems.
4. Learners group themselves according to totems.
5. The teacher then introduces a totem song:

I am an elephant, I am the largest animal on earth.

I am a hippo, I am from Africa, I am known as the river horse.

I am a crocodile, my teeth are sharp, I live by the riverside.

6. Children with the totem mentioned enter the circle and dance.

Assessment

	Yes	No	Sometimes
Is the learner able to read a picture of hunting tools?			
Is the learner able to sing a hunting rhyme?			
Is the learner able to state different artworks at home and school?			
Is the learner able to paint a picture of a hunter?			
Is the learner able to name visual arts in the school?			
Is the learner able to photograph artefacts found at the school?			
Is the learner able to say his or her totem?			
Is the learner able to dance according to his or her totem?			

CHAPTER 8 Family stories and songs for joy

Aims

To help learners:

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

Source of matter:

ECD A Syllabus pages 5 and 25

Suggested learning materials:

Day 1: wedding and birthday songs

Day 2: carved cake

Day 4: dance video, hosho drums,

Day 1

Topic: Party songs

Objectives:

During the lesson, learners will:

- a) state party songs they know
- b) sing wedding and birthday songs

Skills to be developed:

- Naming
- Singing
- Dancing

Learning activities:

1. The teacher asks learners to name parties they know and have attended, like wedding and birthday parties.
2. Learners discuss the activities done at these parties.
3. Learners state some songs sung at such parties.
4. In small groups, learners sing the songs such as 'Happy birthday mum', 'Bahlanganise kumtshado, . It's your birthday mum

Here is my gift

It isn't big but oh-o-oo

Am sincere to give you

I'm going to give you

A nice big hug

Happy birthday mum

5. Learners also dance to the songs they sing like 'Makorokoto' for the wedding.

Day 2

Topic: Safety in use of visual arts materials

Objectives:

During the lesson, learners will:

- a) identify materials used to make artworks
- b) talk about the dangers or risks associated with the use of art materials
- c) colour the drawing of a cake

Skills to be developed:

- Identifying
- Speaking
- Colouring

Learning activities:

1. The teacher displays a cake artwork.
2. The learners observe the artwork and identify the materials used to make the artwork.

3. The learners discuss the dangers posed by such materials to the artist and other people.
4. The teacher adds by explaining precautions to take when working with such substances, for example, when colouring they must not put crayons in their mouths.
5. Learners talk about other precautions to take when working with other materials.
6. Learners colour a cake in their work book on page 8, using crayons following the precautions as they sing the birthday song.

Day 3

Topic: Family stories

Objectives:

During the lesson, learners will:

- a) read pictures of a family listening to a story from an adult
- b) retell the story
- c) dramatise the story

Skills to be developed:

- Reading
- Speaking
- Dramatising

Learning activities:

1. The learners read a story from their reader on page 8 of a family seated listening to a story of a family that had a family party, from an adult.
2. The teacher tells learners a story and involves them by asking them questions and making them participate in the story.
3. The learners answer questions asked from the story by the story

teller and to make them perform some actions and sing the birthday party song with a cake in front in order to capture their attention.

4. The learners retell the story while others listen.
5. In small groups, learners dramatise the story.

Day 4

Topic: Dance game

Objectives:

During the lesson, learners will:

- a) watch a dance game on a video
- b) sing, dance and play the musical instruments

Skills to be developed:

- Observing
- Speaking
- Dancing

Learning activities:

1. The teacher plays a video showing a family playing a dancing game.
2. Learners watch the video observing the dancing skills and the playing of the musical instruments.
3. Learners with the help of the teacher sing the song.

Na Na Na

I am so happy

Oh so happy

Sing with me

Beat, beat, beat your drum

Shake, shake, shake your rattle

4. In small groups learners sing dance and play the instruments.
5. As a class Learners sing, dance and play the instruments.

Assessment

	Yes	No	Sometimes
Is the learner able to name party songs?			
Is the learner able to sing wedding and birthday songs?			
Is the learner able to identify materials used to make artworks?			
Is the learner able to talk about the dangers and risks associated with the use of art materials?			
Is the learner able to colour a picture of a cake?			
Is the learner able to read pictures of a family listening to a story?			
Is the learner able to retell the story?			
Is the learner able to dramatise the story?			
Is the learner able to watch a video of a dance game ?			
Is the learner able to sing, dance and play the musical instruments?			

CHAPTER 9 Pitch sounds

Aims

To help learners:

- value confidence and practice skills necessary for creative expression
- develop psychomotor skills through visual and performing arts

Source of matter:

ECD A Syllabus pages 7 and 26

Suggested learning materials:

Day 1: guitar, key board, drum,

Day 2: models of musical instruments of different pitch sounds

Day 4: pictures of people doing different home tasks, drum, guitar, mbira, marimba

Day 1

Topic: High and low pitches

Objectives:

During the lesson, learners will:

- a) identify low and high sounds
- b) play instruments of high and low pitches

Skills to be developed:

- Identifying
- Listening
- Playing instruments

Learning activities:

1. The teacher asks learners to play different instruments they have on their tables at the same time. This will produce an unpleasant noise.
2. The teacher asks learners to

describe the noise produced.

3. The teacher plays an instrument such as a guitar and explains that the sounds produced by the different keys have different pitch sounds (high or low).
4. The teacher demonstrates a high sound and a low sound on the guitar, mbira, marimba and other instruments.
5. Teacher asks learners to play high pitched instruments and then low pitched instruments.
6. Learners listen to environmental sounds and tell whether the sounds they heard are high or low.
7. In a game situation, learners listen to instruments played in a closed room and identify the instrument.

Day 2

Topic: Musical instruments

Objectives:

During the lesson, learners will:

- a) read a picture of models of musical instruments
- b) classify the musical instrument models into high and low pitch sound instruments

Skills to be developed:

- Reading
- Classifying

Learning activities:

1. In the learner's reader on page 9, learners read pictures of musical instruments.
2. Learners name the musical instruments they have read.
3. The teacher explains that the musical instruments produce different pitch sounds.
4. Learners observe and classify the musical instruments into low and high pitch sound instruments.
5. In small groups learners play low- and high-pitched musical instruments.

Day 3

Topic: Pitch sound game

Objectives:

During the lesson, learners will:

- a) listen to pitch sounds
- b) sit upon hearing a high pitch sound

Skills to be developed:

- Listening

Learning activities:

1. The teacher plays different pitch sounds as learners listen.
2. The teacher explains the game to the learners that when a high pitched sound is played, they should sit down.

3. Teacher demonstrates the game.
4. The teacher plays the sounds from a guitar, mbira and marimba and learners respond appropriately.
5. Those who wrongly respond will be out of the game.

Day 4

Topic: Movement in response to low pitched sounds

Objectives:

During the lesson learners will:

- a) move in response to low pitched sound instruments
- b) encircle a low-pitched sound instrument

Skills to be developed:

- moving
- playing instruments
- drawing

Learning activities:

1. The teacher plays any low-pitched instrument.
2. Learners describe the sound as low or high.
3. Teacher plays low pitched instruments and asks learners to creatively move according to the sound.
4. Learners listen to produced sounds and make movements.
5. In the learner's workbook on page 9, learners encircle a musical instrument that produces a low pitch sound.

Assessment

	Yes	No	Sometimes
Is the learner able to identify low and high sounds?			
Is the learner able to play pitch sound instruments?			
Is the learner able to read a picture of musical instruments with high and low pitch sound?			
Is the learner able to classify musical instruments into high and low pitch sound?			
Is the learner able to sit upon hearing a high pitch sound?			
Is the learner able to move in response to low pitched sound instruments?			
Is the learner able to sing and play high and lowpitched musical instruments?			
Is the learner able to circle the low-pitched musical instrument?			

Aims

To help learners:

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

Source of matter:

ECD A Syllabus pages 7 and 26

Suggested learning materials:

Day 1: video with melodies

Day 2: painted articles, paint, brushes,

Day 4: drums

Day 1

Topic: Making melodies

During the lesson, learners will:

- a) listen to melodies from a video
- b) sing a melody

Skills to be developed:

- a) Listening
- b) Singing

Learning activities:

1. The teacher plays a video with short melodies.
2. The learners listen to the melodies.
3. They sing the melodies as the video is played.
4. The teacher introduces a melody
Making melodies in my heart x3
To praise the Lord x2
Thumps up
Stomach in
Head bend
Tongue out
Making melodies in my heart x3
To praise the Lord x2

5. The teacher and the learners sing the melody with actions.

Day 2

Topic: Sing short melodies on painting

Objectives:

During the lesson, learners will:

- a) paint a clay pot
- b) sing a painting melody as they paint

Skills to be developed:

- Painting
- Singing

Learning activities:

1. The teacher shows learners various painted articles.
2. Learners name the painted articles.
3. In the learner's workbook on page 10, learners paint a clay pot using paints of their choice singing a melody as they work.
This is the way
We paint our pot
We paint our pot
We paint our pot
This is the way
We paint our pot
In our art work.

- Learners show each other their work.
- The learners display their finished articles in the display corner for them to dry.

Day 3

Topic: Melody games

Objectives:

During the lesson, learners will:

- read a picture of learners playing the game 'sheep sheep'
- listen to the lead singer
- play the choosing game

Skills to be developed:

- Reading
- Listening
- Singing

Learning activities:

- Learners read a picture of learners playing the game 'Spot, spot' in the learner's book on page 10.
- Learners talk about the picture.
- Teacher takes learners to the grounds to play melody games.
- The teacher explains the game to the learners and teaches them the melody.
Spot, spot
Let him go
Looking for my love
Let him go
A dish washer
Let him go
Who washes them clean
Let him go
Come let us go
No no-no-no
I meant this one
- The learners sing the melody

together with the teacher.

- In small groups learners play the game as they sing the melody.
- Learners can use their own descriptive words to describe the people they like.

NB: Others call this game the choosing game.

Day 4

Topic: Body percussion

Objectives:

During the lesson, learners will:

- sing a percussion melody
- respond to a sound using body percussion

Skills to be developed:

- Singing
- Drumming

Learning activities:

- The teacher introduces a percussion song to the learners.
You got to keep on moving
To the beat of the drum
You got to keep on moving
Until the day is done
I can fly like an aeroplane
The sun comes up
The sun goes down
I got my two feet on the ground
- The teacher and the learners sing the melody together.
- Teacher demonstrates the body percussions and the playing of the percussion instruments.
- Learners practice the melody and the body percussion as well as playing the instruments
- Learners in small groups perform the percussion before the class.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to melodies from a video?			
Is the learner able to sing a melody?			
Is the learner able to paint a clay pot?			
Is the learner able to sing a painting melody as he or she paints?			
Is the learner able to read a picture of learners playing the game sheep sheep?			
Is the learner able to listen to the lead singer?			
Is the learner able to play the choosing game?			
Is the learner able to sing a percussion melody?			
Is the learner able to respond to a sound using body percussion?			

CHAPTER 11 Play, song and rhythm

Aims

To help learners:

- value confidence and practice skills necessary for creative expression
- develop psychomotor skills through visual and performing arts

Source of matter:

ECD A Syllabus page 7 and 23

Suggested learning materials:

Day 1: drums, tambourines, wire triangles clappers

Day 2: axe, hoe, pick, knives, iron hammer, tongs

Day 3: crayons, kitchen utensils, farm equipments

Day 4: chart with different farm animals

Day 1:

Topic: Percussion song

Objectives:

During the lesson, learners will:

- a) sing a percussion song
- b) perform body movements according to the rhythm of the melody

Skills to be developed:

- Singing
- Dancing
- Playing instruments

Learning activities:

1. The teacher introduces a percussion song to the class
There were five dinosaurs
Hanging on tight
When one got hit
By a meteorite

Scrap, scrap

Boom clink

Dinosaurs are in trouble

I think

2. The teacher and learners sing the song together.
3. The teacher introduces some body actions as the children sing.
4. The learners sing and perform some actions as demonstrated.
5. The teacher then introduces some instruments which learners play as they sing and perform the actions.
6. Learners sing, dance and play some instruments.
7. In a mini percussion band, learners perform the song.

Day 2:

Topic: Moulding

Objectives:

During the lesson, learners will:

- a) read a picture of a blacksmith working out a piece of artwork
- b) state materials used by blacksmiths in making artworks
- c) name tools made by blacksmiths

Skills to be developed:

- Reading
- Naming

Learning activities:

1. Teacher asks learners to read the picture of a blacksmith working in his workplace in their readers on page 11.
2. The learners discuss the tools they can see on the picture.
3. The teacher helps some learners with the other tools the learners fail to notice.
4. In groups, learners name the tools the blacksmith uses to make his artwork.
5. They give their feedback to the class.
6. Learners imitate the body movements of a blacksmith hammering a metal in the process of working on his artwork as they sing a melody.
7. As a class, they name some tools a blacksmith makes using iron.

Day 3:

Topic: House play/
Amandlwane/
mahumbwe

Objectives:

During the lesson learners will:

- a) state roles of each family member
- b) play house imitating family members' roles
- c) colour the drawing showing a mother rocking a baby to sleep in her hands, singing a percussion song

Skills to be developed:

- Stating roles
- Imitating
- Colouring

Learning activities:

1. The teacher asks learners to name the family members.
2. Learners name the family members.
3. The teacher asks learners to state the roles of family members.
4. Learners state the roles of family members.
5. In small groups, the teacher asks learners to give each other roles and then play house imitating the roles they have taken.
6. In the learner's workbook on page 11, learners colour the drawing showing a mother rocking a baby to sleep in her hands, singing a percussion song.
7. Learners display their finished work by showing each other.

Day 4:

Topic: Animal movement

Objectives:

During the lesson learners will:

- a) listen to the teacher singing
- b) sing the song and imitate animal movements

Skills to be developed:

- Listening
- Singing
- Imitating animal movements

Learning activities:

1. The teacher introduces a movement song to the learners.
2. The learners listen and observe the teacher making the movements.
I went to visit a farm one day
I saw a cow across the way
And what do you think I saw
A cow galloping

Learners repeat using different domestic animals and their movements

with the teacher.

3. The learners sing the song together

4. They accompany the song with the animal movements.

Assessment

	Yes	No	Sometimes
Is the learner able to sing the percussion song?			
Is the learner able to perform body movements according to the rhythm of the melody?			
Is the learner able to read a picture of a blacksmith working out a piece of artwork?			
Is the learner able to state materials used by blacksmith in making artworks?			
Is the learner able to name other tools made by blacksmiths?			
Is the learner able to state roles of each family member?			
Is the learner able to play house imitating family members' roles?			
Is the learner able to colour the drawing of a mother rocking a baby to sleep with a percussion song?			
Is the learner able to listen to the teacher singing?			
Is the learner able to sing the and imitate animal movements?			

Aims

To help learners:

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

Source of matter:

ECD A Syllabus pages 7 and 23

Suggested learning materials:

Day 1: video recorder

Day 2: a painted sample,
paints, brushes

Day 3: video on house play

Day 4: video of people playing zumba
dance

Day 1**Topic: Creating melodies****Objectives:**

During the lesson, learners will:

- listen to the teacher creating own melody
- create their own melodies

Skills to be developed:

- Listening
- Speaking
- Creating

Learning activities:

- The teacher explains that anyone can create own melody from what he or she is seeing, hearing or what is happening or what he or she likes.
- The teacher then creates a melody

from his class as learners listen.

I like my children x2

Look they are smart

They are smart

They come to school everyday

And they do their work

Oh they make me happyyyyy!

- Learners sing the teacher's melody with the teacher.
- The teacher then asks them to think of their own melodies and then practise them.
- The teacher asks learners with their own melodies to sing as he or she records them.
- In conclusion the teacher plays the recorded melodies to the class.

Day 2**Topic: Paintings in the home****Objectives:**

During the lesson, learners will:

- observe a painted artwork
- explain how the artwork was produced
- paint given articles

Skills to be developed:

- Observing
- Explaining
- Painting
- Singing a melody while painting

Learning activities:

1. The teacher displays a painted artwork for learners to observe.
2. The learners observe the artwork and explain how the artwork was produced.
3. They also state the materials used in producing the artwork.
4. The teacher demonstrates the painting of the article as learners observe and listen to the melody the teacher sings.
Painting painting a lion
Painting its fierce head
Painting painting a lion
Painting its red eyes
Painting painting a lion
Painting its pawed legs
5. In the learner's workbook on page 12, learners draw and paint a drawing of a cat and create a melody from the activity.
6. Learners sing their melodies as the teacher records them.
7. Learners show each other their finished work.

Day 3

Topic: House play/ Amandlwane

Objectives:

During the lesson learners will:

- a) watch a cartoon film on house play
- b) retell the story
- c) dramatise the story

Skills to be developed:

- Observing
- Listening
- Retelling
- Dramatising

Learning activities:

1. The teacher plays the video of a family that took a rest in the park after a week's work.
2. The learners watch the cartoon film and observe the preparations to go to the park and sing the song being sung as the preparations are done.
3. Learners retell the story as others listen and join in the song.
4. The teacher assists with some important details as learners retell the story.
5. Learners state what each family member was doing in preparation for the rest in the park.
6. In small groups, learners dramatise the story and create own melodies in the preparations.
7. Learners present their dramas before the class.

Day 4

Topic: Visual stimuli

Objectives:

During the lesson, learners will:

- a) read a picture of people making a moving pattern in aerobics
- b) watch a soundless video of people making a patterned movement'
- c) create a melody from the patterned movement

Skills to be developed:

- Reading
- Observing
- Dancing

Learning activities:

1. In the learner's reader on page 12, learners read a picture of people making a patterned movement.
2. Learners discuss what is happening in the picture and suggest songs that can be sung.
3. The teacher plays a soundless video of a patterned movement.
4. The learners watch patterned movements on the video and follow by moving their heads sideways.
5. The learners create melodies from the movements they watch.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to the teacher creating own melody?			
Is the learner able to create his or her own melodies?			
Is the learner able to observe a painted artwork?			
Is the learner able to explain how the artwork was produced?			
Is the learner able to paint given articles?			
Is the learner able to watch a cartoon film on house play?			
Is the learner able to retell the story?			
Is the learner able to dramatise the story?			
Is the learner able to read a picture of people watching a moving pattern in aerobics?			
Is the learner able to watch a soundless video of people making a patterned movement?			
Is the learner able to create a melody from the patterned movement?			

Aims

To help learners:

- appreciate Zimbabwean history
- develop psychomotor skills through visual and performing arts

Source of matter:

ECD A Syllabus pages 7 and 23

Suggested learning materials:

Day 1: percussion instruments

Day 2: samples of painted articles in the school, paint, brushes

Day 3: fanning equipments

Day 4: beginner's pencils

Day 1:**Topic: Melodies****Objectives:**

During the lesson, learners will:

- listen to melodies
- accompany melodies with body percussion

Skills to be developed

- Listening
- Singing
- Body percussion

Learning activities:

- The teacher plays a video with percussion melodies.
- Learners listen to the melodies and observe the body percussion.
- The teacher introduces a percussion melody to the learners.

Jesus loves me, this I know

For the bible tells me so

Little ones to Him belong

They are weak but He is strong

Yes, Jesus loves me x3

The bible tells me so

- Teacher and learners sing the melody.
- Teacher demonstrates the actions as learners observe.
- Learners sing the melody performing the body percussions.

Day 2:**Topic: Paintings at school****Objectives:**

During the lesson, learners will:

- identify paintings at school
- draw learners playing percussion instruments

Skills to be developed:

- Identifying
- Colouring

Learning activities:

- The teacher shows learners some paintings and drawings from the school.
- Learners observe the paintings and drawings and explain how they were made.

3. Learners identify other paintings and drawings at the school.
4. The teacher demonstrates the drawing of an article, especially the holding of the pencil as learners observe.
5. In the learner's workbook on page 13, learners colour the drawings of two learners playing percussion instruments
4. Learners dramatise the activities in their order as they perform the body action.
5. Learners present their dramas before the class.

Day 4

Topic: Sound stimuli

Objectives:

During the lesson, learners will:

- a) read pictures of people dancing to percussion music from the radio
- b) listen to sound stimuli
- c) dance to a sound stimuli

Skills to be developed:

- Reading
- Listening
- Dancing

Learning activities:

1. In the learner's reader on page 13, learners read a picture of people dancing to percussion music from the radio.
2. Learners discuss the picture they read.
3. The teacher plays percussion sound stimulus from a radio for learners to listen.
4. The learners listen to the percussion sound stimulus.
5. The learners dance to a sound stimulus played by the teacher.

Day 3

Topic: House play/ Amandlwane/ mahumbwe

Objectives:

During the lesson, learners will:

- a) name activities done at the fields
- b) dramatise a field scene

Skills to be developed:

- Naming
- Dramatising

Learning activities:

1. The teacher asks learners to name the activities carried out at the fields.
2. Learners list the activities done at the fields like ploughing, weeding, putting fertilisers, spraying.
3. The teacher groups learners into families and asks them to dramatise the field activities listed in their order.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to melodies?			
Is the learner able to accompany melodies with body percussion?			
Is the learner able to identify paintings at school?			
Is the learner able to paint articles?			
Is the learner able to name activities done at the fields?			
Is the learner able to dramatise a field scene?			
Is the learner able to read pictures of people dancing to music from the radio?			
Is the learner able to listen to sound stimuli?			
Is the learner able to dance to a sound stimuli?			

CHAPTER 14 Children's play and note values

Aims

To enable learners:

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

Source of matter:

ECD A syllabus pages 5, 23, 24 and 25

Suggested learning materials:

Day 1: clinic area in the classroom;
nurse; uniform; doctor's jacket

Day 2: crayons; a chart with a
drawing of a minim, small
cards with a minim

Day 3: chart with a drawing of a
minim, small cards with a
minim

Day 4: chart showing a drawing of
a minim; small cards with a
minim

Day 1

**Topic: Children's play
- Mahumbwe/
Amandlwane**

Objectives

During the lesson, learners will:

- a) read the pictures about the clinic
- b) name what is found at the clinic
- c) discuss the purpose of the clinic

Skills to be developed

- Reading/signing
- Speaking/signing
- Discussing

Learning activities

1. Teacher draws learners' attention to their reader on page 14. There is a picture of children playing a game (*Mahumbwe/Amandlwane*) at the clinic. Learners read the picture.
2. Learners name what is found at the clinic basing on the picture.
3. Teacher and learners discuss the purpose of the clinic in our lives. For example, sick people are treated at the clinic.
4. Learners dramatise a scene at the clinic.

Day 2

Topic: Minim musical note

Objectives:

During the lesson, learners will:

- a) identify the minim musical note
- b) read the minim orally
- c) clap the note value of the minim

Skills to be developed:

- Identifying
- Reading/signing
- Clapping

Learning activities:

1. Teacher introduces the minim musical note to learners through a chart.
2. Learners identify the note (minim)

on other cards.

3. Teacher reads the minim note to learners. Learners practise reading the minim orally.
4. Teacher demonstrates clapping the note. D taa-aa. Learners practise clapping the note together as a class.
5. In groups, learners practice clapping the note. Few learners clap the note in turns.

Day 3

Topic: Drawing family members

Objectives

During the lesson, learners will:

- a) draw a family member of their choice
- b) colour the drawing of their family member

Skills to be developed

- Drawing
- Fine motor skills
- Colouring
- Appreciating each other's work

Learning activities

1. Learners identify family members' roles and responsibilities.
2. Learners imitate family roles and responsibilities using appropriate language.
3. Learners turn to the blank page 14 of their workbooks and draw a

picture of a family member of their choice.

4. Learners colour the picture of a family member of their choice. They also name the family member.
5. Learners show each other their work, appreciating each other's work.

Day 4

Topic: Response to sound stimuli

Objectives:

During the lesson, learners will:

- a) identify the minim
- b) clap the beat of the minim
- c) respond to the sound stimuli

Skills to be developed

- Identifying
- Clapping
- Responding
- Singing

Learning activities:

1. Learners identify a minim note on a chart and on cards.
2. Teacher and learners clap the beat of the minim note taa-aa.
3. Teacher claps the beat of the minim and learners respond as they walk in rhythm to the beat. Learners repeat the activity in groups.
4. Teacher sings a slow moving song and learners respond rhythmically as they walk to the beat of the song.

Assessment

	Yes	No	Sometimes
Is the learner able to read the basic note value minim?			
Is the the learner able to clap the beat of the minim?			
Is the learner able draw a picture of a family member of his or her choice?			
Is the learner able to read children's play at the clinic?			
Is the learner able to respond to sound stimuli?			

CHAPTER 15 Note values, colours and rhythm

Aims

To enable learners:

- develop literate skills in visual and performing arts
- develop practical skills necessary for creative arts
- develop psycho-motor skills through visual and performing arts

Source of matter

ECD A syllabus pages 5, 23, 24 and 25

Suggested learning materials

Day 1: chart showing a crochet; small cards with a crochet; crayons

Day 1

Topic: The crochet musical note

Objectives

During the lesson, learners will:

- a) identify the crochet musical note
- b) read the crochet orally
- c) clap the note value of the crochet

Skills to be developed

- Identifying
- Reading/signing
- Clapping
- Colouring

Learning activities

1. Teacher and learners revise clapping the minim note: taa-aa.
2. Teacher introduces the crochet musical note through its drawing on a chart. Learners identify the crochet on small cards.
3. Teacher reads the crochet to

learners. Learners practice reading the crochet note on page 15 of their workbook. Learners colour the crochet note and show each other their work.

4. Teacher claps the note value taa while learners observe. Learners practice clapping the note value as a class. They repeat the activity in groups.

Day 2

Topic: Sorting colours

Objectives

During the lesson, learners will:

- a) read a picture on sorting colours
- b) practise sorting objects according to colours

Skills to be developed

- Reading/signing
- Sorting objects
- Naming/signing
- Counting

Learning activities

1. Teacher asks learners to name the colours they have learnt: blue, green, yellow, red.

2. Learners turn to their reader on page 15. There are pictures of objects of different colours and four baskets in different colours as well.
 3. Learners sort the objects according to colours and pretend to put them in their relevant baskets. The activity is done in pairs. They also count the number of objects per colour.
 4. Teacher moves round giving learners assistance where applicable.
2. Learners read the picture(s) about himself/herself.
 3. Learners describe the picture about himself/herself.

Day 4

Topic: Music and rhythms

Objectives

During the lesson, learners will:

- a) sing songs of their choice
- b) dance in time to the music

Skills to be developed

- Singing/signing
- Dancing
- Listening

Learning activities

1. Teacher and learners choose a song to sing as a class.
2. Learners are given the opportunity to choose a song and sing.
3. Teacher plays a music video of own choice. Learners dance to the rhythm of the music. The activity can be repeated with a different music video.
4. Teacher claps the crotchet note value and learners walk according to its rhythm.

Day 3

Topic: Still picture – myself

Objectives

During the lesson, learners will:

- a) read a still picture about myself
- b) describe the still picture

Skills to be developed

- Reading/signing
- Describing/signing
- Speaking/signing

Learning activities

1. Teacher asks learners to turn to their reader on page 17. There are still pictures on 'Myself'. (Picture of a boy and a girl).

Assessment

	Yes	No	Sometimes
Is the learner able to identify a crotchet note?			
Is the learner able to read the crotchet note?			
Is the learner able to respond appropriately to recorded songs?			
Is the learner able to walk to crotchet note – taa?			
Is the learner able to show some dance skills?			
Is the learner able to read still pictures on “Myself”?			
Is the learner able to describe the pictures?			
Is the learner able to sort objects according to colours?			
Is the learner able to colour the crotchet?			

Aims

To enable learners:

- develop psycho-motor skills through visual and performing arts
- value confidence, self-esteem and self-expression necessary for creative expression
- develop an appreciation of visual and performing arts

Source of matter

ECD A syllabus pages 5, 23, 24 and 25

Suggested learning materials

Day 1: chart showing a quaver; small cards showing a quaver

Day 2: crayons

Day 1

Topic: The quaver

Objectives

During the lesson, learners will:

- identify the quaver
- read the quaver orally
- clap the crotchet note value

Skills to be developed

- Identifying
- Reading/signing
- Clapping

Learning activities

- Teacher and learners revise clapping the crotchet note value taa.
- Teacher introduces to learners the quaver note value ta-te using a chart and small cards.
- Learners identify the quaver on small cards.

4. Teacher reads the quaver note and learners practise reading orally the note.

5. Teacher claps the quaver note value ta-te and learners practise clapping the note value as a class. The activity can be repeated in pairs.

Day 2

Topic: Matching colours

Objectives

During the lesson, learners will:

- name the colours they have learnt
- match the colours

Skills to be developed

- Naming/signing
- Matching
- Speaking/signing
- Drawing lines for matching

Learning activities

- Teacher asks learners to name the basic colours they have learnt: red, blue, green and yellow.
- Learners turn to their workbook on page 16. Learners colour the objects in colours of their choice, using red, green, yellow and blue.

- Learners draw lines to match objects of same colours. Teacher moves round observing learners matching the objects of the same colours.
- Learners show each other their work, appreciating each other's work.

Day 3

Topic: Tableau/Still pictures about 'my family'

Objectives

During the lesson, learners will:

- read still pictures about the family
- describe the still pictures about the family
- perform tasks done by family members

Skills to be developed

- Reading/signing
- Describing
- Speaking/signing
- Imitating performing family tasks

Learning activities

- Teacher draws learners' attention to still pictures about the family on page 16 of their reader. The pictures show family members performing different roles such as washing dishes, herding cattle, weeding in the fields, erecting a fence around the homestead.
- Learners read the pictures about

family members performing different roles.

- Learners describe what they see in the pictures.
- Learners imitate the family roles they have read in the pictures.

Day 4

Topic: Moving in time to the quaver

Objectives

During the lesson, learners will:

- move in time to the quaver
- sing songs of their own choice and dance rhythmically
- dance to the recorded music

Skills to be developed

- Moving
- Singing/signing
- Dancing
- Listening

Learning activities

- Teacher and learners practise clapping the quaver ta-te.
- Teacher claps the quaver and learners move in time to the beat as a class. The activity can be repeated in groups.
- Teacher and learners choose and sing songs of their own choice and move rhythmically in time to the music.
- Teacher plays a music video and learners dance to the recorded music.

Assessment

	Yes	No	Sometimes
Is the learner able to identify the quaver?			
Is the learner able to clap the quaver note value?			
Is the learner able to match colours?			
Is the learner able to read pictures on family members performing different roles?			
Is the learner able to move in time to the quaver?			
Is the learner able to dance rhythmically to the recorded music?			

Aims

To enable learners:

- develop aesthetic values and appreciation towards visual and performing arts
- develop psycho-motor skills through visual and performing arts
- value practical skills necessary for creative expression
- become literate in visual and performing arts

Source of matter:

ECD A syllabus pages 8 – 9, 25, 26 and 27

Suggested learning materials:

Day 1: tape recorder or a smart phone

Day 3: crayons

Day 4: videos on different dances, chart with pictures of people dancing while they are smiling

Day 1**Topic: Movements to happy songs****Objectives**

During the lesson, learners will:

- a) respond to recorded music
- b) identify happy songs from recorded songs
- c) mimic happy songs

Skills to be developed:

- Responding to recorded music
- Identifying
- Mimicking
- Dancing
- Singing/signing
- Listening

Learning activities:

1. Teacher plays recorded music. Learners respond rhythmically to recorded music.
2. Teacher plays a recorded happy song and a recorded sad song. Learners identify a happy song from the played recorded songs.
3. Learners mimic the happy song and dance in time to the song.
4. Learners choose any happy song and sing it as a class. Learners dance to the tune of the song.

Day 2**Topic: Artworks in my home****Objectives**

During the lesson, learners will:

- a) identify artworks in the home
- b) read pictures of artworks
- c) discuss artworks in the picture

Skills to be developed:

- Identifying
- Naming/signing
- Reading/signing
- Speaking/signing
- Discussing/signing

Learning activities:

1. Teacher explains to learners what an artwork is, for example, paintings and drawings.
2. Teacher gives an example of an artwork at her or his home. Learners identify artworks in their homes and name them.
3. Learners turn to their reader on page 17. There are pictures of artworks in the home. For example, a drawing of bird, flower, paintings of a lion and that of a cow.
4. In groups, learners discuss the pictures of artworks in their readers.

Day 3

Topic: Audience - Listening skills

Objectives:

During the lesson, learners will:

- a) listen attentively to a story
- b) retell a story
- c) watch cartoons from a video

Skills to be developed

- Listening
- Retelling a story/signing
- Discussing/signing
- Colouring

Learning activities:

1. Teacher tells learners a story (own story) and learners listen to the story attentively.
2. Learners retell the story told by the teacher.
3. Learners turn to their workbook on page 17. There is a picture of a video showing a picture of two cartoons.

Learners discuss the picture of two cartoons.

4. Learners colour the two cartoons in the picture. They show each other their work.

Day 4

Topic: Meaning of dance

Objectives:

During the lesson, learners will:

- a) observe everyday movements in dance
- b) identify dances in the local area
- c) say the meaning of dance from the picture

Skills to be developed

- Observing
- Identifying
- Saying/signing
- Speaking/signing

Learning activities:

1. Teacher plays a video on different dances and learners observe the dances.
2. Learners identify the local dances in the video.
3. Learners read a chart with pictures of people dancing while they are smiling to show that it is a happy dance. Learners read the pictures and talk about the meaning of the dance.
4. Teacher allows learners to watch videos on dances and learners make rhythmic movements as dances.

Assessment

	Yes	No	Sometimes
Is the learner able to mimic the different dances in the videos?			
Is the learner able to name the artworks in the home?			
Is the learner able to respond appropriately to recorded songs?			
Is the learner able to listen to a story and retell it?			
Is the learner able to identify the meaning of a dance?			

Aims

To enable learners:

- become literate in visual and performing arts
- appreciate the different dances
- develop psycho-motor skills through visual and performing arts

Source of matter:

ECD A syllabus pages 8, 9 and 25, 26, 27

Suggested learning materials

Day 1: video on recorded music

Day 2: pictures of different artworks such as a painting of school children

Day 3: video on different dances

Day 1

Topic: Movements to sad songs

Objectives:

During the lesson, learners will:

- make movements to sad songs
- respond to recorded music
- mimic sad songs

Skills to be developed:

- Listening
- Dancing
- Responding to recorded music

Learning activities:

- Teacher plays a video on recorded music. Learners make free movements to music.
- Teacher plays a video of a recorded

sad song. For example, a sad song such as 'We have come to see Marry'. Learners respond appropriately to the sad song.

- Learners mimic sad songs.
- Learners turn to their reader on page 18. There is a picture of people responding to a sad song. Learners discuss the picture among themselves.
- Learners imitate singing sad songs.

Day 2

Topic: Artworks at school

Objectives:

During the lesson, learners will:

- identify artworks in the school
- name the artworks in the school
- read the artworks in the picture
- discuss the artworks in the picture

Skills to be developed:

- Identifying
- Naming/signing
- Discussing/signing
- Joining dotted lines

Learning activities

- Teacher and learners revise naming artworks found in the home.
- Teacher demonstrates identifying

an artwork in the school. For example, a drawing of school children. Learners identify different artworks in the school that include paintings and drawings. They name the artworks.

3. Learners turn to the blank page in their workbook on page 18 and draw an artwork of their school.
4. Learners colour the artwork of their school in appropriate colours. They show each other their work.

Day 3

Topic: Theatre performances

Objectives:

During the lesson, learners will:

- a) respond appropriately to a theatre performance
- b) retell a performance

Skills to be developed:

- Listening
- Retelling a performance/signing
- Responding to a theatre performance

Learning activities:

1. Teacher plays a video of a theatre performance of own choice.

Learners listen very attentively to the performance.

2. Learners retell the theatre performance.
3. Learners respond to the theatre performance appropriately. They can dance to the performance accordingly.

Day 4

Topic: Walking dance

Objectives:

During the lesson, learners will:

- a) watch videos on dances
- b) walk in time to the dances
- c) mimic the everyday movements

Skills to be developed:

- Watching videos
- Walking
- Dancing
- Mimicking

Learning activities:

1. Teacher plays a video of different dances learners are familiar with. Learners observe the movements.
2. Learners walk in time to the dances. They even dance in time to the dances.
3. Learners mimic the everyday movements.

Assessment

	Yes	No	Sometimes
Is the learner able to respond to recorded music?			
Is the learner able to make movements to sad songs?			
Is the learner able to identify and name artworks in the school?			
Is the learner able to retell a theatre performance?			
Is the learner able to walk and dance in time to the dances?			

Aims

To enable learners:

- appreciate visual and performing arts
- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts.

Source of matter:

ECD A syllabus pages 8 25, 26 and 27

Suggested learning materials:

Day 1: crayons, video with recorded music

Day 2: pictures of artworks in the community

Day 3: video of theatre performance (own chart)

Day 4: video of the local dance in the area

Day 1

Topic: Distinguishing between happy and sad songs

Objectives:

During the lesson, learners will:

- respond to recorded music
- distinguish between happy and sad songs
- mimic happy and sad songs

Skills to be developed:

- Listening
- Responding to music
- Distinguishing
- Miming
- Colouring

Learning activities:

1. Teacher plays recorded music for learners.
2. Learners listen to the music attentively.
3. Learners distinguish between happy and sad songs from the recorded music.
4. Learners mimic happy and sad songs or music.
5. Learners turn to their workbook on page 19. There are two video pictures showing people responding to happy and sad music.
6. Learners discuss the two pictures.
7. Learners colour the picture showing people responding to happy music.

Day 2

Topic: Artworks in the community

Objectives:

During the lesson, learners will:

- identify artworks in the community
- name the artworks in the community
- assign meaning to artworks in the community

Skills to be developed:

- Identifying
- Naming/signing
- Assigning a meaning
- Discuss the artworks

Learning activities:

1. Teacher and learners revise naming artworks found in the home and in the school.
2. Teacher identifies one of the artworks found in the community. Such pictures could be of musicians, politicians, and important places, among others.
3. Learners discuss the artworks and assign meaning to them with teacher's assistance.

Day 3

Topic: Appreciation skills

Objectives:

During the lesson, learners will:

- a) respond to a theatre performance
- b) read the picture of a theatre performance
- c) respond to the theatre performance appropriately

Skills to be developed:

- Listening
- Reading
- Responding appropriately
- Clapping
- Smiling
- Singing/signing
- Dancing

Learning activities:

1. Teacher plays a video of a theatre

performance (of own choice). Learners watch the video. They ululate and clap hands to appreciate the theatre performance.

2. Learners turn to their reader on page 19. There is a picture of a video showing people watching a theatre performance (dancers) and they are smiling and clapping hands to appreciate the performance.
3. Learners discuss the picture with teacher's assistance.
4. Learners sing happy songs and dance in time to the music to appreciate the theatre performance they have been watching.

Day 4

Topic: The local dance

Objectives:

During the lesson, learners will:

- a) watch a video of the local dance
- b) reproduce everyday movements as dance
- c) mimic the local dance

Skills to be developed:

- Watching
- Reproducing
- Mimicking
- Singing/signing

Learning activities:

1. Teacher plays a video showing people performing a local dance.
2. Learners watch the video of a local dance.
3. Learners mimic the local dance as they sing the relevant songs to the dance.

Assessment

	Yes	No	Sometimes
Is the learner able to distinguish between happy and sad music?			
Is the learner able to identify and name artworks in the community?			
Is the learner able to apply appreciation skills?			
Is the learner able to dance the local dance?			
Is the learner able to mimic a local dance and attach a song to it?			

Aims

To enable learners:

- become literate in visual and performing arts
- develop a sense of creativity in visual and performing arts
- develop psycho-motor skills through visual and performing arts

Source of matter:

ECD A syllabus pages 8, 9, 25, 26 and 27

Suggested learning materials:

Day 1: chart and cards showing the quaver note ta-te

Day 2: chart showing artifacts in the home such as cooking stick, dishing spoon, clay cooking pot, among others

Day 3: cards with different facial expressions. – a happy face; a sad face; a crying face

Day 4: video on different dances

Day 1

Topic: Movements to happy songs

Objectives:

During the lesson, learners will:

- create movements in response to recorded music
- move in time to happy songs
- play percussion instruments in time to happy songs

Skills to be developed:

- Creating movements in response to songs

- Listening
- Playing percussion instruments
- Singing/signing
- Clapping

Learning activities:

1. Teacher plays a video of recorded music. Learners create their own movements in response to the recorded music.
2. Teacher claps the musical quaver note ta-te with a fast beat which denotes a happy movement. Learners move in time to the beat.
3. Learners sing happy songs and move in time to the music or songs.
4. Learners play percussion instruments to happy songs and they move in time to the music.

Day 2

Topic: Artifacts in the home

Objectives:

During the lesson, learners will:

- identify artifacts in the home
- discuss the elements of design
- read pictures of artifacts in the home

Skills to be developed:

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

Learning activities:

1. Teacher displays a chart on different artifacts in the home. Teacher also displays a collection of artifacts in the home which include a cooking stick, clay pot, wooden plate, pestle and mortar, wooden dishing spoon among others.
2. Learners identify the artifacts on the chart and among the collection. They name the artifacts.
3. Learners turn to their reader on page 20. There are pictures of different artifacts in the home which include a wooden cooking stick, a wooden dishing spoon, a wooden plate, a clay pot, a pestle and mortar. Learners read the pictures.
4. Teacher and learners discuss the elements of design for the artifacts.

Day 3

Topic: Appreciation skills – Facial expression

Objectives:

During the lesson, learners will:

- a) identify pictures of different facial expressions
- b) name the different facial expressions
- c) mimic the different facial expressions

Skills to be developed:

- Identifying
- Naming/signing
- Mimicking

Learning activities:

1. Teacher displays cards showing different facial expressions such as a happy face, sad face, crying face. Learners identify the faces and name the emotions they show.
2. Learners mimic the different facial expressions.
3. Learners turn to their workbook on page 20. There are drawings of different facial expressions. Learners describe the pictures.
4. Learners colour a happy face. They show each other their work, appreciating each other's work.

Day 4

Topic: Skipping and dance movements

Objectives:

During the lesson, learners will:

- a) observe everyday movements in dance
- b) apply rhythm to everyday movements
- c) practise skipping and dance movements

Skills to be developed:

- Observing/watching
- Applying rhythm
- Skipping
- Dancing

Learning activities

1. Teacher plays a video on dances. Learners observe everyday movements in the dances.
2. Learners mimic the dances they observed in the videos.
3. Learners practise skipping and dance movements.

Assessment

	Yes	No	Sometimes
Is the learner able to create his or her own movements in response to recorded music?			
Is the learner able to discuss elements of design of different artifacts?			
Is the learners able to name different artifacts found in the home?			
Is the learner able to identify different facial expressions?			
Is the learner able to mimic the different facial expressions?			
Is the learner able to perform skipping and dance movements?			

CHAPTER 21 Music, dance, design and appreciation

Aims

To enable learners:

- appreciate visual and performing arts
- develop psycho-motor skills through visual and performing arts
- become literate in visual and performing arts

Source of matter:

ECD A syllabus pages 8, 9, 25, 26 and 27

Suggested learning materials:

Day 1: video of recorded melodies, percussion instruments such as drums, triangles, cards showing the minimum note – d taaaa

Day 2: pictures of artworks in the community such as paintings of a school, clinic, and shops

Day 3: video of animated films

Day 4: colours

Day 1

Topic: Movements to sad songs

Objectives:

During the lesson, learners will:

- a) move in time to sad songs
- b) create movements in response to recorded melodies
- c) play percussion instruments in time to sad songs

Skills to be developed:

- Listening
- Movement to sad songs

- Playing percussion instruments
- Dancing

Learning activities:

1. Teacher plays different recorded melodies. Learners listen to the melodies and create movements in time to the melodies.
2. Teacher claps the musical minimum note taa-aa. It is a slow note and presents a sad movement. Learners move in time to the beat.
3. Learners play percussion instruments like triangles and drums in time to the sad movement – taa-aa.

Day 2

Topic: Elements of design in artworks

Objectives:

During the lesson, learners will:

- a) name the artworks at home and at school
- b) discuss elements of design of artworks

Skills to be developed:

- Naming/signing
- Discussing/signing

Learning activities:

1. Learners name the artifacts found at home and at school.
2. Learners name artworks found at school.
3. Learners name artworks in the community. They discuss elements of design of the artworks in the community.

Day 3

Topic: Animation appreciation

Objectives:

During the lesson, learners will:

- a) watch animated films
- b) discuss the animated films
- c) read a picture of a video of an animated film

Skills to be developed:

- Watching
- Discussing/signing
- Reading/signing
- Imitating

Learning activities

1. Teacher plays a video of animated films for learners to watch.
2. Teacher and learners discuss the animated films they watched.
3. Learners turn to their readers on page 21. There is a picture of a video of an animated film (Mr. Bean and friend). They read the picture.
4. Learners imitate the animated film they have watched.

Day 4

Topic: Everyday movements and dance – Clapping and dance

Objectives:

During the lesson, learners will:

- a) listen to recorded melodies
- b) create movements in time to beats
- c) clap and dance in time to beats

Skills to be developed:

- Listening
- Creating
- Clapping
- Dancing

Learning activities:

1. Teacher plays a video of recorded melodies. Learners create movements as they dance in time to the beat of the melodies.
2. Teacher claps to the beat of the recorded melodies. Learners dance in time to the clapping.
3. Learners turn to page 21 in their workbook. Children clap and dance in time to the beat of the dances in the picture. Learners practise clapping and dancing. Learners colour the picture.

Assessment

	Yes	No	Sometimes
Is the learner able to move in time to the musical minim note?			
Is the learner able to discuss the elements of design of artworks in the community?			
Is the learner able to imitate the animated film?			
Is the learner able to clap and dance in time to the beat of the dances?			

Aims

To enable learners:

- develop psycho-motor skills through visual and performing arts
- become literate in visual and performing arts
- appreciate visual and performing arts

Source of matter:

ECD A syllabus pages 8, 9, 25, 26 and 27

Suggested learning materials:

Day 1: DVD player, cards on the notes quiver and minimum

Day 2: samples of artworks in the home

Day 3: crayons, puppets

Day 4: smart phone, video on dances

Day 1

Topic: Movements to happy and sad songs

Objectives:

During the lesson, learners will:

- respond to recorded music
- make movements to happy and sad beats
- make free movements to happy and sad songs

Skills to be developed

- Responding to music
- Moving
- Making movements

Learning activities:

- Teacher plays recorded music on a DVD player. Learners respond to the recorded music.
- Teacher shows learners cards showing the musical note quaver dd ta-te and learners make happy movements in time to the beat. (fast movements).
- Teacher shows learners cards showing the musical note minim d taa-aa and learners make sad movements in time to the beat. (slow movements).
- Teacher and learners sing happy and sad music. Learners make free movements to happy and sad songs.

Day 2

Topic: Meaning of artworks in the home

Objectives:

During the lesson, learners will:

- name the artworks in the home
- describe the artworks in the home
- assign meaning to artworks in the home

Skills to be developed

- Naming/signing
- Describing/signing
- Assigning meaning

Learning activities:

1. Teacher leads learners into listing down the artworks that are found at home. Learners name the artworks found in the home.
2. Learners describe the artworks found in their reader on page 22 where there is a family portrait, an animal portrait and a wall hanging of a designed mat.
3. Learners assign meaning of the artworks in the home with the teacher's guidance.

Day 3

Topic: Puppetry appreciation

Objectives:

During the lesson, learners will:

- a) listen to a story
- b) retell a story
- c) tell their own stories using puppets

Skills to be developed

- Listening
- Retelling a story/signing
- Story telling

Learning activities:

1. Teacher tells a story to learners while they listen attentively.
2. Learners retell the story that has

been told by the teacher. They also answer questions about the story.

3. Learners tell their own stories using puppets.
4. Learners turn to their workbook on page 22. There is a picture of two puppets. Learners discuss the picture and colour the puppets.

Day 4

Topic: Everyday movements and dance – Song and dance

Objectives:

During the lesson, learners will:

- a) make free movements in time to music
- b) sing and record their songs
- c) dance in time to the music

Skills to be developed:

- Listening
- Singing/signing
- Dancing
- Moving
- Creating movements
- Responding to music

Learning activities:

1. Teacher plays a video on dances. Learners make free movements in time to music.
2. Teacher and learners sing a song while it is being recorded by a smart phone or any other recorder.
3. Teacher plays the recorded song. Learners dance in time to the recorded song.

Assessment

	Yes	No	Sometimes
Is the learner able to respond to recorded music?			
Is the learner able to make happy movements in time to musical quaver note?			
Is the learner able to make sad movements in time to the musical minim note?			
Is the learner able to make meaning of artworks in the home?			
Is the learner able to use puppets to tell a story?			
Is the learner able to sing and dance in time to music?			

Aims

To enable learners:

- develop an awareness towards visual and performing arts
- appreciate visual and performing arts
- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts

Source of matter:

ECD A syllabus pages 8, 9, 25, 26 and 27

Suggested learning materials:

Day 1: chart on musical instruments; real musical instruments

Day 2: samples of artworks in the school

Day 3: puppets

Day 4: crayons, video on recorded music

Day 1

Topic: Percussion instruments

Objectives:

During the lesson, learners will:

- identify percussion instruments
- name the percussion instruments
- play percussion instruments

Skills to be developed

- Identifying
- Naming/signing
- Playing instruments
- Singing
- Dancing
- Moving

Learning activities:

1. Teacher shows learners real percussion instruments and a chart on the same instruments. Learners identify the instruments.
2. Learners name the instruments. For example, a drum, triangle, tambourine, rattle.
3. Learners sing songs of their own choice and play the percussion instruments. They move and dance in time to the rhythm of the song.

Day 2

Topic: Meaning of artworks in the school

Objectives:

During the lesson, learners will:

- list the artworks in the school
- describe the artworks in the school
- assign meaning to artworks in the school

Skills to be developed

- Listing/signing
- Describing/signing
- Assigning
- Naming

Learning activities:

1. Teacher and learners revise naming artworks in the home.
2. Learners revise naming the artworks found in the school.
3. Learners describe the artworks found in the school.
4. Learners assign meaning to artworks in the school.

Day 3

Topic: Puppetry appreciation

Objectives:

During the lesson, learners will:

- a) read a picture of puppets
- b) discuss the picture on puppets
- c) practise telling a story using puppets

Skills to be developed:

- Reading/signing
- Discussing
- Story telling

Learning activities

1. Learners turn to their reader on page 23. There is a picture of a video showing puppets in a story.
2. Learners read the picture story and discuss it.
3. Learners practise telling a story using puppets.

Day 4

Topic: Stories and dance

Objectives:

During the lesson, learners will:

- a) make sad and happy movements
- b) dance to recorded music
- c) colour a picture showing stories and dance

Skills to be developed:

- Listening
- Making movements
- Dancing
- Colouring

Learning activities:

1. Teacher beats the drum to denote happy (fast) movements and sad (slow) movements. Learners make happy and sad movements in time to the beat of the drum.
2. Teacher plays a video on recorded music. Learners dance to the recorded music.
3. Learners turn to their workbook on page 23. There is a picture of children and adults. Children are dancing to the music told in the story by an adult.
4. Learners discuss the picture. They colour the picture.

Assessment

	Yes	No	Sometimes
Is the learner able to name percussion instruments?			
Is the learner able to play percussion instruments?			
Is the learner able to assign meaning to artworks in the school?			
Is the learner able to read a picture on puppetry?			
Is the learner able to dance to recorded music?			
Is the learner able to colour the picture?			

Aims

To enable learners:

- become literate in visual and performing arts
- be aware of their body movements
- develop psycho-motor skills through visual and performing arts
- develop an appreciation of visual and performing arts

Source of matter:

ECD A syllabus pages 8, 9, 25, 26 and 27

Suggested learning materials

- Day 1:** video of recorded melodies, smart phone
- Day 2:** crayons, samples of artworks in the community
- Day 3:** 'Happy and sad' facial expressions on cards, puppets
- Day 4:** videos of different dances

Day 1

Topic: Creative movements

Objectives:

During the lesson, learners will:

- a) dance to recorded melodies
- b) read a picture on music and movements
- c) discuss the picture

Skills to be developed:

- Listening
- Dancing
- Reading
- Discussing

Learning activities:

1. Teacher plays a video of recorded

melodies. Learners dance and create movements in time to the music.

2. Learners turn to their reader on page 24. There is a picture of a musician. The musician is playing the keyboard and children are dancing to the music.
3. Learners read the picture and discuss it.

Day 2

Topic: Meaning of artworks in the community

Objectives:

During the lesson, learners will:

- a) name the artworks in the community and other places
- b) assign meaning to artworks in the community and other places
- c) draw pictures of artworks of their choice in the community

Skills to be developed:

- Naming/signing
- Assigning meaning
- Drawing

Learning activities:

1. Learners name artworks in the community and other places. For

example, school, clinic, shops, church, among others. Teacher's guidance is important.

2. Learners assign meaning of artworks in the community and other places.
3. Learners turn to the blank page of their workbook on page 24.
4. Learners draw pictures of artworks of their choice in the community.

Day 3

Topic: Puppetry appreciation

Objectives:

During the lesson, learners will:

- a) respond appropriately to a theatre performance
- b) recite rhymes
- c) use puppets to recite a new rhyme

Skills to be developed:

- Responding to a theatre performance
- Listening
- Watching
- Reciting rhymes
- Playing using puppets

Learning activities:

1. Teacher plays a video of puppets reciting rhymes. For example 'Twinkle, twinkle, little star'.
2. Learners respond to the performance by reciting the rhymes.
3. Teacher leads learners into learning

a new rhyme called 'Happy, happy'.

Happy, happy
Happy is my name
Look at me
My face is happy.

Sad, sad
Is sad your name?
Look at your face
Your face is sad.

4. Learners use puppets to recite the rhyme as they show the 'happy and sad' faces on the cards, appropriately.

Day 4

Topic: Stories and dance

Objectives:

During the lesson, learners will:

- a) watch videos on dances
- b) name types of dances
- c) mimic the dances

Skills to be developed:

- Watching video
- Naming/signing
- Mimicking

Learning activities:

1. Teacher plays videos of different dances and learners watch them.
2. Learners name the types of dances with teachers help.
3. Learners mimic the dances.
4. Learners choose the dances they want and perform them in groups.

Assessment

	Yes	No	Sometimes
Is the learner able to dance creatively to the recorded melodies?			
Is the learner able to assign meaning of artworks in the community?			
Is the learner able to appropriately use puppets?			
Is the learner able to mimick the dances on the video?			
Is the learner able name the types of dances?			

CHAPTER 25 Arts technology, lighting and shadows

Aims

To enable learners:

- incorporate the use of technology in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- practice skills necessary for creative expression
- become literate in visual and performing arts

Source of matter:

ECD A syllabus pages 9, 28 and 29

Suggested learning materials

Day 1: video clips and pictures of different artists

Day 2: pictures of visual arts technological tools in the home real visual arts technological tools in the home

Day 3: video on shadows and silhouettes telling a story

Day 1

Topic: Music videos

Objectives:

During the lesson, learners will:

- a) watch video clips of music from local artists
- b) name local artists on pictures
- c) mimic the local artists' music

Skills to be developed:

- Watching video clips
- Naming local artists/signing
- Mimicking
- Listening

Learning activities:

1. Teacher plays video clips and

pictures of different local artists while learners are watching and listening.

2. Learners name the local artists on pictures.
3. Learners mimic the local artists' music as played in the videos.

Day 2

Topic: Visual arts technological tools in my home

Objectives:

During the lesson, learners will:

- a) identify visual technological tools in the home
- b) name the technological tools in the home.
- c) Mime the uses of technological tools in the home

Skills to be developed:

- Identifying
- Naming/signing
- Miming

Learning activities:

1. Teacher displays a chart on visual arts technological tools found in the home as well as the real tools found in the home. Learners

identify the technological tools that are found in the home.

2. Learners name the visual arts technological tools that are in the home. They also state the uses of the technological tools.
3. Learners mime the uses of the visual arts technological tools.
4. Learners turn to page 25 of their workbooks and draw an arts technological tool of their choice.

Day 3

Topic: Lighting, shadows and silhouettes

Objectives:

During the lesson, learners will:

- a) watch shadows and silhouette
- b) retell stories about shadows and silhouette
- c) mimic the story told by shadows and silhouette

Skills to be developed:

- Watching
- Retelling stories/signing
- Listening
- Mimicking

Learning activities:

1. Teacher shows learners a video on shadows and silhouette. Learners watch shadows and silhouette. Learners trace a story told through shadows and silhouette.
2. Learners retell stories about shadows and silhouette.
3. Learners mimic the stories told through shadows and silhouette.

Day 4

Topic: Lighting, shadows and silhouette

Objectives:

During the lesson, learners will:

- a) read pictures on lighting, shadows and silhouette
- b) talk about the pictures on lighting, shadows and silhouette
- c) play the shadow game in the sun

Skills to be developed:

- Reading/ signing
- Talking/ discussing/ signing
- Playing games
- Dodging shadows
- Stepping the shadows

Learning activities:

1. Learners turn to their readers on page 25. There are pictures of objects such as a hut with a shadow because of the sun's position in the morning; a picture of a burning candle with a shadow; a picture of a tree at night during moonlight
2. Learners talk about pictures in their readers on lighting, shadows and silhouette in groups.
3. Teacher moves about listening to learners talk about the pictures.
4. Teacher takes learners out of the classroom in the sun. In pairs, learners play the game of stepping the shadow. One learner tries to dodge while the other one tries to step on his or her shadow.
5. Teacher monitors learners playing the shadow game at close range

Assessment

	Yes	No	Sometimes
Is the learner able to name the local artists (musicians)?			
Is the learner able to mimick the local artists?			
Is the learner able to identify visual arts technological tools in the home?			
Is the learner able to retell stories about shadows and silhouettes?			
Is the learner able to read pictures on lighting, shadows and silhouettes?			
Is the learner able to move in response to the game of stepping on the shadow?			

Aims

To enable learners:

- develop an appreciation of visual and performing arts
- become literate in visual and performing arts
- develop technological skills through visual and performing arts

Source of matter:

ECD A syllabus pages 9, 28 and 29

Suggested learning materials:

Day 1: pictures of local artists on a chart

video showing still pictures of local artists/smart phone

Day 2: pictures and real visual arts technological tools in the school, crayons

Day 3: pictures of things that produce natural sounds such as birds, cows, donkeys, people

Day 1**Topic: Music pictures****Objectives:**

During the lesson, learners will:

- identify pictures of local artists
- name the local artists
- imitate their favourite local artists

Skills to be developed:

- Identifying
- Naming/signing
- Imitating
- Colouring

Learning activities:

- Teacher shows learners a video or smart phone recording of still

pictures of local artists such as Jah Prayzah, Mukutudzi, Macheso, Sulumani Chimbetu, among others. Learners identify the artists on the chart.

- Learners name the local artists and say their favourite artists.

- Learners imitate their favourite local artists.

- Learners turn to their workbook on page 26. There are pictures of local artists. Learners colour their favourite artist.

Day 2**Topic: Visual arts technological tools in my school****Objectives:**

During the lesson, learners will:

- identify visual arts technological tools in the school
- name the visual arts technological tools in the school
- read pictures of visual arts technological tools in the school

Skills to be developed:

- Identifying
- Naming/signing
- Reading/signing

Learning activities:

1. Teacher displays pictures and real visual arts technological tools found in the school such as camera, computers, pictures of technological tools among others.
2. Learners name the technological tools.
3. Learners turn to their reader on page 26. There are pictures of visual arts technological tools, camera, computer, laptop, television and smartphone. Learners read the pictures.
4. Learners discuss the technological tools and even talk about how they are used.

Day 3

Topic: Natural sounds

Objectives:

During the lesson, learners will:

- a) identify natural sounds from the environment
- b) imitate the natural sounds

Skills to be developed:

- Identifying
- Naming/signing
- Imitating
- Listening

Learning activities

1. Teacher encourages learners to just listen and identify natural sounds from the environment such as sounds of birds, sounds of people, among others.

2. Learners listen to natural sounds. They identify natural sounds from the environment.
3. Learners imitate natural sounds from the environment such as sounds of animals, birds, people, among others.

Day 4

Topic: Sources of natural sounds

Objectives:

During the lesson, learners will:

- a) listen to natural sounds
- b) identify natural sounds
- c) imitate natural sounds
- d) name sources of natural sounds

Skills to be developed:

- Listening
- Identifying
- Imitating
- Naming

Learning activities:

1. Learners listen to natural sounds in the environment and identify the sounds.
2. Learners imitate the natural sounds and name sources of natural sounds.
3. Teacher shows learners pictures of sources of natural sounds such a picture of a bird, cow, cat, dog, goat, among others. Learners name the pictures. They mimic the sounds they make.

Assessment

	Yes	No	Sometimes
Is the learner able to identify local artists?			
Is the learner able to name the local artists?			
Is the learner able to imitate his or her favourite artist?			
Is the learner able to identify visual arts technological tools?			
Is the learner able to name visual arts technological tools?			
Is the learner able to listen to natural sounds?			
Is the learner able to identify natural sounds?			
Is the learner able to imitate natural sounds?			
Is the learner able to name sources of natural sounds?			

Aims

To enable learners:

- become literate in visual and performing arts
- become aware of visual arts technologies tools
- appreciate visual and performing arts

Source of matter:

ECD A syllabus pages 9, 28 and 29

Suggested learning materials:

Day 1: DVD player

Day 2: video on different musical sounds

Day 3: video on different musical sounds

Day 4: video on different recorded music

Day 1**Topic: Audio music****Objectives:**

During the lesson, learners will:

- listen to music
- read a picture of people dancing to audio music

Skills to be developed:

- Listening
- Reading/signing
- Tape recording

Learning activities:

- Teacher plays audio music to learners. Learners listen to the music played.

- Learners imitate singing the audio music.
- Learners turn to their reader on page 27. There is a picture of a DVD player and children dancing to the audio music. Learners read and discuss the picture.
- Learners play the audio music and mimic the music.

Day 2**Topic: Visual arts technological tools in my community****Objectives:**

During the lesson, learners will:

- identify visual arts technological tools that are found in the community
- name the visual arts technological tools in the community
- join dotted lines to complete a drawing of a smart phone

Skills to be developed

- Identifying
- Naming/signing
- Drawing

Learning activities

1. Teacher displays a chart on visual arts technological tools in the community which include: a smart phone, camera, T. V., computer, among others. Learners identify the visual arts technological tools on the chart and in the classroom.
2. Learners name the visual arts technological tools in the community which are found in the classroom. They handle the tools and imitate using the tools.
3. Learners turn to their workbook on page 27. There is a drawing of a smart phone in dotted lines. Learners join the dotted lines to complete the drawing.

Day 3

Topic: Musical sounds

Objectives:

During the lesson, learners will:

- a) Listen to and identify different musical sounds
- b) mimic the different musical sounds
- c) watch videos on different musical sounds

Skills to be developed:

- Listening
- Mimicking
- Watching a video

Learning activities:

1. Teacher encourages learners to listen to different musical sounds.

- Learners listen to different musical sounds. They identify the sounds.
2. Learners name the sources of musical sound.
3. Learners mimic/imitate the different musical sounds.
4. Teacher plays videos on different musical sounds. Learners watch videos and listen to different musical sounds.

Day 4

Topic: Musical sounds

Objectives:

During the lesson, learners will:

- a) listen to different musical sounds
- b) dance in time to music
- c) watch videos on recorded music

Skills to be developed:

- Listening
- Dancing
- Watching

Learning activities:

1. Learners listen to various musical sounds. They identify the sounds and name different sources of sounds.
2. Learners dance to different recorded music. They imitate singing the different types of music.
3. Learners watch a video on different recorded music. They imitate singing the different types of music.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to audio music?			
Is the learner able to name different visual arts technological tools in the community?			
Is the learner able to complete the drawing of a smart phone by joining some dotted lines?			
Is the learner able to identify different musical sounds?			
Is the learner able to name the sources of different musical sounds?			
Is the learner able to dance to music in time to sound?			

Aims

To help pupils:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- gain confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter;

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources;

Day 1: pictures of local artistes and covers for CDs and DVDs

Day 2: finger puppets

Day 3: puppet stage, toy animals, puppets

Day 1

Topic: Arts technology: Audio and visual music

Objectives:

During the lesson, learners will:

- a) discuss the names of the local artistes on pictures
- b) talk about the names of the local artistes on pictures

Skills to be developed:

- Discussion
- Naming

Learning activities:

1. Learners listen to an audio of a local artiste they like.

2. Teacher discusses the names of the local artistes on pictures and covers for CDs and DVDs.
3. In their groups, learners talk about the names of the local artistes on pictures and covers of CDs.

Day 2

Topic: Animal story

Objectives:

During the lesson, learners will:

- a) listen to a story
- b) name the animals in the story from the animated pictures

Skills to be developed:

- Listening
- Naming

Learning activities

1. Teacher tells the story of animals which decided to sing a beautiful song using finger puppets.
2. Learners talk about the animated photographs of the animals (choir) which are shown in the album in their reader on page 28. They name the animals.

Day 3

Topic: Creating sounds

During the lesson, learners will:

- a) identify the animals appearing on the puppet stage
- b) retell the animal story
- c) create their own sound for the different animals

Skills to be developed

- Identifying
- Retelling
- Creating sounds

Learning activities

1. Learners listen to an audio of animal sounds.
2. From the created puppet stage, different objects like animals appear and learners identify the animal. They then create a sound for that object.
3. The teacher assists the learners in retelling the animal story and as each animal is mentioned following the script (for animal characters in the choir), the animal will appear on stage.
4. Learners create their own sounds for the animal and then the puppet animal will give learners its sound which all learners will imitate.
5. Learners colour the animated

picture of a hare shown in their workbooks on page 28.

Day 4

Topic: Natural sounds from the environment

During the lesson, learners will:

- a) listen to the different natural sounds in the environment
- b) identify and name the sources of the different sounds
- c) imitate and dance to the different sounds from birds and animals

Skills to be developed

- Listening
- Identifying
- Naming
- Imitating
- Dancing

Learning activities

1. Learners are taken for a nature walk where they listen to the different natural sounds in the environment.
2. Learners identify and name the sources of the different sounds.
3. They imitate the different sounds from birds and animals and dance to the sounds.
4. Teacher uses puppets to assist the learners in singing and dancing to the natural sounds.

Assessment

Name of child	Are learners able to discuss the names of the local artistes on pictures?	Are learners able to talk about the names of the local artistes on pictures?	Are learners able to name the animals in the story from the animated pictures?	Are learners able to identify the animals appearing on the puppet stage?	Are learners able to identify and name the sources of the different sounds?	Are learners able to imitate and dance to the different sounds from birds and animals?
Sandra						
James						
Tim						

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- gain confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts
Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: puppets

Day 2: finger puppets

Day 3: picture slides for the story of hare and baboon

Day 4: big slide dance picture

Day 1

Topic: Ethics, music and the internet

Objectives

During the lesson, learners will:

- discuss the different ways that musicians use to share their music
- identify the different ways of sharing music from the pictures

Skills to be developed

- Discussing
- Identifying

Learning activities

- Teacher discusses with the learners the different ways that musicians use to share their music.
- Learners identify these different ways which musicians use to share

their music from the pictures in their readers on page 29.

- Teacher uses puppets to explain the ethical issues on music and the internet. Teacher will talk about issues like:

- Buying music from the shops
- Avoiding music sold from the street

Day 2

Topic: Ethics, visual art and the internet

Objectives

During the lesson, learners will:

- explain about ethics and use of the internet to each other
- recite a rhyme on ethics, theatre and the internet

Skills to be developed

- Explaining
- Reciting

Learning activities

- Teacher explains ethics and the use of the internet using finger puppets.
- Learners use finger puppets to explain the ethics and use of the internet to each other.

3. Learners recite the rhyme on ethics:

My work, his work, her work

Respect it, oh respect it

No stealing

Respect it, oh respect it

Day 3

Topic: Slides picture story

During the lesson, learners will:

- identify the story characters
- retell the story to each other using the picture slides

Skills to be developed

- Identifying
- Retelling

Learning activities

- Teacher introduces the story characters onto the puppet stage.
- Teacher tells the story of baboon and hare holding hands going to a party, baboon and hare dancing at a party, other animals cheering hare, and baboon sitting down sadly using the picture slides.
- In groups, the learners retell the story to each other using the picture in their readers on page 30.

Day 4

Topic: Slide dance pictures

During the lesson, learners will:

- discuss the slide dance pictures
- identify and imitate the dance sequences shown in the slides
- colour the drawing

Skills to be developed

- Discussing
- Identifying
- Imitating
- Colouring

Learning activities

- Teacher discusses the big slide dance pictures of animated dancers with the learners.
- Learners identify the dance sequences in each slide.
- They imitate the dance sequences shown in the slide dance pictures.
- Learners colour the drawing of a dancing animated princess character in their workbooks on page 29.
- They show each other their work.

Assessment

	Yes	No	Somrtimes
Is the learner able to identify the different ways of sharing music from the pictures?			
Is the learner able to recite the rhyme?			
Is the learner able to identify the story characters?			
Is the learner able to retell the story using the picture slides?			
Is the learner able to colour the drawing?			
Is the learner able to identify and imitate the dance sequences shown in the slides?			

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- gain confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts
Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: recording equipment, animal toys and puppets, puppet stage

Day 2: chart showing visual arts software

Day 4: audio player, dance pictures

Day 1

Topic: Animal song

Objectives

During the lesson, learners will:

- a) identify and name the animals in the choir from the puppet stage
- b) repeat the sound of the selected animal when it is played
- c) record an audio/video of the song

Skills to be developed

- Naming
- Imitating
- Video/Audio recording

Learning activities

1. Learners identify the animals in the choir from the puppet stage.

2. Each learner selects a favourite animal from the toys and puppets. They identify and name the selected animal.

3. Learners are grouped according to the selected animals (cows, pigs, goats, sheep, and chickens).

3. Teacher plays the audio clip of the song 'Old Macdonald' and each group repeats the sound of the animal that they chose when its sound is played.

4. Some of the learners are assisted to record an audio/video of the song.

Day 2

Topic: Visual arts software

Objectives

During the lesson, learners will:

- a) discuss the pictures of visual arts software
- b) colour the drawings

Skills to be developed

- Discussing
- Colouring

Learning activities

1. Teacher explains to learners that people use different software in creating art works.

2. Teacher discusses the pictures of visual arts software shown on the chart.
3. Learners draw the missing petals and colour the flower in their workbooks on page 30.
4. Learners play with the toy visual arts software and tell each other what they are creating.

Day 3

Topic: Slides picture story

During the lesson, learners will:

- a) identify the different characters from the story
- b) retell the story from the picture slides
- c) rearrange pictures in order to tell the story

Skills to be developed

- Identifying
- Retelling
- Ordering

Learning activities

1. Learners identify the different characters from the story of Snow White from the puppet stage.
2. In groups, learners retell the story of Snow White from the picture slides.
3. As a class, learners assist each other to rearrange pictures in order to tell the story on the flannel board.

Day 4

Topic: Slide dance pictures

During the lesson, learners will:

- a) dance to the wedding song
- b) create a dance story board by rearranging pictures
- c) tell the story from their slide picture stories

Skills to be developed

- Dancing
- Creating
- Story telling

Learning activities

1. Teacher plays a wedding song audio clip/song and learners dance to the music.
2. In their groups, learners discuss what is happening in the different dance pictures.
3. Learners turn to their readers on page 31 and study pictures of a group of dancers.
4. In their groups, learners create a dance story board by rearranging pictures in order to tell a dance story.
4. Learners tell each other the story shown by their dance pictures they have sequenced.

Assessment

	Yes	No	Sometimes
Is the learner able to repeat the sound of the selected animal when it is played?			
Is the learner able to record an audio or video of the song?			
Is the learner able to colour the drawing?			
Is the learner able to retell the story from the picture slides?			
Is the learner able to rearrange pictures in order to tell the story?			
Is the learner able to create a dance story board by rearranging pictures?			

CHAPTER 31 Arts technology: Music recording and video filming

Aims

To help pupils:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- gain confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts
Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: music/video player

Day 2: video clip/picture slides on
filming, beginners' pencils

Day 3: puppet theatre stage, sock
puppets

Day 4: educational dance video

Day 1

Topic: Music performances

Objectives

During the lesson, learners will:

- a) mimic/ imitate the music video or audio
- b) sing along and dance to the music

Skills to be developed

- Mimicking/imitating
- Singing along

Learning activities

1. Learners watch a music video or listen to an audio from a local

musician that learners like.

2. In their groups, learners mimic/ imitate the music video or audio.
3. Each group performs before the class.
4. The class sings along and dances to the music

Day 2

Topic: Video and filming

Objectives

During the lesson, learners will:

- a) watch a video clip or picture slides on filming
- b) role play the video and filming activities as shown on the video
- c) draw a video camera by joining dotted lines

Skills to be developed

- Role playing
- Drawing

Learning activities

1. Teacher discusses video and filming with the learners.
2. Learners watch a video clip or picture slides on filming.

3. In groups, learners role play the video and filming activities as shown on the video.
4. In their work books on page 31, learners complete the drawing of a video camera by joining the dotted lines.

Day 3

Topic: Natural and created sounds

During the lesson, learners will:

- a) explain the sounds that can be created by activities done by the muppets
- b) compose their own sounds

Skills to be developed

- Composing

Learning activities

1. Learners watch puppet theatre where different puppets will be appearing on stage and carrying out different activities like walking in the rain with an umbrella, running across with high heels, having clothes blown by the wind, going to the cattle kraal.
2. As each character performs, learners, in groups of three talk about the sound made by the activities. When the character repeats the activity, learners tell the sound that can be created by such an activity.
3. Learners play with their sock puppets to compose their own sounds as the puppet is made to

- perform different activities.
4. A few learners share their created sound with other learners.

Day 4

Topic: Ethics, dance and the internet

During the lesson, learners will:

- a) discuss the process of accessing the internet for dance videos
- b) identify tools that can access the internet
- c) dance along to an educational dance video

Skills to be developed

- Discussing
- Identifying
- Dancing

Learning activities

1. Teacher discusses with the learners the process of accessing the internet for dance videos using different ICT gadgets.
2. Learners identify tools that can access the internet for dance music and animated characters in their readers on page 32.
3. Teacher explains ethical considerations for dance videos and pictures from the internet and issues of adult supervision when accessing the internet for age appropriate educational materials on dance.
4. Learners watch and dance along to an educational dance video from the internet.

Assessment

Name of child	Are learners able to mimic or imitate the music video or audio?	Are learners able to role play the video and filming activities as shown on the video?	Are learners able to compose their own sounds?	Are learners able to identify tools that can access the internet?	Are learners able to dance along to an educational dance video?	Are learners able to complete the drawing of a video camera by joining dotted lines?
Sandra						
James						
Timothy						

CHAPTER 32 Arts technology: Music storage and dancing puppets

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- gain confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: video showing people dancing to music from a record player/ cassette player

Day 2: ICT gadgets/ toys used for photography

Day 3: ICT gadgets for accessing the internet

Day 4: dance video clip

Day 1

Topic: Music in the past

Objectives

During the lesson, learners will:

- a) identify and name music storage devices that were used in the past

Skills to be developed

- Identifying
- Naming

Learning activities

1. Teacher plays a video showing people dancing to music from a record player or cassette player.

2. Teacher explains to learners how music was stored in the past, for example, in records and cassettes.
3. Teacher shows learners a video/ pictures/ actual music storage device that were used in the past.
4. Learners identify and name music storage devices that were used in the past from the pictures in their reader on page 33.

Day 2

Topic: Photography

Objectives

During the lesson, learners will:

- a) Photograph or role play the process of photographing objects

Skills to be developed

- photographing

Learning activities

1. Learners show each other the photographs that they brought from their homes.
2. Teacher talks to the learners about photography and the gadgets used for photography.

3. Learners are assisted to photograph or to role play the process of photographing objects in and outside the classroom.
4. Learners show each other their photographs and talk to each other about what they photographed.

Day 3

Topic: Theatre videos

During the lesson, learners will:

- a) identify some ethical considerations for theatre videos and pictures

Skills to be developed

- Identifying

Learning activities

1. Teacher talks to the learners about the process of accessing the internet for theatre videos using different ICT gadgets.
2. Teacher uses the puppets to explain ethical considerations for theatre videos and pictures from the internet and issues of adult supervision when accessing the internet for age appropriate educational materials.
3. Learners are taken through the

paces of accessing a theatre video from the internet.

4. They watch the video for a few minutes.

Day 4

Topic: Dance patterns

During the lesson, learners will:

- a) repeat the dance patterns after the puppets
- b) create their own dance sequences
- c) colour the drawing

Skills to be developed

- Dancing
- Colouring

Learning activities

1. Teacher plays a dance video clip for the learners.
2. Teacher uses puppets to demonstrate the dance sequences shown in the video.
3. Learners practice the dance sequences after the puppets.
4. Teacher plays some music that the learners like and in pairs, they create their own dance sequences.
5. Learners colour the drawing of a dancing puppet in their workbooks on page 32.

Assessment

	Yes	No	Sometimes
Is the learner able to identify and name music storage devices that were used in the past?			
Is the learner able to photograph or role play the process of photographing objects?			
Is the learner able to identify some ethical considerations for theatre videos and pictures?			
Is the learner able to repeat the dance patterns after the puppets?			
Is the learner able to create his or her own dance sequences?			
Is the learner able to colour the drawing?			

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- acquire confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: audio clip from a local musical artiste with a successful career in music

Day 2: different media tools used for visual arts

Day 3: video or picture slides showing a theatrical performance

Day 4: different dance costumes on display e.g. traditional

Day 1

Topic: Careers in music

Objectives

During the lesson, learners will:

- a) dance to the music
- b) identify and talk about the different careers in music

Skills to be developed

- Dancing
- Identifying
- Discussing

Learning activities

1. Teacher explains to the learners that people can make successful careers from music.
2. Teacher plays an audio clip from a local musical artiste with a successful career in music.
3. Learners dance to the music.
4. Learners identify and talk about the different careers in music shown in the pictures in their reader on page 34 with the teacher (musician, sound engineer, music teacher and composer). They discuss other careers in music which are not illustrated pictorially such as producers and promoters.

Day 2

Topic: Media tools in the school

Objectives

During the lesson, learners will:

- a) identify and name the media tools used in the school
- b) select a media tool for use in drawing or creating an object of their own choice

Skills to be developed

- Identifying
- Drawing/Creating

Learning activities

1. Learners sing the song, 'We work together'.
2. Teacher discusses the media tools used for visual arts in the school.
3. Learners identify and name the media tools on the tables.
4. In their workbooks on page 33, learners draw a media tool of their choice used in drawing or creating an object.

Day 3

Topic: A theatrical performance

During the lesson, learners will:

- a) watch a video or picture slides showing a theatrical performance
- b) answer the teacher's questions on the theatre performance

Skills to be developed

- Watching a performance
- Answering questions

Learning activities

1. Teacher explains what a theatre performance is.

2. Learners watch a video or picture slides showing a theatrical performance
3. Learners answer the teacher's questions on the theatre performance

Day 4

Topic: Dance costumes

During the lesson, learners will:

- a) identify the different dance costumes on display
- b) create dance sequences that are related to their dance costumes

Skills to be developed

- Identifying
- Dancing

Learning activities

1. Teacher explains that different costumes can be used for the purposes of dance.
2. Learners identify the different dance costumes on display, for example traditional costumes.
3. Each group is given a set of dance costumes and as a group, learners create dance sequences that are related to their dance costumes.
4. Each group performs before the class.

Assessment

	Yes	No	Sometimes
Is the learner able to identify and talk about the different careers in music?			
Is the learner able to identify and name the media tools used in the school?			
Is the learner able to select a media tool for use in drawing or creating an object of his or her own choice?			
Is the learner able to answer the teacher's questions on the theatre performance?			
Is the learner able to create dance sequences that are related to their dance costumes?			
Is the learner able to identify different dance costumes?			

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- acquire confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts
Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: Different musical instruments like drums, jingles, flutes, clappers, shakers, paste, and torn papers.

Day 3: various media tools/toys

Day 4: dance costumes

Day 1

Topic: Musical instruments

Objectives

During the lesson, learners will:

- discuss the use of musical instruments
- sing a song accompanying it with the various musical instruments
- paste torn papers onto the drawing

Skills to be developed

- Discussing
- Singing
- Pasting

Learning activities

- Teacher discusses the use of musical instruments with the learners.
- Learners hold hands and make a circle. Each one chooses a musical instrument.
- Learners choose a song that they like and sing it accompanying it with the various musical instruments. Teacher goes round assisting those with challenges in handling the instruments.
- Learners paste torn papers onto the drawing of a drum in their workbooks on page 34.

Day 2

Topic: Tools for visual arts in the school and home

Objectives

During the lesson, learners will:

- identify and name the various media tools
- play with the various media tools

Skills to be developed

- Identifying
- Naming

Learning activities

1. Learners identify and name the various tools that are used for visual arts in the school and home.
2. In their groups, learners identify and name the various tools that are used for visual arts in the school and home shown in their reader on page 35.
3. Learners play with the various mass media toys in their play areas such as toy television sets, radios, newspapers, magazines.

Day 3

Topic: Careers in theatre

During the lesson, learners will:

- a) identify and talk about the different careers in theatre
- b) choose what they prefer best in theatrical careers

Skills to be developed

- Identifying
- Discussing
- Choosing

Learning activities

1. Learners describe a theatrical performance that they have watched as a class before.
2. Teacher explains to the learners that people can make successful careers from theatre.
3. Teacher discusses one or two well-known successful theatre artistes with the learners.

4. Learners identify and talk about the different careers in theatre with the teacher. These are shown on a chart put up by the teacher (costume attendant, theatre director, theatrical make-up artist, scenic carpenter, actor, lighting designer and stage manager).
5. Learners choose what they prefer best in theatrical careers.

Day 4

Topic: Dance props and costumes

During the lesson, learners will:

- a) talk about dancers that they know
- b) create dance sequences of their own choices that are related to the selected costumes

Skills to be developed

- Discussing
- Dancing

Learning activities

1. Learners talk about dancers that they know.
2. They describe the dance costumes that the identified dancers use.
3. Learners select dance costumes of their choices and create dance sequences of their own choices that are related to the selected costumes.
4. The class sings and dances to working song.

Assessment

	Yes	No	Sometimes
Is the learner able to sing a song accompanying it with the various musical instrument?			
Is the learner able to paste torn papers onto the drawing?			
Is the learner able to play with the various tools that are used for visual arts in the school and home?			
Is the learner able to identify and talk about the different careers in theatre?			
Is the learner able to choose what he or she prefers best in theatrical careers?			
Is the learner able to create dance sequences of his or her own choice that are related to the selected costumes?			

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- gain confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: various musical instruments

Day 2: chart showing people in careers in the visual arts industry

Day 3: different props and costumes for theatre

Day 4: dance video clip, music player

Day 1

Topic: Musical instruments

Objectives

During the lesson, learners will:

- a) sing the song 'We work together'
- b) identify and name the different musical instruments

Skills to be developed

- Singing
- Identifying
- Naming

Learning activities

1. Learners sing the song, 'We work together' accompanying it with different instruments.

2. Each learner shows the class the musical instrument that they were using and the class identifies and names the instrument.
3. In groups, learners identify and name the various musical instruments in their reader on page 36. Teacher goes around assisting those with challenges in handling the instruments.

Day 2

Topic: Careers in visual arts

Objectives

During the lesson, learners will:

- a) talk about the pictures of careers in visual arts

Skills to be developed

- Discussing

Learning activities

1. Teacher explains to learners what visual arts are.
2. Teacher discusses the chart showing people in careers in the visual arts industry.

3. In groups, learners talk about the pictures of careers in visual arts which are shown on the chart (advertising artist, advertising designer, aerial photographer, graphic designer, mural artist, museum artist, newspaper illustrator, photo journalist, printing designer, silhouette artist, silkscreen artist, stained glass artist).
4. Each learner selects the career that they like best in visual arts and role play it.
2. They describe the theatre costumes used on the puppets.
3. Learners select theatre costumes of their choices and role play various scenarios that are related to the selected costumes.
4. A few learners perform before the class.
5. Learners colour the stripes on the theatre costume given in their workbooks on page 35.

Day 3

Topic: Theatre props and costumes

During the lesson, learners will:

- a) describe the theatre costumes used on the puppets
- b) role play various scenarios that are related to the selected costumes
- c) draw stripes on the theatre costume

Skills to be developed

- Describing
- Role-playing
- Colouring

Learning activities

1. Learners watch a theatrical performance where puppets are dressed in various props and costumes.

Day 4

Topic: Dance instruments and equipment

During the lesson, learners will:

- a) identify and name dance instruments
- b) dance to some music

Skills to be developed

- Identifying
- Naming
- Dancing

Learning activities

1. Learners watch a dance video clip where there is use of instruments and equipment.
2. Learners identify and name the instruments that have been used in the video.
3. Teacher plays some music and learners dance freely to the music.

Assessment

	Yes	No	Sometimes
Is the learner able to identify and name the different musical instruments?			
Is the learner able to talk about the pictures of careers in visual arts?			
Is the learner able to describe the theatre costumes used on the puppets?			
Is the learner able to role play various scenarios that are related to the selected costumes?			
Is the learner able to colour the stripes on the theatre costume?			
Is the learner able to identify and name dance instruments?			

Aims

To help learners:

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

Source of matter

ECD A Visual and Performing Arts
Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 2: individual learners' artworks,
a stage

Day 3: props and costumes

Day 4: chart showing successful
people in dancing careers

Day 1

Topic: Fundraising
performance

Objectives

During the lesson, learners will:

- describe what the learners in the pictures are doing
- appreciate the concept of fundraising

Skills to be developed

- Describing
- Appreciating

Learning activities

1. Teacher discusses with learners a fundraising performance for a special cause.
2. In pairs, learners talk about the pictures of an infant fundraising performance shown in their readers on page 37 (candy store, juice store, fruit store, plant store, nail bar, fishing pond, theatrical stage)
3. As a class, learners describe what the learners in the pictures are doing.
4. Teacher explains that learners will have to carry out a fundraising performance.

Day 2

Topic: Exhibitions

Objectives

During the lesson, learners will:

- put up a stage for showcasing their best art works

- b) take photographs at their arts exhibition stand
3. Each group chooses a story that they like best which they dramatise for fundraising. They use props and costumes where necessary.

Skills to be developed

- Showcasing
- Photographing

Learning activities

1. Teacher explains the concept of exhibitions to learners.
2. As a class, learners assist each other to put up a stage for showcasing their best art works.
3. Learners take turns to take photographs at the arts exhibition stand.

Day 3

Topic: Fundraising theatre performances

During the lesson, learners will:

- a) describe what is happening in the pictures
- b) practice dramatising a story for fundraising

Skills to be developed

- Describing
- Dramatising

Learning activities

1. In their groups, learners revisit the pictures of an infant fundraising performance shown in their readers on page 37.
2. They describe what is happening in the pictures.

4. Learners practice dramatising their story in groups. The teacher goes around assisting those with challenges.

Day 4

Topic: Careers in dance

During the lesson, learners will:

- a) discuss the chart showing successful people in dancing careers
- b) talk about the pictures of careers in dance
- c) colour the drawing

Skills to be developed

- Discussing
- Colouring

Learning activities

1. Teacher explains to learners what visual arts are.
2. Teacher discusses the chart showing successful people in dancing careers.
3. In groups, learners talk about the pictures of careers in dance which are shown on a chart (choreographer, community dance practitioner, costume/set designer, dance performer, dance/arts/culture officer, dance film maker, dance journalist, dance teachers or

- dance photographer).
4. Learners answer the teacher's questions on the different dance careers.
 5. In their workbooks on page 36, learners colour the drawing of a dance performer.
 6. They show each other their work.

Assessment

Name of child	Are learners able to describe what the learners in the pictures are doing?	Are learners able to appreciate the concept of fundraising?	Are learners able to put up a stage for showcasing their best art works?	Are learners able to take photographs at their arts exhibition stand?	Are learners able to talk about the pictures of careers in dance?	Are learners able to colour the drawing?
Sandra						
James						
Tim						

CHAPTER 37 Enterprise skills - Fundraising activities

Aims

To help learners:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- acquire confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 2: fundraising head gear, paints, crayons

Day 1

Topic: Fundraising project

Objectives

During the lesson, learners will:

- a) describe the fundraising project that they wish to carry out
- b) draw a circle around objects that they like best

Skills to be developed

- Describing
- Drawing

Learning activities

1. Teacher explains the concept of raising funds.
2. Learners identify and name the different causes that they wish to fundraise for as a class.

3. Learners talk about the different project ideas shown in their workbooks on page 37.
4. From the pictures on page 37 of their workbooks, each group selects the project that they would like to do for their fundraising exercise.
5. In their workbooks on page 37, learners draw a circle around objects that they like best.

Day 2

Topic: Business ethics - Fundraising artwork

Objectives

During the lesson, learners will:

- a) identify the fundraising headgear that is relevant for their selected project
- b) colour their selected fundraising head gear

Skills to be developed

- Identifying
- Colouring

Learning activities

1. Learners identify the fundraising headgear that is relevant for their selected project as a group, for example, gear with fruits for those doing fruit stands.
2. As individuals, learners colour their selected fundraising headgear according to their selected projects in groups.
3. Learners show each other their headgears as they try them on.

Day 3

Topic: Business ethics - fundraising project

During the lesson, learners will:

- a) act out how they will be manning their fundraising stand/project

Skills to be developed

- Role playing

Learning activities

1. Learners describe their fundraising project activities to each other in groups.
2. Learners are assisted by the teacher to put up a mini stage for their fundraising project.
3. In their groups, learners act out how they will be manning their fundraising stand/project and

what they will be saying to the prospective clients.

4. One of the groups demonstrates their activities to the whole class

Day 4

Topic: Business dance sequences

During the lesson, learners will:

- a) create dance routines that can be related to their selected project
- b) practice some dance sequences

Skills to be developed

- Dancing

Learning activities

1. Learners talk about the picture of a group of children doing some dance routines. The picture is in their readers on page 38.
2. Learners identify the key phrases or words that are related to their fundraising project.
3. Each group is assisted to say their phrases repetitively to establish a rhythm.
3. From this rhythm, learners create dance routines that can be related to their selected project.
4. Learners practice the dance sequences.
5. One of the groups performs before the class.

Assessment

Name of child	Are learners able to describe the fundraising project that they wish to carry out?	Are learners able to draw a circle around objects that they like best?	Are learners able to identify the fundraising headgear that is relevant for their selected project?	Are learners able to colour their selected fundraising head gear?	Are learners able to act out how they will be managing their fundraising stand or project?	Are learners able to create dance sequences that can be related to their selected project?
Victor						
Tavonga						
Praise						

Aims

To help pupils:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- acquire confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 2: large sheets of materials, crayons, paints, brushes, paste, paper

Day 3: video clip showing how wares are displayed

Day 4: crayons

Day 1

**Topic: Business ethics
- *Unhu/Ubuntu/***

Objectives

During the lesson, learners will:

- describe the various ways of showing the values *Unhu/Ubuntu/Vumunhu*
- identify and talk about the different values being demonstrated in the pictures

Skills to be developed

- Describing
- Identifying
- Talking

Learning activities

- Teacher discusses with learners the importance of *Unhu/Ubuntu/*

Vumunhu as the learners interact with their prospective project clients.

- Learners describe the various ways of showing the values of *Unhu/Ubuntu/Vumunhu* like greetings, answering with respect, receiving items like payment with both hands.
- In their groups, learners identify and talk about the different values being demonstrated by the children shown in the pictures in their readers on page 39.
- Learners role play some ways of showing these values.

Day 2

**Topic: Business ethics
- Originality of
designs**

Objectives

During the lesson, learners will:

- create decorative artworks

Skills to be developed

- Creativeness

Learning activities

- Teacher explains to learners that their original creative work is the best.

2. In their groups, learners work on designing their table covers to be used for displaying their project wares.
3. Each learner selects the materials that they want to use for designing.
4. The large material is placed on the floor or table and then each learner (group member) works on one section of the material to create artworks.
5. Groups show each other their finished work.

Day 3

Topic: Practice of *Unhu/Ubuntu/Vumunhu*

During the lesson, learners will:

- a) practice displaying their wares and talking to their prospective customers

Skills to be developed

- Displaying
- Talking

Learning activities

1. Learners watch a video clip where animated characters like Gundi and Mazwi (South African educational cartoon characters) are selling their wares.
2. Teacher emphasises the importance

of the values of *Unhu/Ubuntu/Vumunhu* at all times.

3. Learners practice laying out their wares and talking to their prospective customers.

Day 4

Topic: Values of *Unhu/Ubuntu/Vumunhu* when doing business

During the lesson, learners will:

- a) colour the drawing in their workbook

Skills to be developed

- Colouring

Learning activities

1. Learners dance freely to some music.
2. Teacher discusses with learners on the importance of *Unhu/Ubuntu/Vumunhu*
3. In pairs, learners talk about the values of *Unhu/Ubuntu/Vumunhu* when doing business.
4. Learners colour the drawing of the demonstration of *Unhu/Ubuntu/Vumunhu* when doing business, illustrated in their workbooks on page 38.
5. They show each other their work

Assessment

Name of child	Are learners able to describe the various ways of showing the values of <i>Unhu/Ubuntu/Vumunhu</i> ?	Are learners able to identify and talk about the different values being demonstrated in the pictures?	Are learners able to create decorative artworks?	Are learners able to practice displaying their wares and demonstrate <i>Unhu/Ubuntu/Vumunhu</i> when talking to their prospective customers?	Are learners able to colour the drawing?
Sandra					
James					
Tim					

Aims

To help pupils:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- acquire confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 1: project wares, tables

Day 2: papers, crayons, coins

Day 3: project wares

Day 4: paper coins, paste, photographs

Day 1

Topic: Project displays

Objectives

During the lesson, learners will:

- display their project wares in preparation for the fundraising
- sing the working song

Skills to be developed

- Displaying
- Singing

Learning activities

- Teacher explains to learners that they are supposed to lay out their projects in preparation for the fundraising.

- Learners sing a song of working together as they lay out their project wares in preparation for the fundraising
We work together x 3
We are a family
- Learners go round looking at how others have displayed their work. They all clap hands for themselves.

Day 2

Topic: Costing of project wares

Objectives

During the lesson, learners will:

- discuss the prices of their wares
- conduct the coin rubbing activity to produce paper coins
- paste paper coins onto some of the products

Skills to be developed

- Discussing
- Coin rubbing
- Pasting

Learning activities

- Teacher explains to learners that they have to cost their wares.
- In their groups, learners discuss

- the prices of their wares.
- Learners carry out a coin rubbing exercise to produce paper coins that represent the prices of their wares.
 - The coins are cut and pasted onto some of the products.
 - Learners state the prices of their products.

Day 3

Topic: Fundraising activity

During the lesson, learners will:

- carry out the fundraising activity
- film the activity
- count their money

Skills to be developed

- Fundraising
- Filming
- Counting

Learning activities

N.B Teacher has to make arrangements for extended time for this activity.

The lesson can be combined with any other related one such as a Counting lesson from Mathematics and Science.

- Learners take their places at their project stands to carry out the fundraising activity.

- Invited parents, teachers and a few learners from other grades take part.
- A few learners take turns to film the activity.
- Teacher assists the learners to count their money before it is taken for receipting at the school office.

Day 4

Topic: Business skills experiences

During the lesson, learners will:

- paste paper coins onto their workbooks

Skills to be developed

- Pasting

Learning activities

- Learners share their fundraising experiences as a class. They talk about what they enjoyed and the challenges that they faced.
- In groups, learners talk about the photographs that were taken at the fundraising event.
- In their workbooks on page 39, each learner pastes two paper coins which were produced through coin rubbing.
- Children dance to a congratulatory song played by the teacher.

Assessment

Name of child	Are learners able to display their project wares?	Are learners able to discuss the price of their wares?	Are learners able to conduct the coin rubbing activity to produce paper coins?	Are learners able to paste paper coins onto some of their products?	Are learners able to film the fundraising activity?	Are learners able to count their money?
Praise						
Victor						
Tavonga						

Aims

To help pupils:

- become literate in visual and performing arts
- develop psycho-motor skills through visual and performing arts
- acquire confidence, self-esteem, self-expression and practice skills necessary for creative expression

Source of matter

ECD A Visual and Performing Arts Syllabus pages 4-13, 11-17 and 73-80

Suggested resources

Day 3: beginners' pencils

Day 1

Topic: Dos and Don'ts on copyright issues

Objectives

During the lesson, learners will:

- sing the song on copyright protection
- identify the Dos and Don'ts on copyright issues

Skills to be developed

- Singing
- Identifying

Learning activities

- Teacher discusses issues of copyright protection with regards to recorded art works with the learners.
- Learners sing the song on copyright protection (song was learnt in an earlier lesson).
- Teacher generates a discussion on copyright issues.
- Learners identify the Dos and Don'ts on copyright issues.

Day 2

Topic: Violation of copyright laws

Objectives

During the lesson, learners will:

- talk about the picture demonstrating a violation of copyright laws
- answer the teacher's questions

Skills to be developed

- Talking
- Question answering

Learning activities

- Teacher explains that that the violation of copyright laws does not reflect *Unhu/Ubuntu/Vumunhu*.
- Learners talk about the picture demonstrating violation of copyright laws shown in their readers on page 40.
- Learners answer the teacher's questions.
- Learners sing the song on copyright.

Day 3

Topic: Role-play

During the lesson, learners will:

- role play how violators of copyright laws can be arrested
- match pictures

Skills to be developed

- Role-playing
- Picture matching

Learning activities

1. Learners sing the song on copyright.
2. Learners role play how violators of copyright laws can be arrested.
3. Learners match the pictures in their workbooks on page 40 by drawing a line from left to right.

Skills to be developed

- Dancing

Learning activities

1. Teacher plays a song on copyright protection for the learners.
2. Learners sing and dance to the song.
3. In their groups, learners create their own dance sequences to share the message on copyright issues.

Day 4

Topic: Copyright protection - Dance

During the lesson, learners will:

- a) create their own dance sequences

Assessment

Name of child	Are learners able to sing the song on copyright protection?	Are learners able to identify the Dos and Don'ts on copyright issues?	Are learners able to talk about the picture demonstrating a violation of copyright laws?	Are learners able to role play how violators of copyright laws can be arrested?	Are learners able to match pictures?	Are learners able to create their own dance sequences?
Sandra						
James						
Tim						

ECD A Visual and Performing Arts Teacher's Guide

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

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

