



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Primary School Curriculum

Primary Six Curriculum

Set Two: CAPE₁ - (Music, Dance and Drama)
CAPE₂ – (Physical Education)
CAPE₃ – (Arts and Technology)

The Republic of Uganda

Primary Six Curriculum

National Curriculum
Development Centre



National Curriculum Development Centre

This Primary Six Curriculum was developed after the P4 Transition Curriculum and P5 Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics.

The Curriculum is presented in two sets. Set One comprises of English, Integrated Science, Local Language, Mathematics, Social Studies and Religious Education (Christian Religious Education and Islamic Religious Education) while Set Two comprises of Creative Arts and Physical Education (CAPE) with three learning areas namely: CAPE₁ – Music, Dance and Drama; CAPE₂ – Physical Education; and CAPE₃ – Art and Technology.

This Curriculum is meant to consolidate the achievements of the earlier classes. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values to prepare them for:

- Secondary education;
- the world of work;
- scientific and technical application of knowledge; and
- life skills.

Each subject has outlined topics to be covered; stated learning outcomes for each topic; provided content and language competences and prepared suggested activities. 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.

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National Curriculum Development
Centre (NCDC)
Kampala - Uganda
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CAPE₂ - (Physical Education)

CAPE₃ - (Arts and Technology)



2010

National Curriculum Development Centre (NCDC) Uganda 2010
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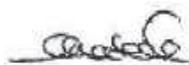
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The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated 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 2004 which was done in light of, and inspired by the measures Government took earlier on:

- Government Report on Education Policy Review Commission (1989 Chaired by Kajubi).
- Government White Paper on the Implementation of the Recommendations of the Report of the Education Policy Commission 1992.
- Bazil Kiwanuka Report of the Curriculum Task Force of 1993.
- The implementation of Universal Primary Education (UPE) policy to increase accessibility without compromising quality, relevance and equity.

The Ministry of Education and Sports through NCDC has handled the review in three main phases namely:

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

This P6 Curriculum is part of the third stage which follows the previously rolled out P5 Curriculum. 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 curriculum. The medium of instruction and learners' responses were 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 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. 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 P6 Set Two Curriculum

This Primary Six Curriculum was developed after the P4 Transition Curriculum and P5 Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics. The P6 Curriculum is presented in two sets. Set One comprises of English, Integrated Science, Local Language, Mathematics, Social Studies and Religious Education (Christian Religious Education and Islamic Religious Education) while Set Two comprises of Creative Arts and Physical Education (CAPE).

This is Set Two Curriculum which covers the following learning areas; CAPE₁ (Music, Dance and Drama); CAPE₂ (Physical Education) and CAPE₃ (Art and Technology). Like the earlier Curriculum, the P6 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(1992) on the Education Policy Review Commission Report:

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 instil 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 P6 Curriculum takes into account the fact that:

- at P1-P3, the emphasis had been development of literacy and numeracy, life skills, values and attitude.
- in P4, the Transition Year, learners were introduced to subject-based learning, using English as the medium of instruction.
- 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 the medium of instruction; and from using non-textbooks to using learner's textbooks.
- the P5 Curriculum handled gaps and overflows from the P4 Curriculum content and made presentation lighter and simpler for both pupils and teachers.
- CAPE₃ (Art and Technology) is structured to take care of most of the content and activities which were in the former Integrated Production Skills Syllabus.

This P6 Curriculum, therefore, is meant to further consolidate the achievements of the earlier classes. Each subject has stated learning outcomes, content and language competences for each topic. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P6 to prepare them for:

- secondary education.
- the world of work.
- scientific and technical application of knowledge.
- life skills.

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

Structure of the Curriculum

Subjects in P6 Curriculum

The Primary Six Curriculum consists 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 and Islamic Religious Education)

The Kiswahili Syllabus will be implemented later. Presently, the 2 periods intended for Kiswahili have been lent to Mathematics and English, each taking one additional period.

Each of these syllabuses contains preliminary pages, 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, CAPE₁ (Music, Dance and Drama) does not present separate assessment activities for the learners but it is inbuilt within the learning activities. CAPE₃ (Art and Technology) is presented in modules instead of units or themes. This is meant to avoid losing or messing up content which was covered in the original Integrated Production Skills (IPS) Syllabus.

What the Review Addressed

Basically there has been minimal change of topics in all the subjects of P6 Curriculum. There are few topics shifting without much change in content apart from making content presentations simpler and lighter for learners of P6. Different subjects have indicated the topics that were adjusted or shifted from one class to another. Such indications show how overflows from earlier classes, overlaps, overtones, and unnecessary repetitions

have been addressed. Language competences have been expressed in each topic of every subject. You will be required to pay attention to these.

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.

Subject	Periods			
	P4	P5	P6	P7
English	6	6	7	7
Mathematics	6	6	7	7
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
Local Language	3	3	2	2
CAPE 1 - MDD	2	2	2	2
2 - P.E	3	3	3	3
3 - Art and Technology	4	4	3	3
Library Reading	2	2	2	2
Totals	40	40	40	40

Note that the number of periods suggested at the beginning of each topic allows for some days for you to make the necessary adjustments.

Primary Six Sample Timetable

Each lesson/period in P6 shall take 40 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 your class timetable which suits the learning situations of your class and school.

In each subject, the methods you choose to use should be those which contribute towards learner-centred activities for the achievement of the competences, learning outcomes and eventually lead to the achievement of the aims and objectives of Primary Education stated above. At P6, the methods used should prepare the learners for effective participation in doing simple investigations and further study of the topics in the next class and eventually at secondary level.

Assessment Guidelines

In principle, continuous assessment is recommended in each subject. All the CAPEs are practical learning areas and the learners should be assessed as they do skills-based activities. 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 the learners. You are expected to manage the records of the learners' results on the activities they do as learning progresses.

Like in the earlier classes, 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 those innovative products of learners that may not have been planned but are indicators of positive progress of a learner. It is important to keep all records and give constant feedback to learners on their achievement.

Creative Arts
CAPE₁
(Music, Dance and Drama)
Syllabus

Introduction to CAPE₁ (Music, Dance and Drama [MDD]) P6 Syllabus

General Background

The government of Uganda through the Ministry of Education and Sports is making effort to promote competence-based learning. Competences focus on what a learner can do than what he/she can remember. This is reflected in one of the Broad Aims of Education spelt out by the Government White Paper of 1992, which is to eradicate illiteracy and to equip the individuals 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, as well as “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 you and the learner in this syllabus are inbuilt in all the topics. You are advised to read and keep referring to the 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:

- present performances 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 the 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, recognise and support the contributions of others.

- work with others to plan to achieve common objectives.
- identify progress and ways of improving work.
- recognise the need for perseverance.
- develop the ability to use time effectively.
- increase his/her independence and ownership of his/her work.
- set his/her own targets and work towards achieving given objectives.
- review his/her work and suggest improvements.

Time Allocation

The time allocated for Creative Arts, CAPE₁ is 2 periods of 40 minutes each per week. During this time, you are expected to handle aural, theory and practical skills – 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 CAPE₁ into the primary school curriculum is one of the strategies to equip learners with artistic skills at an early age. CAPE₁ is a practical as well as 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, physical fitness and good health. By using the knowledge and skills acquired, the learners will be able to impact the community in which they live and also 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. They are also important in helping the learners reach their full prominence.

Learning Outcome

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

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.

- links music experiences to other areas of learning.
- applies knowledge and skills of information and communication technology (ICT) in music development, production and storage.

P6 Learning Outcomes

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 in our African cultural heritage through folk songs, dance and drama.
- identifies, appreciates and communicates through music, dance and drama.
- identifies, understands and demonstrates knowledge and skills of interpreting music, dance and drama.
- appreciates and demonstrates skills and techniques of African folk dances.
- understands 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, dance and drama.
- demonstrates leadership skills

Methods, Approaches and Techniques

This syllabus suggests a range of methods, approaches and techniques of teaching and learning of music, dance and drama.

Ensure effective teaching and learning of CAPE₁ by using appropriate methodologies suggested in this syllabus.

- **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 and Five may still be used. However, three other lesson songs have been suggested for each of the three terms of Primary Six. For drama, three plays have been suggested in the syllabus for you to either adapt or adopt. They address cross-cutting issues like civic education to ensure learners acquire this knowledge through drama.
- **Rote:** Teaching and learning a song through imitation and repetition as a whole class, small groups and individuals.
- **Discovery:** Give the learners the opportunity to observe, think, analyse and come up with their own findings. For example, listening to a section of a song and express its rhythms to French names.
- **Discussion:** This method allows both the learner and you to interact and express 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 a specific task. For instance, making costumes, props and music instruments.
- **Field visits:** These may include visiting cultural sites, theatres, and resource persons. There is need for you to plan the visits in advance especially by preparing the learners to observe given guidelines.
- **Exhibition:** This may involve the display of instruments, costumes, props and performance of all music, dance and drama items learnt in a given period.
- **Tactile** (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.

There is need to provide small 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 could 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.
- there may be a need to emphasise short-term goals and provide highly specific outcomes for learners with emotional problems.

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, Primary Two, pages 13-15.

Music dance and drama helps a learner to:

- develop confidence, 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, dance and drama e.g. their 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.

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, teacher's guide, pupils' textbook, and various textbooks 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, audio visual devices.

Assessment Guidelines

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 can range from providing the whole class with informal oral comments to marked individual work, and should relate to the competences set. The works the learner does 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 to 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 response 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 learners 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 or/and 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 the 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 a need to emphasise short-term goals and provide 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.

Assessment 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

These address mainly the aspect of listening. In aural music, the competences to be assessed rotate around two basic elements, namely 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 your learner.

Suggested checklist for continuous assessment (CAPE₁)

Aspect	Competences	Marks	Out of	Remarks
Singing	• Sings in tune.		3	
	• Pronounces words clearly.		3	
	• Keeps the pace steadily.		3	
	• Sings with accompaniment.		3	
	• Dances to the song.		3	
	• Joins sections of the song appropriately.		3	
	• Makes appropriate actions/expressions.		3	
	• Sings with appropriate tone.		3	
	• Plays accompanying instruments.		3	

Aspect	Competences	Marks	Out of	Remarks
Listening	• Says played rhythms to French names.		3	
	• Plays back played rhythms.		3	
	• Sings played melodies to sol-fa (pitch).		3	
	• Plays rhythms for others.		3	
	• Recognises instruments by their sounds.		3	
	• Recognises dances by their rhythms.		3	
Reading and Writing	• 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	
	• Reads music in sol-fa notation.		3	
	• Reads music in staff notation.		3	
Drama	• Talks audibly.		3	
	• Pronounces / articulates words well.		3	
	• Remembers most of the words/lines.		3	
	• Uses appropriate and interesting actions.		3	
	• Acts freely/ with confidence and fluency.		3	
	• Uses 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	

Aspect	Competences	Marks	Out of	Remarks
Dance	• Dances with appropriate footwork.		3	
	• Sings the accompanying songs.		3	
	• Plays the accompanying instruments.		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				

Links with other Areas of the Curriculum

One of the aims of music 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 enrich understanding of time, place and culture, providing a window into other societies through exploring the words used in songs e.g. worship songs, home entertainment, and work. These are important elements in subjects like Social Studies, Religious Education, English, Art and Technology.

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

- A learner of CAPE₁ should be taught to express him/herself correctly and appropriately, read accurately and understand the language competence strands.
- In writing, a learner should be taught to use correct spelling, 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, a learner should be taught to use language precisely and logically.

- A 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.

In summary:

- 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.

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.

Term I

Topic 1: Singing and Rhythm

Duration: 3 Periods

Background

This topic continues to highlight the musical skills that require regular practice and ongoing development as seen in earlier classes. 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 song e.g., **Circle to the left**. This song introduces a new rhythm pattern  (tafatefe). The learner has more opportunity to practice writing and listening to 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

Suggested Resources

- Drums
- Beaters
- Voice
- Desks
- Charts
- word cards
- sentence cards
- resource persons

Guidance to the Teacher

Guide the learner to:

- sing any familiar song to words, sol-fa and French rhythm names.
- recite the poem of the song **Circle to the left**, displayed on a chart.
- sing the song **Circle to the left** to words and then French rhythm names.
- clap the beats of the song **Circle to the left**.
- clap while saying the French names of the song.
- attempt the exercise below (*individually or in groups*) by:
 - Saying French rhythm names.
 - Clapping/playing the rhythms.
 - Clapping while saying the French names.
 - Writing French rhythm names to the staff rhythms.

i) 

ii) 

iii) 

You may compose more exercises, clap or play them on a drum/piano for the learner to recognise and write rhythms using staff notes. In case 8 beats pose a big challenge to the learner, reduce to 6.

Note

- There are three periods suggested for this topic. You therefore need to distribute the subject competences appropriately.
- Take note of the number of periods, subject competences, language competences and learning outcome.

Topic 2: Singing and Pitch

Duration: 3 Periods

Background

This topic is intended to enrich the learner's aural memory in regard to pitch. The range is now limited to **t, d r m f s** and key **F**. The learner will have the opportunity of listening and recalling short melodic patterns coupled with sight singing skills in staff notation.

Learning Outcome

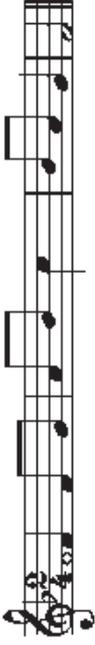
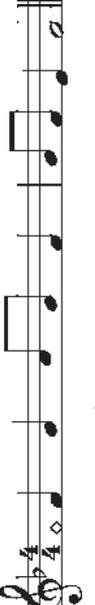
The learner appreciates and demonstrates listening and literacy skills in art music.

Life Skills and Values

- Confidence
- Love
- Literacy
- Logical reasoning

Suggested Resources

- Charts
- Voice
- Cards
- Piano
- Radio
- Tapes
- resource persons

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 "Circle to the left" to words. - sings the song Circle to the left to sol-fa. - sings 8 beat melodies based on t₁ d r m f s (<i>with few leaps limited to a 3rd</i>) in staff notation. - composes 8 beat melodies based on t₁ d r m f s and  	<p>The learner reads, writes the following words correctly:</p> <p>sight singing key F time signature</p>	<p>The set song Circle to the left.</p> <ul style="list-style-type: none"> - The sol-fa ladder. - Eight beat melodies on the G staff. e.g. <ol style="list-style-type: none">    <p>Note: The sign  shows the position of doh on the G staff i.e. doh = F</p>	<ul style="list-style-type: none"> - Singing the sol-fa ladder. - Singing the sol-fa of the song Circle to the left. - Singing the words of the song Circle to the left. - Singing 8 beat melodies centred on d r m f s and  - Composing 8 beat melodies.

Guidance to the Teacher

Have the learner:

- sing the song **Circle to the left** to words and then sol-fa.
- sing up and down the sol-fa ladder.
- listen attentively to hummed or played melodies and:
 - a) sing them to sol-fa.
 - b) write them on the G stave in key F. (i.e. doh is in space F).
 - c) sight read the written melodies.

You may compose or use the melodies below:



- Display a chart with similar exercises for the learner to read: (sight sing)
 1. With the whole class.
 2. In small groups.
 3. Individually.

Topic 3: Traditional Folk Singing

Duration: 2 Periods

Background

This topic introduces the learner to another class of African traditional folk songs - the work songs. They also vary from tribe to tribe. In this topic, the learner will collect, sing, write and discuss the importance of work songs. This will enable the learner to appreciate and explore more about our African culture through work songs.

Learning Outcome

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

Life Skills and Values

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

Suggested Resources

- Costumes
- Props
- Voice
- Charts
- Word cards

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies African traditional work songs. • identifies characteristics of work songs. • sings an African work song. • identifies the tribe of origin of the work song. • identifies costumes and props of the work song. • sings with appropriate African vocal characteristics. • communicates with appropriate mood, tempo and volume of the work songs. • identifies the importance of the work songs. 	<p>The learner reads, writes and uses the following words correctly:</p> <ul style="list-style-type: none"> • costume • soloist • style • volume • mood • work • tempo 	<ul style="list-style-type: none"> • A collection of work songs. • Characteristics of work songs. • Tribe of origin of chosen work songs. • Costumes and props of these work songs. • Importance of work songs. 	<ul style="list-style-type: none"> • Listing the work songs. • Brainstorming the characteristics of work songs. • Singing African work songs. • Brainstorming on the tribe of origin of the different work songs. • Listing the costumes and props of work songs. • Naming the costumes and props of the work songs. • Singing work songs with appropriate African vocal style. • Discussing the importance of work songs.

Guidance to the Teacher

Have your learner:

- listen to African traditional folk songs (work songs).
- analyse the song (s) following the guidelines in the table below.

This is but an example. You can come-up with any other suitable alternative.

Title	Language	Accompaniment	Costume	Occasion	Form	Speed	Volume	Mood
e.g. Ama ojolooni	Lugbara	Drums, clapping shakers	Animal skins	Courtship	Solo and chorus	Moderate	Loud	Happy
Enguuli	Luganda	Tube fiddle/ Ndingidi	Kanzu, kikoyi	Beer party	Solo	Moderate	Loud	

Topic 4: Drama

Duration: 3 Periods

Background

In this topic, you will teach drama using a set play titled **Electing a class monitor**. The play is graded to develop elements of drama such as stress, volume, tone and pace. Drama is about communication. We communicate with words, facial expression, gestures and posture. Do not expect a perfected performance. Appreciate the learner's creativity and contribution to allow development of new ideas.

Learning Outcome

The learner appreciates and communicates through drama.

Life Skills and Values

- Appreciation
- Confidence
- Love
- Literacy
- Logical reasoning

Suggested Resources

- Charts
- Books
- Voice
- Costume
- Props
- Stage
- Actors/ actresses

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • listens to the story. • asks and answers questions. • identifies the elements of drama. • identifies the key characters. • makes costumes and props. • organises the stage. • acts the play. 	<p>The learner:</p> <ul style="list-style-type: none"> • reads and writes the following words correctly: <ul style="list-style-type: none"> - suspense - application - candidate - vote - placard • uses the above words in correct sentences. 	<ul style="list-style-type: none"> • The play Electing a class monitor. • The elements of drama: <ul style="list-style-type: none"> - stress - volume - tone - pace 	<ul style="list-style-type: none"> • Listening to the story. • Answering questions. • Identifying the elements of drama. • Naming the key characters. • Improvising costumes and props. • Organising the stage. • Acting the play.

Guidance to the Teacher

Full text of the play is at the end of this syllabus.

Guide the learner to:

- tell the story of the play.
- ask and answer questions about the play.
- 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.
- observe and then take turn.
- 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?

Topic 5: Song Study (Sheet Music)

Duration: 2 Periods

Background

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 and other components of art music. This theory is a very important component of music education and a basis for professional music performance.

Learning Outcome

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

Life Skills and Values

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

Suggested Resources

- Charts
- Radio
- Tape
- Cards
- Piano
- Voice
- Resource persons

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 Circle to the left. • sings the song Circle to the left . • sings Circle to the left to sol-fa notes. • moves according to rhythm of 'Circle to the left . • sings the rhythm of the song Circle to the left to French names. • studies the song Circle to the left and answers questions about it. 	<p>The learner reads and writes 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 Circle to the left. <p>Sample questions about the song Circle to the left.</p> <ol style="list-style-type: none"> a) What shows that this song is in the key of F? 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. 	<ul style="list-style-type: none"> • Singing the sol-fa ladder. • Reciting the poem of the song. • Singing the song to sol-fa notes. • Singing rhythm to French names. • Studying the song and answering questions. • Writing the answers. • Moving according to the rhythm of the song.

Guidance to the Teacher

Let the learner:

- sing the song **Circle to the left** to words and then sol-fa.
- sing the song to French rhythm names while clapping the rhythm appropriately.
- You will display the chart of the song **Circle to the left** for the learner to study and answer questions in the content column on the previous page.
- You may set other questions or use the P4 CAPE₁ Teacher's Guide and pick questions relevant to the song **Circle to the left**.
- Let the learner:
 - copy the song displayed on the chart.
 - read and write the words in the language competence strand.

Topic 6: Traditional Folk Dance

Duration: 2 Periods

Background

This term, you will introduce the learner to dances that emphasise the shoulder, chest, and neck movement. You will continue to use both practical and theoretical approach.

Learning Outcome

The learner appreciates and demonstrates knowledge, skills and techniques of dances that emphasise the waist, chest and neck movement.

Life Skills and Values

- Cooperation
- Appreciation
- Care
- Concern
- Confidence
- Self-reliance

Suggested Resources

- Makeup
- Stage
- Dancers
- Voice
- Costumes
- Props
- Music instruments
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies African traditional dances that emphasise shoulder, chest and neck movement. • discusses these dances. • demonstrates: <ul style="list-style-type: none"> - footwork - dance levels - dance styles/ techniques 	<p>The learner:</p> <ul style="list-style-type: none"> • Shows knowledge in using the following words: <ul style="list-style-type: none"> - waist - origin - movement - functions - levels - costume - props - style - footwork - instruments - makeup - shoulder - chest - neck 	<ul style="list-style-type: none"> • Dances that emphasise movement of shoulder, chest, and neck e.g. <ul style="list-style-type: none"> - Fumbo from Padhola - Kikibi from Konzo - Amasinduko from Konzo - Mwaga from Bugisu - Isonja from Bugisu • The origin of the dance. • Functions of the dance. • Costume and props. • Accompanying instruments. • Accompanying songs. • Performance of one of the dances. 	<ul style="list-style-type: none"> • Listing dances that emphasise movement of shoulder, chest, and neck. • Listing functions of these dances. • Naming costumes and props of a chosen dance. • Brainstorming accompanying instruments and songs of the chosen dance. • Demonstrating: <ul style="list-style-type: none"> - footwork - dance levels - dance styles/ techniques

Guidance to the Teacher

Have the learner to:

- Watch (a) dance performance(s).
- Study the dance(s) following the parameters in the table below.
- Perform a dance.

Title	Dance form	Accompaniment	Origin	Occasion	Costume
eg Gaze	African	Adungu	Lugbara	Play	Animal skin

Topic 7: African Traditional Music

Instruments

Duration: 2 Periods

Background

In this topic, you are expected to give the learner more experiences in African music instruments, but with specific reference to aero phones. Aerophone refers to a class of African traditional music instruments which include panpipes, flutes, horns, etc. Sound is produced by blowing air in them.

Learning Outcome: The learner understands and appreciates African traditional music instruments of the aerophone class.

Life Skills and Values

- Patience
- Confidence
- Effective communication
- Concern
- Sharing
- Leadership

Suggested Resources

- Music instruments of the aerophone class
- Charts
- Construction materials
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> identifies African traditional music instruments of the aerophone class. discusses the instruments of the aerophone class. identifies the materials for making the instruments. 	<p>The learner shows knowledge in using the following words:</p> <ul style="list-style-type: none"> aerophones origin parts shakers xylophones rattles bells lamella phones thumb piano social functions 	<ul style="list-style-type: none"> African traditional instruments of the aerophone class. Tribes of origin of the instruments. Local names and English equivalent of the instruments. Materials used to make these instruments. 	<ul style="list-style-type: none"> Listing African traditional instruments of the aerophone class. Naming the instruments using local names and English equivalent. Brainstorming the tribe of origin of the instruments. Listing the materials used for making some of the instruments. Drawing and naming the aerophone instruments.

Guidance to the Teacher

Have the learner:

- sing a traditional folk song.
- brainstorm a known aerophone instrument following headings in the table below.
- play an instrument if he/she can.

Local name	English equivalent name	Tribe of origin	Sound production	Construction materials	Diagram
1. Enkwanzi	Notched flute	Busoga	Blowing	Bamboo, rubber, sisal	
2.					

Topic 8: Singing and Composing

Duration: 2 Periods

Background

In this topic, you will encourage the learner to compose 8 beat melodies on the G staff using key F. The melody will be limited to **t₁ d r m f s** with

a few leaps limited to a 3rd. The rhythms are limited to  and . The learner will finally read the composed melodies. Make the learner believe in what they are doing. Let them feel important when they write a good melody.

Learning Outcome

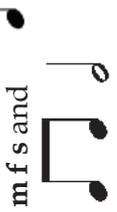
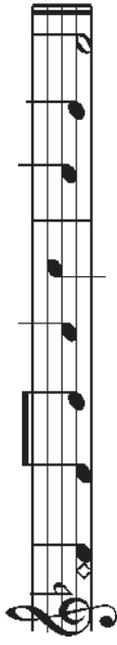
The learner understands and demonstrates knowledge and skills of melody writing.

Life Skills and Values

- Independence
- Patience
- Self-reliance

Suggested Resources

- Pens
- Pencils
- Exercise books
- Erasers
- Charts
- Chalk board

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • sings the sol-fa ladder. • pitches t₁ d r m f s with varying arrangements. • listens and recognises pitch centred on t₁ d r m f s and  • writes 8 beat melodies in staff notation in key F. 	<p>The learner shows knowledge in using the following words:</p> <ul style="list-style-type: none"> • sol-fa ladder • pitch • rhythm • bars • system • melody 	<ul style="list-style-type: none"> • Sol-fa ladder. • Listening exercises. • The song Circle to the left. • Melodies for composing or listening e.g. <ol style="list-style-type: none"> 1.  2..  	<ul style="list-style-type: none"> • Singing the sol-fa ladder. • Pitching t₁ d r m f s notes. • Writing dictated melodies. • Composing 8 beat melodies in key F.

Guidance to the Teacher

Guide the learner to:

- sing the song **Circle to the left**.
- sing the following 8 beat melodies displayed on a chart.
- copy the melodies in his/her notebook, replacing all the 'm' notes with 'd' and 'd' with 'm'.
- sing his/her new composition.



- display a chart of staff rhythm passages or sol-fa passages and guide the learner to:
 - compose melodies in key F using the G stave. (May use a few leaps of not more than a 3rd).
 - read his/her compositions.
- do this work individually or in a group while you guide.

Examples of staff rhythm passages:



Examples of sol-fa passages (compose 8 beat melodies)

i) d r m d r m d m r r d ||

i) d d r m r d d r m r d ||

- Let the learner read and write the words in the language competence column.

Topic 9: Singing and Accents

Duration: 2 Periods

Background

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. You will guide the learner to identify strong and weak beats in the set song **Circle to the left** .

This song has one strong beat and three weak beats in each bar. That is:
ONE *two three four* | **ONE** *two three four* | **STRONG** *weak weak weak* |
STRONG *weak weak weak* | |

Learning Outcome

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

Life Skills and Values

- Joy
- Patience
- Cooperation
- Critical thinking
- Appreciation

Suggested Resources

- Charts
- Word cards
- Piano
- Radio
- Voice
- Pencils
- Pens
- Exercise books
- Erasers

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • sings the song Circle to the left . • identifies strong and weak beats in the song Circle to the left. • moves according to the rhythms of the song Circle to the left. • identifies positions of bar lines in the song Circle to the left. • sings rhythms to French names. 	<p>The learner reads and writes the following words:</p> <ul style="list-style-type: none"> • strong • weak • accent • bar • bar line • double bar • system 	<ul style="list-style-type: none"> • The song Circle to the left. • French rhythm name "taa tate tafatefe taa – aa". • Strong and weak points/ beats. • The sol-fa notes of the song. 	<ul style="list-style-type: none"> • Singing the song Circle to the left. • Clapping the strong and weak points/beats. • Counting strong and weak points/beats. • Singing the sol-fa notes of the song and the French names. • Writing the song Circle to the left. • Moving according to the rhythm of the song.

Guidance to the Teacher

Ask the learner to:

- sing the song **Circle to the left**.
- sing the song while clapping the strong beats.
- count the strong and weak beats of the song.
- put bar lines in exercises such as below, making four or two beats in each bar.



Note  also occupies time for one beat.

Choose any of the P4 or P5 songs and let the learner:

- sing as he/she stamps the strong beats while softly snapping the weak ones.
- sing the songs to sol-fa as he/she stresses the notes on the strong beats.
- read and write the vocabulary in the language competence column.

Topic 10: Performing the Arts

Duration: 3 Periods

Background

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, 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

Suggested Resources

- Costumes
- Props
- Music instruments
- Voice
- Stage
- Performers
- Observation guides

Subject Competences	Language competences	Content	Suggested Activities
<p>The learner;</p> <ul style="list-style-type: none"> • identifies favourite songs. • demonstrates favourite dances and songs. • accompanies songs and dances. • acts plays. • sight sings melodies. • evaluates performances. 	<p>The learner shows understanding in the use of the following words:</p> <ul style="list-style-type: none"> • favourite • checklist • melody • major scale • music ladder • environment 	<ul style="list-style-type: none"> • List of a variety of songs learnt during the year and those from the environment. • Observation guide for evaluating performance. • Melodies for sight singing. 	<ul style="list-style-type: none"> • Identifying favourite songs (traditional). • Identifying favourite western songs. • Demonstrating movements of dances. • Playing music instruments. • Singing the songs appropriately. • Acting plays. • Sight reading sol-fa.

Term II

Topic 1: Singing and Rhythm

Duration: 2 Periods

Background

In this topic, the learner continues to explore the concept of rhythm on the same plan as Term One. This time, he/she will use a new song for instance **Down by the station**. He/she will first learn the song by rote method, clap the rhythm of the song, say the French rhythm names of the song, write the French rhythm names and finally match the staff rhythm symbols  to the written French rhythms.

Learning Outcome

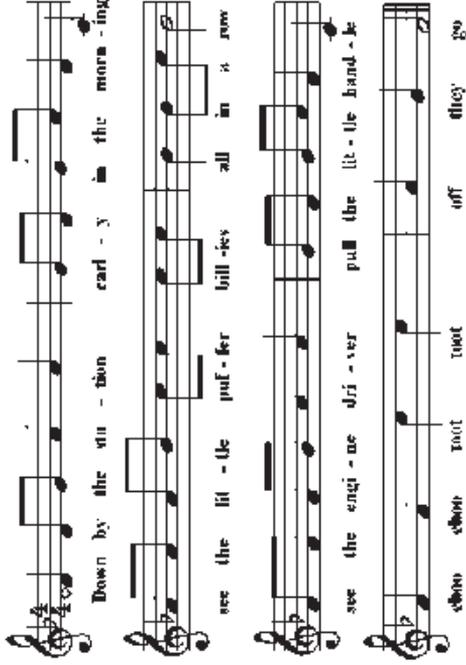
The learner appreciates and develops a sense of beauty, creativeness and self-expression through singing.

Life Skills and Values

- Appreciation
- Listening to others
- Responsibility
- Effective communication

Suggested Resources

- Drums
- Beaters
- Voice
- Desks
- Charts
- Word cards
- Sentence cards
- Resource persons
- Radio cassette

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> recites the poem of the set song Down by the station. sings the song Down by the station. sings the song Down by the station syllables like "pa", "na", "ma" sings the French rhythm names of the song. identifies the French rhythm names of the song. matches the staff rhythm symbols to the French rhythms. listens and interprets dictated eight beat melodies. identifies / performs  notes. 	<p>The learner reads and writes the following:</p> <ul style="list-style-type: none"> minim crotchet quaver semi quaver early station engine handle driver row 	<ul style="list-style-type: none"> Rhythm in songs e.g. Down by the station. Names of the staff rhythm symbols minim, crotchet, quaver, semi quaver <p style="text-align: center;"><i>An English folk song</i></p> 	<ul style="list-style-type: none"> Reciting the poem of the song Down by the station while keeping the rhythm. Sings the French rhythm names of the song. Matches staff rhythm symbols to the French rhythms. Writing the rhythm to French names. Writing staff rhythms. Writing the words of the song. Listening and interpreting dictated rhythms.

Guidance to the Teacher

Guide the learner to:

- sing any familiar songs to words, sol-fa and French rhythm names.
- recite the poem of the song **Down by the station**, displayed on a chart.
- sing the song **Down by the station** to words and then French rhythm names. (You will refer to the procedure of teaching a new song done in P4 Term I).
- clap the beats of the song **Down by the station**.
- clap while saying the French names of the song appropriately.
- match the staff rhythm symbols to their French rhythm names.
- attempt the exercise below (*in groups or individually*) by:
 - saying French rhythm names (*of either written or played rhythmic passages*).
 - clapping/playing the rhythms (*either echoing or reading rhythmic passages*).
 - clapping while saying the French names (*either echoing or reading rhythmic passages*).
 - writing French rhythm names to the given rhythmic passages.

i) 

ii) 

iii) 

Compose more rhythm exercises, clap or play them on a drum/ piano for the learner to listen, recognise and write. If you find 8 beats challenging the learner, reduce to 6.

Note

- Rhythm is a concept. Concepts, unlike facts, cannot be learnt at once. Never think you have done enough. Give the learner as much opportunity to practice as time can allow.
- Mark or reward your learner as soon as he/she achieves the intended competences. Write the marks in his/her notebook, from which you will get his marks for the record sheet.

Topic 2: Singing and Pitch

Duration: 2 Periods

Background

This topic aims to consolidate the learner's aural memory especially in regard to pitch. The learner will be expected to read and write music on the staff basing on **t₁ d r m f s** and .

Learning Outcome

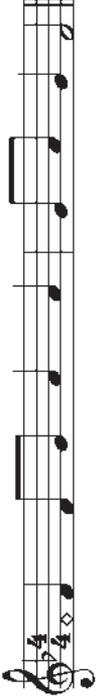
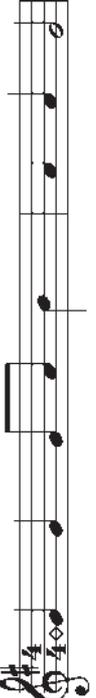
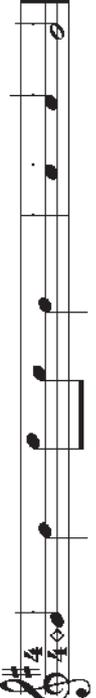
The learner appreciates and interprets music in staff notation.

Life Skills and Values

- Self-reliance
- Appreciation
- Self-esteem literacy
- Creative thinking

Suggested Resources

- Voice
- Charts
- Cards
- Piano
- Radio cassette
- Resource persons

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 Down by the station. hums the song. sings the song Down by the station to sol-fa. composes own 8 beat melodies on the G stave in keys G and F with a few leaps limited to a 3rd. reads own compositions. sight sings 8 beat melodies in keys G and F with a few leaps limited to a 3rd. 	<p>The learner reads and writes the following:</p> <ul style="list-style-type: none"> sol-fa ladder listen melody hum stave key compose 	<p>The set song Down by the station.</p> <ul style="list-style-type: none"> The sol-fa ladder. <ol style="list-style-type: none">    <p>Note: The sign \diamond shows the position of doh.</p>	<ul style="list-style-type: none"> Singing up and down the ladder. Singing back hummed songs played eight beat melodies. Composing eight beat melodies on the stave in key G and F. Sight singing composed melodies in keys G and F. Reading and writing words.

Guidance to the Teacher

Have the learner:

- sing the song **Down by the station** to words and then sol-fa.
- sing up and down the sol-fa ladder.
- listen attentively to hummed or played melodies and;
 - a) sing them to sol-fa.
 - b) write them on the G staff in either key G or F.
 - c) sight sing the written melodies.

You may compose, or use the melodies below:



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

Take note of the number of periods, language competences and learning outcome for this topic.

Topic 3: Traditional Folk Singing

Duration: 2 Periods

Background

In this topic, you are to introduce the learner to the characteristics of African folk songs. The learner will identify these characteristics through listening to recorded or performed folk songs. This will enable the learner to appreciate and explore more about our African culture.

Learning Outcome

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

Life Skills and Values

- Creative thinking
- Empathy
- Sympathy
- Care
- Love
- Responsibility
- Effective communication
- Leadership

Suggested Resources

- Radio cassette
- Costumes
- Props
- Voice
- Charts
- Word cards
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • listens to a variety of African traditional folk songs. • identifies characteristics of African traditional folk songs. • identifies music elements like mood, fast, slow, soft and loud of chosen folk songs. 	<p>The learner shows understanding in the use of the following words:</p> <ul style="list-style-type: none"> • ululation • poly rhythm • solo • chorus • volume • mood • tempo • form 	<ul style="list-style-type: none"> • Characteristics of African traditional folk songs: <ul style="list-style-type: none"> - accompanied - have poly rhythms - repetitive - ululation - African language - solo form - chorus form - yodelling - actions oriented - they are occasional 	<ul style="list-style-type: none"> • Listening to some African traditional folk songs. • Brainstorming the characteristics African traditional folk songs. • Identifying the mood, tempo and volume of different songs.

Guidance to the Teacher

- Have your learners:
 - listen to (an) African traditional folk song(s).
 - analyse the song(s) following the guidelines in the table below.
- You will follow the examples of the earlier topics to complete this table

Title	Language	Accompaniment	Costume	Occasion	Form	Vocal style	Volume	Mood

Topic 4: Drama

Duration: 2 Periods

Background

Drama is the composition, presentation and performance of play. This Term the learner is to study and perform a play titled **Back to school**. The learner with special needs should be guided to participate in all activities. You should demonstrate clearly and where necessary the learner should be allowed to feel/touch (in case of visual impairment).

Learning Outcome

The learner is able to display self-discipline, ethical values, integrity, tolerance and skills of performing.

Life Skills and Values

- Behaving appropriately with different people
- Valuing one's own abilities
- Listening to others
- Communicating to others
- Sharing with others
- Leading others

Suggested Resources

- Charts
- Books
- Voice
- Costume
- Props
- Stage
- Actors/ actresses

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • listens to the story of the play. • identifies the key characters. • makes costumes and props. • decorates own body. • organises the stage. • acts the play. 	The learner reads and writes the words: <ul style="list-style-type: none"> • complain • include • market vendor • interject • familiar • busy • sort 	<ul style="list-style-type: none"> • The play Back to school. • Voice therapy/sign language drills. 	<ul style="list-style-type: none"> • Listening to the story of the play. • Telling the story. • Acting the story. • Making the costumes and props. • Using props and costumes. • Staging the play.

Guidance to the Teacher

Tell the story of the play to the learner. Read the stage directions (*bracketed words in italics*) to interpret the play appropriately. They will help you bring out meaning through use of dramatic techniques such as flash backs, suspense, freezing, stress, pace, volume and tone.

Let the learner:

- sing a known song.
- listen to and observe you when you are telling the story of the play.
- ask and answer questions about the story.
- Identify and name actors/actresses in the play.
- choose a character whose part he/she will act.
- describe the costumes and props for the drama.
- rehearse the lines of the chosen character in his/her free time.

- observe the performance of the play using the guidelines below:
 - Who was audible enough?
 - Who pronounced the words very well?
 - Who remembered most of the words?
 - Who used interesting actions?
 - Who acted his/her part very well?
 - Who acted more freely?
 - Whose part did you enjoy most?

Note:

- You will need to pay special attention to a learner with special needs so that he/she participates in demonstrating and dramatising.
- Assist and show maximum patience to a learner with emotional problems.

Topic 5: Song Study (Sheet Music)

Duration: 2 Periods

Background

In this topic, you will guide the learner to analyse music in staff notation. You will help him/her to explore more about written songs with regard to length, rhythm, pitch, bar lines and other components of art music.

Learning Outcome

The learner identifies, understands and demonstrates knowledge and skills of interpreting music in staff notation.

Life Skills and Values

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

Suggested Resources

- Charts
- Radio
- Tape
- Cards
- Piano
- Voice
- Resource

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 Down by the station. • sings the song Down by the station Sings to sol-fa notes. • moves according to the rhythm of the song Down by the station. • sings the rhythm of the song Down by the station to French names. • keeps the steady beat. • studies the song Down by the station and answers questions about it. 	<p>The learner shows understanding in the use of the following words:</p> <ul style="list-style-type: none"> • rhythm • recite • sol-fa ladder • form • half tone • tone • system • stave • letter names • clef • key 	<ul style="list-style-type: none"> • The sol-fa ladder. • The song Down by the station. • Sample questions about the song Down by the station: <ol style="list-style-type: none"> i) Which words of the 1st system fall on strong beats? ii) Which bar of the 3rd system music is as bar two of the song? iii) Use letter names and name all the notes of bar three. iv) Name the space with the highest note. 	<ul style="list-style-type: none"> • Singing the sol-fa ladder. • Reciting the poem of the song. • Singing the song. • Singing the rhythm of the song to French names. • Studying the song and answering questions. • Writing the answers.

Guidance to the Teacher

Let the learner:

- sing a song e.g. **Down by the station** to words and then sol-fa.
- sing the song to French rhythm names while clapping the rhythm appropriately.
- you will display the chart of a song e.g. **Down by the station** for the learner to:
 - study and answer questions in the content column on the previous page.
 - copy the song displayed on the chart.
 - read and write the words in the language competence column.

Topic 6: Jazz Dance

Duration: 2 Periods

Background

In this topic, the learner explores and expresses his/her ideas and feelings about music using movement, dance, expressive and musical language. He/she will do this using a range of live and recorded music from different times and cultures.

Learning Outcome

The learner appreciates and demonstrates knowledge and skills about techniques of dances from different times and culture.

Life Skills and Values

- Cooperation
- Appreciation
- Care
- Concern
- Confidence
- Self-reliance

Suggested Resources

- Makeup
- Stage
- Dancers
- Voice
- Radio
- Props
- Music instruments
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies favourite songs. • mimes the favourite songs. • demonstrates known dance strokes to the songs. • improvises new dance movements by making simple dance patterns like step, jump and curl or twist. • responds to different moods of songs through dance. • responds to music using body percussions like clapping, tapping knees and stamping. 	<p>The learner reads and writes words like:</p> <ul style="list-style-type: none"> • step • jump • twist • curl • body percussions • tap 	<ul style="list-style-type: none"> • Live music. • Recorded music - any culture any time. • Improvised or jazz dance. 	<ul style="list-style-type: none"> • Listing favourite songs. • Miming favourite music. • Improvising dance movements to songs. • Clapping, tapping and stamping. • Demonstrating: <ul style="list-style-type: none"> - footwork - dance levels - dance styles/ techniques.

Guidance to the Teacher

Have the learner:

- brainstorm favourite singers.
- mime favourite songs.
- demonstrate free dance movements to the songs.
- demonstrate facial expressions appropriate to the mood of the song.

Topic 7: Western Music Instruments

Duration: 2 Periods

Background

In this topic, the learner will have a theoretical study of the western music instruments of the keyboard family. Give special attention to learners with prior knowledge and skill in playing these instruments as a way of inspiring and exposing others to skills of playing music instruments.

Learning Outcome

The learner understands and appreciates western music instruments of the key board family.

Life Skills and Values

- Appreciation
- Mobility and orientation
- Confidence
- Effective communication
- Concern
- Sharing
- Leadership
- Self-esteem

Suggested Resources

- Western music instruments of the keyboard family
- Charts
- Pictures of the keyboard instruments
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies western music instruments of the keyboard family. • discusses the instruments of the keyboard family. • draws pictures of these instruments. • Listens to voice of these instruments. 	<p>The learner reads and writes the following:</p> <ul style="list-style-type: none"> • keyboard • organ • virginal • harpsichord • piano 	<ul style="list-style-type: none"> • Music instruments of the keyboard family: <ul style="list-style-type: none"> - piano - organ - virginal - electronic keyboard - harpsichord 	<ul style="list-style-type: none"> • Listing western instruments of the keyboard family. • Drawing the instruments.

Guidance to the Teacher

Have the learner:

- sing any known western song.
- brainstorm known keyboard instruments.
- draw some of these instruments displayed on a chart or physically.
- play a keyboard instrument if he/she can (*optional*).

Topic 8: Singing and Composing

Duration: 4 Periods

Background

In this topic, the learner continues to explore, choose and organise sounds and musical ideas using the G staff. The range is limited to **t₁ d r m f s** with leaps limited to a 3rd. The length of the melody is also limited to

eight beats and the rhythm is . He/she will then sing melodies composed by him/her self.

Learning Outcome

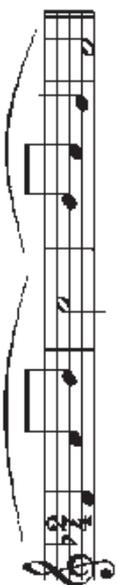
The learner understands and demonstrates knowledge and skills of composing melodies in staff notation.

Life Skills and Values

- Confidence
- Self esteem
- Creative thinking
- Endurance
- Appreciation
- Joy

Suggested Resources

- Radio cassette
- Pens
- Pencils
- Exercise books
- Erasers
- Charts
- Chalkboard

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> sings the song Down by the station. sings the sol-fa ladder. Sings hummed/played exercises to sol-fa. reads written melodies in key F, combining learnt rhythms and pitch. composes and writes own 2 phrase melodies of two four time in key F, limited to t₁ d r m f s and  <ul style="list-style-type: none"> applies phrase marks. 	<p>The learner reads and writes:</p> <ul style="list-style-type: none"> phrase phrase mark 	<ul style="list-style-type: none"> Phrase mark Samples of compositions <p>1.</p>  <p>2.</p> 	<ul style="list-style-type: none"> Singing the song Down by the station. Composing in staff notation. Using phrase marks. Sight singing in staff notation.

Guidance to the Teacher

- Guide the learner to:

Sing the song **Down by the station**.

Compose melodies limited to:

- a) the G stave
- b) **t₁ d r m f s**
- c) $\frac{2}{4}$ time
- d) key F
- e) two phrases of two bars each.
- f) first phrase ending on any note except doh.
- g) the second phrase ending on doh.
- h) mostly stepwise movement but leaps of up to a 3rd may be used.

sing his/her compositions.

- Now guide the learner to:

Answer the following 'question' five different times, using the rhythms given.

Sing the 'question' correctly (using sol-fa) before he/ she makes up the 'answer'.

Use phrase marks (A *tune* without phrase marks is like a sentence without punctuations).



- 1)
- 2)
- 3)
- 4)
- 5)

Topic 9: Singing and Accents

Duration: 1 Period

Background

In this topic, the learner will be provided with a range of musical activities that involve performing, composing and analysis. This analysis/appraisal centres more on stress in songs. Remember songs have some points stressed more than others.

Learning Outcome

The learner understands and demonstrates a sense of time keeping in music.

Life Skills and Values

- Confidence
- Effective communication
- Critical analysis
- Coordination
- Concern
- Endurance

Suggested Resources

- Charts
- Word cards
- Piano
- Radio
- Voice
- Pencils
- Pens
- Exercise books
- Erasers

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • sings songs of varying cultures and times. • listens to songs of different cultures and times. • listens and identifies strong and weak beats in these songs. • uses body percussions to play strong and weak beats in songs. • moves according to the rhythm of the songs. • identifies positions of bar lines of given times and rhythms. 	<p>The learner understands, uses and spells the following words relating to music:</p> <ul style="list-style-type: none"> - time - strong beat - weak beat - genre 	<ul style="list-style-type: none"> • Songs known to the learner. • Recorded songs of any culture, genre or time that you have chosen. 	<ul style="list-style-type: none"> • Singing songs from different cultures and times. • Listening to songs. • Playing strong and weak beats of the songs using body percussions. • Identifying positions of bar lines of given rhythms.

Guidance to the Teacher

Have the learner:

- sing a known song of any culture.
- listen to a recording of any song.
- clap or stamp the strong beats of the song.
- count the weak and strong beats in the songs.
- put bar lines to rhythm passages given by the teacher.

Topic 10: Performing the Arts

Duration: 3 Periods

Background

The learner is naturally interested in music; and you need only to open the door of learning so that interest may be satisfied.

The learner is more interested in music when he/she becomes involved. Performance will boost group spirit. It will motivate the learner toward further study and enjoyment of music. Exhibitions will act as a summary of the term's learning experiences.

The learner with special needs may need a lot more practice than the ordinary learner. A lot needs to be done to develop their interest and the will to take on the initiative to organise themselves.

Learning Outcome

The learner performs music with an awareness of the stage.

Life Skills and Values

- Confidence
- Appreciation
- Creative thinking
- Decision-making
- Self-reliance
- Endurance
- Effective communication skills

Suggested Resources

- Radio Cassette
- Costumes
- Props
- Music Instruments
- Voice
- Stage
- Performers
- Observation Guides

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • organises a program. • sets a stage. • performs songs appropriately. • plays instruments. • uses stage appropriately. • performs/ stages a play. • dances according to custom. • identifies costumes and props. • sings in a group. 	<p>The learner responds to the following instructions:</p> <ul style="list-style-type: none"> • Draw a program. • Set the stage. • Tune the instruments. • Organise the stage. • Choose leaders. 	<ul style="list-style-type: none"> • Songs learnt this Term (both African and Western). • Dances so far learnt. • List of appropriate costumes, dances and plays. • List of instruments to be used in the performance. • Program for roles and responsibilities during the performance. • Drawing pictures. • Modelling • Painting 	<ul style="list-style-type: none"> • Organising the program. • Setting the stage. • Handling instruments to produce appropriate pitches and rhythms. • Learners evaluating their work/ performance. • Choosing learners and drawing a program. • Organising the stage, costume and props. • Organising and tuning instruments.

Term III

Topic 1: Singing and Rhythm

Duration: 2 Periods

Background

This topic is a continuation of the earlier plan of giving the learner more practice and experiences in exploring the concept of rhythm. He/she will use a round song for instance **If you are happy and you know it**. He/she will as usual learn the song by rote method, clap the rhythm of the song, say the French rhythm names of the song, write the French rhythm names and finally match the staff rhythm symbols  to the written French rhythms.

Learning Outcome

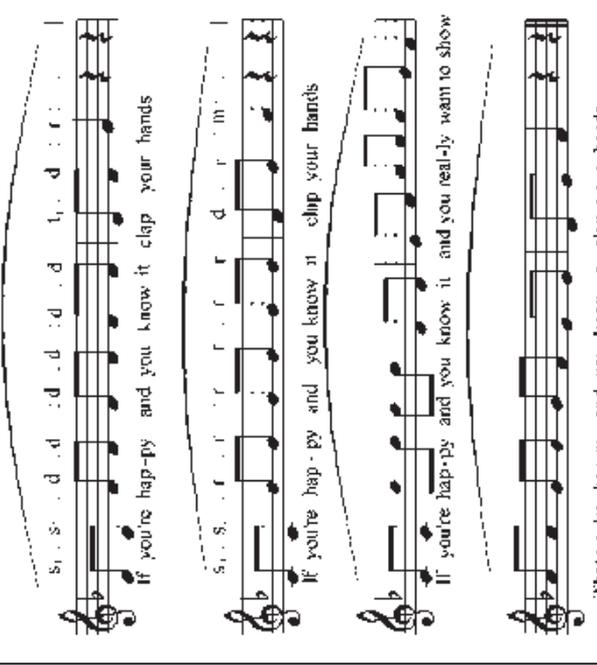
The learner appreciates and develops a sense of beauty, creativeness and self-expression through singing.

Life Skills and Values

- Appreciation
- Listening to others
- Responsibility
- Effective communication

Suggested Resources

- Drums
- Beaters
- Voice
- Desks
- Charts
- Word cards
- Sentence cards
- Resource persons
- Radio cassette

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> recites the poem of the song If you are happy and you know it. sings the song If you are happy and you know it in unison and parts. sings the song If you are happy and you know it to syllables like "Ku", "La", "Wa". sings the French rhythm names of the round. moves according to the rhythm of the round appropriately. identifies the French rhythm names of the round. matches the staff rhythm symbols to the French rhythms. 	<p>The learner reads and writes the following:</p> <ul style="list-style-type: none"> happy really familiar 	<p>Rhythm songs e.g. If you are happy and you know it</p> 	<ul style="list-style-type: none"> Reciting the poem of the song If you are happy and you know it while keeping the rhythm. Writing the rhythm to French names. Writing staff rhythms. Writing the words of the song. Listening and interpreting dictated rhythms.

Guidance to the Teacher

Guide the learner to:

- sing any familiar songs to words, sol-fa and French rhythm names.
- recite the poem of the song **If you are happy and you know it**, displayed on a chart.
- sing the song **If you are happy and you know it** to words and then French rhythm names. You will refer to the procedure of teaching a new song done in P4 Term One Teachers' Guide.
- clap the beats of the song **If you are happy and you know it**.
- clap while saying the French names of the song appropriately.
- match the staff rhythm symbols to their French rhythm names.
- attempt the exercise below (*in groups or individually*) by:
 - saying French rhythm names (*of either written or played rhythm passages*).
 - clapping/playing the rhythms (*either echoing or sight reading rhythmic passages*).
 - clapping while saying the French names (*either echoing or sight reading rhythmic passages*).
 - writing French rhythm names to the given rhythmic passages.



- Compose more rhythm exercises, clap or play them on a drum/piano for the learner to listen, recognise and write.

Topic 2: Singing and Pitch

Duration: 2 Periods

Background

This topic continues with the earlier plan of pitch on a staff. The learner will further read and write music on the staff basing on **t₁ d r m f s** and



in key G or F. The length is eight beats.

Learning Outcome

The learner appreciates and interprets music in staff notation.

Life Skills and Values

- Self-reliance
- Appreciation
- Self-esteem literacy
- Creative thinking

Suggested Resources

- Voice
- Charts
- Cards
- Piano
- Radio cassette
- Resource persons

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 If you are happy and you know it. hums the song. composes own eight beat melodies on a G stave in key G major. reads own compositions. sight sings eight beat melodies in staff notation cantered on  <p>t, d r m f s and in either key G or F.</p>	<p>The learner reads and writes the following:</p> <ul style="list-style-type: none"> dream healthy my mine eight beat melody 	<ul style="list-style-type: none"> The song If you are happy and you know it. The sol-fa ladder. Eight beat melodies on the G stave. e.g.  <p>1.</p> <p>2.</p>	<ul style="list-style-type: none"> Singing up and down the ladder. Singing back hummed/played four beat melodies. Composing eight beat melodies on the stave in key G. Sight singing the composed melodies. Reading and writing words.

Guidance to the Teacher

Have the learner:

- sing the song **If you are happy and you know it** to words and then sol-fa.

- sing up and down the sol-fa ladder.
- listen attentively to hummed or played melodies and:
 - a) sing them to sol-fa.
 - b) write them on the G stave in either key G or F.
 - c) sight sing the written melodies.

You may compose or use the melodies below:

1.



2.



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

Topic 3: Traditional Folk Singing

Duration: 2 Periods

Background

In this topic, you will introduce the learner to another category of African folk songs - the story songs. Story songs are those parts of a story which are sung. These story songs also vary from tribe to tribe. In this topic, the learner will collect, sing, write and discuss importance of story songs. This will enable the learner to appreciate and explore more about our African culture.

Learning Outcome

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

Life Skills and Values

- Creative thinking
- Empathy
- Sympathy
- Care
- Love
- Responsibility
- Effective communication
- Leadership

Suggested Resources

- Radio cassette
- Costumes
- Props, voice
- Charts,
- Word cards
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> identifies African traditional story song. discusses the characteristics of story songs. sings an African story song. sings with appropriate African vocal characteristics. communicates with appropriate mood, tempo and volume of the story songs. 	<p>The learner understands, uses and spells the following words relating to music:</p> <ul style="list-style-type: none"> costume props solo chorus vocal style volume mood lullaby class tempo 	<ul style="list-style-type: none"> A collection of story songs. Characteristics of story songs. Tribe of origin of the story songs. Costumes and props of these story songs. A story in local language. Performance of a story song. Importance of story songs. Vocal styles. 	<ul style="list-style-type: none"> Listing the story songs. Brainstorming the characteristics of story songs. Telling a story in local language. Singing African story songs. Listing the costumes and props of play songs. Singing a play song with appropriate African vocal style.

Guidance to the Teacher

Have your learner:

- listen to a folk tale.
- listen to a song in the story.
- study the song(s) in the story following the guidelines in the table below.

Note

- The information filled in the table serves only as an example.
- Give an opportunity to the learner to tell what he/she has learnt in the story.

Topic 4: Drama

Duration: 2 Periods

Background

In drama, the two senses of hearing and seeing are paramount. Drama is about effective communication. In this topic, you will introduce the learner to the concept of speaking without words. This will involve facial expressions, gestures and posture. The learner, who has not yet developed the confidence for imagination and interpretation, should be encouraged and helped to imitate you or peers. The learner should then be allowed to evaluate his/her and peers' performance. The learner with special needs should be guided to participate in all activities. You should demonstrate clearly and where necessary, the learner should be allowed to feel/touch (in case of visual impairment).

Learning Outcome

The learner appreciates and demonstrates skills of speaking or communicating without words.

Life Skills and Values

- Behaving appropriately with different people
- Valuing one's own abilities
- Listening to others
- Communicating to others
- Sharing with others
- Leading others

Suggested Resources

- Charts
- Books
- Voice
- Costume
- Props
- Stage
- Actors/ actresses

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • demonstrates facial expressions appropriate to the mood of given situations. • uses gestures to communicate given situations. • demonstrates appropriate posture or body language to communicate given situations. 	<p>The learner reads and writes the words:</p> <ul style="list-style-type: none"> - anger - worry - happiness - surprise - confidence - keep quite - hurry up - gesture - posture 	<ul style="list-style-type: none"> • Samples of situations for communicating with facial expression: <ul style="list-style-type: none"> - anger - worry - happiness - surprise - confidence • Samples of situations for communicating with gestures: <ul style="list-style-type: none"> - you want someone to keep quite. - you want someone to hurry up. - you want someone to get away from here. - you want someone to speak louder because of the noise. • Samples of situations for communicating with posture: <ul style="list-style-type: none"> - I am extremely sad. - I am very angry. - I am interested. 	<p>Speaking without words using:</p> <ul style="list-style-type: none"> - facial expression - gestures - posture

Guidance to the Teacher

You will tell the story of the play to the learner. You should read the stage directions (*bracketed words in italics*) to interpret the play appropriately. They will help you bring out meaning through use of dramatic techniques such as flash backs, suspense, freezing, stress, pace, volume and tone.

Let the learner:

- sing a known song.
- listen and observe you when you are telling the story of the play.
- ask and answer questions about the story.
- identify and name actors/actresses in the play.
- choose a character whose part he/she will act.
- describe the costumes and props for the drama.
- rehearse the lines of the chosen character in his/her free time.
- observe the performance of the play using the guidelines below:
 - Whom did you hear talk loud enough?
 - Who pronounced the words very well?
 - Who remembered most of the words?
 - Who used interesting actions?
 - Who acted his/her part very well?
 - Who acted more freely?
 - Whose part did you enjoy most?

Note

- Continue paying special attention to learners with special needs so that they participate in demonstrating and dramatising.
- Assist and show maximum patience to learners with emotional problems.

Topic 5: Song Study (Sheet Music)

Duration: 2 Periods

Background

In this topic, you will guide the learner to analyse music in staff notation. You will help him/her to explore more about written songs with regard to length, rhythm, pitch, bar lines and other components of art music.

Learning Outcome

The learner identifies, understands and demonstrates knowledge and skills of interpreting music in staff notation.

Life Skills and Values

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

Suggested Resources

- Charts
- Radio
- Tape
- Cards
- Piano
- Voice
- Resource persons

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 If you are happy and you know it. • sings the song If you are happy and you know it. • sings If you are happy and you know it to sol-fa notes. • moves according to rhythm of If you are happy and you know it. • sings the rhythm of the song If you are happy and you know it to French names. • studies the song If you are happy and you know it and answers questions about it. 	<p>The learner understands, uses and spells the following words relating to music:</p> <ul style="list-style-type: none"> • rhythm • recite • sol-fa ladder • form • half tone • tone • system • stave • letter names • clef • key 	<ul style="list-style-type: none"> • The sol-fa ladder. • The song If you are happy and you know it. • Sample questions about the song If you are happy and you know it e.g. <ul style="list-style-type: none"> a) What is the name of the line on which the song starts? b) How many bars has the last system? c) How many weak beats are in the second system? d) What is the name of the highest note in bar four? e) Use letter names and name all the notes of bar six. f) Draw a stave, on it put a G clef, then copy down the music in the fourth system. 	<ul style="list-style-type: none"> • Singing the sol-fa ladder. • Reciting the poem of the song If you are happy and you know it. • Singing the song If you are happy and you know it. • Singing the rhythm of If you are happy and you know it to French names. • Studying the song If you are happy and you know it and answering questions.

Topic 6: Dance

Duration: 2 Periods

Background

Dance builds values and attitudes of respect and provides access for learners with special educational needs. It promotes diverse Ugandan and world cultural and artistic practices. Through exploring dance, the learners reflect on ways of promoting cultural fairness and learn to respect cultural and other diversities. Through dance, the learner is encouraged to develop multiple intelligences (cognitive, kinaesthetic, emotional and social) as well as entrepreneurial abilities. It provides both individual and interactive challenges, contributing to personal maturation, social development and spiritual enrichment.

Learning Outcome

The learner demonstrates cultural sensitivity by exploring and performing dances of cultures other than their own as well as affirms own and others' cultural identities.

Life Skills and Values

- Self-esteem
- A sense of identity
- Confidence
- Self-discipline
- Social responsibility

Suggested Resources

- Makeup
- Stage
- Dancers
- Voice
- Costumes
- Props
- Music instruments
- Radio
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies dance forms. • demonstrates dance styles and techniques. • listens to dance songs. • evaluates dancers. 	<p>The learner reads, writes and uses the following words related to dance correctly:</p> <ul style="list-style-type: none"> • dance form/style • dance levels • dance technique • other words related to the chosen dance form. 	<ul style="list-style-type: none"> • Some dance forms in the world - tap - jazz - African dance - Spanish - ballet - contemporary - ballroom - Latin-American 	<ul style="list-style-type: none"> • Listing dance forms. • Listening to dance songs. • Singing dance songs. • Demonstrating: <ul style="list-style-type: none"> - footwork - dance levels - dance styles/techniques

Guidance to the Teacher

To develop a learner's practical skills and knowledge in dance, select a major dance form e.g. tap, jazz, African dance, Spanish, ballet, contemporary, ballroom, Latin-American, folk and other recognised dance styles or forms. Have 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 small groups during performance or choreographic processes.
- develop concepts for the construction of 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

- Learners' experience and exposure is a major benchmark at this point. Observe learners with exceptional skills and encourage them to assist others. Some learners have seen these dances performed and their knowledge must be shared with 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.

Topic 7: Western Music Instruments

Duration: 2 Periods

Background

In this topic, the learner will have a theoretical study of the western music instruments of the wood wind and string family. Give special attention to learners with prior knowledge and skill in playing these instruments as a way of inspiring and exposing others to these skills.

Learning Outcome

The learner understands and appreciates western music instruments of the wood wind and string family.

Life Skills and Values

Appreciation

- Confidence
- Effective communication
- Concern
- Sharing
- Leadership
- Self-esteem

Suggested Resources

- Western music instruments of the keyboard family
- Charts
- Pictures of the keyboard instruments
- Resource persons

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies western music instruments of the wood wind family. • discusses the instruments of wood wind. • draws pictures of some of these instruments. • listens to sound of some these instruments. 	<p>The learner understands, uses and spells the following words relating to music instruments:</p> <ul style="list-style-type: none"> • wood wind • recorder • flute • clarinet • piccolo • violin • viola • cello • double bass 	<ul style="list-style-type: none"> • Music instruments of the wood wind family: <ul style="list-style-type: none"> - recorder - flute - clarinet - piccolo • Music instruments of the string family: <ul style="list-style-type: none"> - violin - viola - cello - double bass 	<ul style="list-style-type: none"> • Listing western instruments of the wood wind and string family. • Drawing pictures of some of the instruments.

Guidance to the Teacher

- Have the learner:
- sing any western song known.
- brainstorm wood wind and string instruments known.
- draw some of these instruments displayed on a chart or physically.
- play an instrument if he/she can (*optional*).

Topic 8: Singing and Composing

Duration: 4 Periods

Background

In this topic, the learner continues to explore, choose and organise sounds and musical ideas using the G staff. The range is limited to

t_1 d r m f s with leaps limited to a 3rd. The length of the melody is also

limited to eight beats and the rhythm is . He/she will then sing melodies composed by him/her self.

Learning Outcome

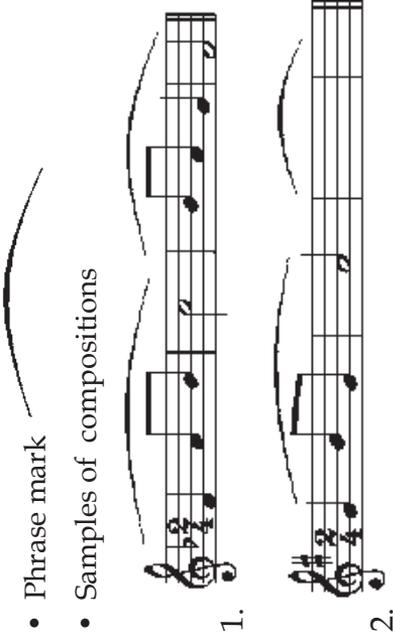
The learner understands and demonstrates knowledge and skills of composing melodies in staff notation.

Life Skills and Values

- Confidence
- Self esteem
- Creative thinking
- Endurance
- Appreciation
- Joy

Suggested Resources

- Radio cassette
- Pens
- Pencils
- Exercise books
- Erasers
- Charts
- Chalkboard

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> sings the song If you are happy and you know. sings the sol-fa ladder. sings hummed/ played exercises to sol-fa. reads written melodies in key F, combining learnt rhythms and pitch. composes and writes own 2 phrase melodies of two four time in keys F and G, limited to t₁ d r m f s and  <ul style="list-style-type: none"> applies phrase marks. 	<p>The learner reads and writes:</p> <ul style="list-style-type: none"> phrase phrase mark 	<ul style="list-style-type: none"> Phrase mark Samples of compositions 	<ul style="list-style-type: none"> Singing the song If you are happy and you know it. Composing in staff notation. Using phrase marks. Sight singing in staff notation.

Guidance to the Teacher

Guide the learner to:

- Sing the song **If you are happy and you know it.**
- Compose melodies limited to:
 - the G stave
 - **t₁ d r m f s**
 - $\frac{2}{4}$ time
 - key F or G
 - two phrases of two bars each.
 - the first phrase ending on any note except doh.
 - the second phrase ending on doh.
 - mostly stepwise movement but leaps of up to a 3rd may be used.
- Sing his/her compositions.
- Now guide the learner to:

Answer the following 'question' five different ways, using the rhythms given.

Sing the 'question' correctly (using sol-fa) before he/ she makes up the 'answer'.

Use phrase marks.

The image shows a musical exercise on a G-clef staff in 2/4 time. The 'question' is a melody of four notes: G4 (quarter), A4 (quarter), B4 (quarter), and C5 (half). The first two notes are beamed together. Two phrase marks are shown above the staff, one over the first two notes and one over the last two notes. Below the staff are five numbered options (1) through (5), each consisting of a two-measure phrase. Option 1: G4 (quarter), A4-B4 (beamed quarter notes), | C5 (half), ||. Option 2: G4 (quarter), A4 (quarter), | C5 (half), ||. Option 3: G4-A4 (beamed quarter notes), | B4 (quarter), C5 (half), ||. Option 4: G4-A4 (beamed quarter notes), | B4 (quarter), C5 (half), ||. Option 5: G4-A4 (beamed quarter notes), | B4-C4 (beamed quarter notes), | C5 (half), ||.

Topic 9: Singing and Accents

Duration: 1 Periods

Background

Music beats are time bound and sound with different strengths i.e. strong and weak. In this topic, you will continue to guide the learner to appreciate the concept of stress in songs. Remember songs have some points stressed more than others. This leads to the concept of time signature. The song **If you are happy and you know it** has one strong beat and three weak beats in every bar. At a later stage, the 3rd beat will be introduced as a medium beat in terms of strength. There is a bar line every before a strong beat.

Learning Outcome

The learner understands and demonstrates a sense of time keeping in music.

Life Skills and Values

- Confidence
- Effective communication
- Critical analysis
- Coordination
- Concern
- Endurance.

Suggested Resources

- Charts
- Word cards
- Piano
- Radio
- Voice
- Pencils
- Pens
- Exercise books
- Erasers

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 If you are happy and you know it. moves according to the rhythm of the song. sings the rhythm of the song If you are happy and you know it to French names. identifies and writes dictated four beat melodies in staff. sight sings four beat melodies in staff with the range limited to t₁ d r m f s and rhythm to  identifies the strong and weak beats in the song If you are happy and you know it. observes positions of bar lines in the song If you are happy and you know it. 	<p>The learner understands, uses and spells the following words relating to music correctly:</p> <ul style="list-style-type: none"> bar bar line double bar line strong weak rhythm melody staff beats 	<ul style="list-style-type: none"> The song If you are happy and you know it. t₁ d r m f s  1 2 3 4 Strong weak weak weak 	<ul style="list-style-type: none"> Singing the sol-fa ladder. Sight singing exercises based on the notes t₁ d r m f s. Clapping/stamping to stress the strong beats. Clapping to rhythms. Saying French rhythm name taa ta-te and taa-aa. Counting and stressing strong beats. Singing the song to: <ul style="list-style-type: none"> words sol-fa French rhythm names

Guidance to the Teacher

Have the learner:

- sing the song **If you're happy and you know it.**
- clap or stamp the strong beats of the song.
- count the weak and strong beats in the song.
- put bar lines to the melodies such as given below.
- sight read the melodies.

i)



ii)



iii)



Topic 10: Performing the Arts

Duration: 3 Periods

Background

The learner is naturally interested in music; and you need only to open the door of learning so that interest may be satisfied.

The learner is more interested in music when he/she becomes involved. Performance will boost group spirit. It will motivate the learner toward further study and enjoyment of music. Exhibitions will act as a summary of the term's learning experiences.

The learner with special needs may need a lot more practice than the ordinary learner. A lot needs to be done to develop their interest and the will to take on the initiative to organise themselves.

Learning Outcome

The learner demonstrates a sense of leadership and team work in a variety of situations through music performances and art and craft exhibitions.

Life Skills and Values

- Confidence
- Appreciation
- Creative thinking
- Decision-making
- Self-reliance
- Endurance
- Effective communication skills

Suggested Resources

- Radio cassette
- Costumes
- Props
- Music instruments
- Voice
- Stage
- Performers
- Observation guides

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • organises a program. • sets a stage. • performs songs appropriately. • plays instruments. • uses the stage appropriately. • performs/ stages a play. • dances according to custom. • identifies costumes and props. • sings in a group. 	<p>The learner responds to the following instructions:</p> <ul style="list-style-type: none"> • Draw a program. • Set the stage. • Tune the instruments. • Organise the stage. • Choose leaders. 	<ul style="list-style-type: none"> • Songs learnt this Term (both African and western). • Dances so far learnt. • List of appropriate costumes, dances and plays. • List of instruments to be used in the performance. • Program for roles and responsibilities during the performance. • Drawing pictures. • Modelling • Painting 	<ul style="list-style-type: none"> • Organising the program. • Setting the stage. • Handling instruments to produce appropriate pitches and rhythms. • Learners evaluating their work/ performance. • Choosing learners and drawing a program. • Organising stage, costume and props. • Organising and tuning instruments.

Play 1: Electing a Class Monitor

Characters:

- | | |
|-----------------------|-------------|
| 1. John - the teacher | 6. Eve |
| 2. Cathy | 7. Rita |
| 3. Eddie | 8. Class |
| 4. Carlos | 9. Narrator |
| 5. Joel | |

Teacher John: Good morning, class.

Class: Good morning, Teacher John.

Teacher John: How was the holiday?

Class: It was fine.

Teacher John: Oh yes, I can see you all look pretty and happy. You are all welcome to P6. P6 is a very good class. It will prepare you to go to P7, but of course, you'll need to work hard. You have to be orderly and keep time.

Cathy: Teacher John, what do you mean by being orderly?

Teacher John: Good question, class how can we be orderly?

Class: (Responds with alternating answers e.g. By keeping time, By putting up the hands when asking and answering oral questions, By electing leaders)

Teacher John: Yes, by electing leaders and that's what we are going to do now. We want to elect a class monitor. Is there anyone who would like to be a class monitor?

Class: (the class responds)

Teacher John: Okay, which method can we use to elect a class monitor?
(He asks the class)

Eddie: Let us line behind our candidates.

Carlos: Let us use ballot papers.

Eve: Let us put up our hands, then you count.

Teacher John: Any other method? (*Silence*) Okay, anyone who would like to stand may apply and hand in your application not later than tomorrow. Any question?

Cathy: Can I apply if I have been a class monitor before?

Teacher John: It doesn't matter. Anyone can stand. (*The bell rings*) Have a good day.

Boys: (*During break time, a group of boys discuss what the teacher said*)

Eddie: Hey boys! I would like to stand again to be your class monitor. Will you vote for me?

Carlos: Are you serious? Are you going to submit your application?

Joel: What! Carlos, are you surprised? Eddie has always been a good leader.

Carlos: Oh! (*Nodding the head*) I understand, but ----- (*Suspense*) Never mind.

Placard with the words **NEXT DAY**

Teacher John: Good morning, class

Class: Good morning, Teacher.

Teacher: I want to thank those who applied for the post of class monitor. I received a number of applications from Rita, Eddie and Carlos.

Eve: Hey Winnie, (*she whispers*) I thought Eddie and Carlos were friends, how come they are both standing for the same post?

Winnie: Eddie has been a leader for too long (*she replies in a whisper*). Let us give a chance to another person.

Teacher John: We have two days for campaigns, and voting is on the third day. Remember I am the Returning Officer.

Placard with words **TWO DAYS LATTER**

Eddie: (*The bell rings*) Joel, where is Carlos?

Joel: To be honest, I have no idea. Is he guilty of what he said?

Eddie: *(Carlos walks by with the other boys)* Carlos, may I talk to you?

Carlos: Yes please. What is it?

Eddie: Can we make a deal so that either of us stands down? I am willing to stand down since we are friends and I have been a class monitor for long.

Carlos: Thank you very much Eddie.*(excitedly)* Now my only opponent is Rita . Will you then campaign for me?
(Looking at Eddie with a smile)

Eddie: Why not? Of course I will.

Narrator: Carlos organised a meeting with his supporters. He informed them about Eddie's standing down and joining him. Eddie requested his supporters to vote for Carlos. Some supporters agreed and others were disappointed. Carlos and Eddie campaigned until the voting day. The campaigns put Rita and her supporters on tension.

Placard with words **VOTING DAY**

Teacher John: Good morning, class.

Class: Good morning, Teacher John.

Teacher John: As we agreed that we are to vote by ballot papers, I am glad to tell you that everything is ready. I hope you are all ready to start the voting exercise.

Class: Yes Sir *(They answer in chorus and one of them tries to campaign)*

Cathy: Our man Carlos, Our man Carlos.

Teacher John: No, no, no. The law does not allow us to campaign on voting day. Which other laws did we talk about?

Joel: We should not vote more than once.

Teacher John: Very good, any other?

- Rita: Votes should be counted on the same day and no violence.
- Teacher John: Good. Now, I am giving you two minutes to get ready for voting.
- Class: (Moves off stage)
- Placard with words* **ONE HOUR LATER**
- Narrator: Ladies and Gentlemen, the voting exercise has been completed successfully. I am sure everybody is anxiously waiting for the results (*pauses a bit and looks at the audience*). This was a very stiff competition. The winner takes it by only one vote. The winner is (*Tension as the narrator pauses*) Rita.
- Class: (Comes back shouting in jubilation and the candidates shake hands)

Play 2: Back to School

Characters

- Wanjalu ----- as the Father
- Mama Zanu ----- as the Mother
- Sayat ----- one of the children
- Ntono ----- one of the children
- Terambi ----- the village chief
- Kwambu ----- the Chairperson of the market

It is about 9:00 o'clock in the morning. A boy/girl (Sayat) is sorting out his/her foodstuffs for sale in the market. Other people in the market are busy buying and selling items.

Note: Guide the learners to improvise words that imitate the language used by the market vendors. There is also free choice of gender.

- Terambi:** Hey young boy/girl, what are you doing at the market? Why haven't you gone to school today? Where do you live? *(He asks surprisingly)*
- Sayat:** Sir, Mother has sent me to sell these foodstuffs so that I can go back with a piece of soap and paraffin *(He / she replies innocently)*
- Terambi:** Whaaaaat? *(Terambi asks in disbelief)* Who are your parents?
- Sayat:** My father is Mr Wanjalu and my mother is Mama Zanu.
- Terambi:** Ahm!!!! *(He recalls)* The name Mama Zanu is very familiar to my ears.
- Sayat:** Sir, *(she interjects)* I used to go to school, but then I was sent back home because my parents had not paid my school fees. *(He/ she replies sadly and there is freezing)*
- Mama Zanu:** *(There is a flash back)*
(Mama Zanu is sorting out the foodstuffs) Sayat! *(there is no reply and Mother calls the second time in a louder voice)* Sayat!
- Sayat:** Yes, Mother *(Sayat replies)*
- Mama Zanu:** Hurry up, you are going to be late for the market. You know you are supposed to be in the market early enough before the customers to sell our food. *(She gives instructions to Sayat to go to the market to sell foodstuffs)*
- Ntono:** But Mother, Father complained the other time when Sayat came back late from the market.
- Mama Zanu:** Okay now, help her/him to carry the food basket and escort her/him *(Mama Zanu instructs the young brother or sister)*
(She looks sadly at them leaving for the market. There is a moment of silence as she shakes her head)
- Mama Zanu:** Why me? All my children have dropped out school. If my husband was not a lazy man, playing *matatu* all the day, loitering the whole village. Imagine he is still sleeping at this time. Oh God

- Terambi:** Oh poor child, *(sympathetically)* aren't your parents aware of the Universal Primary Education programme? *(He picks his mobile phone to call the Chairperson of the market, Mr/Ms Kwambu. There is a moment of silence as he dials the number) Kwambu's phone rings and he/she picks it up and looks at the caller and then answers to it)*
- Sayat:** They cannot even afford to buy a pen or a book.
- Terambi:** Hullo Chairperson of the market, this is Terambi the village chief.
- Kwambu:** Oh yes Mr Terambi. Good morning Sir. May I help you?
- Terambi:** Yes please, are you in the office? I want to talk to you about this young girl/boy I have just met in your market working instead of going to school. I am sure you are aware of the government laws about child labour and children rights.
- Kwambu:** Have you found out the names of the parents of that child?
- Terambi:** In fact the parents are well known to me. Don't you know Mama Zanu?
- Kwambu:** Very well, Sir. A few days ago, I talked to them about taking their children to school since now there is free primary education. I also advised them to embrace poverty eradication programs like NAADS. I suggest you take up that case as the LC I Chairperson.
- Terambi:** Hullo, Hullo, Hullo Mr Kwambu *(The Airtime has run out)* Mr. Kwambu!!! Oh Airtime... *(He talks in a disappointing mood)*
- End of the play

Play 3: The Rich Harvest

Characters

Father

Mother

Grandmother

Kakama ----- Grandchild

Neumbe ----- Grandchild

Kintu ----- Grandchild

In the Home:

Grandmother is holding a knife and a walking stick. She is giving instructions to her grandchild to remind his/her mother about the agreed time for harvesting millet.

Grandmother: *(Calling Kakama with a shaking voice. Meanwhile a goat is bleating and its sound is heard from the background) Kakama (there is no reply and she calls again) Kakama*

Kakama: Yes, please.

Grandmother: If you have finished tying the goats, please come over.

Kakama: *(Comes running, stands in front of Grandmother and greets her)* Good morning, Grandmother

Grandmother: *(Patting Kakama's shoulders)* Alright, alright, hurry up and remind your mother that we shouldn't be late for the garden.

Kakama: But Grandmother, *(He interjects looking straight in her eyes)* my mother has already left for the garden. She left very early in the morning with many women. I saw them carrying baskets and knives.

Grandmother: *(Getting excited and trying to move a bit faster. She yells because of the backache.)* Hoo! It's me who is late! *(As she walks towards the garden)*

Kakama: *(Whistling as he cleans the compound. Meanwhile two of his siblings Neumbe and Kintu come chasing each other playing a 'catch the tail' game and making the clean compound untidy. This annoys Kakama who rebukes them)* Look at them. You have only been playing while I am working alone! Stop it! I tied the goats and now I am cleaning the compound to dry millet.

Neumbe: Oh brother, you are at me again. I never seem to please you!! *(standing akimbo and rolling eyes)*

Kintu: But Neumbe, *(interjecting politely)* our big brother is right. We should not make our compound dirty. We should be helping him to clean. Kakama, can we help you to sweep?

Kakama: No, thank you. Go and wash the plates *(Telling them as he spreads the mats for drying the millet)*

A group of men and women led by Kakama's father arrive home with sacks, buckets and baskets full of harvested millet. Grandmother comes a little later again complaining of backache, but appreciating the work done.

A placard reading: TWO WEEKS LATER

Scene II

Father: *(Gathers the family and holds a meeting with them. He thanks them for having participated in helping grandmother to harvest, dry and sort out the millet)* I thank God because our millet yield has been the best in the whole village.

- Kintu:** What about helping other people whose harvest was not good? (*Kintu interjects*)
- Mother:** Brilliant boy. He has asked a very good question! Helping other people is what God expects of us.
- Father:** I cannot refuse this wonderful idea. Which people do you have in mind? (*The members of the family suggest the different groups of people to help*).
- Grandmother:** The friends who helped us to harvest and carry the millet will need to party so that we enjoy with them.
- Mother:** We must help needy people, who have no food to eat. Our neighbouring village was destroyed by a storm.
- Kakama:** I suggest that my teacher should not be forgotten.
- Neumbe:** My classmate Lillian lost her mother, I think she needs our help.
- Father:** All these are very good suggestions, but we must remember to save millet for selling to get school fees, buy other requirements and for eating.

Scene III

(The family agreed with all the suggestions and started with the teacher. There are two stage settings at once. The class and the teacher's home.)

- Teacher:** *(The teacher enters and greets the class. He/she tells them a story about how he/she was given a gift of millet by a hardworking family to welcome him/her in the school. The millet was brought in at the right time when he/she needed food since he/she had just joined this school)* Good morning, class.

- Class:** Good morning, teacher
- Teacher:** I have good news for you today.
- Class:** *(All the children in the class become curious to hear the story as they whisper to one another)*
- Teacher:** As I was at home yesterday, I received visitors *(The teacher and the whole class freeze)* **Beginning of the flashback**
(The teacher is at home listening to the radio. This may be with the teacher or switched on from off stage or a child uses his/her voice to imitate off stage to imitate a radio. After 10 seconds of listening, to the news on the radio, there is a knock at the door)
- Teacher:** Family: The family is standing at the door) Kakama knocks at the door. He knocks a second time

Father and pauses. He knocks the third time and pauses again.
Mother
Kakama
(Switches off the radio and comes to open the door. He opens the door) Oh you are all welcome. Come in. Have a seat *(The father and the mother put down the bag of millet on the floor. They greet each other)*
- Teacher:** *(He introduces the family and the conversation begins)*
- Father:** How is the new school? Our children have talked about you. Thank you for being such a wonderful teacher.
- Teacher:** It is my pleasure!
- Father:** We have just harvested our food and as it is our tradition to welcome visitors in our community, we welcome you officially. *(Father, Mother and Kakama handover the bag to the teacher and say, we wish you a happy stay).*

Teacher: *(Receives the bag of millet and shakes hands with the visitors)* **End of the Flashback**

Teacher: *(Standing in front of the class, excited and appreciative)*
Welcoming and helping other people is a sign of love. If we love other people, God blesses us. What else do we benefit from giving and helping other people? *(Individual children give several answers that may include: interpersonal relationship, compassion and self-satisfaction)*

Teacher and children: *(Talk about the importance of millet as food)*

Teacher: How is millet useful to our body?

(The children give several answers as the teacher guides them. These answers may include:

Iron for blood.

Calcium for strong bones and teeth.

Class: Proteins for body building.

Roughage for proper digestion.

Carbohydrates for energy.

Vitamins for healthy living.

Teacher: *(Gives concluding remarks and thanks Kakama and his family for giving him/her millet which is good for nutrition and health. He asks the class to clap for Kakama and asks him to stand in front of the class for recognition).*

CAPE₂ Physical Education

Introduction to the Primary Six Physical Education Syllabus

Welcome to the new P6 Physical Education (PE) Syllabus. As pointed out in the P5 Syllabus, the review of the Upper Primary Curriculum was done in order to reduce the curriculum load. Several changes have been made in this P6 syllabus and you need to take note of them. For example, topics have been re-allocated in P5, P6 and P7. Some topics have been shifted to a higher level (secondary) thereby reducing the curriculum load and making it suitable for a primary school learner.

It is important to note that the topics taught in P5 are the same topics to be taught in P6. 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.

As their teacher, you will need to:

- be 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, Inzikuru in athletics, Asiku in boxing, Ronaldo in football, the Williams sisters in tennis and Tiger Woods in golf.
- demystify the wrong attitude that many people have about PE including:
 - PE not being examinable.
 - PE being time wasting.
 - PE being a dirty activity.

This syllabus, like the one of P5, stresses the importance of subject and language competences, Life Skills and Values, the role of the teacher, general methodology, teaching steps and cross-cutting issues as explained below.

Subject Competences

These are skills the learner demonstrates to show that learning is taking 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 new acquired technical vocabulary 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 and answer sessions.

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.

General Methodology

The choice of 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. He/she does 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.

The indirect approach considers the learner as the centre of the learning process. The learner is actively involved in his/her 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 physical education:

- exploratory and discovery
- demonstration
- participatory
- explanation

a) **Exploratory and Discovery**

Under this method, you present tasks to learners and allow them to perform a given task. You should provide meaningful tasks that will enable learners to express themselves creatively. Learning by use of this method may be with minimal guidance from the teacher.

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 learner or a group of learners to demonstrate to others in class. During demonstration, allow individual learners or group of learners to demonstrate to others.

It is important that you:

- ensure that demonstrations are purposeful and appropriate.
- 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 ones.

c) Participatory

This method allows the learners to try out an activity. You should give adequate time for the learners to participate fully. Learners participate well and effectively when they are in small groups. Therefore, you should group them according to their ability, weight, age, sex, height or basing on 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' interest.
- 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, tell the 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 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. Activities that are well-planned and well conducted 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. You are encouraged to use some traditional games (of your community) as lead up activities in your PE lessons. Where circumstances are not favourable for an outdoor lesson, you should plan for an indoor activity/game such as draught, scrabble, *mweso*, among others.

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 your 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 the teacher to wear proper PE attire before conducting any PE lesson.
- Carry out an inspection to ensure the safety and security of the learners, equipment and facilities.
- 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

Skill teaching

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

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.
- that drills selected lead up 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 the classroom in an orderly manner.

Lesson Assessment Remarks

Comments about the lesson should cover:

- areas of strengths
- areas to improve
- way forward

Note

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

Life Skills, and their indicators Indicators

- **Leadership**
 - Guiding others or group.
 - 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 an opportunity 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 the precautions to take when performing an activity.
- **Effective communication**
 - Using vocabulary which is understandable in:
 - asking and answering questions.
 - giving and taking instructions.
 - Use of appropriate gestures.

Values

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

Physical Education and the Cross-Cutting Issues

You are advised to read and understand the guidance given under each cross-cutting issue. Apply and also help learners to apply the knowledge of these crossing-cutting issues before, during and after the lesson or championship/competition. Once you and the learners adhere to these guidelines, there will be minimal (if any) accidents during any physical activity.

Cross-Cutting Issue	Important Concerns in Physical Education
Road Safety	<ul style="list-style-type: none"> • No play activity should be done on a road. • In case the field is near or across the 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. • There should be proper collaboration with the police to assist in controlling traffic. Other people, such as lollipop men and women should be deployed as stewards at different points of the running circuit to signal to traffic to stop or slow down. They should also help in directing athletes.

Cross-Cutting Issue	Important Concerns in Physical Education
Democracy, Voter Education and Patriotism	<ul style="list-style-type: none"> • Learners should be allowed to participate freely in sports leadership. 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 sports assignments 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, inter-school, inter-zone, inter-district, national and international relations.
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. • 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.

Cross-Cutting Issue	Important Concerns in Physical Education
Ethics and Integrity	<ul style="list-style-type: none"> • Unethical practices like bribery, cheating, using mercenary 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 in these aspects must be strongly discouraged. • Fair play should be strongly encouraged among learners and between schools. • Use of performance enhancing substances (alcohol, cigarettes, cocaine, cannabis) should not be allowed.
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. This will enable them participate well in physical activity. Therefore, 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. • Sensitise learners on harmful traditional practices, e.g. female genital mutilation 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 and sports.

Cross-Cutting Issue	Important Concerns in Physical Education
Special Needs Education (SNE)	<ul style="list-style-type: none"> • There is need for you to adopt PE activities that meet the special needs and challenges of your individual learners. This means that you should modify the following: methodology, equipment/facilities, activities, time, assessment modes and content. • You should consult and seek appropriate assistance in handling some SNE demands that may be beyond your means. Provide remedial teaching for the learners with special learning needs.
Environment	<ul style="list-style-type: none"> • Provide a safe environment for teaching, learning and training in relation to sports. • 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 properly disposing of sports materials that are no longer in use and cleaning the playing areas. Planting grass in patched areas on the field and planting trees around the field will promote environmental conservation. • Proper disposal and management of waste material before, during and after sports competitions is important. • Cutting trees to make sports equipment should be done responsibly under the supervision of a teacher. Do not cut 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.

Cross-Cutting Issue	Important Concerns in Physical Education
Gender & 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. • You should avoid gender bias when it comes to learners' play (e.g. denying girls to play football or boys to play netball).
Peace Education	<ul style="list-style-type: none"> • PE gives learners an opportunity for co-operation. 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 PE activities as a means of intervention against situations that expose learners to child labour. • Cleaning playing fields should not be used as a punishment. • No physical activity should be used as a punishment.

Topic Allocation per Term

Term 1:	No. of periods
Athletics	18
Educational Gymnastics	09
Cricket/Swimming	09
Term 2:	
Netball	18
Football	18
Term 3:	
Handball	18
Volleyball	18

Term 1

Topic 1: Athletics

18 Periods

Background

Athletics in P6 is a continuation of activities covered in P5. For example, general running and safety, relays, distance running, sprinting, jumps and throws are still emphasised. However, given the learners' age and experience in this class, these activities are to be performed at a higher level as follows:

- increased distance and intensity.
- introduction of new tasks such as walking, hurdling and triple jump.
- introduction of implements for throws.
- introduction of mini-competitions.
- introduction of rules.

Each learner will be expected to demonstrate improved skill performance and physical qualities of strength, speed, stamina, flexibility and co-ordination. In addition, each learner will demonstrate team work, correct handling, use and care of implements as well as correct interpretation of rules leading to good skill performance.

You should assist the learner to practice the selected activities in a progressive manner for better skill performance and development. You are encouraged to improvise with regard to equipment.

Learning Outcome

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

Life Skills and Values

- Leadership
- Self-esteem
- Team work
- Decision-making
- Coping with emotions and stress
- Co-operation
- Endurance
- Fair play
- Confidence
- Patience
- Sharing
- Perseverance
- Determination
- Honesty

Suggested 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
- The shot stop board
- Tape measure
- Whistle
- Clapper
- Small balls
- Sticks
- Stop watch

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies safety knowledge when walking, running, jumping and throwing. • walks with varying techniques, paces and speed. • executes the crouch start correctly in a variety of runs and sprints. • performs a variety of jumping <ul style="list-style-type: none"> - techniques correctly (triple jump pattern, western roll). 	<p>The learner:</p> <ul style="list-style-type: none"> • Listens and responds to given instructions. • Uses the following vocabulary and expressions correctly: <ul style="list-style-type: none"> - hurdling - relay - sprinting - crouch start - triple jump - western roll - baton exchange (visual – non visual) - javelin 	<ul style="list-style-type: none"> • General safety in athletics events. • Walking and walk racing: <ul style="list-style-type: none"> - walk racing technique (100 – 300m). • Distance running (800m) <ul style="list-style-type: none"> - Sprinting (100 – 300m) - the crouch start - relays (100 – 300m) • Hurdling: <ul style="list-style-type: none"> - clearing evenly distributed hurdles (1-5 hurdles) of height 0-40cm • Long jump (hanging technique) • Triple jump: <ul style="list-style-type: none"> development of the triple jump pattern (Hop, Step and Jump). 	<ul style="list-style-type: none"> • Removing foreign objects from the activity area. • Demarcating the activity area. • Simple walk exercises with varying paces and speed. • Sprinting games. • Basic sprint competition. • Practicing non-visual baton exchange. • Visual and verbal baton exchange. • Drills/ exercises for development of hurdling rhythm over low hurdles. • Run up, lead leg, trailing leg and clearance actions/ drills.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> performs javelin throw and shot put. 		<ul style="list-style-type: none"> High jump: <ul style="list-style-type: none"> western roll technique (approach, take off, clearing, landing). rules of high jump. 	<ul style="list-style-type: none"> Run up and cross-step drills. Free jumping. Linear jumping.
<ul style="list-style-type: none"> applies learnt skills in particular athletics activities. 		<ul style="list-style-type: none"> Throwing <ul style="list-style-type: none"> the javelin shot put (standing throw). Mini-competition: <ul style="list-style-type: none"> variety of athletics events. 	<ul style="list-style-type: none"> Sideways jumping. Approach run and take off. Flight Bar clearance Landing Free throwing (overhead, over arm) with implements. Proper gripping of implements.
			<ul style="list-style-type: none"> Throwing at targets. Throwing for distance. Activities involving measurement, timing and recording of results. Mini-competition activities.

Guidance to the Teacher

- You should teach this topic in six weeks (18 periods). Each sub-topic should be taught as shown below:
 - Walking and walk racing - 2 periods
 - Distance running - 2 “
 - Sprinting - 2 “
 - Hurdling - 2 “
 - Long jump - 2 “
 - Triple jump - 2 “
 - High jump - 2 “
 - Throwing - 2 “
 - Mini-competition - 2 “
- Throughout this topic, safety precautions for both the learners, spectators and implements must be emphasised.
- Before engaging learners in any athletics events, ensure that they have had adequate warm up. Use a variety of physical activities or exercises for warm-up.
- The skills should be taught progressively by building on what learners have already learnt in previous classes.
- Ensure that the learners practice the skills acquired adequately. This can be during or after the lesson.
- The purpose of mini-competitions is to find out whether the skills taught have been acquired by learners and that the rules are being applied correctly.
- Use the mini-competition to sum up the skills taught throughout the topic with consideration to rules of the game. During mini-competitions, you should allow each learner to participate in activities of their choice. This helps in early talent identification and development.
- If you lack some equipment, improvise.
- Do not teach in isolation. Use other resource persons to help you teach, organise and officiate.

Suggested Competences for Assessment

The learner:

- executes correct walking technique (foot work, hip movement and arm swing) with varying speed.
- runs and completes a distance of 800M (in less than 10 minutes).
- sprints over a distance of 100 – 300M (in less than 5 minutes).
- clears at least 3 of 5 hurdles using correct hurdling techniques.
- executes correct jumping techniques (approach, take off, flight and landing).
- executes correct throwing techniques (grip, arm position and action, foot work, body turn, angle of release) in javelin and shot put.
- participates actively in a mini-competition and observes the rules.
- officiates athletics activities according to the rules.

Topic 2: Educational Gymnastics 9 Periods

Background

Gymnastics activities in this class are aimed at giving learners an opportunity to explore the potential of their bodies through performing and adapting their movements to suit different situations. Learners should be given adequate time to play, practice, consolidate and refine their movements. At this level, learners have different interests, experiences, abilities and physique. You will need to plan bearing in mind individual differences among learners.

Learning Outcome

The learner applies body awareness and management skills, displays personal confidence, creativity, responsibility and decision-making in relation to movement and gymnastics activities.

Life Skills and Values

- Creative thinking
- Decision-making
- Team work
- Self-esteem
- Self-awareness
- Courage
- Care
- Determination
- Responsibility
- Cooperation
- Fair play

Suggested Resources

- Hoops
- Vaulting boxes
- Benches
- Mats
- Reference textbooks

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety when performing gymnastics activities. 	<p>The learner:</p> <ul style="list-style-type: none"> - listens to, and follows, instructions correctly. 	<ul style="list-style-type: none"> • General safety. 	<ul style="list-style-type: none"> • Removing any foreign objects from the activity area. • Demarcating the activity area. • Checking the condition of the implements.
<ul style="list-style-type: none"> • demonstrates safe jumping, bounding and landing techniques in gymnastics. 		<ul style="list-style-type: none"> • Jumping, bounding and landing skills. <ul style="list-style-type: none"> - taking off and bounding 	<ul style="list-style-type: none"> • Repeated take-off and landing drills. • Jumping for height and distance. • Jumping onto and off apparatus/ surfaces (use of different jumps). • Safe landing drills.
<ul style="list-style-type: none"> - executes a variety of balances. 		<ul style="list-style-type: none"> • Balancing (balances): <ul style="list-style-type: none"> - with and without apparatus - with a partner (in 2s, 3s, 4s). 	<ul style="list-style-type: none"> • Balancing exercises (on and off apparatus).

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> performs a variety of vaults. 		<ul style="list-style-type: none"> Vaulting (Vaults): <ul style="list-style-type: none"> fly spring (backward and forward) somersault (backward and forward somersault). 	<ul style="list-style-type: none"> Astride vaulting in pairs and in 3s. Vaulting over boxes. Somersaulting. Vaults through hoops.

Guidance to the Teacher

- You should teach this topic for 9 periods as follows:
 - jumping, bounding and landing skills - 2 Periods
 - balancing (balances) - 4 periods
 - vaulting (vaults) - 3 periods
- Provide adequate time for learners to consolidate and refine their gymnastics movements. Lesson time may not be adequate so there is need for you to utilise any other time available at your disposal such as 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 the 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.

Suggested Competences for Assessment

The learner:

- jumps, bounds and lands safely.
- balances with and without apparatus and/or partner.
- performs a variety of vaults with or without apparatus
- performs forward and backward somersault (one or two).

Topic 3A: Cricket

9 Periods

Background

Cricket will be taught as an alternative to swimming. Based on the experiences the learners have acquired in playing rounders in P4 and mini-cricket in P5, the learners in P6 can be engaged in more striking and fielding activities. These activities are intended to strengthen their knowledge and application of the skills of aiming, throwing, batting, running and scoring.

Similar equipment as used in P5 will be required for teaching mini-cricket in this class. However, you are encouraged to improvise equipment as much as possible.

Learning Outcome

The learner applies knowledge, skills and techniques of playing cricket and upholds basic rule structures in competitive and leisure situations.

Life Skills and Values

- Decision making
- Leadership
- Team work
- Effective communication
- Fair play
- Determination
- Co-operation
- Respect

Suggested Resources

- Balls
- Bats
- Wickets/stumps
- Batting gloves
- Wicket keeping gloves
- Skittles
- Spring/chair
- 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 in playing cricket. 	<p>The learner:</p> <ul style="list-style-type: none"> • uses the following new words correctly: <ul style="list-style-type: none"> - bowling - batting/ striking - bat - wicket 	<ul style="list-style-type: none"> • General safety measures. 	<ul style="list-style-type: none"> • Giving clear instructions. • Demarcating the activity area. • Checking and removing harmful objects from the activity area.
<ul style="list-style-type: none"> • bowls the ball correctly to a target. 		<ul style="list-style-type: none"> • Bowling/ aiming: <ul style="list-style-type: none"> - stationary bowling action - bowling action with a run-up 	<ul style="list-style-type: none"> • Bowling and catching balls of different sizes and weights. • Bowling and catching in pairs, (emphasis on arm action, stance, body movement, and follow through).
<ul style="list-style-type: none"> • strikes the ball correctly. • runs to score points or defend the wickets. 		<ul style="list-style-type: none"> • Striking / batting: <ul style="list-style-type: none"> - attacking drive • Running and defending. 	<ul style="list-style-type: none"> • Batting/ striking the ball in pairs. • Batting/ striking the ball to a certain height, distance and direction. • Simple reaction exercises. • Partner work (switching with partners). • Sprinting exercises.

Guidance to the Teacher

- This topic should be taught in nine (9) periods as follows:
 - bowling/aiming - 3 periods
 - striking/batting - 3 periods
 - running/defending - 3 periods
- Note that cricket will be taught as an alternative to swimming by those schools that do not have resources and facilities for swimming.
- You may need to consult other teachers, schools, the 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. Therefore, use improvised equipment or mini-equipment suitable to the level of learners.
- Encourage learners to practice every skill learnt adequately during the lesson and in free play.

Suggested Competences for Assessment

The learner:

- bowls/throws the ball accurately at a wicket (7 out of 10 trials).
- bats the ball accurately to defend the wicket (7 out of 10 times).
- runs between wickets to make points.

Topic 3B: Swimming

9 Periods

Background

Teaching swimming in this class is aimed at improving learners' swimming skills already learnt in the previous classes. New swimming styles which include breast stroke, starting and turning techniques will be introduced. At this level, you are required to introduce mini-swimming competitions.

Learning Outcome

The learner demonstrates water confidence, basic strokes and techniques of swimming; understands rule structures and upholds safety precautions when swimming for leisure or competition.

Life Skills and Values

- Self-esteem
- Decision-making
- Critical/creative thinking
- Problem-solving
- Interpersonal relationships
- Courage
- Determination
- Perseverance
- Co-operation
- Fair play
- Trustworthiness

Suggested Resources

- Swimming pool facilities
- Specialist teacher/coach/instructor
- Life savers
- Floaters
- Swimming costumes
- Swimming goggles
- A whistle

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> demonstrates knowledge of safety in and out of water. performs free style swimming technique correctly. 	<p>The learner:</p> <ul style="list-style-type: none"> listens and follows instructions correctly. uses the following new vocabulary correctly: <ul style="list-style-type: none"> front crawl breast stroke starts turns 	<ul style="list-style-type: none"> Safety measures. Review of the free style (front crawl) stroke. 	<ul style="list-style-type: none"> Inspection of learners before entering the pool. Inspection of the pool and its surroundings. Arm action drills (in and out of water). Leg action drills (in and out of water).
<ul style="list-style-type: none"> executes the breast stroke correctly. demonstrates correct starting and turning techniques. applies learnt skills in mini-swimming competitions. 		<ul style="list-style-type: none"> Developing the breast stroke. Starting and turning (starts and turns) during swimming. Mini swimming competition (up to 10m). 	<ul style="list-style-type: none"> Breast stroke drills (in water). Drills for floating. Start and turn command drills. Mini-competition activities.

Guidance to the Teacher

- This topic will be taught in 9 periods as follows:
 - review of the free style stroke (front crawl) - 1 period

- developing the breast stroke - 3 periods
- starting and turning (starts and turns) - 3 periods
- mini-swimming competition - 2 periods
- This topic 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, personal hygiene, rescue and life saving. Before the class gets involved in swimming, you ought to ensure that:
 - injured learners or those with physical/mental challenges 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:

- executes the breast stroke correctly.
- demonstrates correct starting techniques.
- demonstrates correct turning techniques.
- demonstrates knowledge of safety precautions.

Term II

Topic 4: Football

18 Periods

Background

In P5 the learners were introduced to the skills of passing, dribbling with inside of the foot, ball control, shooting and throw-in. In P6, they will continue with the above skills. They will also be introduced to the new and more demanding skills of tackling, heading, goal keeping and kicking/passing using the instep and outside of the foot.

As in P5, both boys and girls should be equally involved in the game of football. Girls should practice the skills separately from the boys.

Learning Outcome

The learner demonstrates correct basic skills and techniques of passing, tackling, heading, shooting at goal and goal keeping.

Life Skills and Values

- Critical/creative thinking
- Team work
- Leadership
- Negotiation
- Confidence
- Co-operation
- Respect
- Assertiveness
- Fair play
- Appreciation
- Sharing

Suggested Resources

- Playing field
- Balls
- Cones
- Goal posts
- Whistles
- Flags
- Pegs
- Plastic bottles
- Empty boxes

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety measures while playing football. • demonstrates correct kicking/ passing using instep and outside of foot. • demonstrates correct tackling techniques. • heads the ball forwards correctly. • shoots at goal with in-step or outside of foot. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens and responds to instructions correctly. 	<ul style="list-style-type: none"> • General safety in football. • Progressive passing/ kicking skills using: <ul style="list-style-type: none"> - in-step - outside of foot • Tackling using: <ul style="list-style-type: none"> - front tackle - side tackle • Heading • Shooting at a goal. 	<ul style="list-style-type: none"> • Giving instructions on safety. • Introducing learners to rules of the game. • Volley pass drills. • Kicking/ passing drills (with in-step and outside of either foot). • Tackling drills. • Heading the ball without opposition. • Heading the ball with opposition. • Shooting with low or high drive.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • executes correct goal keeping techniques. • applies the learnt skills in a mini-competition. 		<ul style="list-style-type: none"> • Goal keeping techniques such as: <ul style="list-style-type: none"> - catching aerial balls. - catching ground balls. • Mini-competition 	<ul style="list-style-type: none"> • Goal keeping drills (catching low/high balls). • Mini-game activities of 3 vs 3 up to 6 vs 6

Guidance to the Teacher

- You will teach this topic for 6 weeks (18 periods) as follows:

- progressive passing/kicking skills	-	4 periods
- tackling	-	4 periods
- heading	-	2 periods
- shooting at a goal	-	3 periods
- goal keeping	-	3 periods
- mini-competition	-	2 periods
- To teach football and other ball games, you do not necessarily need standard fields, equipment or teams. Therefore, for successful teaching and learning of ball games, you should:
 - divide the field into mini-play areas in order to involve as many learners as possible.
 - emphasise correct acquisition of skills, enjoyment and correct interpretation of rules.
 - allow learners to play freely without emphasising or sticking to strict rules.
 - since football (and some other ball games) is a contact game, you should warn learners against rough play.

- know the basic skills of football, demonstrate and teach them correctly.
- have as many balls as possible in order to allow maximum participation and skill practice by all learners.
- seek assistance from other teachers, coaches, umpires or renown players in case you need help.
- improvise most of the resources required to teach ball games, for example balls, goal posts and nets. Involve learners in making their own play materials.
- emphasise safety measures before, during and after the teaching and learning process. This will help you minimise accidents.
- The balls and goal posts can be improvised using local materials. Learners should be encouraged to make their own balls using the local materials such as banana fibres, disposed of polythene paper or old clothes. The learners can collect the disposed of polythene paper within the school compound and make use of it in order to conserve the environment.
- Learners should be given basic rules/laws of the game such as;
 - A game of football is played by two teams. Each team consists of not more than eleven players.
 - The playing field is rectangular and is marked with lines. The ball must be played within the marked area.
 - The game lasts for two equal periods of a specified time. The time should be agreed upon by the two teams.
 - The teams change sides after half of the agreed time.
 - A goal is scored when it passes between the goal posts. The team which scores more goals is the winner. If both teams score equal goals, or no goal at all, it is a draw game.
 - A player should not fight or abuse another player or referee. This is considered to be indiscipline or misconduct.
 - A player is not allowed to play badly in a way that is dangerous to other players. This is considered as a foul.

- If a player commits a foul, or misconduct or indiscipline act, his team is penalized by giving the ball to the opposing team. If the misconduct is too much, the player is stopped from playing and sent out of the game. Such a player is not replaced during that game.

Suggested Competences for Assessment

The learner:

- kicks the ball correctly using the in-step of his/her foot (at least 5 out of 7 trials).
- kicks the ball correctly using the outside of his/her foot (at least 5 out of 7 trials).
- demonstrates correct techniques in tackling, heading the ball, shooting at goal and goal keeping.

Topic 5: Netball

18 Periods

Background

The skills to be taught in netball in P6 are building on the skills already taught in P5. Greater emphasis will be laid on shooting, intercepting passes, footwork, attacking and defending. At this level the learner is expected to apply these skills in free play and competition. Both girls and boys should be given equal opportunity to learn, practice and perfect the skills. It is recommended that boys practice separately from girls.

Learning Outcome

The learner demonstrates basic skills and techniques, understands and upholds rule structures in playing and spectating a game of netball during competitive and leisure situations.

Life Skills and Values

- Leadership
- Critical/creative thinking
- Teamwork
- Problem-solving
- Negotiation
- Coping with emotions
- Co-operation
- Determination
- Confidence
- Appreciation
- Sharing
- Fair play

Suggested Resources

- Balls
- 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"> demonstrates knowledge of safety measures. 	<p>The learner:</p> <ul style="list-style-type: none"> listens to and follows instructions. uses the following vocabulary correctly: <ul style="list-style-type: none"> shooting footwork intercepting pivoting stepping bouncing 	<ul style="list-style-type: none"> Safety measures. 	<ul style="list-style-type: none"> Inspection of players/ learners. Cleaning play area. Demarcating activity area.
<ul style="list-style-type: none"> executes the basic passes correctly. 		<ul style="list-style-type: none"> Basic passes <ul style="list-style-type: none"> overhead pass shoulder pass under arm pass 	<ul style="list-style-type: none"> Single-handed passing drills. Two-handed passing drills.
<ul style="list-style-type: none"> demonstrates correct foot work techniques. 		<ul style="list-style-type: none"> Footwork: <ul style="list-style-type: none"> stepping pivoting landing 	<ul style="list-style-type: none"> Foot-work drills.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> demonstrates correct shooting techniques. 		<ul style="list-style-type: none"> Shooting: <ul style="list-style-type: none"> two-handed shooting. one-handed shooting. 	<ul style="list-style-type: none"> One-handed shooting drills. Two-handed shooting drills.
<ul style="list-style-type: none"> demonstrates correct attack and defence techniques. 		<ul style="list-style-type: none"> Attacking and defending: <ul style="list-style-type: none"> close marking. intercepting balls. passing ball to a team mate. getting free. moving the ball towards the opponent's goal. 	<ul style="list-style-type: none"> Attacking without opposition. Attacking with opposition. Defending without opposition. Defending with opposition. Dodging to get free space. Drills for close marking.
<ul style="list-style-type: none"> applies the learnt skills in mini-competitions. 		<ul style="list-style-type: none"> Mini-competition activities 	<ul style="list-style-type: none"> Mini-competitions (3 vs 3, 4 vs 4).

Guidance to the Teacher

- The named resources can be improvised using local materials from your environment.
- This topic should be taught in eighteen periods as follows:
 - basic passes - 3 periods
 - shooting - 3 periods
 - intercepting passes - 2 periods
 - footwork - 5 periods
 - attacking and defending - 5 periods
- Refer to the guidance to the teacher notes in football.
- Learners should be introduced to some rules of netball, for example:
 - A netball team consists of seven players. The game is played by two teams.
 - Finger nails of every player must be short and smooth.
 - Before playing, the court/playing area should be checked. All objects that can hurt the players must be removed.
 - The game starts at the centre by the centre player throwing the ball to a team-mate. This is a centre pass.
 - A goal is scored when the ball is thrown over and goes completely through the ring.
 - The game is started or re-started after goal is scored by any team and after every interval. This is done by a centre pass which is taken alternatively by the two centres throughout the game.
 - A player is not allowed to run with the ball.
 - A player is not allowed to remove the ball from the hands of another player.
 - Do not push your opponents.
 - Do not spit on to the face of an opponent.

- Any misconduct is not allowed during play.
- Any undisciplined player is stopped from playing and sent out of the game.
- A player shall not abuse or fight another player or umpire.

Suggested Competences for Assessment

The learner:

- passes the ball accurately to a partner using different techniques (at least 8 out of 10 trials).
- shoots and scores a goal successfully (at least 6 out of 8 trials).
- demonstrates correct footwork techniques.
- demonstrates correct attack and defence techniques.
- Intercepts passes accurately.

Term III

Topic 6: Volleyball

18 Periods

Background

Teaching volleyball in P6 is aimed at improving the skills introduced in P5. Learners at this level are expected to demonstrate a higher skill level in volleying, serving, digging and setting during mini-competitions and free play.

Learning Outcome

The learner applies basic skills, techniques and principles of playing and spectating the game of volleyball while upholding rule structures.

Life Skills and Values

- Teamwork
- Decision-making
- Coping with stress/emotions
- Critical/creative thinking
- Negotiation
- Patience
- Confidence
- Togetherness
- Sharing
- Responsibility
- Appreciation
- Fair play

Suggested Resources

- Playing field
- Balls
- Nets
- Posts or poles
- Strings
- Whistle
- Bands
- Pieces of cloth

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety in playing volleyball. • demonstrates the skills learnt in P5. • sets the ball forwards correctly. 	<p>The learner:</p> <ul style="list-style-type: none"> • uses the word 'set' correctly as applied in volleyball. 	<ul style="list-style-type: none"> • Safety measures. • Reviewing and improving basic skills learnt in P5: <ul style="list-style-type: none"> - volleying - service - digging • Setting: <ul style="list-style-type: none"> - forward setting. 	<ul style="list-style-type: none"> • Giving clear instructions on safety. • Checking and removing harmful objects from activity area. • Drills for volleying, serving and digging (individually, in pairs, and as a group). • Setting drills to the front. • Setting drills for height.
<ul style="list-style-type: none"> • executes a tennis serve correctly. • applies the learnt skills in a mini-competition. 		<ul style="list-style-type: none"> • Service: <ul style="list-style-type: none"> - tennis serve (stationary position). • Mini-competition activities. 	<ul style="list-style-type: none"> • Tennis serve drills (individually, in pairs and in groups). • Mini-game activities (2 vs 2, 3 vs 3, 4 vs 4).

Guidance to the Teacher

- Some of these resources can be improvised using local materials.
- This topic should be taught in eighteen periods as follows:
 - reviewing and improving the basic skills - 3 periods
 - tennis serve (stationary position) - 3 periods
 - setting - 7 periods
 - mini-competitions - 5 periods
- Refer to the teacher guidance notes given in the topic on football.
- You can seek assistance and guidance from resource persons.
- Learners can be introduced to some basic rules of volley ball such as
 - a team of volley consists of six players.
 - the game is started by the server of one team putting ball into play.
 - the server should hit the ball over the net into opponents' court.
 - if the ball does not cross over the net, it is no service. the ball is given to the opposing team to make a service.
 - a player is not allowed to catch, carry or lift the ball when playing.

Suggested Competences for Assessment

The learner:

- 'sets' the ball forwards correctly (at least 3 out of 5 trials).
- executes a service correctly using a tennis serve (at least 3 out of 5 trials).
- applies the learnt skills in free play and mini-competition.

Topic 7: Handball

18 Periods

Background

Handball was introduced in P5 with the basic skills of passing, dribbling, blocking a shot and goal keeping. In P6, learners begin by reviewing these skills before being introduced to attack and defence combinations, shooting tactics and techniques. Mini-competitions are included to help the teacher assess the extent to which learning has taken place. It allows learners the opportunity to express themselves by applying the skills learnt.

Simple improvised low cost equipment such as balls, goal posts and goal nets can be used. Where standard handballs are used, the size should be size 2-3. Otherwise, any smaller ball that can bounce may be used.

Learning Outcome

The learner demonstrates and applies basic skills and tactics in handball and upholds rule structures and principles of playing and spectating the game in competitive and leisure situations.

Life Skills and Values

- Creative/critical thinking
- Self-esteem
- Teamwork
- Coping with emotions
- Negotiation
- Determination
- Confidence
- Sharing appreciation
- Fair play

Suggested Resources

- Open space
- Handball court
- Goal posts
- Whistle
- Team bands
- Goal nets
- Stop watch

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • applies knowledge of safety in playing handball. • demonstrates the skills learnt in P5. • demonstrates correct attack and defence techniques. • executes a variety of shots to score at a goal. • applies the learnt skills in a mini-competition. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens and responds to instructions correctly. 	<ul style="list-style-type: none"> • Safety measures. • Review of the basic skills learnt in P5: <ul style="list-style-type: none"> – catching, throwing – passing and control. • Attack and defence techniques: <ul style="list-style-type: none"> – attacking – defending – attack and defence combinations • Shooting tactics: <ul style="list-style-type: none"> – with a dive – without a dive – jump shots • Mini-competition activities. 	<ul style="list-style-type: none"> • Giving clear instructions regarding safety. • Checking for and removing harmful objects from the activity area. • Demarcating the activity area. • Drills on passing, catching and controlling the ball. • Attacking drills. • Defending drills. • Attack and defence combination drills. • Single-handed shooting drills. • Stationary shot drills. • Jump shot drills. • Running shot drills. • Dive shot drills. • Mini-game activities (3 vs 3, 4 vs 4).

Guidance to the Teacher

- This topic should be taught in eighteen periods as follows:
 - reviewing the basic skills - 2 periods
 - attack and defence techniques - 6 periods
 - shooting tactics - 6 periods
 - mini-competitions - 4 periods
- Refer to the teacher's guidance notes under the football topic.
- The mini-competitions are focusing on reviewing what has been learnt in this topic.
- You are encouraged to organise a class sports gala where the learners exhibit the skills learnt throughout the year. This will provide learners with an opportunity to apply the skills they have acquired during the year.

Suggested Competences for Assessment

The learner:

- executes shots correctly using different techniques and scores a goal (at least 3 out of 5 trials).
- demonstrates correct attack and defence techniques.
- participates in mini-competitions and applies the skills learnt.

CAPE₃
Art and Technology

Introduction to CAPE₃ (Art and Technology)

P6 Syllabus

Background

Introduction

CAPE₃ - Art and Technology, is a practical subject that will equip the individual with the basic skills and knowledge to exploit the environment for self sustenance and national development. The Government White Paper on aims and objectives of primary education further endorsed the objective "To develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner."

Art and Crafts in the primary school has suffered a lot because of the fact that it is not examinable. Books for Art and crafts for primary level have not been available. Teachers who attempted to teach Art and Crafts have been either using the Primary Teacher's College (PTC) Art and Crafts Syllabus or their own knowledge. However, in 2002, Art and Crafts came strongly on board through Integrated Production Skills (IPS) as Art and Technology in Volume 2. When the IPS Syllabus was developed and included in Volume 2 of the Primary School Curriculum, it was never implemented. Art and Technology again suffered another blow

In 2003 the Ministry of Education and Sports, with the support of ADB initiated a Feasibility Study on IPS which culminated into a comprehensive Review of the IPS Syllabus that was developed in Volume 2. Unfortunately, this effort suffered another setback. IPS was never taken on board during the then Curriculum Review. In the current Curriculum Review, however, Art and Crafts has gained its place in the Primary School, though not as a subject but as an area under Creative Arts and Physical Education (CAPE) as CAPE₃ Art and Technology.

Why Technology and not Crafts? Technology is the study, development, and application of devices, machines, and techniques for manufacturing and productive processes. This element has been lacking in the teaching of Art and Crafts. No effort has been made, for example, to make learners make their own materials. Much of the work in Art and Crafts was done using pre-prepared products. However, this new syllabus emphasises the methodology of learners making materials to make articles.

Rationale

The development of CAPE₃ 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 learner 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 CAPE₃.

Organisation of CAPE₃ Content in P6

CAPE₃ has been arranged in six modules that cover up a whole year. The choice of module to start with will be dependent upon the teacher and availability of resources. However, the teacher should ensure that all modules are covered by the end of the year. Ensure that during each term you cover two modules. It would also be advisable for the teacher to teach all the topics in the chosen module before going to another module due to their relatedness. Most of the topics should be handled as projects so as to give learners more time to complete each item.

CAPE 3 brings together elements of Entrepreneurship and Home Economics. The topics which have been incorporated here are those that were not taken up by any Subject when IPS was disintegrated. Some areas of IPS like Agriculture were taken to Integrated Science.

The following are the topics that have been included in Art and Technology from Home Economics and Entrepreneurship:

- Making a pair of shorts for Physical Education (Home Economics)
- Marketing our products (Entrepreneurship)
- Displaying, advertising and personal sales (Entrepreneurship)

Time Allocation

The time allocated for CAPE₃ is only 1 double and one single a week. However, the teacher should encourage learners to continue working on their projects outside the contact hours, during their free time.

General Learning Outcomes

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 fibres.
- markets the produced articles.

Specific Learning Outcomes for P6

The learner:

- makes items for decorative purposes.
- decorates objects.
- applies manipulative skills to make articles using different fibres.
- costs, prices and sells the articles.
- values and uses the articles appropriately.

Methodology

To ensure effective teaching and learning of CAPE₃, 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
- discussion
- experimentation
- practice
- role play
- problem-solving
- project work
- field visits
- exhibitions
- demonstration

Life Skills and Values

- Critical thinking
- Decision-making
- Clear communication
- Coping with stress
- Empathy
- Appreciation
- Assertiveness

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. You should be able to locate and collect instructional materials. You are 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 CAPE₃ 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.

Continuous assessment (40%)

Procedure

- i) Take records of each learner at the beginning, middle and end of term and year (character development) basing on:
 - personal appearance.
 - ability to express oneself/communicate.
 - health situation/hygiene.
 - size.
 - interactions, friendships.
 - difficulties or special conditions of the learner.
- ii) Rating of learner's interest and participation in class activities (interpersonal relationships).
- iii) Quality of work or product made:
 - procedures used/ followed.
 - approach of product.
 - presentation.
 - costing, pricing and selling of a product.

Written tests/examinations (40%)

These will be done at the end of each term.

Project work (20%)

Engagement in projects, out of class exercise (some of the work requires the learners to continue during free time, e.g. wood work, designing styles, garment construction, drawing and painting. Selling of products also requires time. This part should also be rated.

Final grade

A final grade will be obtained by adding the marks for the Written Test to that of the Continuous Assessment.

Structure of the Syllabus

The main body of the syllabus has been organised in Modules, Themes and Topics. There is a brief Background for every topic followed by

Learning Outcome(s), Teaching Methods, Life Skills and Values. A list of Suggested Resources has been given to guide you on the kind of resources you might require. You should not regard this as an end to itself but rather an insight to finding more locally available resources, depending on where the school is situated.

Learning Outcomes

Learning outcomes have taken the place of general objectives in earlier text. 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

There are two kinds of Competences - subject competences and language competences. Subject competences have been used in the development of the syllabus mainly to deal with the teaching of the related vocabulary that the learners may not be able to learn during the English lessons.

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 i.e. develop from the simpler to the more complex as the learner develops from one stage to another.

Approach to the Teaching of CAPE₃

- Step 1 Exposure to quality product. (visit, display, film, etc.).
- Step 2 Observation of expert at work; i.e. sensitisation.
- Step 3 Description of materials used; i.e. (naming, and where to find them).
- Step 4 Identification of tools required; i.e. (listing, describing, collection, purchase).
- Step 5 Use and maintenance of tools; i.e. (demonstration phase 1 with practice).
- Step 6 Breaking the skill into learning modules/units i.e. (teaching phase 2 with practice step by step).

Step 7 Practicing the skill at regular intervals i.e. (practice Phase 3).

Step 8 Producing the final product i.e. (quality Control Phase).

Step 9 Marketing the product i.e. (entrepreneurship phase).

Module Outline for P6

Term	Modules	Themes	Topics	No. of Periods
1	Module 1: Designing and Decorating Articles I	Making Ornaments	(i) Making Necklaces, Anklets and Wristlets (ii) Decorating Articles with Beads (iii) Stencil Printing	18
	Module 2: Working with Fibres	1. Plaiting 2. Weaving	Making Mats a) Making a Scarf on a Frame Loom b) Making Suspenders Macramé	18
2	Module 3: Drawing and Painting	1. Drawing and Painting Imaginative Pictures	Drawing and Painting Abstract Pictures like God, Satan, Heaven	14
	Module 4: Leather Work	One Piece Leather Articles	Making a Money Purse	22

3	Module 5: Designing and Decorating Articles II	Fabric Design and decoration	Making shorts for Physical Education	26
	Module 6: Marketing our Products	1. Preparing Articles for Sale 2. Promoting Sales	Costing and Pricing Articles Displaying, Advertising and Personal Sales	10

Term I

Module 1: Designing and Decorating

Articles I

18 periods

Theme: Making Ornaments

Topic 1: Making Necklaces, Anklets and Wristlets

Background

Ornaments are objects that enhance the appearance of a person or object. These objects can be plain or highly decorative and are made in a variety of materials. Household objects like stools, baskets, utensils, bulbs, bottles, etc. can be decorated using ornaments.

The making of necklaces, anklets, wristlets, and headbands is called jewellery. Jewellery is a term used for ornaments worn on the human body. Jewellery can also be used as a source of income. Jewellery has been created by many people all over the world. Here in Uganda, many tribes like the Karamojong, Baganda, Lugbara and Banyankore wear jewellery.

Today, artists use jewellery as a form of art and to express ideas. Natural and man-made materials can be used to make jewellery. In cultures where people live close to nature, jewellery is often made from rare or very colourful natural objects, like rocks, wood, clay, seeds and shells.

In this topic, we will use beads to make body jewellery. Varieties of natural and man-made beads are available for jewellery, and these can be combined with other materials to produce interesting personal ornaments. Some examples of beads are egg and sea shells, seed beads, wood beads and man-made beads from different materials like glass, plastic, and paper.

Learning Outcome

The learner can makes jewellery using beads.

Suggested Resources

- Assorted
- Seeds
- Pieces of wood
- Bones
- Horns
- Feathers
- Sea shells
- Reeds
- Plastics
- Paper
- Egg shells
- Bamboo
- Stones
- Clay
- Ornaments
- Fasteners
- Strings (nylon, twine, raffia, etc)
- Scissors
- Glue
- Varnish
- Cutting tools
- Pliers
- Files
- Snippers for cutting metal
- Small hammer

Methods

- Group work
- Demonstration
- Simulation
- Observation
- Project work
- Practice
- Use of resource person
- Discovery
- Field visits

Life Skills and Values

- Creative thinking
- Inquiry skills
- Appreciation
- Interpersonal relations
- Decision-making

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner</p> <ul style="list-style-type: none"> Identifies ornaments. 	<p>The learner</p> <ul style="list-style-type: none"> Describes jewellery. Writes down and uses the following words; ornaments, necklaces, bracelets, wristlets and anklets. 	<ul style="list-style-type: none"> Assorted jewellery, i.e. necklaces, bracelets, wristlets, anklets. 	<ul style="list-style-type: none"> Observing the sample ornaments.
<ul style="list-style-type: none"> Collects materials. 	<ul style="list-style-type: none"> lists the materials used to make jewellery. 	<ul style="list-style-type: none"> Different materials used to make jewellery. 	<ul style="list-style-type: none"> Observing materials. Recording materials.
<ul style="list-style-type: none"> Sorts the materials. 	<ul style="list-style-type: none"> Describes the different features of the materials, i.e. round, smooth, etc. 	<ul style="list-style-type: none"> Shapes, sizes and colours of the materials. 	<ul style="list-style-type: none"> Arranging the materials. Grouping the materials according to shape, size and colour.
<ul style="list-style-type: none"> Prepares the materials. 	<ul style="list-style-type: none"> Explains the process for preparing materials. 	<ul style="list-style-type: none"> Preparing materials for making ornaments. 	<ul style="list-style-type: none"> Cutting the materials. Shaping the materials. Sanding the materials. Painting the materials. Varnishing the materials.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • Makes jewellery. 	<ul style="list-style-type: none"> • Describes techniques for making jewellery. 	<ul style="list-style-type: none"> • Techniques for making jewellery i.e. beadwork, bone jewellery, metal jewellery, peppier Marché' jewellery. 	<ul style="list-style-type: none"> • Gluing materials to make articles. • Stringing materials to make jewellery. • Knotting strings. • Waxing articles. • Stringing and knotting strings. • Weaving strings. • Stitching jewellery.
<ul style="list-style-type: none"> • Displays the ornaments. 	<ul style="list-style-type: none"> • Critiques the work. 	<ul style="list-style-type: none"> • Techniques of displaying, i.e. hanging, spreading. 	<ul style="list-style-type: none"> • Arranging jewellery. • Hanging jewellery. • Critiquing the work.
<ul style="list-style-type: none"> • Costs and prices the articles. 	<ul style="list-style-type: none"> • Discusses costing and pricing principles. 	<ul style="list-style-type: none"> • Marketing techniques. 	<ul style="list-style-type: none"> • tagging articles made. • Pricing articles made. • Selling articles made.

Guidance to the teacher

- You should try to explore different beadworks.
- You should be able to collect useful locally available materials, i.e. seeds, stones, bones, pieces of wood.
- Materials should be collected beforehand.

- Inquire about the suitability and functionality of the jewels for a given region.
- Learners should work in groups and create different jewellery.
- Encourage learners to create individual projects in their free time.
- Assessment of project work should be done weekly.
- Assist learners to cost, price and market their articles. Refer to P4 Teacher's Guide.
- The following techniques can be applied in the making of jewellery, depending on the type of jewellery being made and the materials used.

Beadwork

This includes; strung beads, strung and knotted beadwork, woven beadwork, stop stitched beadwork and netted beadwork which is used by many African people to make interesting Jewelleries.

Bone Jewellery

This involves the use of bones or horns which may be cut and shaped into any desired shape and then used as beads, bangles and necklaces. These can be incised, with patterns, dyed or painted.

Metal Jewellery

Different metals like brass, copper, iron or aluminium can be cut and shaped. The metal may be left plain or textured using a hammer. Scrap iron needs to be heated in order to make it malleable.

Paper Mache' Jewellery

Shredded newspapers or glossy magazines can be used to make beads that are later strung to make necklaces.

Process

Strung bead necklace

- Design and draw a necklace on paper. Colour it as desired.
- Select the beads to be used.
- Wax a strong thread and string your beads according to design.
- Join the two ends of your stringed beads using a suitable knot.

Note: Use a slip knot at one end of your string when stringing the beads to prevent the beads slipping out.

Suggested Competences for Assessment

The learner;

- collects a variety of suitable materials.
- creatively makes authentic, cultural, functional and economic jewellery.
- checks the durability of the jewellery.

Topic 2: Decorating Articles with Beads

Background

We have already looked at making jewellery using beads. This jewellery serves different purposes, i.e. cultural purposes and decorative purposes. This kind of productions are sometimes referred to as Ornaments. Ornaments are not only worn but can also be used to decorate household objects. For example, milk pots in western Uganda, walking sticks in the north and central as well as decorating gourds, stools, bulbs, bottles, etc.

Learning Outcome

The learner decorates objects using beads.

Resources

- Seeds
- Beads
- Needles
- Strong nylon threads
- Glue
- Cutting tool
- Varnish
- Objects to be decorated e.g. bulbs, bottles, sticks, gourds, milk pots, tins, etc.

Methods

- Demonstration
- Observation
- Simulation
- Group work
- Project work
- Practice
- Use of resource person
- Discovery
- Field visits

Life Skills and Values

- Creative thinking
- Critical thinking
- Inquiry skills
- Appreciation
- Decision-making
- Interpersonal relationship

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> The learner: identifies samples of beadwork. 	<ul style="list-style-type: none"> The learner Explains the following words, decoration, bead, ornament. 	<ul style="list-style-type: none"> Assorted bead works. 	<ul style="list-style-type: none"> Displaying different beadworks. Observing beadworks. Touching beadworks.
<ul style="list-style-type: none"> collects objects and materials. 	<ul style="list-style-type: none"> Names the materials and objects collected. 	<ul style="list-style-type: none"> Different objects and materials, i.e. seeds, beads, varnish, bulbs, bottles, etc. 	<ul style="list-style-type: none"> Observing materials for making beads. Recording materials.
<ul style="list-style-type: none"> sorts the materials. 	<ul style="list-style-type: none"> Discusses the different types of materials. 	<ul style="list-style-type: none"> Assorted materials. 	<ul style="list-style-type: none"> Arranging materials. Grouping materials.
<ul style="list-style-type: none"> decorates objects. 	<ul style="list-style-type: none"> Explains the process of decorating objects. 	<ul style="list-style-type: none"> Decorating techniques. 	<ul style="list-style-type: none"> Threading objects. Stringing objects. Gluing objects.
<ul style="list-style-type: none"> displays the objects. 	<ul style="list-style-type: none"> Critiques the work. 	<ul style="list-style-type: none"> Techniques of displaying. 	<ul style="list-style-type: none"> Arranging articles made. Hanging articles made.

Guidance to the teacher

- Have sample beadwork ornaments at hand as visual aids for learners to discuss.
- Relate this topic to the previous one.
- Collect the materials and objects beforehand.

- Let the learners decorate different objects as a group or individually.
- Assess the learners' progress as they work.
- Assign learners projects to decorate objects of their choice.

Suggested Competences for Assessment

The learner:

- creatively designs the objects to produce beautiful patterns.
- checks the firmness of the beadwork.
- does a project in beadwork.

Topic 3: Stencil Printing

Background

Stencil printing is one of the techniques used to decorate textile. In this method, patterns, designs or letters are cut out of stiff material, thus making a stencil. The design cut (stencil) can then be transferred onto a piece of paper or cloth using ink/paint with sponge or ink/paint with a silk screen stretched onto a frame (organdie). The stencil may be attached to the underside of the organdie using adhesive tape or used directly without attaching it to a screen mesh.

Learning Outcome

The learner can decorate a piece of paper or fabric etc. using stencil method.

Suggested Resources

Razor blade, manila, cello tape, plain paper, sponge, printing ink, paint, paint brushes, squeegee, silk screen mesh, cloth.

Methods

- Demonstration
- Observation
- Simulation
- Experimentation
- Practice

Life Skills and Values

- Group work
- Creativity
- Critical thinking
- Patience

Subject competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> identifies printed articles. 	<p>The learner:</p> <ul style="list-style-type: none"> describes the designs on the printed pieces of work. spells and correctly uses the words stencil, print, organdie 	<ul style="list-style-type: none"> Printed articles. 	<ul style="list-style-type: none"> Discussing printed articles. Observing printed articles.
<ul style="list-style-type: none"> sketches designs for stencil. 	<ul style="list-style-type: none"> describes a stencil. 	<ul style="list-style-type: none"> Sketching a design for stencil. 	<ul style="list-style-type: none"> Sketching designs for printing. Drawing pictures for printing.
<ul style="list-style-type: none"> makes a stencil. 	<ul style="list-style-type: none"> explains the steps in making a stencil. 	<ul style="list-style-type: none"> Process of making a stencil. 	<ul style="list-style-type: none"> Cutting out stencil.
<ul style="list-style-type: none"> stretches an organdie on a frame. 	<ul style="list-style-type: none"> describes an organdie. 	<ul style="list-style-type: none"> Procedure of making a frame and attaching an organdie on a frame. 	<ul style="list-style-type: none"> Cutting pieces of wood. Nailing the frame Stretching organdie on a frame.
<ul style="list-style-type: none"> prints using a stencil. 	<ul style="list-style-type: none"> explains the process of printing using a stencil. 	<ul style="list-style-type: none"> Printing techniques: <ul style="list-style-type: none"> printing using a sponge to apply ink into stencil. using a screen over the stencil. 	<ul style="list-style-type: none"> Printing using a stencil Applying ink.

Subject competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> displays the work. 	<ul style="list-style-type: none"> critiques the displayed articles. 	<ul style="list-style-type: none"> Displaying techniques 	<ul style="list-style-type: none"> Arranging articles made. Hanging articles made. Gluing articles made.

Guidance to the Teacher

1. Start with a simple process of cutting out shapes on stiff materials, i.e. manila paper, plywood, etc. and using a sponge to apply ink/paint to create patterns.
2. You may need to start the experiments on paper using paints before printing on textiles using printing inks to avoid wastage of materials.
3. Since silk materials are costly, you may use the ordinary net material as the blind for the screen.
4. Avoid learners cutting tops of desks and books while making stencils.
5. Start with simple shapes/patterns for the stencil.
6. Start with monochrome prints before multicolour prints.
7. Plain clothes may be collected from markets or from tailors.

Suggested Competences for Assessment

The learner:

- makes more creative stencils.
- prints articles using stencil
- makes multi-colour prints.
- Creatively designs the fabric.

Theme 1: Plaiting

Topic: Making Mats

Background

Making mats is a common activity around Uganda. Mats differ from region to region depending on the materials and methods used. A variety of mats can be made using natural and man-made fibres collected from the environment.

This topic is based on the making of plaited mats. Different plaiting adaptations are applied to create patterns. Materials are collected and prepared into flat stripes called strands. Some of these materials, i.e. papyrus or palm leaves can be dyed while other materials like banana fibres and straws have different colour shades which can be sorted and used to create patterns in the mat by plaiting.

Plaited mats have various uses, i.e. table mats, floor mats, wall mats, etc. Other by-products that can be made from plaited mats include; bags, cases, file covers, files, hats, money purses, etc. Mats and their by-products can also be used for social, cultural and economic purposes. Economically, mats are made as an income generating activity..

Learning Outcome

The learner makes and uses plaited mats appropriately.

Suggested Resources

- Palm leaves
- Papyrus
- Banana fibres
- Straws
- Grasses
- Raffia
- Paper
- Knife
- Needle
- Dyes
- Dye bath
- Sisal fibres

Methods

- Discovery
- Discussion
- Demonstration
- Experimentation
- Practice
- Simulation
- Project work
- Field visits
- Exhibitions
- Use of resource persons

Life Skills and Values

- Appreciation
- Creative thinking
- Inquiry
- Decision-making
- Problem-solving
- Working in groups

Subject Competences	Language Competences	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • identifies plaited articles 	The learner: <ul style="list-style-type: none"> • describes plaited articles. 	<ul style="list-style-type: none"> • Different types of plaited articles. • Materials and patterns used on the articles. 	<ul style="list-style-type: none"> • Observing and discussing the articles.
<ul style="list-style-type: none"> • identifies materials and tools. 	<ul style="list-style-type: none"> • lists and pronounces the following words; fibres, palm leaves, raffia, banana fibres, papyrus, straws. • reads and lists the new words. 	<ul style="list-style-type: none"> • Suitable materials for plaiting mats. 	<ul style="list-style-type: none"> • Collecting the required materials and tools.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> prepares the materials. 	<ul style="list-style-type: none"> matches the words with the materials. 	<ul style="list-style-type: none"> Preparing materials. 	<ul style="list-style-type: none"> Sorting materials. Striping materials. Scraping and splitting materials. Drying, dyeing materials. Dampening the materials.
<ul style="list-style-type: none"> plaits strips. 	<ul style="list-style-type: none"> explains the different plaiting operations. reads and understands the words, plaiting, adaptation. 	<ul style="list-style-type: none"> One by one and two by two plaiting operations. 	<ul style="list-style-type: none"> Observing the process of plaiting. Arranging strips.
<ul style="list-style-type: none"> plaits a binding strip. 		<ul style="list-style-type: none"> Two by two plaiting operation. 	<ul style="list-style-type: none"> Observing the processes involved.
<ul style="list-style-type: none"> prepares the binding strip. 	<ul style="list-style-type: none"> describes the process of folding and rolling up the binding strip. 	<ul style="list-style-type: none"> Folding and rolling binding strip onto a stick. 	<ul style="list-style-type: none"> Folding the binding material. Rolling the article.
<ul style="list-style-type: none"> joins the strip. 	<ul style="list-style-type: none"> reads and writes the word stitching correctly. 	<ul style="list-style-type: none"> Forming a mat, i.e. making a spiral tube. 	<ul style="list-style-type: none"> Stitching the binder to the main mat.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> • makes the mat. 	<ul style="list-style-type: none"> • describes the possible shapes of mats 	<ul style="list-style-type: none"> • Shaping the mat by cutting the spiral open. 	<ul style="list-style-type: none"> • Cutting materials. • Shaping the article being made.
<ul style="list-style-type: none"> • stitches the strip around the mat. 	<ul style="list-style-type: none"> • explains the process of binding the mat. 	<ul style="list-style-type: none"> • Techniques of stitching the binding strip around the mat. 	<ul style="list-style-type: none"> • Binding strips of material. • Attaching the binder. • Neatening the article.
<ul style="list-style-type: none"> • finishes the mat. 	<ul style="list-style-type: none"> • explains the process of finishing a mat. 	<ul style="list-style-type: none"> • Neatening the mat. • Finishing the mat. 	<ul style="list-style-type: none"> • Neatening articles. • Cutting off fraying materials.
<ul style="list-style-type: none"> • displays the work. 	<ul style="list-style-type: none"> • critiques the work done. 	<ul style="list-style-type: none"> • Displaying work. 	<ul style="list-style-type: none"> • Hanging articles made. • Pinning up articles made. • Spreading.
<ul style="list-style-type: none"> • costing and pricing the mat. 	<ul style="list-style-type: none"> • discusses the costing and pricing of the mats. 	<ul style="list-style-type: none"> • Calculating the costs of materials and setting the prices of mats. 	<ul style="list-style-type: none"> • Calculating costs. • Setting prices.

Guidance to the Teacher

- Ensure that a variety of mats are available.
- Resources – collect the required materials before the lesson.
- Guide learners to sort the materials depending on the nature, structure and quality of material.

- Together with the learners, prepare the materials most appropriately.
- Dyeing of materials may be done before use.
- Ensure strands are of even width.
- Start plaiting by applying simple operations, i.e. 1 x 1 and commence to other advanced operations, i.e. 2 x 2.
- In order to plait an even strip, fix a hard strand from the edge of a palm leaf to the edges of your plaited strip as you work to ensure evenness.
- Varying patterns or designs can be achieved by using different coloured strands within the same plaiting operation.
- Allow learners to suggest and practise any other types of plaits they can make.
- Ensure frequent checking on the learners' progress as they work.
- Encourage learners to plait mats as individual projects and submit their work for observation, critiquing, display and award of marks.

Suggested Competences for Assessment

The learner:

- Appropriately prepares of materials for plaiting.
- Strips strands of even width.
- Skilfully adds strands to the strip during plaiting.
- Maintains a strip of even width.
- Maintains a continuous pattern formation.
- Ensures that the strip does not undo itself, i.e. strands are properly fixed.
- Binds the mat.
- Aligns patterns as you stitch the strips to form the mat.
- Makes the plaited strips firm.

Theme 2: Weaving

Topic 1: Making a Scarf on a Frame Loom

Background

Weaving was done on a card loom in P3. A frame loom is another handy tool which can be used for weaving. The advantage of a frame loom over that of a card loom is that longer warps are possible and the weaving process is easier and quicker. Therefore larger and longer woven products can be made on a frame loom.

An old picture frame can be used or a frame may be constructed by binding the ends of four sticks at the corners forming a square or rectangle. Threads are arranged (warped) following a particular order (sequence). Leashes and shed sticks are introduced into the warp to enable the lifting and lowering of the warp threads.

Products made on a frame loom are weft faced weaves. The weave pattern is achieved by the weft thread because of the permissible warp-thread spacing. Some products that can be made on a frame loom include rugs for bedside carpets and doormats, tapestries for wall hangings, plain weaves for different purposes, i.e. scarves, etc.

Learning Outcome

The learner weaves neatly on a frame loom.

Suggested Resources

- Twisted and singles yarn
- Nylon twine
- A notched flat stick
- A flat stick bevelled at each side
- A frame loom.
- Four flat sticks.
- Two round sticks.

Methods

- Discussion
- Problem-solving
- Practice
- Group work
- Project work
- Use of resource persons

Life Skills and Values

- Inquiry skills
- Decision-making
- Problem solving
- Critical thinking
- Creative thinking
- Patience

Subject Competences	Language Competence	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • describes a frame loom. 	<p>The learner:</p> <ul style="list-style-type: none"> • reads, writes and correctly uses the words warps: weft, loom, leash, shed stick, warp end, bar, stick shuttle, beater. 	<ul style="list-style-type: none"> • Loom parts. 	<ul style="list-style-type: none"> • Observing a loom. • Listing parts of a loom. • Talking about parts of a loom.
<ul style="list-style-type: none"> • identifies materials for weaving. 	<ul style="list-style-type: none"> • reads and writes the words singles, twisted, warp, weft, nylon twine. • explains the meanings of these words. 	<ul style="list-style-type: none"> • Materials for weaving. 	<ul style="list-style-type: none"> • Observing threads. • Undoing threads (yarn). • Breaking threads (yarn). • Collecting threads. • Listing materials for weaving.

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> dresses the loom. 	<ul style="list-style-type: none"> explains the process of dressing the loom. 	<ul style="list-style-type: none"> Techniques and processes of dressing the loom. 	<ul style="list-style-type: none"> Warping the threads. Picking the threads. Stretching the threads. Introducing leashes and shed sticks.
<ul style="list-style-type: none"> weaves on the frame loom. 	<ul style="list-style-type: none"> reads and writes the words; shedding, picking, beating. 	<ul style="list-style-type: none"> Techniques and processes of weaving. 	<ul style="list-style-type: none"> Shedding Picking the threads. Beating the threads.
<ul style="list-style-type: none"> finishes the weave. 	<ul style="list-style-type: none"> reads, writes and understands the words; cutting, tying, fringing, hemming. 	<ul style="list-style-type: none"> Finishing techniques 	<ul style="list-style-type: none"> Cutting the threads. Tying the threads. Fringing Hemming the ends.
<ul style="list-style-type: none"> displays the woven article. 	<ul style="list-style-type: none"> critiques the work. 	<ul style="list-style-type: none"> Methods/ ways of displaying. 	<ul style="list-style-type: none"> Hanging the article. Pinning the article. Spreading the article.

Guidance to the Teacher

- Use twisted thread (yarn) for the warp.
- Single or un-spun yarn is suitable for weft.
- The spacing of the warps and the size of the thread determines the sett (relationship of warp and weft in a unit of the fabric) of the weave.
- There are many possibilities of warping a frame loom. It is one's choice and creativity that will determine the method of warping.
- As weaving commences on a frame loom, the warp tension increases due to the interlacing of warp and weft, therefore at a certain stage, weaving may come to a stop, while part of the warp may be unwoven.
- Arch the weft as you introduce it into the warp to avoid wasting at the selvedge.
- The use of leashes and a shed stick for shed and counter shed quickens the weaving process. After cutting the warp of the loom, use any of the above techniques to finish the article.

Suggested Competences for Assessment

The learner:

- adequately tensions the warps.
- properly warps sequence.
- evenly beats weft into the warp.
- creatively designs the scarf.
- evenly tensions at the selvedge.

Topic 2: Making Suspenders (Macramé)

Background

Macramé is an extremely old activity that was forgotten during the 1920's and 1930's due to the modern machine-manufactured styles of producing macramé articles. Nevertheless, there has been renewed interest in recent years due to attention being given to crafts and value being placed on handmade objects.

Macramé is the art of knotting and the decorative intertwining of knots to produce articles such as; headdresses, yokes or robes, shawls, suspenders, purses, etc. Delicate and intricate patterns can also be created at the unwoven ends of a fabric, and this is called lace. Lace can also be made as a separate material and attached to a fabric. Yarn in the form of thread, strings and ropes are the most suitable materials for macramé.

In this topic, you are going to make suspenders suitable for hanging varying objects, i.e. earthenware, gourds, etc.

Learning Outcome

The learner makes articles by knotting and intertwining knots.

Suggested Resources

- Fibre, i.e. sisal, raffia, jute.
- Yarn, i.e. cotton, acrylic, nylon

Methods

- Discussion
- Discovery
- Experimentation
- Practice (individual and group practice)
- Problem-solving
- Project work
- Exhibitions
- Use of resource persons

Life Skills and Values

- Appreciation
- Creative thinking
- Critical thinking
- Patience
- Interpersonal relations.

Subject Competences	Language Competence	Content	Suggested Activities
The learner: <ul style="list-style-type: none"> • identifies macramé. 	The learner: <ul style="list-style-type: none"> • describes macramé. 	<ul style="list-style-type: none"> • Macramé articles. 	<ul style="list-style-type: none"> • Discussing macramé. • Observing macramé articles.
<ul style="list-style-type: none"> • collects suitable materials for macramé. 	<ul style="list-style-type: none"> • describes materials suitable for macramé. • lists down the materials. 	<ul style="list-style-type: none"> • Suitable materials for macramé. 	<ul style="list-style-type: none"> • Sorting materials for macramé'. • Talking about macramé articles.
<ul style="list-style-type: none"> • prepares the materials. 		<ul style="list-style-type: none"> • Techniques of preparing materials for macramé. 	<ul style="list-style-type: none"> • Sizing materials. • Cutting materials. • Calculating lengths. • Measuring materials.
<ul style="list-style-type: none"> • makes macramé. 	<ul style="list-style-type: none"> • lists the steps in making macramé. • reads and writes the words for different macramé knots. 	<ul style="list-style-type: none"> • Techniques of making macramé. • Macramé knots. • Beginning and finishing macramé. • Different macramé knots. 	<ul style="list-style-type: none"> • Knotting materials. • Intertwining materials.

Subject Competences	Language Competence	Content	Suggested Activities
<ul style="list-style-type: none"> finishes the article. 	<ul style="list-style-type: none"> discusses the finishing techniques. 	<ul style="list-style-type: none"> Finishing techniques. 	<ul style="list-style-type: none"> Varnishing the articles. Cutting fraying threads. Attaching beads. Trimming hanging threads. Dyeing/painting article
<ul style="list-style-type: none"> displays the articles. 	<ul style="list-style-type: none"> critiques the macramé articles. 	<ul style="list-style-type: none"> Displaying methods. 	<ul style="list-style-type: none"> Tying the ends of materials. Hanging up the articles. Spreading out the articles.
<ul style="list-style-type: none"> costs and prices the articles. 		<ul style="list-style-type: none"> Steps in costing and pricing. 	<ul style="list-style-type: none"> Calculating costs. Costing articles. Pricing the articles.

Guidance to the Teacher

- Secure macramé articles before the lesson to use as visual aid.
- Discuss macramé so that the learner understands and appreciates its value.
- It is convenient for the learners to bring materials from home.
- Demonstrate to the learners the different knots of macramé before giving them work.
- Show the learners how to account for materials to avoid using inadequate lengths of string.
- Guide the learners in groups as they work.
- Encourage the learners to inquire about different macramé and their uses.

- Encourage the learners to do individual or group projects in macramé.
- Do continuous assessment of the learners' projects.

Suggested Competences for Assessment

The learner:

- Creatively designs macramé articles.
- Chooses appropriate knots for particular macramé.
- Checks the looseness or firmness of the macramé knots.
- Explains the functions of the article.
- Properly accounts and uses materials.
- Able to select the most appropriate material.

Term II

Module 3: Drawing and Painting 14 Periods

Theme 1: Drawing and Painting Imaginative Pictures

Topic: Drawing and Painting Abstract Pictures like Dream, God, Satan, Heaven, etc.

Background

In P4, the learners did some drawing and painting of still life pictures. They also learnt the mixing of primary colours to make secondary colours. In P5, learners did drawing and painting of scenery. In P6, the learners will deal with drawing and painting of imaginative pictures. The learners will also be guided through the mixing of tertiary colours from the primary and secondary colours.

Learning Outcome

The learner draws and paints abstract pictures.

Suggested Resources

- Paper
- Colours
- Brushes
- Water
- Containers
- Tins
- Pencils
- Charcoal
- Boards

Methods

- Discovery
- Group work
- Experimentation
- Simulation

Life Skills and Values

- Appreciation
- Patience
- Creative thinking
- Working in groups

Subject Competences	Language Competences	Content	Other suggested activities
<p>The learner:</p> <ul style="list-style-type: none"> explains abstract ideas. 	<p>The learner:</p> <ul style="list-style-type: none"> lists abstract things. uses the following words in sentences: dream, Satan, God, beauty, happiness, riches 	<ul style="list-style-type: none"> Abstract ideas – dream, Satan, God, beauty, happiness, riches, etc. 	<ul style="list-style-type: none"> Discussing abstract ideas. Naming abstract things. Listing abstract things.
<ul style="list-style-type: none"> sketches the abstract idea on paper. 	<ul style="list-style-type: none"> explains ideas representing the abstracts on paper. 	<ul style="list-style-type: none"> Sketches of abstracts following proper sketching techniques. 	<ul style="list-style-type: none"> Sketching pictures of abstract things. Listing steps of composing abstract things.
<ul style="list-style-type: none"> draws the abstract idea. 		<ul style="list-style-type: none"> Drawing techniques. 	<ul style="list-style-type: none"> Drawing abstract things.
<ul style="list-style-type: none"> paints the pictures 	<ul style="list-style-type: none"> describes the mixing of colours for painting. 	<ul style="list-style-type: none"> Painting techniques. 	<ul style="list-style-type: none"> Mixing colours. Applying colours.
<ul style="list-style-type: none"> displays the work for comments. 	<ul style="list-style-type: none"> critiques the work. 	<ul style="list-style-type: none"> Displaying work. 	<ul style="list-style-type: none"> Displaying pictures. Pinning up pictures. Gluing pictures. Commenting on pictures.

Guidance to the Teacher

- Review the mixing of colours, i.e. two primary colours you get a secondary colour, one primary colour and one secondary colour you get a tertiary colour.
- Try out mixing the colours first before you go to class.

- Use the natural environment to collect materials like colour.
- Try natural colours from the environment as well.
- It may be difficult to use natural colours to mix tertiary colours. Try to obtain powder colours from Art shops.
- Start lessons with stores of abstract things and give time for learners to imagine things.
- Help learners to build on the knowledge of mixing and using colours for painting.

Suggested Competences for Assessment

The learner:

- sketches the abstract ideas.
- mixes the colours.
- expresses the abstract idea by painting.
- chooses colours appropriately.

Module 4: Leatherwork

Theme: One Piece Leather Articles 22 periods

Topic: Making a Money Purse

Background

Leather exists in different types and forms depending upon the origin of the raw material and the processes subjected to these materials rendering them suitable for various uses. The two distinct types of leather are: genuine leather and synthetic (man-made) leather. Genuine leather is suitable for most leather works as it is easily tooled and does not tear or break easily. Some of the processes used to make genuine leather are bark-tanning, chrome-tanning, embossing, etc.

Genuine leather is rather expensive therefore synthetic leather (resin) can be used to make products/articles that do not need stress during use. These articles include, bags, belts, cases, etc. In this topic, you will make a single/one piece money purse from leather or resin. Stiff paper may be used as an alternative for training purposes.

Learning Outcome

The learner makes one piece leather articles.

Suggested Resources

- Leather (genuine or synthetic)
- Press button
- Cloth
- Glue
- Leather punch or large nail
- Pair of scissors
- Razor blade or cutting tool
- Thong/lace cutter

Methods

- Demonstration
- Observation
- Practice
- Project work
- Use of resource person

Life Skills and Values

- Inquiry skills
- Appreciation
- Creative thinking
- Decision-making

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner,</p> <ul style="list-style-type: none"> • identifies leather articles. 	<p>The learner,</p> <ul style="list-style-type: none"> • describes leather articles. 	<ul style="list-style-type: none"> • Assorted leather articles. 	<ul style="list-style-type: none"> • Observing leather article.
<ul style="list-style-type: none"> • identifies leather. 	<ul style="list-style-type: none"> • lists different types of leather. • reads and writes the words genuine leather, synthetic leather, resin, embossed leather, bark and chrome tanned leather. 	<ul style="list-style-type: none"> • Types of leather. 	<ul style="list-style-type: none"> • Listing leather articles. • Observing leather. • Naming different types of leather.
<ul style="list-style-type: none"> • identifies leather work tools and hardware. 	<ul style="list-style-type: none"> • writes the following words; rivets, press burtons, key rings, revolving punch, pair of scissors, hammer, cutting knife, thong/lace cutter, spacing tool • explains the uses of tools and hardware. 	<ul style="list-style-type: none"> • Leatherwork tools and hardware. 	<ul style="list-style-type: none"> • Observing leather tools. • Listing leather tools. • Naming leather tools.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> designs a money purse. 	<ul style="list-style-type: none"> explains the process of designing a leather article, i.e. sketching, drawing, cutting, folding. 	<ul style="list-style-type: none"> Techniques of designing a leather work article. 	<ul style="list-style-type: none"> Observing different money purse designs. Sketching leather designs. Drawing leather designs. Cutting leather. Folding leather.
<ul style="list-style-type: none"> makes a money purse. 	<ul style="list-style-type: none"> explains the words; template, design, material. 	<ul style="list-style-type: none"> Process of making a money purse. 	<ul style="list-style-type: none"> Tracing designs. Cutting designs. Folding designs. Gluing pieces together. Punching leather.
<ul style="list-style-type: none"> finishes the money purse 	<ul style="list-style-type: none"> explains the words; thronging/ lacing, press burtons. 	<ul style="list-style-type: none"> Finishing techniques. 	<ul style="list-style-type: none"> Thonging the leather pieces Fixing press burtons.
<ul style="list-style-type: none"> displays the articles. 	<ul style="list-style-type: none"> critiques the work. discusses the purses. 	<ul style="list-style-type: none"> Displaying methods. 	<ul style="list-style-type: none"> Hanging articles. Packaging articles.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> costs, prices and sells the money purse. 	<ul style="list-style-type: none"> explains the procedure of costing and pricing. 	<ul style="list-style-type: none"> Procedure of costing and pricing the articles. 	<ul style="list-style-type: none"> Listing materials and tools used in making a money purse. Attaching price tags. Selling products.

Guidance to the Teacher

- Display a variety of leatherwork articles for learners to observe.
- Display assorted materials and tools for learners to observe.
- Design and cut-out the template of the money purse from stiff paper before the lesson.
- Allow learners to sketch and draw patterns for the money purse only for learning purposes.
- Let the learners use your templates to trace and cut-out the material.
- Let mature and capable learners cut-out the material for their peers.
- Learners should work in groups to enable them help each other.
- Lacing has two purposes, i.e. binding parts of the leather work and for decorative purposes. The buttonhole lacing technique gives a beautiful finish, along the edges of the articles.
- Encourage the learners to make money purses as individual projects.
- A cloth lining can be glued to the inside of the purse before folding, punching and lacing.

Suggested Competences for Assessment

The learner:

- Creases and folds the shapes accurately to form the money purse.
- Accurately traces the template onto the material.
- Economically uses the materials.
- Adequately spaces the lacing holes.
- Correctly fixes the press button.
- Accurately and consistently laces at the edges of the article.
- Aesthetically, authentically and economically values the article.

Term III

Module 5: Designing and Decorating

Articles II

26 periods

Theme: Fabric Design and Decoration

Topic: Making a Pair of Shorts for Physical Education

Background

People use garments for different occasions. A garment is a piece of clothing. Garments include school uniforms, overalls for work, dresses for weddings, parties, dancing, etc. In this topic, learners will make a pair of shorts for physical education.

In schools, learners wear pairs of shorts during physical education (PE), games, athletics, and other sporting activities, as a school uniform. In P4, the learners were introduced to various stitches when making an apron. In this topic, they will apply the same stitches for making a pair of shorts for physical education.

Learning Outcome

The learner makes a pair of shorts.

Suggested Resources

- Cloth, papers for making patterns
- Pencils
- Elastic thread
- Tacking thread
- Sewing machine
- Needles
- Tape measure
- Tailors chalk
- Thimble
- Pair of scissors
- Pins
- Rule
- Carbon paper

Methods

- Demonstration
- Simulation
- Practice (group and individual)
- Use of resource persons
- Project work

Life Skills and Values

- Appreciation
- Creative thinking
- Critical thinking
- Decision-making
- Interpersonal relations

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies sample pair of shorts. 	<p>The learner:</p> <ul style="list-style-type: none"> • describes seam/ machine fell seam. 	<ul style="list-style-type: none"> • Sample pairs of shorts. 	<ul style="list-style-type: none"> • Displaying samples pairs of shorts. • Naming parts of a pair of shorts. • Observing samples of shorts.
<ul style="list-style-type: none"> • identifies the appropriate materials. 	<ul style="list-style-type: none"> • describes the materials. 	<ul style="list-style-type: none"> • Suitable materials for making a PE pair of shorts, i.e. cotton fabrics. 	<ul style="list-style-type: none"> • Selecting appropriate material(s). • Collecting appropriate materials. • Naming the materials.
<ul style="list-style-type: none"> • identifies the tools and equipment. 	<ul style="list-style-type: none"> • lists down the tools and equipment. • names the equipment. 	<ul style="list-style-type: none"> • Tools and equipment for sewing. 	<ul style="list-style-type: none"> • Listing tools and equipment. • Discussing tools and equipment. • Drawing pictures of materials, tools and equipment.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> takes body measurements 	<ul style="list-style-type: none"> names the different parts of the body to be measured. 	<ul style="list-style-type: none"> Taking measurements. 	<ul style="list-style-type: none"> Measuring parts of the body. Pairing up for measurement. Recording measurements.
<ul style="list-style-type: none"> traces the given pattern of a PE pair of shorts. 	<ul style="list-style-type: none"> explains the processes of drawing and cutting. 	<ul style="list-style-type: none"> Templates for PE pair of shorts. 	<ul style="list-style-type: none"> Pinning pieces of garment. Cutting patterns.
<ul style="list-style-type: none"> transfers the pattern from paper to the fabric 	<ul style="list-style-type: none"> describes the process of transferring the design from the template to the fabric. 	<ul style="list-style-type: none"> Transferring and cutting out the pattern. 	<ul style="list-style-type: none"> Tracing templates. Cutting fabric.
<ul style="list-style-type: none"> makes the PE pair of shorts 	<ul style="list-style-type: none"> names the different stitches, i.e. running stitch, hemming stitch, back stitch and seams i.e. run and fell. . lists down the stitches. 	<ul style="list-style-type: none"> Process of making a pair of PE shorts. 	<ul style="list-style-type: none"> Joining fabric pieces. Stitching garment.
<ul style="list-style-type: none"> finishes the pair of shorts 		<ul style="list-style-type: none"> Finishing processes, i.e. fixing elastic, neatening, attaching a pocket. 	<ul style="list-style-type: none"> Sewing pieces together. Folding material. Fixing pieces of material.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> costs, prices and sells the product. 	<ul style="list-style-type: none"> explains the process of costing and pricing. 	<ul style="list-style-type: none"> Marketing processes. 	<ul style="list-style-type: none"> Calculating costs. Labelling parts. Making price tags.
<ul style="list-style-type: none"> displays the products 	<ul style="list-style-type: none"> critiques the work 	<ul style="list-style-type: none"> Displaying techniques 	<ul style="list-style-type: none"> Hanging articles. Pinning up articles. Spreading articles.

Guidance to the Teacher

- Choice of the fabric for the short should be light or medium weight preferably cotton fabrics.
- Guide learners to use appropriate stitches for the different parts of the short.
- The sides and pieces to be joined should be clearly marked to avoid mismatching, e.g. front and back pieces.
- If an elastic band is not available, use a cord or string.
- Work closely with learners and guide them.
- Encourage learners to make more pairs of shorts and find market for them.
- It is advisable to use cotton material because it is easy to use and available.
- Prepare the template (draft pattern) before the lesson to save time.
- A resource person may be invited to assist carry out the practical work.
- Collection of the materials and equipment should be done before the lesson.
- Learners should take the body measurements in pairs, i.e. waist, hips, waist to knee length.

- Prepare three sizes of templates (drat patterns), i.e. small, medium and large size.
- Learners can use sewing machines if available.
- Use a flat surface when laying out and cutting the fabric.
- Leave 3 cm allowance for the elastic and 1.3 cm allowance for hems.

Suggested Competences for Assessment

The learner:

- Takes the required body measurements.
- Traces and cuts out the pattern to fit a given size.
- Lays the pattern on fabric and cuts out the required pieces.
- Joins up pieces of fabric to make a pair of shorts.
- Does the finishing neatly.

Module 6: Marketing Our Products

10 Periods

Theme 1: Preparing Products for Sale

Topic: Costing and Pricing

Background

Once goods and services have been produced, they must be sold. Marketing means all the steps taken to have products and services sold. The main reason for marketing is to satisfy consumer needs. The function of marketing starts with identification of customer needs, designing the desired products, pricing, and promotion of the product to attract potential customers.

Before goods and services are sold, they have to be costed and priced. Costs refer to the money a business spends to make and sell their goods or services. Costing means the way you attach costs to the materials and activities of making and selling a product. Price is the value in terms of money paid for a product or a service.

Learning Outcome

The learner costs different products.

Suggested Resources

- Finished articles
- Calculators
- Price tags
- Adding machines

Methods

- Group work
- Demonstration
- Discovery
- Discussion
- Practice
- Problem-solving
- Simulation
- Display

Life Skills and Values

- Decision-making
- Critical thinking
- Interpersonal relations

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies materials and activities involved in producing an article. 	<p>The learner,</p> <ul style="list-style-type: none"> • lists materials and activities involved in producing an article. 	<ul style="list-style-type: none"> • Materials and activities involved in producing an article. 	<ul style="list-style-type: none"> • Discussing materials. • Observing materials. • Listing materials.
<ul style="list-style-type: none"> • determines the cost of materials and activities involved in producing an article. 	<ul style="list-style-type: none"> • matches the materials and activities with their costs. 	<ul style="list-style-type: none"> • Costing the materials and activities. 	<ul style="list-style-type: none"> • Calculating costs. • Discussing costs.
<ul style="list-style-type: none"> • describes the process of determining the cost price of the article. 	<ul style="list-style-type: none"> • explains the process of costing. 	<ul style="list-style-type: none"> • Process of costing. 	<ul style="list-style-type: none"> • Adding prices. • Discussing prices. • Calculating prices.
<ul style="list-style-type: none"> • Determines the profit to be added to the cost price. 	<ul style="list-style-type: none"> • explains how to calculate profit. 	<ul style="list-style-type: none"> • Pricing the articles. 	<ul style="list-style-type: none"> • Calculating costs. • Discussing prices. • Setting prices.
<ul style="list-style-type: none"> • prepares the price tags for the articles. 	<ul style="list-style-type: none"> • writes the price tags. 	<ul style="list-style-type: none"> • Price tagging the articles. 	<ul style="list-style-type: none"> • Discussing prices. • Cutting costs. • Fixing Price tags. • Writing prices.

Guidelines to the Teacher

- Guide learners to list the materials and activities involved in producing and selling an article, e.g. raw materials, labour, transport costs, water, electricity, etc.
- Discuss the cost of each input and let learners match the inputs with the costs.
- Total all the costs to get the cost price of the article.
- Determine the profit at which the item can be sold. This can be done by calculating it as a percentage of the cost or based on the current market price.
- Add the profit to the cost price to get the selling price of the article.
- Learners can work in groups to cost and price the article.
- Learners can work in groups to cost and price different articles.
- Guide learners to prepare price tags for different articles and fix them on the articles.
- Learners display their work ready for selling.
- Look for market from the finished products.

Suggested Competences for Assessment

The learner:

- Ably costs articles.
- Ably prices articles.
- Accurately makes calculations.
- Estimates prices which cannot be calculated.

Theme 2: Promoting Sales

Topic: Displaying, Advertising and Personal Selling

Background

Promoting sales is everything that can be done by an entrepreneur either to make customers buy goods or maintain the customers. These include the following:

- Displaying articles to be seen by customers so that they can make their own choice.
- Advertising where information about a product is spread to the customers using the media (newspapers, radio, television, etc.) This may encourage customers to buy the product.
- Personal selling where a team of sales persons are employed to sell directly to customers.
- Products should be sold to customers in the right quality and quantity, at the right time in the right place and at the right price.

Learning Outcome

The learner displays, advertises and sells the articles produced.

Suggested Resources

- Finished articles
- Shelves
- Boxes
- Hangers
- Nails
- Newspapers
- Magazine cuttings

Methods

- Group work
- Discussion
- Discovery
- Problem-solving
- Displaying
- Excursion

Life Skills and Values

- Critical thinking
- Decision making
- Clear communication
- Appreciation
- Interpersonal relations

Subject Competences	Language Competences	Content	Suggested Activities
<p>The learner:</p> <ul style="list-style-type: none"> • identifies the different ways of promoting sales. 	<p>The learner:</p> <ul style="list-style-type: none"> • lists the different ways of promoting sales. 	<ul style="list-style-type: none"> • Promoting sales by: displaying advertising personal selling 	<ul style="list-style-type: none"> • Discussing different ways of promoting sales. • Field visiting.
<ul style="list-style-type: none"> • sorts the different articles produced. 	<ul style="list-style-type: none"> • lists the sorted articles. 	<ul style="list-style-type: none"> • Sorting articles produced. 	<ul style="list-style-type: none"> • Sorting articles. • Grouping articles.
<ul style="list-style-type: none"> • arranges articles for display. 		<ul style="list-style-type: none"> • Display articles for sale. 	<ul style="list-style-type: none"> • Grouping articles. • Hanging articles.
<ul style="list-style-type: none"> • describes the different methods of advertising products. 	<ul style="list-style-type: none"> • lists the different methods of advertising. 	<ul style="list-style-type: none"> • Different methods of advertising newspapers posters radio television billboards 	<ul style="list-style-type: none"> • Role playing. • Discussing different methods of advertising products.
<ul style="list-style-type: none"> • describes personal selling 	<ul style="list-style-type: none"> • explains personal selling. 	<ul style="list-style-type: none"> • Techniques of personal selling: identifying potential customers. approaching presenting demonstrating 	<ul style="list-style-type: none"> • Role playing selling and buying. • Practicing buying and selling.

Subject Competences	Language Competences	Content	Suggested Activities
<ul style="list-style-type: none"> describes the importance of marketing our products. 	<ul style="list-style-type: none"> explains the importance of marketing our products. 	<ul style="list-style-type: none"> Importance of marketing our products. 	<ul style="list-style-type: none"> Discussing importance of marketing products. Writing down the importance of marketing products.

Guidance to the Teacher

- Collect as many finished articles as possible, i.e. articles made in class and those made individually as a project.
- Prepare the articles by cleaning them, price tagging, etc.
- Group the different articles for display using shelves, tables, boxes, hangers, etc.
- Guide the learners on how to display products for effective selling.
- Use newspapers and magazine cuttings to discuss the different methods of advertising, like using posters, billboards, etc.
- Guide the learners to role play personal selling using different articles.
- Call a resource person to talk to learners about marketing their products.
- Let the learners suggest and practice other methods of marketing they are familiar with.
- Ask the learners to recite some common advertisements on Radio and TV for different products.
- Guide the learners to cost and price different services provided in the area, e.g. boda-boda, dry cleaning, salon services.

Suggested Competences for Assessment

- Proper display of articles for selling.
- Using persuasive language when advertising articles.
- Skilful personal selling.
- Proper recording of sales.