

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Primary Seven Curriculum

Set Two: CAPE 1 – (Music, Dance and Drama)
CAPE 2 – (Physical Education)
CAPE 3 – (Art and Technology)

**Primary Leaving Examination
(PLE)**



National Curriculum Development Centre (NCDC) Uganda 2012

P. O. Box 7002, KYAMBOGO

KAMPALA - UGANDA

URL www.ncdc.go.ug

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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug.



Connie Kateeba

Director, National Curriculum Development Centre

Foreword

The quality of education in a country is a major factor in its socio-economic development. Conscious of this fact, the Government of Uganda embarked on curriculum reviews intended to improve upon the education system at all levels. These reviews are guided by the Government Consultancy Report of 2005 which was done in light of and inspired by the measures Government took earlier on:

- Education Policy Review Commission Report of 1989;
- Government White Paper on the implementation of the Recommendations of the Report of the Education Policy Commission of 1992;
- Bazil Kiwanuka Report of the Curriculum Task Force of 1993; and
- The implementation of UPE Policy to Increase Accessibility without compromising quality, relevance and equity.

The Ministry of Education and Sports through the National curriculum Development Centre (NCDC) has handled the review in three main phases namely:

- P1-P3 Thematic Curriculum rolled out in 2007-2009.
- P4 the Transition Year rolled out in 2010.
- P5-P7, the Upper Primary Curriculum review with P5 rolled out 2010.

The following diagram illustrates how the roadmap was followed.

Class/ Year	2006	2007	2008	2009	2010	2011	2012
P1	Piloting	Rollout					
P2		Piloting	Rollout				
P3			Piloting	Rollout			
P4				Piloting	Rollout		
P5					Rollout		
P6						Rollout	
P7							Rollout and PLE

The arrow shows the path of the first cohort which started the Thematic Curriculum in 2006 that will do PLE on the revised Curriculum in 2012.

At each level of review, there were specific focuses. At P1-P3, the review focused on development of literacy, numeracy, life skills and values through the use of a familiar language and English as one of the learning strands. At P4, the focus was on addressing the transition and consolidating the achievements of thematic. The medium of instruction and learners' responses are expected to be done in English. In Upper Primary (P5-P7), the focus was to consolidate the language development, engage learners in activity-based learning processes that help to develop their thinking skills and prepare them for post primary education. The medium of instruction and learner's responses continue to be in English.

A curriculum of this kind is a guide to our development and is concerned with achievement of education goals through a systematic coverage of content during the teaching/learning process in a given situation. Although at the end of this class learners sit for Primary Leaving Examination (PLE), it should not overshadow proper methods, of the teaching/learning process. The curricula should involve adequate preparation of learners after the primary cycle. This, therefore, makes this curriculum important in our educational system.

For this, I call upon all stakeholders to participate effectively in the implementation of this curriculum and the enhancement of quality education in schools by playing their roles efficiently.



Dr Y. K. Nsubuga

Director Basic and Secondary Education

Introduction to P7 Set Two Curriculum

This Primary Seven Curriculum was developed following the P4 Transition Curriculum as well as P5 and P6 Curricula which are subject-based. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics within and among subjects. The P7 Curriculum is presented in two sets like P5 & P6 Curriculum. Set One comprises English, Primary Integrated Science, Local Language, Mathematics, Social Studies and Religious Education (Christian Religious Education & Islamic Religious Education) while this Set Two comprises Creative Arts and Physical Education (CAPE 1, 2 and 3).

This P7 Set Two Curriculum, like the earlier curriculum, is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper on Education of 1992.

The National Aims of Education

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
2. To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship;
3. To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development;
5. To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
6. To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Aims and Objectives of Primary Education in Uganda

At the primary education level, the national aims of education can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English;
2. To develop and maintain sound mental and physical health;
3. To instill the value of living and working cooperatively with other people and caring for others in the community;
4. To develop cultural, moral and spiritual values of life;
5. To inculcate an understanding of and appreciation for, the protection and utilisation of the natural environment using scientific and technological knowledge;
6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters;
7. To develop the pre-requisite for continuing education and development;
8. To develop adequate practical skills for making a living;
9. To develop appreciation for the dignity of work and for making a living by one's honest effort;
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

Rationale

The P7 Curriculum takes into account the following facts:

- At P1-P3, the emphasis had been development of literacy and numeracy, life skills, values and attitudes which are continued in other classes.
- In P4, the Transition Year, learners were introduced to subject-based learning, using English as the medium of instruction and Local Language as a subject.
- P4 learning consolidated the achievements of P1-P3 learning; guided learners to transit from thematic learning to subjects;

moved from use of familiar language to English as medium of instructions; and moved from using non-textbook to learners textbooks.

- CAPE 3 (Art and Technology) is structured to take care of most of the content and activities which were in the former Integrated Production Skills of P7 Syllabus especially the crafts aspects.
- The re-organisation was necessary to incorporate topics of IPS like Foods and Nutrition into Science; Budget and Profits into Mathematics and Business Language into English
- This class is the last class and is end of a cycle.

The P7 Curriculum is meant to further consolidate the achievements of the earlier classes. It is also the final stage in the primary cycle at the end of which learners are expected to sit for PLE. Each subject has outlined topics to be covered; stated learning outcomes for each topic; provided content and language competences and prepared suggested activities. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P7 to prepare them for:

- Secondary and other post-primary education.
- The world of work.
- Scientific and technical application of knowledge.
- Life skills.

Some of the topics and learning activities are intended to help learners initiate investigations and make adventures at their level. This will enable them to build up their knowledge as they gain skills of learning.

Structure of the Curriculum

The two sets of Primary Seven Curriculum comprise of the following subjects:

1. English
2. Mathematics
3. Social Studies
4. Integrated Science

5. Local Language
6. CAPE 1 – Music, Dance and Drama
CAPE 2 – Physical Education
CAPE 3 – Art and Technology
7. Religious Education: (Christian Religious Education, Islamic Religious Education)

There are seven subjects presented in 10 learning areas. Kiswahili syllabus is under pilot and will be implemented later. Presently the 2 periods intended for Kiswahili have been allocated to Mathematics and English each taking an additional one period. When the Kiswahili Syllabus is finally ready, one period shall be withdrawn from Mathematics and English respectively.

Each subject syllabus is presented to cover; preliminary pages with general information to guide the teacher; topical outline; matrix of main body; and other specific guidance to the teacher on a topic or topical aspect. The details and arrangements of the various aspects contained in the syllabuses may have slight variations but principally they have been provided for in each syllabus. For example, in the matrix of the main body, IRE has suggested instructional strategies in place of suggested activities. CAPE 1 Curriculum is not divided into terms. The basics which the teacher needs to cover the year's content has been provided in one single block.

What the Review Addressed

- a) Keeping it Simple and Light

In 2003, the Ministry of Education commissioned a consultancy team to review the Primary Curriculum. One of the major findings the consultancy team pointed out in its 2004 Report was that; the 2000 and 2001 Primary Curriculum was overcrowded and had content which was complex for primary school learners at the various class levels.

The consultancy report also pointed out the low literacy rates which impacted negatively on the performance of learners and ultimately undermined the interest levels of pupils in participating the learning activities.

This situation caused teachers not to complete the curriculum and also learners could not understand what was being taught.

It resulted into low learning achievement among pupils.

The Ministry of Education and Sports concurred with this report in the 2004 Uganda Primary Curriculum Review Report. The 2005 Mini White Paper on the Uganda Primary Curriculum Review recommended among other things the reduction of curriculum content and unnecessary overlaps within and across subjects; presentation of relevant curriculum content within the level of learners at various classes; and the enhancement of literacy in familiar language and English and numeracy.

The presentation approaches that enhance learning result into manageable content and enhanced learner achievement. This is the rationale behind the philosophy of keeping the content light and simple for both teachers and learners. This is far from making the content easy and dilute.

b) General changes in specific subjects

Basically there has been minimal change of topics in all the subjects of the P7 Curriculum. Therefore, you are encouraged to use the existing textbooks to enable you teach your subject. There are few topics shifted either from one term of P7 to another or from another class to P7 without much change in content apart from making content presentations simpler and lighter for P7 learners. CAPE 1 is mainly consolidation of music, dance and drama activities covered in earlier classes. You are advised to use the basic content to organise the necessary learning activities to cover the year.

Different subjects have shown the adjusted topics and how they were shifted. Such indications show how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed. Language competences have been expressed in each topic of every subject. The competences cover the cognitive abilities of knowledge, comprehension and application. You will be required to pay attention to these and prepare your lessons to address them. Assessment activities too have to follow these mental abilities.

c) Cross-cutting issues

The Upper Primary Curriculum Review also addressed the

following cross-cutting issues which have been integrated in each subject:

Cross-Cutting Issue	Important Concerns for all Learning Activities of the Revised Curriculum
Road Safety	<ul style="list-style-type: none"> • No play activity should be done on the road. • In case the school field is near or across a road, learners should take precaution especially when crossing the road to and from the field. Great care must also be taken when retrieving play equipment that goes to or across the road. • For road races, e.g. cross country, athletes should use the right hand side of the road where they are easily seen by the driver(s). In this case, the athletes should wear a uniform of visible light colour. • All athletes should know where and when to cross the road especially when running through streets or on busy roads. • All school activities must be supervised to ensure learners' safety. • There should be proper collaboration with the police to assist in controlling traffic. Other people, i.e. lollipop people, should be deployed as stewards at different points of the running circuit to signal to traffic to stop or slow down speed. They should also help to direct athletes.
Democracy, Voter Education and Patriotism	<ul style="list-style-type: none"> • Learners should be allowed to participate freely in sports and leadership in other learning activities. They should freely elect their sports leaders such as captains, assistant captains and interest groups. • Learners should also be allowed to volunteer to take on leadership or roles (offering self for service). • The need to be identified with and belong to a group should be catered for. Learners should be grouped and the groups can be given names of great politicians, leaders, role models, statesmen or women, athletes, regions, nations, animals and/or mountains. These keep the group together and make them love their country, continent, great political leaders or the physical features. • Sports is a good breeding ground for interpersonal, interschool, inter-zone, inter-district, national and international relations.

Cross-Cutting Issue	Important Concerns for all Learning Activities of the Revised Curriculum
HIV/AIDS	<ul style="list-style-type: none"> • People with HIV/ AIDS have a right to play. Learners living with HIV/ AIDS should not be discriminated against when it comes to play or Physical Education and other group activities. • Learners, especially adolescents, should be constructively engaged in sports in order not to involve themselves in early sexual practices and other risky behaviours that may expose them to HIV/ AIDS. • Learners should be encouraged to make right choices to avoid risky situations (in and outside school) that could expose them to HIV/ AIDS. Engaging and participating in sports activities is the right choice to keep away from HIV/ AIDS.
Ethics and Integrity	<ul style="list-style-type: none"> • Unethical practices like bribery, cheating, using mercenaries and witchcraft during sports competitions must be discouraged. • Transparency in selection of sports leaders, in administration of sports and finance management should be encouraged. • Good spectatorship and fair officiation should be encouraged. Hooliganism must be strongly discouraged. • Fair play should be strongly encouraged among learners and between schools. • Use of performance-enhancing substances (alcohol, cigarettes, cocaine, and cannabis) should not be allowed.

Cross-Cutting Issue	Important Concerns for all Learning Activities of the Revised Curriculum
Reproductive Health	<ul style="list-style-type: none"> • There is need to recognise and appreciate the growth and developmental changes that occur in boys and girls during puberty. Therefore, teachers should understand the different changes in boys and girls and attend to them as individuals. Help should be sought from senior women teachers or male teachers. • Learners should be given a balanced diet for their proper growth and health. Therefore, learners should not carry out learning activities on empty stomachs. A hungry learner has low attention. School administrators, teachers, and parents should provide proper feeding for their learners. • Sensitise learners on the dangers of having early or pre-marital sex to avoid HIV/AIDS and unwanted pregnancy. This is dangerous for their lives. • Sensitise learners on harmful traditional practices, e.g. female genital mutilations and tattooing. • Games' teachers and administrators should desist from abusing and harassing their learners sexually. • Encourage the development of appropriate life skills, including assertiveness, decision-making, problem-solving and interpersonal relationships through Physical Education, sports, drama, debate and group activities.
Special Needs Education (SNE)	<ul style="list-style-type: none"> • There is need for all teachers to adapt Physical Education and other learning activities to meet the special needs and challenges of individual learners. This means that the teachers need to modify the following: methodology, equipment/facilities, activities, time, assessment modes and content. • The PE teacher should carry out pre-learning activity assessments to identify SNE learners. • The PE teacher should consult and seek appropriate assistance in handling some SNE demands that may be beyond his/her means. He/she should provide remedial teaching for the learners with special learning needs.

Cross-Cutting Issue	Important Concerns for all Learning Activities of the Revised Curriculum
Environment	<ul style="list-style-type: none"> • Provide a safe conducive environment for teaching, learning and training in relation to sports and other activities. • Learners should be involved in keeping the school environment clean. • Learners can collect polythene bags disposed of in the school compound and make balls out of them. • Keep the sporting environment clean and safe by proper disposal of old sports materials and cleaning the playing areas, planting grass in patched areas on the field and trees around the field. This will promote environmental conservation. • Proper disposal and management of waste material before, during and after sports competitions is important. • The cutting of trees for making sports equipment should be done responsibly under the supervision of a teacher. Do not cut the young trees and/or more trees than you require. • Games that can destroy the grass should not be played in one place over and over. They leave patches on the field.
Women & Learners' Rights	<ul style="list-style-type: none"> • All learners have a right to play. Therefore, they should not be denied the opportunity. They use play as a means of expressing themselves, relaxing, learning, and getting rid of anger/stress. They also have a right to choose what to play outside the classroom. • Girls and boys have equal rights to play. There should not be any discrimination when providing opportunities for learners to play. • However, learners have a responsibility to ensure that they play responsibly (right play, at the right time, in the right place with the right people and equipment). • Girls who are in menstruation should not be denied a chance to participate in any physical activity. They should rather be encouraged to use sanitary pads.
Gender	<ul style="list-style-type: none"> • Boys and girls should be provided equal opportunities to play, do other learning activities and take roles. • The teacher should avoid gender bias when it comes to learners' play (e.g. denying girls to play football or boys to play netball).

Cross-Cutting Issue	Important Concerns for all Learning Activities of the Revised Curriculum
Peace Education	<ul style="list-style-type: none"> • PE gives learners an opportunity for cooperation. It is used as a means of teaching peace, unity and reconciliation. Therefore, as a unifying factor, sports should be promoted. It promotes interpersonal, intercultural, and international unity.
Child Labour	<ul style="list-style-type: none"> • Avoid over-loading learners during teaching and training. • Use learning activities as a means of intervention against situations that expose learners to child labour. • Cleaning fields of play should not be used as a punishment. • Any physical activity should not be used as a punishment.

Period Allocation

The following time allocations per week will guide you to know how long (how many periods) to take with the different topics. It will guide your schemes of work on each topic in the various subjects. The suggested number of periods in each subject for the various topics provide you some allowances of periods which will be used for remedial work and addressing any unforeseen situations.

Subject	Periods			
	P4	P5	P6	P7
English	6	6	7	7
Mathematics	6	6	7	7
SST	5	5	5	5
Religious Education	3	3	3	3
Integrated Science	6	6	6	6
Local Language	3	3	2	2
CAPE 1 – Music Dance and Drama	2	2	2	2
CAPE 2 – Physical Education	3	3	3	3
CAPE 3 – Art and Technology	4	4	3	3
Library Reading	2	2	2	2
Totals	40	40	40	40

English and Mathematics have each been allocated one period from Kiswahili which will be implemented later. When the implementation of Kiswahili is ready, the periods lent to Mathematics and English shall be assigned back to Kiswahili. Note that the number of periods suggested at the beginning of each topic allows for some days for you to make the necessary adjustments and cater for school interpretations.

Primary Seven Sample Timetable

Each lesson/period in P7 shall take forty minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills. From this sample timetable, you can design a timetable which suits the learning situations of your class.

Day	8.00-8.30	8.30-9.10	9.10-9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-01.00	01.00-02.10	02.10-02.50	02.50-03.30	03.30-04.30	04.30-05.00
Mon	MORNING ASSEMBLY	MTC	ENG	CAPE 2	BREAK	ENG		LIB	LUNCH BREAK	RE	CAPE 1	GAMES	EVENING ASSEMBLY
Tue		RE	MTC	SST		ENG	CAPE 3			SST	LIB		
Wed		ENG	SCE	CAPE 2		SST	MTC	LL		CAPE 1	ENG		
Thu		MTC	SST	MTC		LL	SCE	RE		SCE			
Fri		SCE		CAPE 2		MTC		SST		ENG	CAPE 3		

CAPE Creative Arts and Physical Education

ENG English

LIB Library

LL Local Language

MTC Maths

RE Religious Education

SCE Integrated Science with Agriculture

SST Social Studies

General Methodology

Learners of P7 are expected to be stable in basic literacy skills both in local languages and English. Their command of the English language vocabulary and fluency should give them the necessary confidence necessary for effective learning in English as the medium of instruction. They are expected to understand and follow instructions in English. This will support them in learning the planned contents and practical skills. It is also going to support the quality of responses they give in complete English sentences. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. You are expected to enhance learning through the most effective learner-centred activities. You will be expected to facilitate learning as the learners do the activity-based learning of contents.

In each subject, language competences are included. However, ensure that you do not turn your lesson into a language lesson. You have been prepared during the teacher's orientation to guide learners through them without running the risk of teaching pure language lessons during any of the subjects except in the language lessons. In case of any doubts, make reference to the Orientation Manual the school got during Teachers' Training.

Encourage your learners to correctly use the new vocabularies and sentence structures arising from the different topics while they do their practical learning activities.

In each subject, the methods you choose should be those which contribute towards learner-centred activities for the achievements of the competences and learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education stated above. At Primary Seven, the methods used should prepare learners for effective participation in doing simple investigations and further study of the topics in the secondary level. Such methods among others include experimentation, discovery, play-by inquiry, project, dramatisation and discussion. Any method you decide to use will require you to give your learner adequate guidance in order to achieve the desired learning outcomes.

Note

There are learners with barriers to learning as a consequence of under-stimulation; socio-emotional problems or abuse; traumatic experience; impairments or other conditions that make it difficult for them to follow the regular curriculum. You are required to identify them and pay attention to their needs. Below are some of the basics one can follow to attend to the needs and abilities of individual learners mentioned above.

- Make your communication very clear when teaching. Learners are different, some learn better by seeing, others by hearing or doing. A good teacher should be a good communicator who always uses various channels or ways to communicate and repeat essential contents by using different learning activities in the classroom and elsewhere. There are many ways of communication, for example:-
 - use of gestures – pointing and miming actions.
 - eye contact – to indicate who you want to communicate with or draw people’s attention to objects.
 - pictures and symbols.
 - sign languages – such as those used by the deaf people.
 - singing, acting, dancing and touching.
- Develop opportunities of peer tutoring (more able learners can assist the less able in class-work).
- Devise learning games that can involve groups of learners to work together.
- Devise ways on how children with special needs can join in games and sports such as giving a blind learner a sighted peer in running competitions.
- Promote the talents of all children by encouraging their participation in school activities such as singing, dancing and drama.
- Seek help from colleagues or other professionals.
- Make appropriate plans for the child to suit level of their ability (simplify the activities).
- Use relevant and appropriate teaching/learning materials.
- Reward any little achievement made by the learner as reinforcement.

Assessment Guidelines

In principle, continuous assessment is recommended in each subject. There shall be pen and paper examinations in five subjects (English, Integrated Science, Mathematics, Social Studies and Religious Education) which form four papers as before. All the continuous assessment is what you have been doing without probably taking records. For example, you may have noted a learner with a specific challenge. You followed up the learner during the lessons to ensure that the learner overcomes the challenge. When the learner overcame the challenge you recorded that and indicated the learners' achievement in that particular challenge. Continuous assessment is not new, you have been doing it. All that is now required of you is to manage it well and use its results as necessary. Furthermore, guidance on assessment has been prepared for your use. It is found in the Implementation Guidelines. During practical lessons, each stage of the practical should be assessed till the final product.

The assessment shall be based on activities given to learners on the summarised competences suggested in each subject and the daily learning activities you give learners. Ensure that your assessment activities cover the three main levels of ability: knowledge, comprehension and application. You are expected to manage the records of learners' results on the activities they do as learning progresses.

Like in the earlier classes, detailed guidelines have been provided in each subject to help you carry out, manage, keep records and utilise assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. You are encouraged to record innovative products of learners that may not have been planned but are indicators of positive progress of a learner. You are reminded that learners of P7 are already anxious about PLE and therefore need to be prepared for it. For that matter, there should be regular pen and paper assessments reflecting what is similar to the PLE situation. It is important to keep all records and give constant feedback to learners on their achievement.



CAPE 1

(Music, Dance and Drama)

Background

Introduction

The government of Uganda through the Ministry of Education and Sports is making efforts to transform the education system that emphasises competence-based learning. Competences pay more attention to what a learner can do than what he/she can remember. This is reflected in one of the broad aims of education endorsed by the Government White Paper of 1992, which is to eradicate illiteracy and to equip the individual with basic skills and knowledge to make use of the environment for self as well as national development. This is aimed at improving health, nutrition and family life. Another broad aim of education is “to develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner” as emphasised in the aims and objectives of primary education. Most of the guidelines for the teacher and the learner in this syllabus are in built in all the topics. You are advised to read and keep referring to these preliminary pages to guide you before, during and after each lesson.

Importance of Music, Dance and Drama

Music, dance and drama provide opportunities for the learner to:

- perform to different audiences.
- share ideas with others.
- provide information that is relevant.
- speak clearly and respond appropriately.
- identify key points in written materials and discussions.
- use materials to suit their intended purpose.
- explore and develop materials for different purposes.
- find and select relevant information.
- use formats to aid development of ideas.
- enter/put in information to meet a purpose.
- take different roles and recognise and support the different contributions of others.
- work with others to plan to achieve common objectives.

- recognise the need for perseverance.
- develop the ability to use time effectively.
- increase his/her independence and ownership of his/her work.
- set their own targets and work towards achieving given objectives.
- review his/her work and suggest improvements.

Time Allocation

The time allocated for Creative Arts CAPE 1 (MDD) is 2 periods of 40 minutes each per week. During that time, the teacher is expected to handle Aural, Theory and Practical – African and Western, using the eclectic approach. However in the case of learners with special education needs, there may be adjustments depending on the type and level of the need. Detailed explanation can be found in the supplementary guide on Special Needs Education (SNE).

Rationale

The introduction of CAPE 1 into the Primary School Curriculum is one of the strategies to equip learners with artistic skills at an early age. CAPE 1 is a practical as well as an aesthetic subject comprising of the following aspects:

- Singing/signing
- Dance
- Reading and writing/brailing
- Instrumental work
- Listening
- Drama

The CAPE 1 Curriculum will enable learners to perform music, dance and drama as a means of gainful employment and physical fitness and good health. Using the knowledge and skills acquired, the learners will be able to impact the community in which they live and also to improve on their social and emotional nourishment (for the case of learners with special educational needs).

Music, dance and drama are necessary for aesthetic (beauty), sensitivity, encouraging teamwork among learners, developing character, emotions release, social and group adjustments etc. CAPE 1 is also important in helping the learner reach his/her full prominence

Learning Outcomes

A learning outcome defines the overall direction of the teaching and learning process. It is the expected end result of the teaching/learning process. It is achieved through genuine abilities of an individual as he/she demonstrates understanding of concepts and measurable skills (competences.)

General Learning Outcomes of Music, Dance and Drama

The learner:

- demonstrates skills of identifying and promoting economic activities in the society.
- develops interrelated skills of performing, composing and analysing in all activities.
- takes nutritional care of oneself and other people.
- identifies and plans ways of earning and using money earned.
- shares with and takes care of other people’s feelings, interests, abilities and contributions in group activities.
- demonstrates a sense of leadership and teamwork in a variety of situations.
 - identifies dangers in the environment and takes appropriate precautions.
 - exhibits executive skills.
 - develops understanding and appreciation, extends his/her own positive interests and increased ability to make correct judgments.
 - acquires knowledge and skills needed to follow a music-related career.
 - makes links from music experiences to other areas of learning.
 - applies knowledge and skills of ICT in music development, production and storage.

Primary Seven Learning Outcomes for Music, Dance and Drama

The learner:

- appreciates and interprets rhythm in music.
- appreciates and interprets pitch in music.
- appreciates and demonstrates listening and literacy skills in art music.
- appreciates, creates and demonstrates a sense of beauty of African cultural heritage through folk songs.
- identifies, appreciates and communicates through music dance and drama.
- identifies and demonstrates knowledge and skills of interpreting music.
- appreciates and demonstrates skills and techniques of performing African folk dances.
- appreciates international dances both standard and those selected from particular regions.
- identifies and appreciates African traditional music instruments.
- demonstrates knowledge and skills of melody writing.
- demonstrates a sense of time management.
- identifies and demonstrates knowledge and skills of performing music, dance and drama.
- displays self-discipline, tolerance and ethical values.
- demonstrates skills and techniques of composing music.
- demonstrates leadership skills.

Methodology (Approaches, Methods and Techniques)

This syllabus suggests a range of methods, approaches and techniques of teaching and learning of CAPE1, which will ensure effective teaching and learning of the subject.

Eclectic approach: This will involve the use of a song item to teach and learn many aspects and elements of music in a lesson. For example, you may use a song to teach rhythm, pitch, listening, reading and writing.

The lesson songs learnt in Primary Four, Five and Six may still be used. However, more graded lesson songs have been included in the appendix for you to enrich your lessons.

- **Rote:** Teaching and learning a song through imitation and repetition by the whole class, small groups and individuals.
- **Discovery:** Give learners the opportunity to observe, think, analyze and come up with their own findings. For example, listening to a section of a song and expressing its rhythms to French names.
- **Discussion:** This method allows both the learner and the teacher to interact and express their views and feelings. For example, “Why are traditional folk songs performed on various occasions?”
- **Role-play/drama:** Learners act different situations, express their feelings through actions, speech, observations and drawing conclusions.
- **Problem-solving:** Finding appropriate solutions to challenging situations, listening to played melodies and notating them.
- **Project work:** This is a process involving several activities towards accomplishment of specific tasks. For instance, making costumes, props and music instruments.
- **Field visits:** These may include visiting cultural sites, theatres, and resource persons. Here there is need for the teacher to plan in advance especially preparing observation guidelines for the learners.
- **Exhibition:** This may involves the display of instruments, costumes, props and performance of all music items learnt in a given period.
- **Tactile:** -- The sense of touch.
- **Signing:** -- Especially for learners with hearing impairment.
- **Use of resource persons:** This requires inviting a skilled person to give technical support in a given area.

Note

- There is need to provide small short steps, guided and more focused tasks to learners with Special Educational Needs. The type of support provided for learners with difficulties in communication, language and literacy may include:
 - Using alternative and augmentative communication.
 - Reducing the amount of written work and reading.
 - Giving learners the opportunity to clarify their ideas through discussion, modelling, role-play and the use of tape recorders, video and photographs, rather than relying on written materials.
 - In addition, it may be necessary to use specialist equipment to give motivating and relevant experiences to learners with sensory and physical disabilities.
- For learners with emotional and behavioural difficulties, there may be need to emphasise short-term goals and provide highly specific outcomes.

Life Skills and Values

Life skills are personal and social abilities that enable a person to function appropriately and competently with him/her self and the wider community. Below are some of the life skills and values that a learner is expected to acquire from the teaching and learning of music, dance and drama. For further reference, you may consult the National Primary Curriculum for Uganda, Teachers' Guide for Primary Two page 13-15.

Music, Dance and Drama help a learner to:

- develop confidence and responsibility and make best of his/her abilities.
- share opinions and explore emotions.
- take a lead in performing and composing activities.
- recognise and extend his/her skills through taking advantage of opportunities to learn and play a musical instrument.
- develop good relationships and respect the differences between people.
- work with others in groups.
- recognise the contribution of others.

- analyse, evaluate and appreciate music from different times and cultures.
- develop acceptable morals by participating in various activities and situations of his/her own choice as part of the creative process.
- show respect for his/her own and others' works.
- appreciate the effect of music, e.g. its use in advertising, sound pollution and social development.
- recognise the value of different contributions and their own responsibility to support and enrich the work of others.
- recognise the need for different roles in group performance.
- recognise how he/she can influence and appreciate the way people think and feel.
- appreciate why and how some elements of music, dance and drama change or stay the same.
- identify how his/her own contribution can change the culture within which they work.
- develop emotional control.

Below is a list of some of the life skills and values a learner will develop through Music, Dance and Drama.

- Critical thinking
- Decision-making
- Effective communication
- Coping with stress
- Empathy
- Appreciation
- Assertiveness
- Respect
- Self-reliance
- Togetherness
- Problem-solving
- Patience

- Leadership
- Endurance
- Responsibility
- Cooperation
- Friendship formation

Instructional Materials

Learning is best achieved by doing. To achieve this, appropriate instructional materials should be available. You should be able to locate and collect instructional materials from the environment. The learner should be involved in the making of some of these learning materials. Suitable storage space should be provided for the materials. Alternative instructional materials should be prepared for learners with special needs who may not benefit from the commonly used ones. For instance, a learner with hearing impairment (moderate and severe) may not benefit from the radio but percussion instruments can work better for him/her.

Instructional materials can be classified in various categories:

- Reference books: These may include the syllabi, teachers guide, pupils' text, and various text books of the subject components.
- Scholastic materials: Music manuscript papers, charts, pencils, markers, pins, tapes/CDs, radios, computers, brail materials, etc.
- Local materials: These can be collected locally from the environment.
- Artificial materials: These can be purchased from shops or collected from the environment.
- Equipment and tools: These may be made locally or purchased from shops, e.g. radios, computers and audio visual devices.

Assessing Progress

Opportunities for assessing a learner's progress are built into each topic. The learning competences are graded at an appropriate level. The competences are used to review progress and check whether the learner is ready to move on to the next activity or need more support or challenge. They also provide a framework for giving feedback to learners.

Feedback to the learner, which can range from providing informal oral comments to a whole class to marked individual work, should relate to the competences set. The works the learner do will provide evidence of what he/she learnt and his/her progress. It is necessary to make detailed records for each learner or activity and keep detailed portfolios of a learner's work. A grade, comment or mark can be used to indicate achievement. A judgment based on these and in some circumstances on a summative piece of work or test, can be used when considering how an individual learner is achieving in relation to the topic and its learning outcome.

Some learners may need more help or extension activities. A learner's responses to given tasks will provide a basis for you to make records of his/her progress.

Assessment will be in Aural, Practical and Theory. It will be based on continuous assessment in practical skills (African and Western), and written tests and exercises for the theory part.

Assessing a Learner with Special Needs

- A learner previously identified to be having special needs of any kind, should be re-assessed to determine his/her functional abilities (how much does he/she hear, do, see and or understand) then the academic assessment can follow in accordance to their optimum ability by:
 - using alternative and definite communication.
 - reducing the amount of written work and reading.
 - giving a learner the opportunity to clarify his/her ideas through discussion, modelling, role play and the use of tape recorders, video and photographs, rather than relying on written materials.
 - using specialist equipment to give motivating and relevant experiences to the learner with sensory and physical disabilities.
- For learners with emotional and behavioural difficulties, there may be need to emphasise short-term goals and providing highly specific outcomes.

Continuous Assessment

Continuous assessment is conducted naturally as part of the teaching and learning process. The assessment should be based on competences, life skills and values as suggested in this syllabus.

Procedure

Assessment begins immediately you meet the learner. You will need to make the following observations to understand your learner better.

- Personal appearance
- Ability to express oneself/communicate
- Health situation/hygiene
- Age
- Size
- Interactions, friendships
- Difficulties or special conditions of the learner
- Participation in class activities (interpersonal relationships)
- Quality and quantity of voice

Aural Tests

This addresses mainly the aspect of listening. The competences to be assessed rotate around two basic elements of music. These are: rhythm and pitch. They may be answered orally, practically or by pen and paper.

Written Tests and Exercises

These will be done in the course of the teaching process. For children with special needs, especially those who cannot read and/or write, they can be assessed orally.

Project Work

Engagement in projects, out of class exercise (some of the work requires the learners to continue during free time, e.g. making percussion instruments, designing costumes for folk songs, dance and drama, drawing and painting music instruments, among others).

Final Grade

A cumulative assessment of progress is necessary for a realistic evaluation of the learner's ability. This will help you to obtain the final mark at the end of the term. The checklist below will assist you assess the learner.

Checklist for Individual Continuous Assessment for CAPE 1

Aspect	Competence	Marks	Out of	Remarks
	The learner:			
Singing	– sings in tune.		3	
	– pronounces words correctly.		3	
	– keeps the pace steadily.		3	
	– sings with accompaniment.		3	
	– sings in harmony with others		3	
	– joins sections of the song appropriately.		3	
	– sings with appropriate expressions.		3	
	– sings with appropriate tone.		3	
	– sings with correct pitch.		3	
Listening	– sings back a played song in the correct key.		3	
	– says played rhythms to French names.		3	
	– plays back played rhythms.		3	
	– sings played melodies to sol-fa notes.		3	
	– plays rhythms for others.		3	
	– recognises instruments by their sounds.		3	
	– recognises dances by their rhythms.		3	

Aspect	Competence	Marks	Out of	Remarks
Reading and Writing	– reads music in sol-fa notation.		3	
	– reads music in staff notation.		3	
	– writes played rhythms to French names.		3	
	– writes played rhythms to staff notes.		3	
	– writes played melodies in sol-fa notation.		3	
	– writes played melodies in staff notation.		3	
Instrumental	– identifies African instruments of different types		3	
	– describes materials for making instruments.		3	
	– differentiates instruments by their sound.		3	
	– draws African music instruments.		3	
	– plays simple tunes on instruments.		3	
	– makes simple instruments by oneself.		3	
	– takes good care of music instruments.		3	
	– makes simple repairs on music instruments		3	
	– names instruments in local language and English.		3	
	– plays simple variations on music instruments.		3	
	– identifies and names western instruments.		3	

Aspect	Competence	Marks	Out of	Remarks
Drama	- acts freely/ with confidence and fluency		3	
	- talks audibly.		3	
	- pronounces / articulates words well.		3	
	- remembers most of the words/lines.		3	
	- uses appropriate and interesting actions.		3	
	- makes correct movements on stage.		3	
	- dresses in costumes correctly.		3	
	- uses the stage appropriately.		3	
	- coordinates with other actors.		3	
	- takes good care of props and costumes.		3	
	- asks and answers questions about plays.		3	
	Dance	- dances with appropriate footwork.		3
- dances in suitable design formations.			3	
- sings the accompanying songs.			3	
- maintains the pace of the dance.			3	
- demonstrates dance levels.			3	
- demonstrates dance techniques.			3	
- uses costumes correctly.			3	
- uses the stage appropriately.			3	
- takes good care of props and costumes.			3	
- asks and answers questions about dances.			3	
Total Mark				

This checklist is an example but can be enriched with the competences that you focus on at a particular time. The total mark is then converted into percentage which should be used at the end of term report as a continuous assessment score. This checklist should be administered at least twice a term that is; mid-term and end of term.

Links with other Areas of the Curriculum

One of the aims of Music, Dance and Drama in the national curriculum is to develop the skills, values, attitudes and attributes that can support learning in other subjects. These are needed for employment and life. The use of music, dance and drama enriches learning in other subjects and consolidates musical skills, knowledge and understanding.

Music, Dance and Drama enriches the understanding of time, place and culture; providing a window into other societies through exploring the words used in songs for instance worship songs, home entertainment, and work. These are important elements in subjects like Social Studies, Religious Education, English, Art and Design.

Link with Language

In Music, Dance and Drama, a learner can develop language skills by:

- singing songs with attention to meaning, diction and awareness of phrase.
- using the voice creatively and descriptively in composing and performing.
- discussing musical features and describing sounds and how they are used in his/her own and others' music.
- negotiating with others in groups or class music-making activities.
- making comparisons.
- collecting information from reference books, CD-ROMs, e-mail and the internet.
- asking questions to clarify tasks, discover others' views and increase his/her understanding.

- responding to questions that require:
 - analysis and factual recall, e.g. What did you do? What sounds were used?
 - reasoning, e.g. Why did you do that?
 - evaluation, e.g. what went well? What could have been better? What effect does it create?
 - creativity, e.g. How will you make it better? Could that be done in a different way? What else have you done that might help you decide what to do next?

Note

Encourage the learner to respond through demonstration. For example, by asking him/her to show how something could be improved rather than just to talk about it.

The learner should be taught to express him/herself correctly and appropriately and to read accurately and with understanding the language competence strands.

- In writing, the learner should be taught to use correct spelling and punctuation and follow grammatical rules. He/she should also be taught to organise his/her writing in a logical and correct word order.
- In speaking, the learner should be taught to use language precisely and logically.
- The learner should be taught to listen, respond to others, and build on his/her ideas and views constructively.
- In reading, the learner should be assisted to develop techniques to help him/her read with understanding and be able to comprehend.

Note

- Enhancing learners' language skills enhances their subject learning.
- Using subject-specific vocabulary and patterns of language contributes to developing a learner's language skills.
- All teaching contributes to the learner's development of language through speaking, listening, reading and writing.

Information, Communication, Technology (ICT)

The use of ICT is an increasingly significant part of music education, both as a new form of musical communication and as a means of reproducing and distributing music. You may use this opportunity to encourage the learner to use technological developments to create, record, transform and store music. Opportunities to use the Internet may also be exploited. You need to check the content of websites used by your learner to make sure it is appropriate.

Scope and Sequence

The same topics in this P7 curriculum will be taught for all the three terms. This is because Music, Dance and Drama in this syllabus deals more with concepts than facts. The given activities are meant to develop these concepts progressively across the three terms without fragmenting them. The teacher is required to allocate activities to the number of periods shown and reserve the remaining workload to the proceeding terms. Emphasis should be given to consolidating the earlier learnt concepts in P4, 5 and 6 for proper completion of the Primary School cycle. The topics are given below.

Topic	Number of Periods
• Singing and Rhythm	2
• Singing and Pitch	2
• Traditional Folk Singing	2
• Drama	2
• Song Study (Sheet Music)	2
• Dance	2
• African Traditional Music Instruments	3
• Singing and Composing	3
• Singing and Accents	2
• Performing the Arts	2
Total	22

Topic 1: Singing and Rhythm **2 Periods**

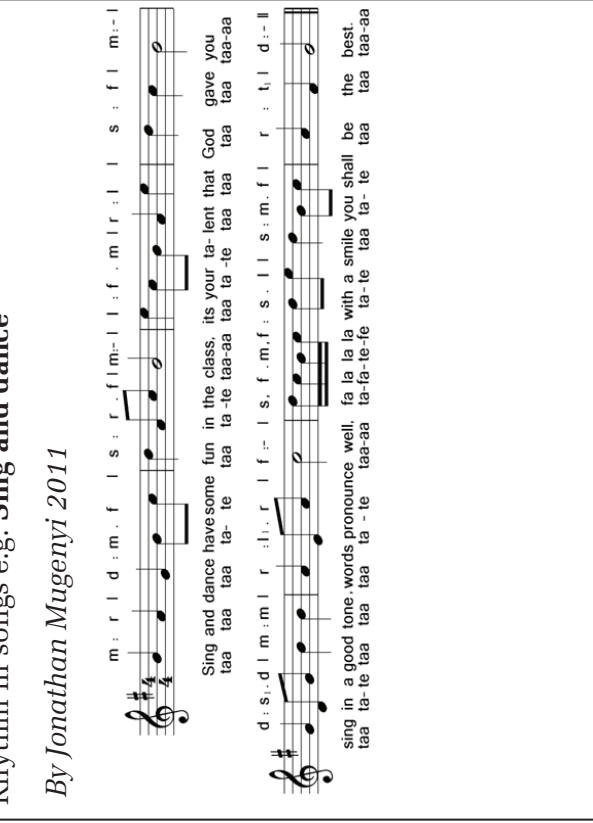
This topic gives more ground to learners to practice and develop their musical skills in rhythm. It focuses on the development of the singing voice and other musical skills like listening and aural memory. The learner will practice reading, writing, and listening to rhythm deriving from a set song either **Sing or dance** or any other choice you may find fitting. This set song is in the quadruple time (four crotchet beats in a bar) and combines all the learnt rhythms in the lower classes. The learner needs to be given more opportunity to practice listening to and writing music with all the learnt rhythm.

Learning Outcome

The learner appreciates and interprets rhythm in music.

Life Skills and Values

- Appreciation
- Assertiveness
- Creative thinking
- Problem-solving
- Self-esteem
- Critical analysis

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> recites the poem of the set song Sing and dance. sings the song to words. sings the song "to syllables like "ta", "pa", "la". sings the French rhythm names of the song. moves according to the rhythm of the song. matches the staff rhythm symbols to the French names 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> talent good tone diction pronounce 	<p>Rhythm in songs e.g. Sing and dance <i>By Jonathan Mugenyi 2011</i></p> 	<ul style="list-style-type: none"> Reciting the poem (<i>of the song</i>) while keeping the rhythm Writing the rhythm to French names Writing staff rhythms Writing the words of the song Listening and interpreting dictated rhythms

Resources: Drums, beaters, voice, charts, word cards, sentence cards, resource persons

Topic 2: Singing and Pitch

2 Periods

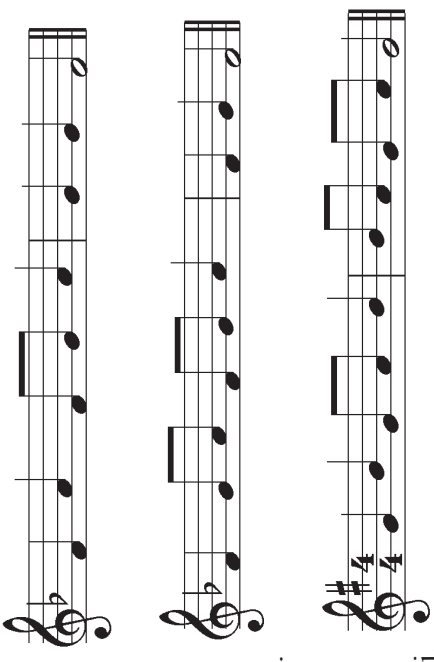
This topic further enriches the learner's aural skills in regard to pitch. The range has now been expanded to one and a half octaves thus; $s_1 \mathbf{1}_1 \mathbf{t}_1 \mathbf{d} \mathbf{r} \mathbf{m}$ $\mathbf{f} \mathbf{s} \mathbf{1} \mathbf{t} \mathbf{d}^1$. The keys are limited to C, G and F major. The learner will have the opportunity to do more aural and sight singing exercises.

Learning Outcome

The learner appreciates and demonstrates listening and literacy skills in art music.

Life Skills and Values

- Confidence
- Love
- Literacy
- Logical reasoning

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> sings the sol-fa ladder. sings the song Sing and dance to words. sings the song Sing and dance to sol-fa. sight sings in staff notation 8 beat melodies based on s₁ l₁ t₁ d r m f s l t d¹ with leaps limited to a 3rd. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> sight singing g clef key signature notation 	<ul style="list-style-type: none"> The set song The sol-fa ladder Eight beat melodies on the G stave. e.g.  <p>i.</p> <p>ii.</p> <p>iii.</p>	<ul style="list-style-type: none"> Singing the sol-fa ladder Singing the sol-fa of the song Singing the words of the song Sing and dance Sight singing melodies Composing 8 beat melodies

Resources: Charts, voice, piano, radio, tapes, resource persons

Guidance to the Teacher

- Guide the learner to:
 - Sing the set song to words and then sol-fa.
 - Sing up and down the sol-fa ladder.

- Listen attentively to hummed or played melodies and:
 - sing them to sol-fa.
 - write them on the G stave in key G, C or F major.
 - sight read the written melodies.

You may compose more exercises as you may deem fit.

- Display a chart with similar exercises for the learner to read: (sing on sight)
 - with the whole class.
 - in small groups.
 - individually.

Topic 3: Traditional Folk Singing 2 Periods

This topic introduces the learner to another category of African traditional folk songs - the initiation songs. These may include functions like circumcision, child naming, twin ceremonies and others depending on the ethnic background. In this topic, the learner will collect, sing, write and discuss the importance of initiation songs. This will enable the learner to appreciate and explore more about initiation in our African culture. This topic also consolidates the earlier knowledge of African folk songs acquired by the learner from P4 to P6. It aims at further development of the learner's knowledge of a variety of African folk songs.

Learning Outcome

The learner appreciates, creates and demonstrates a sense of beauty in our African cultural heritage through folk songs

Life Skills and Values

- Creative thinking
- Empathy
- Sympathy
- Care
- Love
- Responsibility
- Cultural patriotism
- Effective communication

Subject Competences	Language competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies initiation ceremonies in Uganda. • identifies characteristics of the chosen initiation songs. • sings any African initiation song. • identifies the tribe of origin of the initiation song. • identifies costumes and props of the song. • sings with appropriate African vocal characteristics. • communicates with appropriate mood, tempo and volume of the songs. • discusses the importance of initiation songs. • analyses African folk songs. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> • initiation • costume • soloist • style • volume • mood • tempo • African vocal styles 	<ul style="list-style-type: none"> • A collection of initiation songs • Characteristics of initiation songs • Tribe of origin of chosen songs • Costumes and props of these songs • Vocal characteristics of the songs • Styles, expressions and tempo • Importance of initiation songs • A collection of African folk songs • Characteristics African folk songs 	<ul style="list-style-type: none"> • Listing the initiation songs • Brainstorming the characteristics of initiation songs • Singing African initiation songs • Listing the costumes and props of initiation songs • Singing initiation songs with appropriate African vocal style • Brainstorming the characteristics of African traditional folk songs • Performing African folk songs • Listing the costumes and props of various folk songs • Listening to and analysing African folk songs • Studying African folk songs using the provided guidelines

Resources: Audio and video tapes/CDs, costumes, props, voice, charts, word cards

Guidance to the Teacher

- Help the learner to:
 - identify the known initiation ceremonies in society.
 - identify the songs that accompany the initiation ceremonies.
 - identify the instrumental accompaniment of the songs.
 - identify the costumes and props used in performing the given initiation song.
 - sing the given initiation song.
 - play the instruments that accompany the given initiation song.
 - perform the movements of the given initiation songs.
- Help the learner to:
 - listen to (an) African traditional folk initiation song (s).
 - analyse the song (s) following the guidelines in the table below.

Title	Language	Accompaniment	Costume	Occasion	Form	Speed	Volume	Mood
e.g. Bahoire	Runyoro / Rutooro	Drums, clapping maracas, shakers	Ekikooyi, essuuka, backcloth	Twin initiation	Solo and chorus	Moderate	Loud	Joyful
Businde buubi	Lumasaaba	Akadodi	Head gear, raffia skirts	Circumcision of boys	Solo and chorus	Moderate	Loud	Cheerful

- Let the learner:

- listen to (an) African traditional folk song(s) from any other category.
- analyse the song(s) following the parameters in the table below.
- perform (an) African folk song(s).

Title e.g.	Language	Accompaniment	Costume	Occasion	Form	Speed	Volume	Mood
Omuhiigo	Rutooro	Drum, clapping	Raffia skirts and skins	Hunting	Solo and chorus	Moderate	Soft	Exited
Ingeringeri	Ng'karamajong	Clapping	Skins	Children dance song	Solo and chorus	Fast	Loud	Playful

Topic 4: Drama

2 Periods

In this topic, the learner will go over the plays learnt from Primary Four up to Primary Six. He/she needs to consolidate the already learnt elements and dramatic techniques such as stress, volume, tone, pace, flashback, etc. This topic also introduces learners to authorship of original drama using a variety of themes. It is important to select themes that are closer to the pertinent issues about the P7 class. They may be health oriented, social behaviour, adolescence, academic achievement and many others as you may deem fit. Appreciate the learner's creative efforts and guide them to polish up their ideas into scripts.

Learning Outcome

The learner identifies, appreciates and communicates through drama.

Life Skills and Values

- Confidence
- Love for learning
- Literacy
- Logical reasoning

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • listens to stories of the set plays. • pitches own stories. • identifies the key characters. • identifies the elements of drama. • describes the stage. • casts the play. • makes costumes and props. • organises the stage. • acts and directs plays. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> – stress – volume – tone – pace – gestures – expression – techniques – flash back – freeze – chorus epic – monologue – asides – cast – dialogue – conflict – road scene 	<ul style="list-style-type: none"> • The elements of drama: <ul style="list-style-type: none"> – stress – volume – tone – pace – gestures – expression • Dramatic techniques: <ul style="list-style-type: none"> – flashback – freeze – chorus epic – monologue – asides • Original drama scripts 	<ul style="list-style-type: none"> • Listening to the stories of the set plays • Describing characters • Naming the key characters • Identifying elements of drama • Improvising costumes and props • Naming the key characters • Describing and organising the stage • Acting numerous drama pieces • Writing an original drama script

Resources: Charts, books, voice, costume, props, stage, actors/ actresses

Guidance to the Teacher

Guide the learner to:

- tell the story of the play basing on the themes provided.
- construct a conflict in their original plays.
- identify actors/actresses for the different parts.
- choose a character whose part he/she will act.
- describe the costumes and props for the drama.
- rehearse the lines of the chosen character.

- practice stress, pace, volume and tone as indicated in the stage directions of the play.
- organise the stage.
- put on the costumes.
- take positions on stage.
- comment on the performance using guidelines below:
 - What do you learn from the play?
 - Which part of the play would you improve?
 - Who remembered most of the words?
 - Who used interesting actions?
 - Who acted the story very well?
 - Who acted more freely?
 - Whose part did you enjoy most? Etc.

Topic 5: Song Study (Sheet Music) 2 Periods

In this topic, you will continue to guide the learner to study written songs. You will help him/her to explore more about written songs with regard to length, rhythm, pitch, bar lines, dynamics and other components of art music. This theory is a very important component of music education and a basis for professional music performance. A number of exercises are given from which you will chose and use the same format to compose more pieces according to the ability of the learner.

Learning Outcome

The learner identifies, interpretes and demonstrates knowledge and skills of interpreting music.

Life Skills and Values

- Critical analysis
- Self-reliance
- Cooperation
- Effective communication

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • sings the sol-fa ladder • recites the poem of the song Sing and dance • sings the song Sing and dance • sings Sing and dance to sol-fa notes • moves according to the rhythm of Sing and dance • sings the rhythm of the song Sing and dance to French names • studies the song Sing and dance and answers questions about it. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> • rhythm • recite • sol-fa ladder • French names • form • half tone • tone • system 	<ul style="list-style-type: none"> • The sol-fa ladder • The song Sing and dance • The time signature of the song • The key signature of the song • The bars in the song • The French rhythm names of the song • The solfa notes of the song 	<ul style="list-style-type: none"> • Singing the sol-fa ladder • Reciting the poem of the song • Singing the song • Singing rhythm to French names • Studying the song and answering questions • Writing the answers

Resources: Charts, radio, tape, cards, piano, voice, resource persons

Guidance to the Teacher

- Let the learner:
 - sing the song **Sing and dance** to words and then sol-fa.
 - sing the song to French rhythm names while clapping the rhythm appropriately.
 - copy the song displayed on the chart.
 - read and write the words in the language competence strand.
- Display the chart of the song **Sing and dance** for the learner to study and answer questions like the ones below:
 - a) What shows that this song is in the key of C, F or G?
 - b) On which sol-fa note does the 4th bar start?
 - c) Which two systems have the same rhythms?
 - d) How many bars are there in each system?
 - e) Write the French rhythm names of the 1st system.
 - f) Write the sol-fa of the 2nd system..
- You may set other questions or use the P4 CAPE I Teacher's Guide and pick questions relevant to the song **Sing and dance**.

Topic 6: Dance

2 Periods

This topic is intended to develop the learner's practical skills and general knowledge in dance. Select one major dance form e.g. Tap, Jazz, African, Spanish, ballet, contemporary, ballroom, Latin-American, folk and other recognised dance styles or forms. Have the learner perform the chosen dance and then analyse a variety of other dances under the following; title, dance form, accompaniment, origin and occasion when the dance is performed and costumes.

Learning Outcome

The learner appreciates and demonstrates knowledge, skills and techniques of dance.

Life Skills and Values

- Appreciation
- Curiosity
- Love for aesthetics
- Confidence
- Self-reliance
- Career building

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies various dance forms. • experiments on style and form on the dance. • identifies the performance manners of the dance. • performs any one chosen dance. • analyses various dances according to given guidelines. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> – levels – costume – style – instruments – makeup – linear – circular – mass 	<ul style="list-style-type: none"> • A variety of dance forms and their origin like: <ul style="list-style-type: none"> – African dances – international dances • Functions of the dance • Costume and props • Accompanying instruments • Accompanying songs • Performance of one of the dances. 	<ul style="list-style-type: none"> • Listing the various dance forms • Choosing a favourite dance out of the list • Identifying functions of these dances • Identifying the performance manners of the chosen dance • Naming costumes and props of a chosen dance • Brainstorming accompanying instruments and songs of the chosen dance • Analysing dances using the given guidelines

Resources: Makeup, stage, dancers, costumes, props, radio cassette, CD player, resource persons

Guidance to the Teacher

- Let the learner:
 - experiment with style and form with regard to concepts such as unity, contrast, transition, sequence or pattern.
 - show phrases/ motifs; contrasts; use of space; and variations in tempo and timing.

- contribute to team effectiveness and work co-operatively in a small group during performance or choreographic processes.
- discuss the process to go through in constructing a 1 - 2 minute dance with at least two other performers or a small group.
- observe other performers (dancers) as it is also an important aid in developing technical skills.
- apply dance techniques and sequences to ensure that he/she understands how technique contributes towards the flow of dance.

Note

- Learner’s experience and exposure is a major starting point. Observe learners with exceptional skills and encourage them to assist others.
- A dance lesson should include warming up, practice of technique, improvisation or choreography, and a cool down. Each specific dance form will determine the technique, style and content of knowledge to be learnt. However, body conditioning, principles of safe dance practice, design elements and dance principles are common to all dance forms.
- Let the learner:
 - watch (a) dance performance(s).
 - study the dance (s) following the parameters in the table below:

Title	Dance form	Accompaniment	Origin	Occasion	Costume
e.g. Baakisimba	African	Mbuutu Mpuunyi Ngalabi Namunjoloba	Buganda	Social entertainment	Raffia skirts, skins and bikooyi
Ikoce	African	Drums, xylophone	Lango	Social entertainment	Skins
Ballet	Ballet		Italy 1400s		

Ballroom dance: – slow waltz – quick waltz – slow foxtrot – quick step – Tango – Viennese waltz	International style	– Guitars – Violins – Harps	Latin speaking countries	Social entertainment	– Long flowing dresses – Gowns – High or medium heeled open or closed foot wear
Ballroom dance: – Cha cha cha – Samba – Rumba – Jive – Paso Doble – Salsa	International Latin	Indian traditional instruments	Africa and America	Social entertainment	– Baggy pants – Easy go T-Shirts – Addidas Shoes – Bandannas
Break dance	African and American	Recorded: – Pop – Hip hop – Funk – Remix		Social entertainment	
Hip hop	Modern	Recorded: – Pop – Funk – Remix	African-American	Social entertainment	Creative designs
Kathak	Traditional Indian dance		India	Social entertainment	

Topic 7: African Traditional Music

Instruments

3 Periods

In this topic, you will expose the learner to different African music instruments to gain more experiences in this aspect. You may display as many physical instruments or pictures of African music instruments as possible. You will then guide the learner to sort the instruments according to the already learnt classes of African music instruments.

Learning Outcome

The learner understands and appreciates African traditional music instruments.

Life Skills and Values

- Patience
- Confidence
- Effective communication
- Sharing
- Leadership
- Career building

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • sorts out African traditional music instruments according to their classes. • names the instruments in local language. • names the instruments in English. • draws pictures of these instruments • describes the origin of the instrument. • describes the sound production techniques. • identifies the materials used to construct the instruments. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> – sort out – local language. – membranophones – idiophone – chordophone – aerophone. – percussion 	<ul style="list-style-type: none"> • Classes of African music instruments under the following categories: <ul style="list-style-type: none"> – membranophones – idiophones – chordophones – aerophones 	<ul style="list-style-type: none"> • Listing African traditional music instruments according to their classes • Naming music instrument using local names • Naming instrument using English equivalent names • Drawing pictures of the African traditional music instruments • Identifying the materials used to construct the instruments

Resources: Music instruments of all the classes; idiophone, aerophones, chordophones, membranophones, charts, construction materials, resource persons

Guidance to the Teacher

Display as many physical instruments or pictures of African music instruments as possible. Guide the learner to:



- sort them out according to their classes.
- name the instruments in local language.
- name the instruments in English.
- draw pictures of these instruments
- describe the origin of the instrument.
- describe the sound production techniques.
- identify the materials used to construct the instruments.

Note

It is also advised that you organise excursions to places where such instruments are made from to make the learner get a closer acquaintance with the real instruments.

Topic 8: Singing and Composing 3 Periods

In this topic, the teacher will encourage the learner to compose 8 beat melodies on the G staff using key C, G or F. The melody will be limited to s₁ l₁ t₁ d r m f s l t d¹ with a few leaps limited to a 3rd.

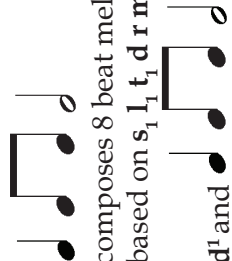
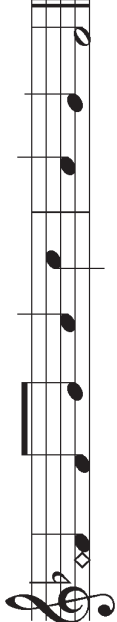
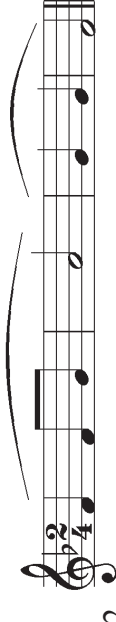
The rhythms are limited to  and . He/she will finally read the composed melodies. Make the learner believe in what he/she is doing. Let him/her feel important when he/she writes a good melody.

Learning Outcome

The learner understands and demonstrates knowledge and skills of melody writing.

Life Skills and Values

- Independence
- Patience
- Self-reliance

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> sings the sol-fa ladder. itches s_1 l_1 t_1 d r m f s l t d^1 with varying arrangements. listens and recognises pitch centred on sol-fa notes s_1 l_1 t_1 d r m f s l t d^1 and rhythms  <ul style="list-style-type: none"> composes 8 beat melodies based on s_1 l_1 t_1 d r m f s l t d^1 and <p>Note: The melodies must start with doh.</p>	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> sol-fa ladder pitch rhythm bars system melody octave phrase mark 	<ul style="list-style-type: none"> Sol-fa ladder The song Sing and dance Melodies for composing or listening e.g. <p>1.</p>  <p>2.</p> 	<ul style="list-style-type: none"> Singing the sol-fa ladder Pitching s_1 l_1 t_1 d r m f s l t d^1 notes Writing dictated melodies Composing 8 beat melodies in keys of C, G and F

Resources: Pens, pencils, exercise books, erasers, charts, music manuscript papers, chalk board

Guidance to the Teacher

- Let the learner listen attentively to hummed or played melodies and:
 - sing them to sol-fa.
 - write them on the G staff in key C, G or F.
 - sight read the written melodies.
- You may compose melodies like the examples below: These melodies should not exceed leaps of a 3rd.

Exercise 1



Note: In case 8 beats pose a big challenge to the learner reduce to 6.

Exercise 2


- Display a chart of staff rhythm passages and guide the learner to:
 - compose sol-fa tunes to the rhythm passages.
 - write the composed melodies on the G staff in key C, G or F.
 - sight sing his/her compositions.
 - suggest improvements in his/her work if necessary.
- Let the learner do this work individually or in a group while you guide.
- An example of a staff rhythm passage is given below.





Exercise 3

- Display a chart of sol-fa passages and guide the learner to:
 - compose staff rhythms to the sol-fa passages, making each melody 8 beats.
 - write the compositions on the g staff in key c, g or f.
 - read his/her compositions.
 - put bar lines in each melody to make it four beats each bar. (


Remember  is one beat and  is also one beat).


- read the compositions.
- First guide the learner to match  rhythms to the given sol-fa passages. Then let the learner ensure that each melody has eight

beats by joining some  beats to become  beats e.g.



d r m f r m s m r r d

- These are 12 beats. You need to join some  beats to become

 beats. Your aim now is to make an 8 beat melody thus:



d r m f r m | s m r r d ||

- Now guide the learner to attempt these exercises individually or in a group.

i) d r m f r m s m r r d ||

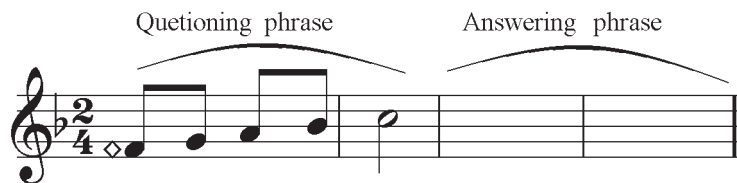
ii) d m r m f r s f m r d ||

- Ensure the learner uses words of the language competence strand appropriately.

Exercise 4

Guide the learner to:

- answer the following ‘question’ five different times, using the rhythms given.
- sight sing his/her compositions.
- use phrase marks. (*A tune without phrase marks is like a sentence without punctuations.*)
- suggest improvements in his work.



Exercise 5

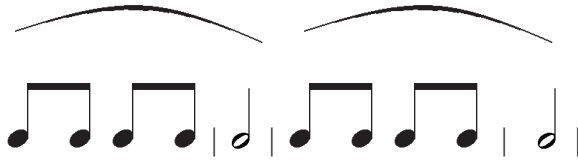
- On a chart or chalk board, display the exercise below, for the learner to:
 - compose sol-fa tunes to the staff rhythm passages given.
 - write the melodies on the G stave using key C, G or F.
 - use phrase marks.
 - sing the compositions to sol- fa.
 - sing the compositions to words.
 - suggest improvements in his work.



i. My name is John, let me in.



ii. Rain go a way, Mum has gone for food

iii.  Musical notation for the lyrics 'Let us go and play, kick the ball and shout'. The melody consists of two phrases, each under a slur. The first phrase is 'Let us go and play' and the second is 'kick the ball and shout'. The notation uses quarter notes and rests, with a double bar line at the end.

Let us go and play, kick the ball and shout

Note

- Choose one key for one period.
- Give the learner chance to read his/her composition(s).
- Let the learner share his/her composition(s) with others.
- Let the learner suggest improvements to his/her composition if necessary.

Topic 9: Singing and Accents **2 Periods**

In this topic, you will continue to help the learner understand the concept of stress in songs. Strong points/beats in a song sound more prominent than the weak ones. You will guide the learner to identify strong and weak beats in the set song **Sing and dance**.

This song is in simple quadruple time that is, four beats in each bar; one strong beat and three weak beats. That is: ONE *two three four* | ONE *two three four*, or STRONG *weak weak weak* | STRONG *weak weak weak* | |

Learning Outcome

The learner understands and demonstrates a sense of timekeeping and stress in music.

Life Skills and Values

- Joy
- Patience
- Cooperation
- Critical thinking
- Appreciation

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • sings the song Sing and dance. • identifies strong and weak beats in the song Sing and dance. • moves according to the rhythms of the song Sing and dance. • identifies positions of bar lines in the song Sing and dance. • fixes bar lines to the rhythm sections provided by the teacher. • conducts the simple quadruple time. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> • strong • weak • accent • bar • bar line • double bar • system • simple quadruple time 	<ul style="list-style-type: none"> • The song Sing and dance • French rhythm name taa, ta-te, tafa-tefe, taa - aa • Strong and weak points/ beats • The sol-fa notes of the song 	<ul style="list-style-type: none"> • Singing the song Sing and dance • Clapping the strong and weak points/ beats • Counting strong and weak points/beats • Singing the sol-fa notes of the song • Fixing bar line to give rhythm passages • Conducting songs in simple quadruple time

Resources: Charts, word cards, piano, radio, voice, pencils, pens, exercise books, resource persons.

Guidance to the Teacher

- Ask the learner to:
 - sing the song “sing and dance”.
 - sing the song while clapping the strong beats
 - count the strong and weak beats of the song
 - draw the symbol for conducting the simple quadruple time (four crotchet beats in the bar) but you should not tell learners to draw it.

Topic 10: Performing the Arts **2 Periods**

In this topic, the learner is given opportunity to consolidate the musical skills that require regular practice and ongoing development. Singing, in particular, contributes to the learner's spiritual and social growth. It develops focusing concentration and developing group identity. Get the learner used to looking at a conductor for instructions while he/she performs with awareness of other performers. Agree on a range of gestures that mean start, stop, soft, loud, very loud, slower or faster.

Learning Outcome

The learner demonstrates skills of identifying and demonstrating music, dance and drama activities.

Life Skills and Values

- Patience
- Joy
- Respect
- Togetherness
- Endurance

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • identifies and performs favourite songs in simple duple (two crotchet beats in a bar), triple time (three crotchet beats in a bar) and quadruple time (four crotchet beats in a bar). • demonstrates favourite dances and songs. • accompanies songs and dances. • acts plays. • sight sings melodies. • evaluates performances. 	<p>The learner correctly reads, writes and uses the following words:</p> <ul style="list-style-type: none"> – favourite – checklist – melody – major scale – music ladder – environment – simple duple time – simple triple time – simple quadruple time 	<ul style="list-style-type: none"> • List of a variety of songs learnt from all the classes and those from their immediate environment • Symbols for conducting the simple duple, triple and quadruple time • Observation guide for evaluating performance • Melodies for sight singing • Foreign dance music 	<ul style="list-style-type: none"> • Identifying favourite western songs in both simple duple, triple and quadruple time • Singing the songs appropriately • Conducting the songs in their respective groups • Demonstrating movements of favourite dances • Playing music instruments to accompany performances • Acting plays • Sight reading in sol-fa

Resources: Costumes, music instruments, voice, stage props, performers, observation guides, individual drama scripts, radio cassette or CD players

Guidance to the Teacher

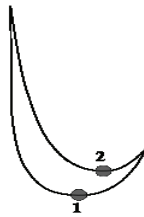
- Let the learner;
 - identify and perform favourite songs in simple duple (two crotchet beats in a bar), triple time (three crotchet beats in a bar) and quadruple time (four crotchet beats in a bar).
 - conduct the songs in their respective groups using the hand movement symbols.
 - demonstrate favourite dances and sing the accompanying songs.
 - act the set plays following the stage directions and a variety of drama techniques learnt earlier.

- practice singing both staff and sol-fa pieces on site.
- practice evaluating others performance.

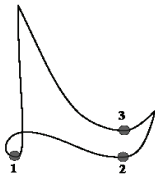
Note

Below are the symbols for the hand movement in conducting both the simple duple and triple time.

Simple duple time



Simple triple time



- Make sure the learner develops subject and language competences, life skills and values in music, dance and drama by:
 - singing songs with attention to meaning, diction and awareness of phrase.
 - singing his/her compositions.
 - sharing composed works with others.
 - recognising and respecting other people's compositions, for instance, copying down the composed song bearing the composer's name. (Encourage the learners to write their names at the top right hand corner of their compositions.)

- responding to questions that require:
 - working with others to achieve common objectives.
 - improving own learning and performance.
 - recognising the need for perseverance.
 - developing the ability to use time effectively.
 - increasing their independence and ownership of their work.
 - setting their own targets and work towards achieving given objectives.
 - reviewing their work and suggesting improvements.
 - finding solutions to challenges.
- You should further enrich the learners' music performance skills and interest through the following.
 - letting the learners celebrate their singing through providing class performances for assembly time and school concerts.
 - allowing the class to attend concerts given by different performing groups in the community.
 - inviting professional musicians into the school to entertain the learners.
 - encouraging parents to support the learners' music activities.
 - encouraging the learners to talk about performances in relation to different styles of singing, mood of the songs, dance levels, costumes instruments and performers.
 - allowing the class to attend concerts and meet performers to talk about different styles of singing like soul, gospel, Asian, African, etc.

Appendix 1: Learner's Music Repertoire

1. Stand up and Clap (Ntubiro Godfrey 2009)

Lively

d : d . d | d : d | r : d . r | r : r |

stand up and clap clap, sing d r r r

m : m . m | m : m | r . r : m . r | d : d ||

mi is my best friend she's in p. four my class

2. Mr Hyena and the Cat (Ntubiro Godfrey 2009)

Words by Kagimba Eva

d . r : m . r : d . r : m | m . r : m . r : m . r : r |

1. Mis - ter Hye - na and the cat had a plan to climb a hill
2. Then the cat went up the hill rolled a stone to hit her friend

m . r : m . r : d . r : m | r . m : r . d : r . d : d ||

When the Hye - na so the meat I am weak he lied to cat.
When the Hye - na heard the noise with the meat he ran to hide.

3. Good Health (Ntubiro Godfrey) Words by Joyce Othieno

d : d . r : m | r : d : r | m : r . m : r | r : d : d |

Fruits and the foods that we eat must be so good fresh and clean

m : m . m : m | r : d . r : m | m : r . m : r | r : d : d ||

Wash both your hands pray for the meal keep you so strong in good health.

4. Form Five is my Good Class (Ntubiro Godfrey 2010)

d : d . r : m . f : s | f . m : r . d : r : - |



Form five is my good class so we love to sing
taa ta - te ta - te taa | ta - te ta - te taa-aa |

r : r . m : f . s : f . m | f : r : m : - |



La la la la la la as we dance
taa ta - te ta - te ta - te | taa taa taa-aa |

d : r . m : r . d : r | r : m . f : m . r : m |



doh is home note and bright ray and then move to mi
taa ta - te ta - te taa | taa ta - te ta - te taa |

m : f . s : f . m : f | s . f : m . r : d : - ||



mi is half tone to fah so you come back home.
taa ta - te ta - te taa | ta - te ta - te taa - aa ||

5. What will Mother Say! (Ntubiro Godfrey 2010)

d : m . f : s : m | s . m : r . d : r : t₁ |

One day my mo - ther sent me to the mar - ket
 taa ta - te taa taa ta - te ta - te taa taa

d . r : m . r : m . r : m | f . m : r . d : t₁ : - ||

Go and buy some fish to fry play not on the way
 ta - te ta - te ta - te taa ta - te ta - te taa - aa

d : m . f : s : m | s . m : r . d : r : t₁ |

But when I got there I could not re - mem - ber
 taa ta - te taa taa ta - te ta - te taa taa

d . r : m . r : m . f : s | f . m : r . t₁ : d : - ||

What she want - ed me to buy What will mo - ther say !
 ta - te ta - te ta - te taa ta - te ta - te taa - aa

6. My Dream Words by Kayizzi Collin

♩ = 80

d : d . r : m : d | r : t₁ : d : - |

I dream to lead a Heal - thy life

m : m . f : s : m | f : r : m : - |

I'll not be pals with friends for sex

s : s . s : s : l . s | f : s . f : m : - |

I'll take my time make my choice when I grow

m . m : m . m : m . m : f . m | r : m . r : d : - |

Ne - ver e - ver give my bo - dy to any - thing

d . d : d . d : d . d : d . d : s₁ : s₁ . s₁ : d : - ||

E - ver please my God and keep my good bo - dy clean

7. Circle to the Left (Ntubiro Godfrey 2010)

d , r , m , f : s . m : d : d | r . m : f . m : r : - |

Cir - cle to the left , take one step hold your waist and bend
ta - fa - te - fe ta - te taa taa ta - te ta - te taa - aa

m , r , m , f : s . m : r . m : f | f . m : r : d : - |

Cir - cle to your right hand as you nod then you jump high
ta - fa - te - fe ta - te ta - te taa ta - te taa taa - aa

m , r , m , f : m . r : d . r : m | s . m : r . d : r : - |

Pick that lit - tle thing down your left foot put it on your right
ta - fa - te - fe ta - te ta - te taa ta - te ta - te taa - aa

d , r , m , f : s . m : r . m : f | f . m : r . t : d : - ||

Cir - cle to your right hand as you nod sing - ing r t₁ d
ta - fa - te - fe ta - te ta - te taa ta - te ta - te taa - aa

8. Sing and Dance (Jonathan Mugenyi 2011)

m : r | d : m . f | s : r . f | m : - | l : f . m | r : l | l : s : f | m : - |

Sing and dance have some fun in the class, its your ta- lent that God gave you
taa taa taa ta- te taa ta- te taa-aa taa ta- te taa taa taa taa-aa

d : s₁ . d | m : m | r : l₁ . r | f : - | s . f . m . f : s . l | s : m . f | r : t₁ | d : - ||

sing in a good tone, words pronounce well, fa la la la with a smile you shall be the best.
taa ta- te taa taa taa ta - te taa-aa ta- fa- te- fe ta- te taa ta- te taa taa taa-aa

The following are a collection of graded songs of European origin, common in Ugandan schools.

1. Down by the Station

Down by the sta - tion earl - y in the morn - ing
 see the lit - tle puf - fer bill - ies all in a row
 see the engi - ne dri - ver pull the lit - tle hand - le
 choo choo toot toot off they go

2. If you are Happy and you Know it

s₁ . s₁ : d . d : d . d : d . d | t₁ . d : r : : |
 If you're hap - py and you know it clap your hands

s₁ . s₁ : r . r : r . r : r . r | d . r : m : : |
 If you're hap - py and you know it clap your hands

If you're hap - py and you know it and you real - ly want to show
 That you're hap - py and you know it clap your hands

3. See the Little Birds so Free

2. SEE THE LITTLE BIRD SO FREE

See the lit - tle bird so - free sing - ing in the ma ngo - tree

Tra la la la la la la la la la tra la la tra la la

The image shows two staves of music in G major and 4/4 time. The first staff contains the melody with lyrics: 'See the lit - tle bird so - free sing - ing in the ma ngo - tree'. The second staff contains a rhythmic accompaniment with lyrics: 'Tra la la la la la la la la la tra la la tra la la'. Both staves feature long horizontal lines above the notes, indicating a continuous melodic or rhythmic line.

4. My Cock is Dead

3. MY COCK IS DEAD

My cock is dead my cock is dead my cock is dead my cock is dead

I'll ne-ver cry kuko di co ck die kuko kuko kuko kuko di cock die.

ku ko ku ko ku ko ku ko di co ck die

The image shows three staves of music in G major and 4/4 time. The first staff contains the melody with lyrics: 'My cock is dead my cock is dead my cock is dead my cock is dead'. The second staff contains a rhythmic accompaniment with lyrics: 'I'll ne-ver cry kuko di co ck die kuko kuko kuko kuko di cock die.'. The third staff contains a rhythmic accompaniment with lyrics: 'ku ko ku ko ku ko ku ko di co ck die'. The music is simple and repetitive, suitable for a primary school curriculum.

5. Dance you People

Dance you peo - ple through the town sing - ing gai - ly join the band

Up and down and round and round on our way re - joyc - ing

The image shows two staves of music in G major and 4/4 time. The first staff contains the melody with lyrics: 'Dance you peo - ple through the town sing - ing gai - ly join the band'. The second staff contains a rhythmic accompaniment with lyrics: 'Up and down and round and round on our way re - joyc - ing'. The music is simple and repetitive, suitable for a primary school curriculum.

6. Rain Rain Go Away

d : m : r . l₁ : r | t₁ . d : r . m : l . s : s |

Rain rain go a - way come a - gain an - o - ther day

m . m : r . d : l₁ . t₁ d . r | m . f : s . m : r . r : d ||

lit - tle child - ren lit - tle child - ren lit - tle child - ren want to play

7. Twinkle Twinkle Little Star

d . d : s . s | l . l : s | f . f : m . m | r . r : d |

Twin - kle twin - kle lit - tle star how I won - der what you are

s . s : f . f | m . m : r | s . s : f . f | m . r : d ||

up a - bove the world so high like a dia - mond in the sky

8. Little Baby Jesus

m . r : d . r | m : s | m . m : r . d | r :- |

Lit - tle ba - by Je - sus Ly - ing in the grass

m . r : d . r | m : s | m . m : f . r | d :- ||

Lit - tle ba - by Je - sus Born in Beth - le - hem

9. Oh God is Good

d : d . m | r : - | r : r . f | m : - |

O God is good O God is good

m : m . s | f : r . f | m : r | d :- ||

O God is good God is good to me

10. Caught a Fish Alive

m : m : r . d : d | r . m : f . s : s . f : f | f : f : m . r : r

One two three four five once I caught a fish a - live six seven eight nine ten

d . t₁ : l₁ . t₁ : r . d : d | m : m . m : r . d : d | r . m : f . s : s . f : f |

then I let it go a - gain why did you let it go cause it bit my fi-nger so

f : f . f : m . r : r | d . t₁ l₁ . t₁ : r . d : d

which fi-nger did it bite point - er fi - nger on my right

Appendix 2: The Music Industry

This information is to guide you in identifying the professions within the creative arts industry and sensitise the learners on the usefulness of Music, Dance and Drama to society. It highlights the different professions that there are in the music industry. It is not a children's exercise but just for general knowledge.

• Singers	• Music trainers	• Promoters	• Teachers	• Sound engineers
• Dancers	• Directors	• Managers	• Tutors	• Psychiatric therapists
• Instrumentalists	• Studio technicians	• Advert makers	• Lecturers	• Instrumental makers
• Actors/actresses	• Producers	• Wholesalers	• Doctors	• Mechanics
• Conductors	• Music analysts	• Retailers	• Professors	• Adjudicators
• Deejays	• Choreographers	• Hawkers	• Curriculum specialists	• Lawyers
• Masters of ceremony/presenters	• Music writers/composers	• Consumers	• Auditors	• Security personnel
• Patrons	• Resource persons	• Revenue collectors	• Journalist	• Publishers



CAPE 2

(Physical Education)

Introduction

This document is the revised P7 Physical Education (PE) Syllabus. In this syllabus, emphasis is laid on correct acquisition, practice and application of skills and techniques that the learner will use during performance of games and sports activities.

It is important to note that the topics taught from P5-P6 are the same topics to be taught in P7. The difference is in the degree of intensity and depth of content. The topics are Athletics, Educational Gymnastics, Cricket/Swimming, Netball, Football, Handball and Volleyball. Cricket will be taught as an alternative to swimming in those schools that do not have swimming facilities. However, schools which have swimming facilities and wish to teach cricket are free to do so during their free time but it should not appear on the timetable.

Rationale

The 1989 Report of the Education Policy Review Commission and the Government White Paper on Education for National Integration and Development stresses PE as an important component of the total education that should be provided to each learner in Uganda's education system.

PE plays a crucial role in keeping the body healthy and fit as well as contributing to a balanced emotional development. The Curriculum Review Task Force recommends that every learner should be given the opportunity to benefit from the learning experiences of Physical Education as a subject.

Teaching of PE in Primary Seven should continue to focus on developing a positive spirit of excellence and competition through games and sports.

National Physical Education and Sports Policy (2004) made PE a compulsory subject for all learners in basic education. It is government policy that PE be offered to all learners including those with special learning needs. Adequate facilities, equipment, instructional materials and other provisions should be made by all schools to ensure that PE is taught to all learners.

PE is basically a practical subject, but has to be supported by the theory aspect. The theory aspects like safety measures, interpretation of rules of play, benefits of PE, measurements of facilities and teaching points for particular skills are reinforced through practicals.

Benefits of PE to the Learner

- For enjoyment
- For proper growth and development
- Good health and physical fitness
- Prevents and treats various ailments and disease
- Gives learners early exposure to team sports
- Helps learners to acquire healthy habits and stay off drugs
- Helps learners to build self-esteem
- Improves the mood and increases attention of learners
- It helps the learners to release tension and frustration through play
- Learners learn teamwork, sportsmanship and tolerance for others

Life Skills and Values

While life skills are the abilities that the learner develops for positive behaviour, enabling him/her to deal effectively with the demands of everyday life, values are the desired standards or qualities that are generally accepted by society. Positive values shape good behaviour. Armed with life skills and positive values, the learner is able to make well-informed decisions and choices as well as recognise and avoid risky situations.

The Role of the Teacher

Life skills and values cannot be taught, but are developed through the learner's participation in the activities you give in each lesson. Some of the life skills and values will not be acquired in the short-term; so you should be patient with the learners. Your role is to avail situations that will enable the learners acquire as many life skills and values as possible in every PE lesson. During preparation of the lesson, specify two or more of the life skills and values that are to be developed by the learners.

Life Skills and Indicators

- Leadership
 - guiding others or groups
 - participating in selecting leaders
 - contesting for leadership roles
- Interpersonal relationship/ Friendship formation
 - interacting with others freely
 - forgiving others
- Creative thinking
 - performing a task in more than one way
- Decision-making
 - making right choices
 - responding to instructions
 - taking correct, purposeful actions
 - correct timing of decisions
- Team work
 - working freely with others in a group
 - co-operating with members within a group
 - helping others to achieve
 - completing given tasks in time as a team
- Negotiation
 - apologising in case of a mistake
 - requesting for chance to play
 - persuading others to do the right thing
- Self-esteem
 - self-confidence in carrying out an activity
 - determination to carry out an activity
- Coping with emotions and stress
 - accepting defeat or failure
 - determination to improve or win
 - taking correct advice
 - willingness to forgive others
 - fair play

- Self-awareness
 - knowing what you are able to do
 - knowing how to manage your own body
 - knowing precautions to be taken when performing an activity
- Effective communication
 - using vocabulary which is understandable
 - asking and answering questions
 - giving and taking instructions
 - use of appropriate gestures

Values

- Endurance
- Patience
- Love
- Honesty
- Joy
- Perseverance
- Appreciation
- Care
- Respect
- Trustworthiness
- Togetherness
- Self-reliance
- Concern/empathy
- Independence
- Sharing
- Responsibility
- Privacy
- Co-operation

As a PE teacher, you are required to:

- be more creative, committed and enthusiastic.
- avail greater opportunities to the learners to express themselves during the lessons.
- help learners discover and develop their talents.
- emphasise the importance of PE to the learners including good health, employment opportunities, recreation and wealth. Give examples of sports personalities, in your locality and beyond, who have benefited from PE activities for example, Dorcus Inzikuru and Moses Kipsiro Demai in athletics, Jackson Asiku in boxing, David Obua, Wyne Rooney and Cristiano Ronaldo in football, the William Sisters in tennis, Tiger Woods in Golf and others.
- demystify the wrong attitude that some people have about PE including:
 - PE being time wasting because it is not examined by UNEB.
 - PE being a dirty activity.
- emphasise safety precautions for learners, spectators and implement throughout the topics
- engage learners in warm up activities before they participate in any physical activity.
- Ensure that teaching of skills is done progressively from the previous classes.
- ensure that the learners practice adequately the skills acquired. This can be during and after the lessons.
- use the mini-competition to sum up the skills taught throughout the topic with consideration for rules of the game. During mini-competition you should allow each learner to participate in activities of their choice. This helps in early talent identification.
- use other resource persons to help you in teaching, organising and officiation.
- improvise equipment that may not be in your stock.

This syllabus continues to stress the importance and relevance of subject and language competences. It also emphasises life skills and values, the role of the teacher, general methodology and teaching steps as explained below:

Learning Outcomes

Given the fact that PE activities are spiral in nature (i.e. build on previous experiences and outcomes), the P7 learning experiences are to ensure that the learner:

- performs a wide range of motor skills singly or in combination during physical activities.
- demonstrates evidence of appropriate growth, maturity and development of physical qualities (strength, speed, stamina, endurance, co-ordination).
- shows knowledge, love and understanding for involvement in sport and physical activity as part of a healthy life style.
- demonstrates knowledge and understanding of basic principles and rules of play of sports activities, values and attitudes such as fair play, competition, winning/losing and perseverance.
- demonstrates ability to socialise and interact with others through play, physical activities and movement.
- shows ability to participate in meaningful sports, physical and recreational play activities.
- participates in a wide range of physical, cultural and recreational activities (dance, games, play forms, songs and movement).
- demonstrates a sense of creativity, imagination, manipulative skills, intellectual involvement and problem-solving in movement and sports.

Subject Competences

These are skills the learner demonstrates to show that learning has taken place. Correct performance of these competences leads to a life-long application of the skills in the relevant sporting activities.

Language Competences

This revised syllabus has also emphasised language competences for the learner to communicate well using the key words related to the topic. Each topic has its own technical words that the learner will need to understand and use as he/she interacts with the teacher and other learners.

You are encouraged to help the learners understand and use the technical vocabulary both during the lesson and in free play. This can be done through instructions, explanations, demonstration, and question-answer.

Methods

The choice of teaching method(s) to use in teaching Physical Education depends on a number of factors such as the level of the learner (age, ability and experience), the amount of content to be taught, available resources, learners' aspirations, as well as your ability, personality and level of interest. The general approaches used in teaching PE are the **direct** (formal/ teacher-centred) and the **indirect** (informal/ learner-centred) approach.

In the direct approach, the teacher is at the centre of the teaching and learning process. You do most of the activities as learners observe. The learners are passive participants. This approach is less effective because it does not give learners the opportunity to explore, thus hindering their creativity. It is used when the learners cannot demonstrate a skill to be taught.

The indirect approach considers the learner to be at the centre of the learning process. The learner is actively involved during the learning. This approach allows the learner freedom and opportunity to choose, exploit and develop imaginative and creative abilities. The approach enables the learner to work according to his/her own physical and mental abilities. The learner gains confidence in him/herself and can therefore excel and reach high standards in performing a particular skill. Your role in this approach is to encourage and motivate each learner to acquire and develop the skills. You are, therefore, advised to use this method as frequently as possible.

The following methods are commonly used in teaching PE:

- exploratory and discovery
- Demonstration
- Participatory
- Explanation

a) Exploratory and Discovery

Under this method, present tasks to learners and allow them to perform a given task. You should provide tasks that will enable learners to express themselves creatively. Learning by this method may be with or without your guidance.

b) Demonstration

Show the learners how the whole activity (skill) is carried out by performing the activity step-by-step. Demonstration introduces, motivates and encourages learners to try out the activity (skill). You may choose to use one or a group of learners to demonstrate to other learners. It is important that you:

- ensure that demonstrations are purposeful and appropriate.
- allow individual learners or group of learners to demonstrate to others.
- ensure that each learner is able to see the person demonstrating.
- give correct demonstrations.
- give adequate practice to allow learners acquire, develop and apply the skills.
- present the activities in progression, guiding learners from simple to complex activities.

c) Participatory

This method allows the learners to try out an activity. You should give adequate time for the learners to participate to the maximum. Learners participate well and effectively when they are in small groups. Therefore, you should group learners according to their ability, weight, age, sex, height or any other factors. For effective participation, it is important for you to:

- emphasise the competences to be attained by learners during the lesson.
- vary the activities in each lesson in order to maintain the learners' interests.
- consider individual differences and treat each learner as an individual.
- deal with faults in an encouraging manner.
- provide opportunities for remedial teaching for slow learners.

d) Explanation

In this method, you explain to learners how an activity is carried out. When using this method, you should ensure that:

- you are audible to all learners.
- each learner is attentive and can see you clearly.
- you have adequate knowledge of the activity to be explained.
- you are well-prepared and organised.
- explanations are brief and understandable (consider language level of the learners).

Note

It is important for you to note that no one particular method is best for all the activities to be done in any one lesson. You are, therefore, advised to use the methods in combinations so as to get the best out of the learners. The teaching styles will also vary from activity to activity and from lesson to lesson. Well-planned and well-conducted activities will enhance the development of the desired competences, life skills and values in the learners. You should, therefore, select appropriate activities and provide a conducive learning environment.

Consideration for Special Learning Needs

The suggested activities in this syllabus are not the only ones available. You are encouraged to be resourceful and creative while teaching PE. You should modify and vary the teaching methods and activities to suit the learners with special learning needs. This may require you to modify the content, give appropriate activity options, and organise the learning environment to suit specific individual learner's needs. In this case, the teaching can also be individualised and personalised to meet the needs of individual learners with special learning needs.

You may seek guidance from the Special Needs Education Department in the district on how to handle such learners during the performance of Physical Education activities.

Teaching Steps

Preparation

- Change into PE attire. While some learners may not have PE attire, it is mandatory for you to wear proper PE attire before conducting any PE lesson.
- Carry out inspection to ensure safety and security of learners, equipment and facilities, this should be done in **every lesson**.
- Give instructions about dressing, play materials, leaders and play space.
- Instruct learners to move to the area of play in a single/double file or any other convenient formation.

Warm-up Activities

- Ensure that learners get adequate general and specific warm-up before the real learning experiences.
- Activities for warm-up should be directly related to the learning experiences planned for the lesson.

Skill Acquisition and Development

i) Skill teaching

- Select and use appropriate teaching points to guide the learners in performing the skill.
- Demonstrate the skill to be performed step by step.
- Give brief and clear instructions at every step of the learning experiences.
- Ensure safe and smooth transition from one activity to another.

ii) Skill practice

Ensure:

- adequate space for practice.
- adequate and appropriate facilities and equipment.
- adequate practice time.
- safe use of equipment.
- correct standing position for self and for learners.
- safe learning environment.

- correct timing of activities.
- relevant and interesting formations.
- drills selected lead to the expected competences.

Game Situation

- Encourage equitable sharing of equipment and facilities.
- Ensure co-operation and fair play among the learners.
- Ensure that team selection is done fairly in terms of ability, experience, age and gender to avoid one-sided results.
- Ensure that learned skills are put into practice.
- Ensure that winning does not over-shadow participation.
- Carry out individual or group assessment of learners.

Conclusion

- The conclusion of the lesson should involve:
 - warm-down activities.
 - feedback to and from learners.
 - collecting and returning equipment.
 - moving back to classroom in an orderly manner.

Lesson Assessment Remarks

- Comments on the lesson should cover:
 - areas of strengths
 - areas to improve
 - way forward

Note

The skills acquired during the PE lessons should be applied by the learner during free play, co-curricular activities (games and sports), and competitive play.

Assessment

Assessment in PE (CAPE 2) will be continuous assessment. This will help the teacher to ascertain the knowledge, understanding, skills and competences attained by learners. **This will be done in groups and as individuals so that by the end of the topic, the whole class will have been assessed.**

The mode of assessment by the teacher is mainly through observation. Below is the suggested guideline for continuous assessment in PE.

Areas for assessment	A	B	C	D	E	Remarks
Safety measures						
Use of instructional materials						
Response to instructions.						
Skill demonstration						
Skill practice						
Uses of key words						
Application of skill						

The total marks for the topic will be got by finding the average after adding the sub-total for the subtopics.

Grading A=5 B=4 C=3 D=2 and E=1

Scope and Sequence

Term	Topic	Sub-topic	No. of periods
One	Athletics	<ul style="list-style-type: none"> • Safety measures • Walk and run race • Distance running • Hurdling • Sprint racing • Long jump • Triple jump • High jump • Mini-competitions 	20
	Educational Gymnastics	<ul style="list-style-type: none"> • Safety measures • Partner work • Space awareness and creative use of space • Sequences and combinations • Gymnastic display 	8
	Mini-Cricket	<ul style="list-style-type: none"> • Safety measures • Bowling • Batting off the back and front foot • Field and cricket keeping • Mini-competitions 	8
	Swimming	<ul style="list-style-type: none"> • Safety measures • Developing the back stroke • Basic dives • Mini-competition 	8
Two	Football	<ul style="list-style-type: none"> • Safety measures • Attacking and defending • Throw-in and corner kicks • Mini-competitions 	17
	Netball	<ul style="list-style-type: none"> • Safety measures • Combined skills • Centre pass • Dodging and getting free • Marking • Mini-competitions 	19

Term	Topic	Sub-topic	No. of periods
Three	Volley Ball	<ul style="list-style-type: none"> • Safety measures • Basic techniques and tactics • Mini-competition 	18
	Hand Ball	<ul style="list-style-type: none"> • Safety measures • Attack and defence • Shooting and goal keeping • Mini-competitions 	18

Term I

Background

Athletics in P7 is a continuation of what was done in P5 and P6. In this class, the athletics activities are performed at a higher level with increased distance and intensity.

At this level, each learner will demonstrate improved skill performance and physical qualities of strength, speed, stamina, co-ordination and flexibility. You should make the learning and practice of the selected activities enjoyable in order to motivate the learners to participate actively.

Learning Outcome

The learner demonstrates correct skills and techniques in a variety of athletics events and applies them in competitions and leisure situations with safety, awareness for self and others.

Life Skills

- Leadership
- Self-esteem
- Teamwork
- Endurance
- Coping with emotions
- Coping with stress

Values

- Co-operation
- Endurance
- Fair play
- Confidence
- Patience
- Sharing
- Perseverance
- Determination
- Honesty

Resources

First Aid kit, corner flags (demarcators), marking material (ash, white chalk), batons, high jump stands, cross-bar, sand or saw dust, take off board, javelin, shot, stop board, tape measure, whistle, clappers, small balls, sticks, discuss

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety measures in athletics. • participates in a variety of runs and walk races. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens and responds to instructions. • Uses the following key words correctly: <ul style="list-style-type: none"> – hurdling – sprinting – racing – relay – flight – hanging – baton 	<ul style="list-style-type: none"> • General safety measures in athletic events: <ul style="list-style-type: none"> – field of play – equipments • Runs and walk races <ul style="list-style-type: none"> – walking and walk racing – walk racing technique (400 - 800m) – Middle distance running (800 - 1500m) – Cross Country (1-3km circuit) 	<ul style="list-style-type: none"> • Keeping the activity area free from harmful objects – Reaction games – Paired runs
		<ul style="list-style-type: none"> • Hurdling <ul style="list-style-type: none"> – Sprint hurdling (50 - 80m) having 5-7 hurdles – Distance hurdling 150 - 200m • Sprint racing (100 - 400m) <ul style="list-style-type: none"> – Relay racing (100 - 400m) – How to handle the baton – Finishing 	<ul style="list-style-type: none"> • Hurdling drills involving attacking, clearing and trailing leg <ul style="list-style-type: none"> – reaction games – non-visual exchange – visual exchange drills

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • executes jumps correctly using different techniques. 		<ul style="list-style-type: none"> • Long jump <ul style="list-style-type: none"> – take off – hanging technique – landing • Triple jump <ul style="list-style-type: none"> – improvement and mastery of the pattern (hop, step and jump) – take off – landing • High jump <ul style="list-style-type: none"> – straddle technique – take off – landing 	<ul style="list-style-type: none"> • Drills for perfection of run-up • take-off drills • flight drills • landing drills
<ul style="list-style-type: none"> • performs a variety of throws correctly. 		<ul style="list-style-type: none"> • Throwing/Throws <ul style="list-style-type: none"> – Review of Javelin and shot put throws <ul style="list-style-type: none"> ▫ how one stands ▫ handling of javelin / shot put ▫ execution • Discuss <ul style="list-style-type: none"> – standing – handling of discuss – execution (footwork) 	<ul style="list-style-type: none"> • Drills for straddle technique • Throwing drills with emphasis on: <ul style="list-style-type: none"> – grip – extension of throwing arm and forearm – turns – footwork action • One turn throw drills

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> applies the learnt skills in a mini-competition. 		<ul style="list-style-type: none"> Mini-competition activities 	<ul style="list-style-type: none"> Mini-competition activities <ul style="list-style-type: none"> walk race running activities jumps throws

Guidance to the Teacher

- This topic should be taught in twenty (20) periods as follows:
 - General safety - 1 period
 - Walking and walk races - 1 period
 - Distance running - 2 periods
 - Hurdling - 2 periods
 - Sprint racing - 2 periods
 - Long jump - 2 periods
 - Triple jump - 2 periods
 - High jump - 2 periods
 - Throwing - 4 periods
 - Mini-competitions - 2 periods

Suggested Competences for Assessment

The learner:

- executes a variety of runs (sprinting, relays, hurdling).
- performs different jumps correctly.
- performs different throws correctly .
- demonstrates knowledge of rules of different athletics events.

Topic 2: Educational Gymnastics

8 Periods

Background

Gymnastics activities provide some of the most challenging body movements in physical education. Gymnastics contributes to improved body movement, management and fitness.

Learners have already been introduced to a variety of gymnastics activities. They should now be introduced to activities that demand better body management, creativity and aesthetics during gymnastics display.

As a teacher, you need to plan the activities carefully bearing in mind safety measures. Planning should also cater for the needs, interests and abilities of the learners with special needs education. Because of the complexities of the gymnastics activities at this stage, you need to supervise the performance of each activity very closely. Ensure that you give correct demonstration before the learners perform the gymnastics activities.

Learning Outcome

The learner displays creativity in body movement and demonstrates confidence and awareness in performing gymnastics activities.

Life Skills

- Creative thinking
- Team-work
- Self-awareness
- Decision-making
- Self-esteem

Values

- Courage
- Determination
- Cooperation
- Care
- Responsibility
- Fair play

Resources

Climbing frames, ropes, benches, tables, walls, mats, hoops, tyres

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety measures • participates co-operatively with a partner in gymnastics activities. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens attentively and follows given instructions carefully. • uses the following key words correctly: <ul style="list-style-type: none"> – balances – pyramids 	<ul style="list-style-type: none"> • General safety measures: <ul style="list-style-type: none"> – demarcating the field of play – removing harmful objects – the right attire for PE – inspection of pupils (check on nails and any harmful object on the body) – right way of using equipments – right way of performing activities • Balancing: <ul style="list-style-type: none"> – without apparatus <ul style="list-style-type: none"> ▫ crouch ▫ head ▫ hand – with apparatus <ul style="list-style-type: none"> ▫ pole – balances in twos 	<ul style="list-style-type: none"> • Demarcating the field of play • Checking and removing harmful objects from activity area • Inspecting of pupils • Practicing e balancing on head, crouch and hand • Spotting balances • Using apparatus jointly
<ul style="list-style-type: none"> • uses available space creatively. 		<ul style="list-style-type: none"> • Space awareness and creative use of space <ul style="list-style-type: none"> – writing letters using the body – transferring of weight 	<ul style="list-style-type: none"> • Creating body shapes in using personal space • Balancing from one position to another
<ul style="list-style-type: none"> • demonstrates a variety of skills in gymnastics displays. 		<ul style="list-style-type: none"> • Sequences and combinations of gymnastics activities: <ul style="list-style-type: none"> – formation of pyramid in threes and groups • Gymnastics displays 	<ul style="list-style-type: none"> • Making different body shapes • Making pyramids • Imitating animal movements • Gymnastics displays

Guidance to the Teacher

- Educational Gymnastics will be taught in eight (8) periods as follows:
 - general safety and review of previously learnt skills - 1 period
 - partner work - 2 periods
 - space awareness and creative use of space - 2 Periods
 - sequences and combinations - 1 period
 - gymnastic display - 2 periods
- Provide adequate time for learners to consolidate and refine their gymnastics movements. Lesson time may not be adequate. Therefore, there is need for you to utilise any other time available at your disposal, e.g. games time.
- Do not force learners to perform gymnastics activities which are beyond their abilities. Allow them to progress on their own under your strict supervision.
- Ensure that equipment being used and the play area are safe.
- You should have adequate knowledge of gymnastics activities. Make the necessary preparations and practice the skills you will teach before you present to your class.
- You are encouraged to make use of resource persons.

Suggested Competences for Assessment

The learner:

- performs a variety of gymnastics activities with or without a partner (rolls, balances, springs, vaults).
- demonstrates creativity and knowledge of space awareness when carrying out gymnastics activities.
- demonstrates gymnastics skills in leisure and competitive situations.

Either **Mini-Cricket** or **Swimming**

Topic 3.1: Mini-Cricket

8 Periods

Mini-cricket was handled in P5 and P6 with emphasis on basic skills of bowling, batting and catching. In P7, new skills of fielding and wicket keeping, as well as mini-game practices are introduced. At this stage, the learners are expected to demonstrate improved skill performance and understanding of rules of the game.

As a teacher, you need to plan adequately and help the learners acquire the skills progressively. Above all, emphasise observance of safety measures and correct use of implements.

Learning Outcome

The learner demonstrates correct skills and techniques of playing mini-cricket and applies basic rule structures during free play and competitions.

Life Skills

- Decision-making
- Leadership
- Teamwork
- Effective communication

Values

- Fair play
- Determination
- Co-operation
- Respect

Resources

Balls, bats, wickets/stumps, batting gloves, wicket keeping gloves, skittles, whistle, hoops and cones

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety measures. • performs the skills of bowling and batting correctly. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens carefully and follows instructions correctly. • uses the key words correctly <ul style="list-style-type: none"> – bowling – batting – cricket – fielding 	<ul style="list-style-type: none"> • General safety measures: <ul style="list-style-type: none"> – demarcating the field of play – removing harmful objects – the right attire for PE – inspection of pupils (check on the nails and any harmful object on the body) – right way of using equipment • Bowling <ul style="list-style-type: none"> – over-arm – under-arm <ul style="list-style-type: none"> ▫ position of standing and where ▫ how to hold the ball ▫ how to bowl the ball • Batting off the back and front foot <ul style="list-style-type: none"> – pull stroke – attacking drive off back foot – attacking drive off front foot – keep watch of the ball from the batter's hand – time when to bat and how – position of standing 	<ul style="list-style-type: none"> • Checking and removing harmful objects from activity area • Bowling over-arm to partner • Bowling under-arm and partner • Playing attacking drive off back foot • playing attacking drive off front foot

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> demonstrates wicket fielding and wicket keeping. 		<ul style="list-style-type: none"> Fielding and wicket keeping <ul style="list-style-type: none"> – fielding the ball on the ground – fielding the ball in the air 	<ul style="list-style-type: none"> Bowling ball at the wicket Hitting ball out to fielders, collecting and returning ball to wicket keeper Throwing ball under-arm for partner to pull the bat to chest level to hit the ball Throwing and hitting ball in pairs (batter plays attacking stroke)
<ul style="list-style-type: none"> applies the learnt skills in a mini-competition. 		<ul style="list-style-type: none"> Mini-competitions <ul style="list-style-type: none"> – apply all the skills learnt 	<ul style="list-style-type: none"> Mini-game practices Positional play activities

Guidance to the Teacher

- This topic should be taught in eight (8) periods as follows:
 - General safety and review - 1 period
 - Bowling - 1 period
 - Batting off the back and front foot - 2 periods
 - Fielding and wicket keeping - 2 periods
 - Mini-competitions - 2 periods
- Note that mini-cricket will be taught as an alternative for swimming by schools that do not have resources and facilities for swimming. However, schools which have all the facilities are free to do both.
- You may need to consult other teachers, schools, Cricket Federation or clubs and relevant textbooks to improve your knowledge and teaching abilities.

- The equipment to be used should be appropriate to the level of learners in terms of size and weight. You can use tennis balls, soft balls, fibre balls and balls made out of polythene paper.
- Encourage learners to adequately practice every skill learnt.

Suggested Competences for Assessment

The learner:

- demonstrates correct skills and techniques of bowling, batting, fielding and wicket keeping.
- participates actively in mini-game activities.
- demonstrates skills correctly in a mini-game competition.

Or Topic 3.2: Swimming

8 Periods

Background

In the previous classes, learners were introduced to different basic swimming skills and strokes. Review the already learnt skills and then introduce the learners to the backstroke and basic dives.

Your attention is drawn to the safety and personal hygiene procedures as prescribed in the previous classes. This topic is optional and will only be taught in schools that have access to a swimming pool and trained swimming teachers or instructors. The swimming pool should be standard and recommended by the National Council of Sports.

Learning Outcome

The learner demonstrates water confidence, correct basic strokes and techniques of swimming and applies safety and basic rescue procedures during swimming.

Life Skills

- Self-esteem
- Decision-making
- Critical/creative thinking
- Problem-solving
- Interpersonal relationship

Values

- Courage
- Determination
- Perseverance
- Co-operation
- Fair play
- Trustworthiness

Resources

Swimming pool facilities, specialist teacher/coach/instructor, life savers, floaters, swimming costumes, swimming goggles, whistle

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • demonstrates knowledge of safety precautions (and have water confidence) in swimming. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens attentively and responds to the instructions correctly. • uses the following key words correctly: <ul style="list-style-type: none"> – gliding – floating – strokes – water confident – safety and hygiene 	<ul style="list-style-type: none"> • Safety and hygiene : <ul style="list-style-type: none"> – pool should be free from obstacles – big rods and ropes should be available – floating objects like rubber tubes and floaters should be available • Develop the following skills <ul style="list-style-type: none"> – gliding – floating – strokes – water confidence <ul style="list-style-type: none"> ▫ simple exercise in pairs or individually like standing, walking, putting the head under the water and sitting in water ▫ touching to toes under water ▫ collecting objects on the floor of the pool ▫ in pairs, passing between partners' face 	<ul style="list-style-type: none"> • Gliding drills • Floating drills • Back stroke drills • Simple exercises to develop water confidence • Arm-leg action drills
<ul style="list-style-type: none"> • demonstrates the skill of back stroke correctly. 		<ul style="list-style-type: none"> • Developing the back stroke: <ul style="list-style-type: none"> – leg kicking action – body position – arm action 	

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • demonstrates basic dives. 		<ul style="list-style-type: none"> • Basic dives <ul style="list-style-type: none"> – shallow dives • Mini-competitions <ul style="list-style-type: none"> – apply all the skills learnt 	<ul style="list-style-type: none"> • Drills for basic dives <ul style="list-style-type: none"> – diving from pool side, from different postures (sitting, kneeling, crouch and standing) • Mini-competition activities

Guidance to the Teacher

- You are expected to teach this topic in eight (8) periods as follows:
 - General safety and review of already learnt skills - 1 period
 - Developing the back stroke - 3 periods
 - Basic dives - 2 periods
 - Mini-competitions - 2 periods
- The unit is optional and will only be taught in those schools which have access to a swimming pool, trained swimming teachers, or instructors. Additional care should be taken to ensure rules of safety and personal hygiene.
- Before the learners get involved in swimming, you ought to ensure that:
 - learners suffering from injury or having physical/mental inability are brought to the attention of the instructor.
 - learners with skin diseases or open wounds are not allowed into the pool.
 - learners understand the principles of hygiene and develop the habit of easing themselves and bathing before entering the water.
 - safety rules and instructions are properly displayed, observed and enforced in and outside the swimming pool.

- changing areas for both sexes are separate and supervised by teachers.
- swimming lessons should not be conducted in streams, rivers, lakes or shallow wells.
- the swimming instructor should be properly trained, certified and licensed by the Uganda Swimming Association.
- at least two life guards should be present at the pool side during swimming lessons.

Suggested Competences for Assessment

The learner:

- performs a variety of skills while swimming.
- performs basic dives and strokes.

Term II

Topic 4: Football

17 Periods

Background

The game of football was introduced in P5 and continued in P6. Basic football skills of passing, dribbling (with in-step and outside of foot), ball control, shooting, throw-in, heading and goal-keeping have been taught.

In P7, learners will review the already learnt skills for the purpose of improvement. New skills of attacking and defending will be introduced. As a teacher, you are encouraged to plan adequately for improved skill acquisition and development. You should note that football is a contact game and therefore emphasise fair play by all participants.

Learning Outcome

The learner correctly demonstrates the skills and techniques of kicking, shooting, goal keeping, attacking and defending.

Life skills

- Critical/Creative thinking
- Teamwork
- Leadership
- Negotiation
- Coping with emotions
- Patience

Values

- Confidence
- Respect
- Cooperation
- Appreciation
- Assertiveness
- Sharing
- Fair play

Resources

Play area, goal posts, balls, corner flags, whistle, pegs, stop watch, cones, empty bottles, boxes

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • demonstrates knowledge of safety precautions. • demonstrates a variety of skills while playing football. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens attentively and responds to given instructions correctly. • uses the following key words correctly: <ul style="list-style-type: none"> – attacking – goal keeping – defending – dribbling – heading – shooting 	<ul style="list-style-type: none"> • Safety precautions <ul style="list-style-type: none"> – demarcating the field of play – removing harmful objects – the right attire for PE – inspection of pupils (check on the nails and any harmful object on the body) – right way of using equipment • Develop the following skills learnt: <ul style="list-style-type: none"> – passing/kicking (instep, outside of foot) <ul style="list-style-type: none"> ▫ inside of the foot ▫ instep of the foot (ground pass) – dribbling <ul style="list-style-type: none"> ▫ timing (distance between the player and the ball) ▫ observing the opponent – heading <ul style="list-style-type: none"> ▫ watch where the ball is ▫ use forehead ▫ time the coming ball and head 	<ul style="list-style-type: none"> • Checking the activity area and removing harmful objects • Pair and group activities aimed at passing/kicking: <ul style="list-style-type: none"> – dribbling – heading – shooting / scoring – goal keeping • Individual attack and defence activities • Group attack and defence activities • Marking opponents • Positional play • Getting free from opponent • Ground passes <ul style="list-style-type: none"> – with opposition – without opposition • Aerial passes <ul style="list-style-type: none"> – with opposition – without opposition

Subject Competences	Language Competences	Content	Suggested Activities
		<ul style="list-style-type: none"> – shooting/scoring <ul style="list-style-type: none"> ▫ aiming ▫ timing ▫ kicking a stationary ball ▫ dribble and score – goal keeping (catching aerial and ground balls) <ul style="list-style-type: none"> ▫ catching the ball ▫ collecting the ball ▫ narrowing the ball ▫ timing ▫ punting • Attacking and defending – how to approach the ball – how to attack and defend without faulting 	
<ul style="list-style-type: none"> • performs a throw-in correctly. 		<ul style="list-style-type: none"> • Throwing-in: <ul style="list-style-type: none"> – when to throw-in – footwork – handling of the ball – position of throwing-in • Corner kicks: <ul style="list-style-type: none"> – when to take a corner kick – how to take a corner kick 	<ul style="list-style-type: none"> • Throw-in drills • Corner kick drills
<ul style="list-style-type: none"> • applies the skills learnt in mini-games. 		<ul style="list-style-type: none"> • Mini-competitions <ul style="list-style-type: none"> – apply the skills learnt 	<ul style="list-style-type: none"> • Mini-game activities

Guidance to the Teacher

- This topic will be taught in seventeen (17) periods as follows:
 - General safety and review - 2 periods
 - Attacking and defending - 6 periods
 - Throw-in and corner kicks - 4 periods
 - Mini-competitions - 5 periods
- To teach ball games, you do not necessarily need standard fields, equipment or teams. Therefore, for successful teaching and learning of football, you should:
 - divide the field into mini-play areas in order to involve as many learners as possible.
 - emphasise correct acquisition and development of skills, and interpretation of rules.
 - allow learners to play freely without emphasising strict rules.
 - have knowledge of the basic skills of football, demonstrate and teach them correctly.
 - have adequate balls in order to allow maximum participation and skill practice by all learners.
- The balls and goal posts can be improvised using local materials.
- Learners should be encouraged to make their own balls using local materials such as banana fibre, used polythene paper, old cloths, among others. The learners can collect the used polythene paper within the school compound and make use of it in order to conserve the environment.

Suggested competences for Assessment

The learner correctly demonstrates the learnt skills of kicking/passing, heading, shooting, goal keeping and throw-in during competition or leisure situations.

Topic 5: Netball

19 Periods

Background

All the basic skills already learnt in P5 and P6 are carried over to P7 as a continuation of learning. In P7, the basic skills are applied in combination. For example,

- throwing, catching and footwork
- attacking, shooting and footwork
- defending and interception

In this class basic techniques of taking a centre pass, moving the ball across court, dodging, marking (with/without a ball) and getting free to receive ball will be introduced. Demonstrate each skill correctly and allow adequate time for practice. Safety measures and fair play should be emphasised.

Learning Outcome

The learner demonstrates correct combined skills and techniques and applies the basic rules in playing netball during leisure and competitive situations.

Life Skills

- Leadership
- Critical/creative thinking
- Teamwork
- Problem-solving
- Negotiation
- Coping with emotions

Values

- Co-operation
- Confidence
- Sharing
- Determination
- Appreciation
- Fair play

Resources

Netballs, goal posts, rings, nets, netball court, bibs, whistle, cones, skittles, corner flags, stop watch

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety precautions. • demonstrates correctly a variety of learned skills while playing the game of netball. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens attentively and responds appropriately to given instructions. • instructs others and uses the following key words correctly <ul style="list-style-type: none"> – centre pass – footwork – shooting – landing foot 	<ul style="list-style-type: none"> • Safety measures: <ul style="list-style-type: none"> – demarcating the field of play – removing harmful objects – the right attire for PE – inspection of pupils (check on the nails and any harmful object on the body) – right way of using equipments • Combined skills: <ul style="list-style-type: none"> – throwing/catching <ul style="list-style-type: none"> ▫ position of the player ▫ when to throw in or up ▫ catching with two hands ▫ timing ▫ footwork ▫ landing on single foot ▫ landing on two feet ▫ landing and pivoting – attacking/shooting <ul style="list-style-type: none"> ▫ sudden sprint, stop and shoot ▫ stepping forward and backward and shooting ▫ stationary shooting ▫ footwork – defending and intercepting passes <ul style="list-style-type: none"> ▫ when to defend or intercept ▫ close marking ▫ intercepting a shot for a goal ▫ person to person defence 	<ul style="list-style-type: none"> • Checking the activity area for harmful objects • Sudden sprints and stops • Faking and stepping • Feinting activities • Sprinting and planting the foot • Sprinting and changing direction

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> demonstrates taking a centre pass. 		<ul style="list-style-type: none"> Centre pass: <ul style="list-style-type: none"> when to take a centre pass taking a centre pass – whom to throw to moving ball across the court 	<ul style="list-style-type: none"> Taking short sprints Ball throwing and catching drills Passing for accuracy and speed while varying positions and distances
<ul style="list-style-type: none"> demonstrates the skills of dodging and getting free. 		<ul style="list-style-type: none"> Dodging/ getting free <ul style="list-style-type: none"> when to dodge how to dodge 	<ul style="list-style-type: none"> Faking and stepping activities Running to free space Fainting drills Sudden sprints and stops changing direction
<ul style="list-style-type: none"> demonstrates the skill of marking. 		<ul style="list-style-type: none"> Marking <ul style="list-style-type: none"> marking a player with or without a ball timing Getting free space to receive or pass a ball 	<ul style="list-style-type: none"> Ball interception drills Drills for getting free space Running and changing direction Fainting/faking drills
<ul style="list-style-type: none"> applies the skills learnt when playing a game of netball. 		<ul style="list-style-type: none"> Mini-competitions <ul style="list-style-type: none"> apply all the skills learnt 	<ul style="list-style-type: none"> Mini-game activities

Guidance to the Teacher

- This topic will be taught in nineteen (19) periods as indicated below:
 - Safety measures and review - 2 periods
 - Combined skills - 5 periods
 - Centre pass - 3 periods
 - Dodging and getting free - 3 periods
 - Marking - 3 periods
 - Mini-competitions - 3 periods
- For more information, refer to the guidance under football.

Suggested Competences for Assessment

The learner correctly demonstrates the learnt skills of footwork, throwing, catching, shooting, defending and dodging in leisure and competitive situations.

Term III

Topic 6: Volleyball

18 Periods

Background

Teaching volleyball in P7 is aimed at improving the skills learnt in P6. Basic tactics and techniques of attack (smash/spike) and defence (blocking) will now be introduced.

You are expected to plan and prepare adequately in order to improve learners' acquired skills. Safety precautions should be emphasised.

Learning Outcome

The learner correctly demonstrates the skills and techniques of playing volleyball.

Life Skills

- Teamwork,
- Decision-making
- Coping with stress/emotions
- Critical/creative thinking
- Negotiation

Values

- Patience
- Confidence
- Togetherness
- Sharing
- Responsibility
- Appreciation
- Fair play

Resources

Field of play, balls, nets, posts or poles, strings, whistle, bands, ribbons, stop watch

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • demonstrates the knowledge of safety measures. • demonstrates the learnt skills and techniques in playing volleyball. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens attentively and responds correctly to instructions. • uses the following key words correctly: <ul style="list-style-type: none"> – spike/smash – blocking – volleying – serving – digging – setting 	<ul style="list-style-type: none"> • Safety precautions: <ul style="list-style-type: none"> – demarcating the field of play – removing harmful objects – the right attire for volleyball – inspection of pupils (check on the nails and any harmful object on the body) – right way of using equipment • The learnt skills: <ul style="list-style-type: none"> – volleying – serving – digging – setting 	<ul style="list-style-type: none"> • Checking the activity area and removing harmful objects • Drills for volleying, serving, digging, setting (individually or in pairs or in groups)

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • demonstrates basic tactics and techniques in volleyball. 		<ul style="list-style-type: none"> • Basic tactics and techniques of volleyball <ul style="list-style-type: none"> – service – under-arm – windmill or hook – over-arm or ‘tennis’ <ul style="list-style-type: none"> ▫ position at service ▫ tossing of the ball ▫ use of space ▫ stance – position at service – movement on court – attack (smash/spike) <ul style="list-style-type: none"> ▫ timing ▫ approach ▫ the jump ▫ contact with the ball – defence (blocking) <ul style="list-style-type: none"> ▫ single ▫ double ▫ approach ▫ take-off ▫ reach ▫ follow through 	<ul style="list-style-type: none"> • Rotation drills on court • Position drills • Smashing drills • Blocking drills • Movement drills on court
<ul style="list-style-type: none"> • applies basic rules and skills in a game of volleyball. 		<ul style="list-style-type: none"> • Mini-competitions” <ul style="list-style-type: none"> – apply all the skills learnt while observing the rules 	<ul style="list-style-type: none"> – Mini-game activities

Guidance to the Teacher

This topic should be taught in eighteen (18) periods as follows:

- Safety measures and review - 2 periods
- Basic techniques and tactics - 10 periods
- Mini-competitions - 6 periods.
- For more information, refer to guidance under football.

Suggested Competences for Assessment

The learner correctly demonstrates the skills of smashing, blocking and positioning on court while playing the game of volleyball.

Topic 7: Handball

18 Periods

Background

Teaching handball in P7 will focus on dribbling, team play techniques (attack, defence, shooting and goal keeping) and basic rules.

As a teacher, you will need to improvise low cost equipment such as balls, goal posts, goal nets and min-courts where standard equipment is not available or cannot be obtained. It is important to remember that the handball skills taught in P7 are a continuation of those learnt in P5 and P6 and therefore, should be taught progressively. You will also need to emphasise safety measures before and during play activities.

Learning Outcome

The learner correctly demonstrates the skills and techniques of playing handball.

Life Skills

- Creative/critical thinking
- Self-esteem
- Teamwork
- Coping with emotions
- Negotiation

Values

- Determination
- Confidence
- Sharing
- Appreciation
- Fair play

Resources

Open space, handball court, goal posts, whistle, team bands, stop watch

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety precautions. • demonstrates the already learnt skills and techniques. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens attentively and responds correctly to instructions. • uses the following key words correctly: <ul style="list-style-type: none"> – dribbling – shooting – single handed – double handed – feinting 	<ul style="list-style-type: none"> • Safety measures: <ul style="list-style-type: none"> – demarcating the field of play – removing harmful objects – the right attire for handball – inspection of pupils (check on the nails and any harmful object on the body) – right way of using equipments • basic skills already learnt: <ul style="list-style-type: none"> – catching and passing – ball control – attack and defence techniques in combinations 	<ul style="list-style-type: none"> • Checking the play area and removing harmful objects • Catching and passing drills • Footwork drills • Attack and defence drills
<ul style="list-style-type: none"> • dribbles the ball correctly. 		<ul style="list-style-type: none"> • Dribbling: <ul style="list-style-type: none"> – Single-handed – double-handed 	<ul style="list-style-type: none"> • Stationary dribbling • Walking dribbling • Running dribbling • Dribbling with/without opposition
<ul style="list-style-type: none"> • demonstrates correct attack and defence skills. 		<ul style="list-style-type: none"> • Team play techniques: <ul style="list-style-type: none"> – attack and defence – when to attack and defend 	<ul style="list-style-type: none"> • Stopping and feinting drills • Blocking team defence drills • Fast break-drills • Positioning and marking drills
<ul style="list-style-type: none"> • demonstrates accurate shooting and proper goal keeping. 		<ul style="list-style-type: none"> • Shooting: <ul style="list-style-type: none"> – when to shoot – shooting with one hand – shooting while sprinting – shooting while standing – timing – aiming • Goal keeping: <ul style="list-style-type: none"> – when to keep the goal – intercepting the ball – close marking of the opponent 	<ul style="list-style-type: none"> • Shooting drills • Drills for accuracy and speed • Shooting and goal keeping drills
<ul style="list-style-type: none"> • applies the basic rules and skills in playing handball. 		<ul style="list-style-type: none"> • Mini-competitions <ul style="list-style-type: none"> – apply all the skills learnt 	<ul style="list-style-type: none"> • Mini-games

Guidance to the Teacher

- This topic should be taught in eighteen (18) periods as follows:
 - General safety and review - 2 periods
 - Team play techniques: Attack & defence - 6 periods
 - Shooting and goal keeping - 6 periods
 - Mini competitions - 4 periods
- For more information, refer to guidance to the teacher on football.
- More importantly, the mini-competitions give you opportunity to assess the learners and yourself as to whether learning has taken place or not.

Suggested Competences for Assessment

The learner correctly demonstrates the skills of dribbling, shooting, goal keeping, attacking and defending.

Word List

Term 1

Term	Topic	Key Words	
I	Athletics	<ul style="list-style-type: none"> • Hurdling • Sprinting • Racing • Relay • Flight • Hanging • Mini competition 	<ul style="list-style-type: none"> • Long jump • Triple jump • High jump • Throws • Discuss • Javelin • Discuss
	Gymnastics	<ul style="list-style-type: none"> • Space awareness • Balances • Pyramids 	
	Mini-Cricket	<ul style="list-style-type: none"> • Bowling • Batting • Fielding • Hitting 	<ul style="list-style-type: none"> • Throwing • Mini-competition
	Swimming	<ul style="list-style-type: none"> • Gliding • Floating • Strokes • Water confidence 	<ul style="list-style-type: none"> • Diving • Crouch
II	Football	<ul style="list-style-type: none"> • Attacking • Passing/kicking • Defending • Dribbling • Heading 	<ul style="list-style-type: none"> • Goal keeping • Marking • Aerial passes • Throw-in • Corner kick
	Netball	<ul style="list-style-type: none"> • Throwing • Catching • Footwork • Defending • Intercepting • Landing 	<ul style="list-style-type: none"> • Taking • Feinting • Sprinting • Centre pass • Shooting • Goal keeping

Term	Topic	Key Words	
III	Volleyball	<ul style="list-style-type: none"> • Volleying • Serving • Digging • Setting 	<ul style="list-style-type: none"> • Spike/smash • Blocking • Rotation
	Handball	<ul style="list-style-type: none"> • Catching • Ball control • Attack • Defence/blocking 	<ul style="list-style-type: none"> • Dribbling • Shooting • Single-handed • Feinting

CAPE 3

(Art and Technology)

Introduction

Creative Arts and Physical Education (CAPE 3) which is Art and Technology is a practical subject that will equip the individual with basic skills and knowledge to exploit the environment for self-sustenance and national development. The White Paper of 1992 on aims and objectives of primary education further endorsed the objective of the subject: "To develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner."

Organisation of CAPE 3

- i) CAPE 3 (Art and Technology) has been organised in three modules that cover a whole year. A module is a package or complete unit of content to be taught and covered in a given period of time, but may not directly affect subsequent content in the curriculum. CAPE 3 modules have theme(s) and topic(s). In this curriculum, module one has three themes, while module two and three have one theme each.
- ii) The content of CAPE 3 reflects areas of Art and Crafts, Home Economics and Entrepreneurial Skills.
- iii) The content chosen is learner friendly, less time consuming and most appropriate to the learners' concentration.
- iv) The topics are carefully selected to equip the learner with adequate skills for self sustenance at this stage.
- v) This curriculum has been prepared in such a way that the guidance to the teacher has been developed as part of the syllabus making it self instructional.

Scope and Sequence

Term	Module	Themes	Topics	No. of Periods
One	1. Designing and Decorating Articles	1. Fabric Design and Decoration	Making Batik	6
		2. Designing Articles from Cloth	Making a Schoolbag	6
		3. Printing	1. Making Posters 2. Making Banners	9 9
Two	2. Drawing and Painting	Nature Drawing	Drawing Natural Things/ Objects	27
Three	3. Marketing Our Products	Packaging	Making Packages	15

Although the choice of module to start with will depend upon the teacher and availability of resources, a suggestion of how to handle the work per term has been given. The teacher should ensure that all modules are covered by the end of the year. Most of the topics should be handled as projects so as to give learners more time to complete each item.

Time Allocation

The time allocated for CAPE 3 is three periods a week. However, learners should continue working on their projects during their free time.

Rationale

The development of CAPE 3 in the Primary School Curriculum is one of the strategies to equip the learners with practical skills at an early age.

CAPE 3 will enable learners to participate in production activities as a source of gainful employment. Using the knowledge and skills acquired, the learners will be able to make an impact on the community in which they live to increase production and productivity. This will lead to increased household income, job creation and self reliance. The gender

disparities in households and society and their implications will also be addressed through CAPE 3.

General Learning Outcomes of CAPE 3 (Art and Technology) for the Primary Cycle

The learner:

- demonstrates skills of identifying and promoting economic activities in the society.
- appreciates beauty, creates artefacts and expresses oneself independently.
- demonstrates a sense of leadership and teamwork in various situations.
- develops a positive attitude towards work.
- decorates objects using articles made from the environment.
- develops manipulative skills of making articles using different materials.
- markets the produced articles.

Specific Learning Outcomes for P7 CAPE 3

The learner:

- designs and decorates fabrics.
- designs and makes posters and banners.
- draws and paints natural objects.
- makes packages and uses them.
- costs, prices and sells the articles.
- values and uses the articles appropriately.

Methodology

To ensure effective teaching and learning of CAPE 3, the following methodologies have been suggested:

- Inquiry approach – this involves asking how things are and how they work, operate, exist or are located.
- Analysis of events, situations, objectives and processes.
- Practicing how things operate or work.

Methods

Below are some methods of teaching which can be applied:

- Discovery
- Experimentation
- Role-play
- Project work
- Exhibitions
- Group work
- Discussion
- Practice
- Problem-solving
- Field visits
- Demonstration

Life Skills

- Critical thinking
- Decision-making
- Clear communication
- Coping with stress

Values

- Empathy
- Appreciation
- Assertiveness
- Creativity

Instructional Materials

Instructional materials play a great role in the implementation of any curriculum. This therefore calls for a number of strategies to avail and use appropriate materials. Emphasis should be placed on the use of locally availed materials for teaching and learning. The teacher should be able to locate and collect instructional materials. The teacher is also encouraged to make some of the instructional materials. Where appropriate, learners should be involved in the exercise of collecting and making materials and tools. Suitable storage space should be provided for the materials and tools.

Instructional materials for CAPE 3 can always be obtained from the environment.

Assessment

Assessment will be both practical and theory. It will be based on continuous assessment of skills, performance, project work, written tests and examinations. The assessment will be done in 3 modes:

- i) Pen and Paper – questions will cover knowledge, comprehension and application. For example, explaining the importance of things and providing design process.
- ii) Practical work- displaying one’s skills in any art or craft work. This is an on the spot assessment as the learner executes the work.
- iii) Project work- displayed at the end of a week, a fortnight, a term, or a year.

Continuous Assessment

Procedure

- Take records of each learner at the beginning, middle and end of term and year (character development).
- Rate learner’s interest and participation in class activities (interpersonal relationships).
- Assess quality of work or product made
- Assess approach of product
- Assess presentation of work
- Assess costing, pricing and selling of a product by the learner

Written Tests/Examinations

These will be done at the end of each term. These may also be added to the continuous assessment to get the final grades at the end of the term or year.

Project Work

Engagement in projects and out of class exercises. Some of the work requires the learners to continue during their free time, for example wood work, designing styles, garment construction, drawing and painting. Selling of products also requires time. This part should also be rated.

Final Grade

A cumulative assessment of progress is necessary for a realistic evaluation of the learners' ability. This will be added to the theory assessment mark to obtain a final mark. This therefore means all the records of written tests and examinations, continuous assessment and projects will be computed to obtain a final grade.

Learning Outcomes

Learning outcomes have taken the place of general objectives in the old curriculum. The idea is to emphasise the importance of the product, the final outcome of learning. A learning outcome therefore expresses a stage of finality, a concrete stage of achievement.

Competences

Under each learning outcome there are a number of subject and language competences. Competences, like learning outcomes, depict a stage of finality/concreteness. A competence must express a skill. It is therefore skill-based. A competence must also present manageable tasks, which must in turn be progressive such as: develop from the simpler to the more complex as the learner develops from one stage to another.

Approaches to the Teaching of CAPE 3

- Step 1 Exposure to quality products (visit, display, film).
- Step 2 Observation of expert at work (sensitisation).
- Step 3 Description of materials used (naming, and where to find them).
- Step 4 Identification of tools required (listing, describing, collection, purchase).

- Step 5 Use and maintenance of tools (demonstration Phase 1 with practice).
- Step 6 Breaking the skill into Learning Modules/Units (teaching Phase 2 with Practice step by step).
- Step 7 Practicing the skill at regular intervals (Practice Phase 3).
- Step 8 Producing the final product (Quality Control Phase).
- Step 9 Marketing the product (Entrepreneurship phase).

Term I

Module 1: Designing and Decorating Articles

30 Periods

Theme 1: Fabric Design/Decoration

Topic: Making Batik

6 Periods

Background

Batik is a process of dyeing fabrics to create different colour effects, for example lines and shapes/patterns. It is a resist process whereby wax or other resists made from nuts, cassava flour or household starch is used to prevent the dyes from penetrating the fabric in certain areas thus creating patterns.

In P5, learners did tie and dye to create patterns on materials. The difference between tie-dye and Batik depends upon the methods applied to create the desired pattern.

Learning Outcome

The learner decorates fabrics using batik.

Life Skills

- Working in groups
- Decision-making

Values

- Appreciation
- Inquiry
- Creativity

Suggested Resources

Fabrics like cotton, amerikani; or poplin; paraffin wax or beeswax; cassava flour or whea; starch; white spirit; brushes; Tjanting (tool used to apply wax onto fabric); utensils for dyeing; dyestuffs; Dye fixes such as: salts like sodium chloride or sodium bicarbonate; water; heater; spoon; flat iron; table or flat surface; pins; soft pencils; charcoal or firewood; newspapers/ newsprint

Methods

- Discovery
- Discussion
- Demonstration
- Experimentation
- Practice
- Simulation
- Use of resource person
- Group work

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • identifies sample batik. 	The learner: <ul style="list-style-type: none"> • discusses batik. 	<ul style="list-style-type: none"> • Samples of batik, tie-dye and printed fabrics 	<ul style="list-style-type: none"> • Sorting batik works • Grouping batik works
<ul style="list-style-type: none"> • identifies materials required for batik. 	<ul style="list-style-type: none"> • describes the materials • lists the materials. 	<ul style="list-style-type: none"> • Materials required for batik, such as: fabric, dyes, dye fixers, brushes, water, among others 	<ul style="list-style-type: none"> • Listing materials to use in batik • Describing materials used in making batiks

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> collects the required materials. 		<ul style="list-style-type: none"> Materials within the environment 	<ul style="list-style-type: none"> Collecting the required materials for batik work Sorting appropriate materials for batik work
<ul style="list-style-type: none"> designs the batik. 	<ul style="list-style-type: none"> discusses different designs. 	<ul style="list-style-type: none"> Techniques for designing batik Sketching patterns for batik 	<ul style="list-style-type: none"> Sketching designs for batik Describing batik work
<ul style="list-style-type: none"> prepares the materials. 		<ul style="list-style-type: none"> Methods of preparing materials: <ul style="list-style-type: none"> wash and dry the fabric melt the wax. mix colours iron the fabric 	<ul style="list-style-type: none"> Mixing dyes for batik work Melting wax for making batik Washing fabric to remove dirt Ironing fabric to remove wrinkles
<ul style="list-style-type: none"> makes the batik. 	<ul style="list-style-type: none"> lists the steps in making batik. 	<p>Processes of making batik:</p> <ul style="list-style-type: none"> tracing pattern from paper to fabric waxing resist areas on the fabric dyeing the fabric drying 	<ul style="list-style-type: none"> Tracing designs on to fabric Waxing the fabric to make designs Dyeing fabric using appropriate dyes Drying in a cool place to avoid fading Cracking to create designs Ironing to remove wax and fix dyes/colours

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> displays the batik. 	<ul style="list-style-type: none"> critiques the batik. 	<ul style="list-style-type: none"> Displaying methods 	<ul style="list-style-type: none"> Hanging batik articles Spreading out batik Pinning up batik
<ul style="list-style-type: none"> costs and prices the article. 	<ul style="list-style-type: none"> discusses costing techniques. 	<ul style="list-style-type: none"> Steps in costing and pricing: <ul style="list-style-type: none"> determine total cost of materials calculate 10% of total cost as profit add total cost of materials and profit to get selling price 	<ul style="list-style-type: none"> Calculating of the product value Costing the batik Pricing using price tags

Guidance to the Teacher

- Read a variety of textbooks to get more information about batik.
- It is safe to melt wax in a container that is immersed in water to avoid the wax catching fire.
- Draw the patterns onto the fabric and outline them with wax.
- Apply the wax quickly with a brush or Tjanting as it cools very fast.
- Follow the manufacturer's directions for proper use and application of dyes.
- Always wash, dry and iron the fabric before dyeing to make it suitable for dyes to penetrate.
- When creating designs using more than one colour, apply lighter colours first and advance to darker colours, for example apply yellow, before blue.
- Review the colour wheel as covered in P4 in order to have an insight of the final colours of the batik, because unintended colour mixing may occur as you dye at different stages.
- Use an appropriate container to avoid unintended cracking of wax when dyeing.

- Do not iron waxed fabric directly on the wax as this may cause a fire. Rather iron between newspapers.
- Natural dyes can be used for non-washable articles like wall hangings.

Hint: The batik pieces may be kept for making articles in the next topic.

Batik Techniques

There are several ways of making batik patterns onto a fabric, and creating effects.

1. **Outlines:** hot wax can be used to outline patterns. These lines can be varied in thickness and direction by controlling the flow of the hot wax.
2. **Filling in:** hot wax can be brushed onto the fabric to fill in solid shapes.
3. **Crackling or marbling effects:** fabric is completely waxed, crumpled and dyed to produce spider-web like lines.
4. **Textured effects** can be produced by placing the fabric over rough surfaces and rubbing it with wax.
5. **Scratched effect:** a fabric can be covered in wax which is then scratched through with a blunt instrument to produce fine lines.

Batik Processes

There are many batik processes but we highlighted only one.

Waxing with a brush and using one colour

- i) Wash fabric, dry and iron
- ii) Prepare a design and trace onto fabric.
- iii) Put 0.5 litre paraffin and 100gm beeswax into a metallic container, such as saucepan.
- iv) Heat the wax. When it starts to smoke it is too hot so heat should be reduced.

- v) Turn the fabric over and re-wax the areas where the wax has not penetrated.
- vi) With a brush, paint sections of the design where wax has not been applied.
- vii) Dye the fabric and hang to dry in a shade.
- viii) Remove the wax from the fabric by washing in cold water while rubbing vigorously between the fingers.
- ix) Iron the fabric between newspapers.

Suggested Competences for Assessment

The learner:

- follows a systematic procedure when making batik.
- makes appropriate choices and application of colours.
- creates boundaries between the different colours.
- shows creativity in creating patterns for individual batik.
- costs and prices the articles.

Theme 2: Designing Articles from Cloth

Topic 2: Making a School Bag or Money

Purse

6 Periods

Background

Crafts involve the making of numerous articles that are either aesthetic, functional and/or of economic value. A school bag or money purse is a functional article that can be used to carry the learner's books, money, pens, pencils and other items. It may also be sold for income.

Learners may bring cloth from home or may use the batik pieces made in the previous topic to make the school bag or money purse. A number of stitches will be applied to the school bag or money purse for purposes of learning and practicing various stitches. The different types of stitches and their applications are given in the guidance to the teacher.

Learning Outcomes

The learner;

- makes a school bag or money purse using various stitches.
- costs and price the articles.

Life Skills

- Creative thinking
- Critical thinking
- Decision-making
- Problem-solving

Values

- Appreciation
- Innovativeness

Suggested Resources

Fabric, tape measure, hand needles, pins, thimble, ruler, thread, buttons, stiff paper for templates, pencil, chalk, pair of scissors, resource person, zip, flat iron.

Note: A sewing machine can be used if available.

Methods

- Discussion
- Project work
- Demonstration
- Practice
- Group work
- Simulation

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • identifies types of bags or money purse 	The learner: <ul style="list-style-type: none"> • discusses bags. • lists down types of bags and their uses. 	<ul style="list-style-type: none"> • Samples of school bags or money purses 	<ul style="list-style-type: none"> • Observing different types of bags or money purse • Listing down types of bags and purses and their uses
<ul style="list-style-type: none"> • collects materials for making bags. 	<ul style="list-style-type: none"> • discusses materials for making bags. • lists down various materials for making bags. 	<ul style="list-style-type: none"> • Appropriate materials for making a bag or money purse 	<ul style="list-style-type: none"> • Observing materials. • Collecting various materials
<ul style="list-style-type: none"> • designs a school bag or money purse. 	<ul style="list-style-type: none"> • explains the stages of designing a bag. • discusses stitches. • describes seams. 	<ul style="list-style-type: none"> • Procedures of designing a school bag, i.e.: <ul style="list-style-type: none"> – sketching the design on paper – taking accurate measurements – developing a template – tracing and cutting the fabric 	<ul style="list-style-type: none"> • Sketching different bags • Drawing designs on paper • Measuring fabric • Cutting fabric • Pinning fabric on soft board • Tracing design on to fabric

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> identifies types of stitches and seams. 	<ul style="list-style-type: none"> discusses stitches. describes seams. lists the different stitches and seams. 	<ul style="list-style-type: none"> Types of stitches, such as: <ul style="list-style-type: none"> temporary stitches permanent stitches tacking stitches back stitches hem stitches 	<ul style="list-style-type: none"> Discussing stitches Listing different stitches and seams
<ul style="list-style-type: none"> makes a school bag or money purse. 		<ul style="list-style-type: none"> Procedure of making a school bag or money purse 	<ul style="list-style-type: none"> Stitching fabric
<ul style="list-style-type: none"> finishes the school bag or money purse. 	<ul style="list-style-type: none"> discusses different finishing techniques. lists down these techniques. 	<ul style="list-style-type: none"> Finishing techniques, i.e.: <ul style="list-style-type: none"> neatening the edges of the seam using loop stitch preparing and fixing a strap fixing zips, buttons or press buttons fringing the edges 	<ul style="list-style-type: none"> Stitching the seam Fringing the edges
<ul style="list-style-type: none"> displays the articles. 	<ul style="list-style-type: none"> critiques the articles. 	<ul style="list-style-type: none"> Different methods of displaying 	<ul style="list-style-type: none"> Hanging bags for display Spreading out bags for viewing Pinning bags on soft boards

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> costs and prices the articles. 	<ul style="list-style-type: none"> discusses the steps of costing. 	<ul style="list-style-type: none"> Procedure of costing and pricing, i.e.: <ul style="list-style-type: none"> Determine total cost of materials Calculate 10% of total cost as profit Add total cost of materials and profit to get selling price 	<ul style="list-style-type: none"> Calculating cost of materials and production Pricing the bag and costing it for sale

Guidance to the Teacher

- Design and plan the bag or purse on paper to avoid wastage of materials.
- Make a template and use it to mark and cut out the material for making the bag or purse.
- Where necessary, leave enough space for the seams, such as: 1.5cm.
- Make and fix a strap onto the bag, such as: 5cm by 60cm.
- Provide small pieces of cloth for learners to practice stitches.
- Use a resource person where necessary.

Techniques and procedures of making a school bag or money purse

- Types of stitches
 - temporary stitches, such as: running stitch, tacking stitch.
 - permanent stitches, such as back stitch, hemming stitch.
- Sketching using the appropriate measurements for the school bag or money purse. Designing using the template to trace and cut out the fabric.

- c) Using stitches and seams:
- tacking stitch – used to tack the pieces of fabric temporarily.
 - running stitch – used to join the pieces of the bag together.
 - hemming stitch – used to hem at the edges.
 - loop stitch – used to neaten the edges of the fabric.
- d) Finishing:
- prepare and fix a strap using a backstitch.
- e) Costing and pricing
- This is done by costing the materials. Add 10% of total cost as profit to get the price.
- f) Accurate measurements should be taken by the learners.

Suggested Competences for Assessment:

The learner;

- designs a school bag or money purse.
- takes correct measurements.
- uses correct stitches.
- finishes the article beautifully and neatly.
- costs the finished article.

Theme 3: Printing

Topic 1: Making Posters

9 Periods

Background

Printing is a process of duplicating a design by transferring its image from a prepared surface to another material. There are various methods of printing and these include: stencil printing, lino block printing, screen printing, among others. Stencil printing method was used in P6 to decorate textiles. Similarly, this method can be used to make posters.

A poster is a printed picture, photograph or artwork used for decoration, advertisement or a medium of communication. It is designed primarily to pass on a message to people. Posters can be displayed in different places: in town, along roads, in markets, schools, hospitals or taxis.

There are many types of posters designed for several purposes such as advertising new products on the market and informing people about events. Pictures and posters are better for conveying messages than posters with many words. Poster sizes differ depending upon the purpose, advertising company or agent.

Explore the environment and note what type of posters you will find.

Learning Outcome

The learner designs and makes a poster.

Life Skills

- Creative thinking
- Critical thinking
- Decision-making

Values

- Appreciation
- Teamwork

Suggested Resources

Pencils, paper, razor blades/cutters rubber, rulers, paint, brushes, water, pictures and photographs

Samples of posters, charts, magazines and newspapers can be used by the teacher to develop ideas but not displayed to the learners since it may undermine the learners' creativity.

Methods

- Fieldwork
- Group work
- Discovery
- Demonstration
- Practicing
- Discussion

Content Competences	Language Competence	Content	Suggested Activities
The learner; <ul style="list-style-type: none"> • identifies posters. 	The learner; <ul style="list-style-type: none"> • describes posters. 	<ul style="list-style-type: none"> • Samples of posters i.e.: <ul style="list-style-type: none"> – picture posters – photographic posters – posters from artworks 	<ul style="list-style-type: none"> • Listing different posters and their uses.
<ul style="list-style-type: none"> • interprets poster messages. 	<ul style="list-style-type: none"> • reads, writes and correctly uses the words; poster, message, advertisement, decoration • explains the use of posters. 	<ul style="list-style-type: none"> • Uses of posters: <ul style="list-style-type: none"> – decoration, i.e. photo studios, cinema halls, entertainment halls – advertisements, i.e. mobile phone networks, e.g. MTN, UTL, WARID, etc. – communication, i.e. different sign posts 	<ul style="list-style-type: none"> • Interpreting posters • Reading and writing poster messages
<ul style="list-style-type: none"> • selects a topic for designing the poster. 	<ul style="list-style-type: none"> • discusses different topics for designing posters. 	<ul style="list-style-type: none"> • Topic for a poster, i.e. advertisement, communication or decoration 	<ul style="list-style-type: none"> • Writing possible topics for posters

Content Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> • designs the poster. 	<ul style="list-style-type: none"> • explains how to design a poster. 	<ul style="list-style-type: none"> • Steps of designing a poster 	<ul style="list-style-type: none"> • Sketching ideas for poster design • Writing steps or processes to take in making poster
<ul style="list-style-type: none"> • identifies styles of different lettering. 	<ul style="list-style-type: none"> • describes different lettering. 	<ul style="list-style-type: none"> • Styles of letters and lettering, for example print, cursive and three dimensional 	<ul style="list-style-type: none"> • Sketching different letters • Selecting the best letters to use
<ul style="list-style-type: none"> • makes a poster. 	<ul style="list-style-type: none"> • discusses types of letters to use and the spacing of letters and words. 	<ul style="list-style-type: none"> – Procedure of making a poster 	<ul style="list-style-type: none"> – Writing the letters – Spacing the letters evenly – Drawing pictures and patterns
<ul style="list-style-type: none"> • colours the poster. 	<ul style="list-style-type: none"> • discusses appropriate colours. 	<ul style="list-style-type: none"> • Techniques of colouring 	<ul style="list-style-type: none"> • Choosing colours • Mixing colours • Colouring surfaces/posters
<ul style="list-style-type: none"> • finishes the poster. 		<ul style="list-style-type: none"> • Finishing techniques 	<ul style="list-style-type: none"> • Drawing final messages illustrations • Colouring posters • Shaping posters • Trimming posters

Content Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> displays the work. 	<ul style="list-style-type: none"> critiques the work. 	<ul style="list-style-type: none"> Displaying methods 	<ul style="list-style-type: none"> Critiquing work Hanging work Pinning posters Pasting posters

Guidance to the Teacher

- Take a critical observation of posters as you move around before you teach this topic.
- Note the different types of posters, such as: commercial, religious, social or political.
- Take note of the type of letter used, such as: printing, cursive, 3-dimensional, among others.
- Explain to the learners why and how posters are made.
- Before making the posters, guide the learners to develop a purpose of the poster, the type of message, lettering, among others.
- Plan for the materials to use, for example papers, colours, brush, pencils.
- The learners should first express the idea of their poster by sketching the message several times.
- Balance the written message and illustrations.
- Decide on the colour scheme to be used.
- Use elements of design like lines, dots or texture.
- It is an added advantage to have a letter bank with different letter styles. Some computer software can provide this information.
- Discuss posters and their purpose.
- Take learners for a field visit to observe and list down different kinds of posters seen within their surroundings.
- Discuss the materials used on these posters.
- Guide learners to design messages for posters.
- Let learners make posters by using stencils.

Suggested Competences for Assessment

The learner;

- identifies different types of posters.
- explains the use of posters.
- chooses a topic for a poster.
- designs a poster.
- cuts the stencil.
- prints using the stencil.
- colours the poster.
- makes a functional poster.

Topic 2: Making Banners

9 Periods

Background

A banner is a long piece of cloth with a message on it. This message could be in form of words, symbols or a slogan. The banner may be attached at each end to poles or hang from the top of one pole. Banners can be made by writing or printing the message onto a fabric.

In P6 and the previous topic on making posters, we carried out stencil printing. This technique will be applied to make banners. A special pigment or printing ink is most appropriate. This can be applied onto different surfaces such as paper, wood, cloth (fabric) or leather. The desired design, lettering or pattern is cut out from materials like stencil paper, plastic sheet or oiled paper. The ink is applied to the cut areas of the stencil thus printing out the desired message.

Banners may be fixed or carried up while marching to convey messages for different functions like social, political, religious, and commercial messages.

Banners can be made as group projects since cloth for individual learners may be expensive.

Learning Outcome

The learner designs and makes a banner.

Life Skills

- Critical thinking
- Problem-solving
- Creative thinking

Values

- Group work
- Interpersonal relations
- Sharing

Suggested Resources

Textile, wide paper, printing ink (pigment), ink, paint, water, rags, razor blades, knives, brushes, roller or sponge and stencilled material, letter types

Methods

- Discussion
- Demonstration
- Experimentation
- Simulation
- Group work
- Practice
- Inquiry

Subject Competences	Language Competence	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • identifies banners. 	The learner: <ul style="list-style-type: none"> • describes banners. 	<ul style="list-style-type: none"> • Sample banners 	<ul style="list-style-type: none"> • Observing banners around the school • Commenting on banners
<ul style="list-style-type: none"> • identifies materials used to make banners. 	<ul style="list-style-type: none"> • discusses materials for making banners. • lists the materials. 	<ul style="list-style-type: none"> • Sample banners 	<ul style="list-style-type: none"> • Listing materials • Describing materials
<ul style="list-style-type: none"> • identifies letters. 	<ul style="list-style-type: none"> • describes different types of lettering. 	<ul style="list-style-type: none"> • Types of letters used, such as: <ul style="list-style-type: none"> – lower case letters – upper case letters – capital letters – numerals 	<ul style="list-style-type: none"> • Observing letters • Writing letters

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> designs the banner. 	<ul style="list-style-type: none"> discusses the techniques of designing a banner. 	<ul style="list-style-type: none"> Techniques of designing a banner: <ul style="list-style-type: none"> writing out the message. identifying letters to use. determining: <ol style="list-style-type: none"> Type and size of letters Spacing of letters Colours to use 	<ul style="list-style-type: none"> Observing Sketching the banner designs Taking measurements
<ul style="list-style-type: none"> makes stencils. 	<ul style="list-style-type: none"> describes making a stencil. 	<ul style="list-style-type: none"> Techniques of making a stencil 	<ul style="list-style-type: none"> Writing letters onto the stencil Cutting stencils
<ul style="list-style-type: none"> makes a paper banners. 	<ul style="list-style-type: none"> discusses the message to be written on the paper banner. 	<ul style="list-style-type: none"> Techniques of printing using stencil and colour 	<ul style="list-style-type: none"> Organising message Writing out the message
<ul style="list-style-type: none"> mixes colours. 	<ul style="list-style-type: none"> discusses the colour scheme. 	<ul style="list-style-type: none"> Different colours 	<ul style="list-style-type: none"> Choosing colours Mixing colours
<ul style="list-style-type: none"> makes the banner. 	<ul style="list-style-type: none"> discusses the techniques of printing a banner. 	<ul style="list-style-type: none"> Techniques of printing on the fabric, such as using stencil and colour 	<ul style="list-style-type: none"> Organizing the message Printing out the message
<ul style="list-style-type: none"> dries the banners. 	<ul style="list-style-type: none"> discusses appropriate method of drying the banner. 	<ul style="list-style-type: none"> Drying printed banners 	<ul style="list-style-type: none"> Spreading the banner to dry Hanging the banner to dry

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> displays banners. 	<ul style="list-style-type: none"> critiques the work done. 	<ul style="list-style-type: none"> Displaying techniques 	<ul style="list-style-type: none"> Hanging for viewing Pinning for display Spreading for viewing Critiquing work

Guidance to the Teacher

- Ensure you have a sample banner as a visual aid.
- Guide learners to read, write, and understand the words in the language competences.
- Guide learners not to cut stencils directly on table tops by placing a backing surface under the stencil, such as a soft board, thick card, plywood or chipboard.
- Guide learners to cut stencils.
- If razor blades are to be used, break these into two and use one half to avoid injuries by the double cutting edge.
- When removing the stencil from the material, lift it off gently and do not slide the stencil to avoid distortion of design.

Note

- Avoid sharing razor blades.
- Dispose off any used pieces of razor blade.
- Use the available resources from the list given and do not bother about the materials that cannot be accessed.

Procedure

- Collect a variety of banners before the lesson.
- Collect appropriate materials.
- If paper is to be used for the stencil, oil it to make it water resistant (cooking oil, grease, or fat can be used.)

- Design the message before cutting out the stencil.
- Cut out only letters required in the message.
- Place the material on which printing is to be done on a flat surface.
- Lay the stencil onto it and adjust it appropriately as desired.
- Prepare a thick paste of ink, powder colours, paints or any other form of colour to be used.
- Apply the colour onto the stencil.
- Carefully remove the stencil from the material.
- Spread or hung the finished work in a shade to avoid fading.

Suggested Competences for Assessment

The learner;

- identifies messages on banners.
- cuts letters on stencils.
- mixes colours.
- lays out the message on the banner.
- prints the banner.

Term II

Module 2: Drawing and Painting

27 Periods

Theme: Nature Drawing

Topic: Drawing Natural Things/Objects

Background

Nature drawing is the art of drawing and colouring natural things. It involves using the surroundings. Natural objects of different sizes, shapes, colour and texture exist in the environment. These may be used for nature drawing.

Drawing natural things within the environment requires being very observant and selective. Emphasis should be put on size, shape/form, colour/tones and texture of what is seen on these objects.

In order to achieve the desired expectations, knowledge on drawing and colouring in previous topics should be applied. Learners should be taken out to look at objects within the environment. Allow them to choose an object of individual interest, draw and paint it.

Learning Outcome

The learner draws and paints natural objects within a selected scenery.

Life Skills

- Critical thinking
- Decision-making

Values

- Appreciation
- Sharing

Suggested Resources

Paper, paint, brushes, natural colours, containers, charcoal, soils, crayons, coloured pencils, art pencils, chalk

Methods

- Discovery
- Discussion
- Experimentation
- Field visits
- Problem-solving
- Practice
- Exhibition
- Practice

Subject Competences	Language Competence	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> identifies natural objects within the environment. 	<p>The learner:</p> <ul style="list-style-type: none"> describes natural objects. lists the natural objects. 	<ul style="list-style-type: none"> Natural objects within a given scenery, such as: <ul style="list-style-type: none"> plants anthills flowers leaves rocks characteristics of objects, such as: <ul style="list-style-type: none"> shape size texture type colour 	<ul style="list-style-type: none"> Observing size, colour, shape, texture, type Listing natural objects in the environment
<ul style="list-style-type: none"> selects an object for study. 	<ul style="list-style-type: none"> describes the object. 	<ul style="list-style-type: none"> Features of the selected object such as: <ul style="list-style-type: none"> shape colour size texture 	<ul style="list-style-type: none"> Selecting objects for study Observing structures and features of objects Collecting objects for study
<ul style="list-style-type: none"> sketches the object. 	<ul style="list-style-type: none"> discusses techniques of sketching. 	<ul style="list-style-type: none"> Selected object Techniques of sketching 	<ul style="list-style-type: none"> Sketching the selected object Studying details of the object Discussing techniques of sketching objects

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> draws a natural object. 		<ul style="list-style-type: none"> Techniques and processes of drawing, such as: approaching from: <ul style="list-style-type: none"> the object the background 	<ul style="list-style-type: none"> Drawing the object under study
<ul style="list-style-type: none"> colours the object. 	<ul style="list-style-type: none"> mentions different colours. lists these colours. 	<ul style="list-style-type: none"> Techniques of colouring 	<ul style="list-style-type: none"> Collecting materials for colouring Mixing colour Colouring the objects
<ul style="list-style-type: none"> displays the work. 	<ul style="list-style-type: none"> critiques the work. 	<ul style="list-style-type: none"> Displaying methods 	<ul style="list-style-type: none"> Spreading drawn pictures Hanging work for viewing Pinning for viewing

Guidelines to the Teacher

- Take learners outside to observe different sceneries.
- Let learners observe the given scenery critically.
- Give learners enough time to observe and sketch selected objects from the given scenery.
- Ensure the learners sketch the objects as they observe to conform to their originality.
- Guide learners on how to bring out the features/attributes of the chosen object, such as size, shape/form, colour/tone and textures of the object.
- Discuss the objects with the learners.

- Demonstrate to the learners how to sketch and draw a natural object.
- Supply requirements to the learners.
- Let learners sketch and draw objects of their choice.
- Learners may colour their drawing if they so wish.
- Let learners display their work for comments.

Suggested Competences for Assessment

The learner shows originality in attributes such as shape/form, colour/ tone and texture through drawing.

Term III

Module 3: Marketing Our Products

15 Periods

Theme: Packaging

Topic: Making Packages

Background

The learners have made many articles. Some of these articles can be sold for an income. One of the important aspects of marketing products is packaging.

Packaging refers to the process of enclosing or protecting products for distribution, storage, sale and use by wrapping, filling or compressing of goods to protect them from spoilage, breakage, leakage or contamination in the process of transit, storage, sale and use. Packaging also helps make goods easy to handle and attractive to customers.

Packages are the containers where goods are packed for storage, sale, distribution and use and these may be plastic, wooden, paper, glass, metal and cloth.

Learning Outcomes

The learner:

- packages items competently.
- makes packages.

Life Skills

- Creative thinking
- Problem-solving
- Decision-making

Values

- Appreciation
- Cooperation

Suggested Resources

- Sample packages (for the teacher to get ideas from), like - bottles, tins, cans, baskets, bags, envelopes
- Packaging materials, such as papers, boxes, banana fibres and leaves, grasses, sacks, glue, colours, brushes, metals, plastics, polythene, wrapping paper, wood, logo stamps

Methods

- Demonstration
- Observation
- Practice
- Group work

Subject Competences	Language Competence	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • describes packaging. 	The learner : <ul style="list-style-type: none"> • explains the meaning of packaging. 	<ul style="list-style-type: none"> • Meaning of packaging i.e.: 	<ul style="list-style-type: none"> • Discussing packaging and different packages
<ul style="list-style-type: none"> • identifies different packages. 	<ul style="list-style-type: none"> • names different packages. • lists different packages. 	<ul style="list-style-type: none"> • Types of packages, such as: <ul style="list-style-type: none"> – bottles – bags – tins – sachets – envelopes – blister packages – local packages 	<ul style="list-style-type: none"> • Listing different packages

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> discusses importance of packaging. 	<ul style="list-style-type: none"> reads and writes the following key words used in packaging: <ul style="list-style-type: none"> attractiveness preservation portability protection 	<ul style="list-style-type: none"> Importance of packaging: <ul style="list-style-type: none"> protection attractiveness portability preservation promotion identification distribution ease of selling instructions labels self-service 	<ul style="list-style-type: none"> Discussing the different packages
<ul style="list-style-type: none"> identifies materials for making packages. 	<ul style="list-style-type: none"> lists materials for making packages. 	<ul style="list-style-type: none"> Materials for making packages: <ul style="list-style-type: none"> metals paper plastics wood glass polyester 	<ul style="list-style-type: none"> Listing materials for making packages Collecting materials for making packages Sorting materials for making packages
<ul style="list-style-type: none"> makes packages. 	<ul style="list-style-type: none"> describes the process of making packages. 	<ul style="list-style-type: none"> Techniques of making different packages such as: <ul style="list-style-type: none"> paper bags envelopes 	<ul style="list-style-type: none"> Shaping materials for making packages Folding the materials Cutting the materials Gluing the materials Mixing colours Printing designs on packages

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> displays the packages. 	<ul style="list-style-type: none"> critiques the work. 	<ul style="list-style-type: none"> Methods of displaying 	<ul style="list-style-type: none"> Spreading packages for viewing Hanging the packages Pinning the packages
<ul style="list-style-type: none"> costs and prices the packages. 	<ul style="list-style-type: none"> discusses the costing and pricing. 	<ul style="list-style-type: none"> Steps in costing: <ul style="list-style-type: none"> costing of materials calculating the profit determining the price 	<ul style="list-style-type: none"> Costing the materials used Pricing the items/packages Selling the packages Calculating profit

Guidance to the Teacher

- Collect and display a variety of packages for the learners to observe.
- Let learners identify the various types of packages.
- Encourage learners to collect natural and man-made materials for packages and bring them to class.
- Guide learners on preparation of glue from natural materials, such as cassava glue.
- Ensure packages are made of good materials, shapes and colours and are not a health hazard.
- Let learners practice making as many types of packages as possible.
- Encourage learners to make and sell packages as an income generating project.
- You may colour and the packages.

Note: Making Glue from Local Materials

- Learners can make their own glue using local materials, like cassava, maize or wheat flour.
- Hooves and horns can also be boiled to get glue.
- Some tree sap also works well as glue.
- Mix cassava flour in water, boil while stirring to boiling point, adding water up to the required thickness, then cool and pack in bottles ready for use.

Procedure of Making Bags and Envelopes

- Identify the appropriate materials to be used.
- Determine the size and shape of the envelope or bag.
- Cut and fold along the recommended lines to create the desired shape.
- Glue where necessary.
- Colour and the envelope or bag.

Suggested Competences for Assessment

The learner;

- chooses appropriate materials used in making packages.
- gives reasons for packaging.
- makes functional packages.