



ACCELERATED EDUCATION PROGRAMME FOR UGANDA

CAPEs LEVEL TWO

SYLLABUS







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Supported by





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FOREWORD

Uganda has made important strides in promoting children's rights over the past 20 years. In order to fully understand the lives of children in the country today and the issues that continue to hamper the achievement of their full potential, it is important to take a systematic look at the situation of children and specifically the disadvantaged (refugees and out of school children).

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Currently, according to the UNESCO Institute for Statistics, there are approximately 263 million children and youth out of school globally. With each missed school year, there is greater risk that they will be unable to return to formal education and greater risk to their protection as a result. Responding to the needs of these learners has increasingly led governments and agencies to provide more flexible forms of education such as "*Accelerated Education*".

Uganda has a big number of children and youth out of school. The most affected are; displaced children (internally and externally), combatants as well as girls and children with disabilities who usually find it difficult to access and complete their education. The enactment of the Sustainable Development Goals (SDGs) reaffirms a global commitment to ensuring that all boys and girls have access to, and complete, free, equitable, and quality Primary education by 2030.

Over-age learners who enrol in formal education systems are found to be much more likely to drop out early because of; poor instructional strategies and methodologies, and stigmatization. Children who do not start school at the correct age would likely remain out of school, and those who enter when they are already over aged face multiple challenges including sharing classrooms and studying with much younger children (thus inferiority complex).

The accelerated education curriculum provides an opportunity for these over-aged out-of-school children to access education, catch up and transition back into the formal system, secondary education, vocational training and livelihoods.



Hon. Janet Museveni Kataaha
MINISTER OF EDUCATION AND SPORTS

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Grace Baguma

**DIRECTOR,
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List of Acroynms

- AEP: Accelerated Education Program
- MOES: Ministry Of of Education & Sports
- NCDC: National Curriculum Development Centre
- NRC: Norwegian Refugee Council
- SEN: Special Educational Needs
- SNE: Special Needs Education

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Introduction

Rationale

Children and youth frequently miss out on substantial amounts of schooling due to a variety of reasons including poverty, marginalisation, conflict, and crisis. Accelerated Education Programme (AEP) emphasises speeding up a curriculum, and allowing students to complete a certified, equivalent level of education in a shortened timeframe. This requires increased and more effective time on task, an emphasis on literacy and numeracy with a socio-emotional learning component and oftentimes, removal of non-core subjects. Programmes also often demonstrate flexibility to meet the unique needs of the learners they aim to serve – both in relation to timetabling and location of instruction. The intention of this flexibility is to enable students to study in a way and at a level appropriate to their ability, age and circumstance.

The AEP targets the over-aged learners who, in one way or another, were disadvantaged and dropped out of the normal Primary school cycle. The AEP intends to help learners of age group 10-18 years to catch up and accomplish the Primary level in a shorter time of three instead of seven years. It is structured in levels i.e. Level 1 (P1-P3) which is equivalent of the Thematic Section in Primary school. Level 2 combines P4 and P5 and Level 3 combines P6 and P7. Each level merges the curricula content in relevant classes which is to be completed in one year.

On completion of an AEP, the learners should be able to either reintegrate into the formal schooling system, or enter into skills-based technical and vocational education, or to enter directly into the workforce, but with core literacy and numeracy skills in place. There are varied structures of an AEP, and they vary in their pace of acceleration, the age range they target, and the approach to teaching and learning that they employ.

This AEP is a review of the curriculum for various non-formal education programmes which Uganda has been implementing since 2011 to address educational barriers of different communities.

Scope and Sequence

Each theme/topic of this curriculum is comprised of: Overview; learning outcome(s); subject competences; language competences; content; suggested teaching/ learning activities; life skills indicators and values; suggested competences for assessment and hints for the teacher.

The National Aims of Education

This programme is designed to address the National Aims of Education and the Aims and Objectives of Primary Curriculum as specified in the Government White Paper on the Education Policy Review Commission Report (1992).

The aims of education are:

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.

Objectives of Primary Education in Uganda

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 utilization 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 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.
11. To develop discipline and good manners.

Definition of Terms

Learning outcome is a broad behavioral change or ability demonstrated after a learning period. Learning outcomes define the overall direction of the teaching and learning process. They are what the learner understands, knows and is able to do. They are achieved through competences.

Competence is what one is able to do as a result of learning or what the learner understands, knows and is able to do. Competences describe the specific abilities of the learner. It is what the learner can demonstrate how and do as a result of being exposed to the given Science content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

Assessment - Assessment is the processes of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Values are the desired standards of behaviour acceptable in a given society. Values need to be developed during and after the teaching and learning process. Examples of values include; cooperation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, joy, concern, privacy, independence and self-reliance. It is important to note that you need to observe the learners to see whether they are practicing what they learn.

Life skills are the abilities for adaptive and positive behaviour that enable learners to deal effectively with the demands and challenges of everyday life. Life skills are personal and social skills that enable young people to function confidently and competently with others. This curriculum emphasises the development of life skills and values across the themes/topics. This will help in evolving moral and ethical values. Life skills and values will help learners to

- i) make informed decisions.
- ii) practise healthy behaviours.
- iii) avoid risky situations.
- iv) change attitudes.
- v) become good citizens.
- vi) be active and constructive in life.
- vii) solve problems encountered in different situations.
- viii) cope with stress and control their emotions.
- ix) communicate effectively.

Life skill indicators are the observable abilities shown in learners.

Methodology is an effective process or procedure that has a specific task that someone can use to deliver content according to the work plan.

Technique is the final skill application of a given object which can be used to get a productive outcome.

Strategy is a mental model in order to stand and an end in mind that enables us to deliver lessons systematically in class.

Approach is a set of or combination of different methods.

Instructional strategies are the techniques the teacher uses to help learners become independent and focused.

Instructional material is any resource the teacher uses to teach learners.

Tools are items or implements used for a specific purpose, to perform different tasks.

Special educational need is an educational provision designed to respond to the needs of learners with disabilities to learning. **Special needs education** is a program that addresses barriers to learning.

Special education is an educational provision for learners with special educational needs.

Inclusive education is a term which wholesomely provides for optimum participation of all learners. Inclusion does not exclude any other persons.

AEP Level 2 Timetable

DAY	8.30-9.10	9.10-9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-1.00	1.00-2.00	2.10-2.50	2.50-3.30	3.30-4.30
MON	ENG	MATH	SST	BREAK	SCI	RE	MATHS	LUNCH	ENG	SCI	
TUE	MATH	ENG	ENG		SST	SCI	RE		MATHS	CAPE ₁	
WED	MATH	SST	ENG		MATH	SCI	ENG		SCI	RE	
THU	SST	MATH	CAPE ₂		MATH	ENG	ENG		SCIE	SCIE	
FRI	ENG	ENG	MATH		MATH	SST	SST		CAPE ₃		

ANALYSIS

English	10
Mathematics	10
Science	7
Social Studies	6
Religious Education	3
CAPE 1	1
CAPE 2	1
CAPE3	2
TOTAL	40 PERIODS

Creative Arts and Physical Education (CAPE)

Background

The government of Uganda is making effort to transform the education system from producing job seekers to job creators. This is reflected in one of the broad aims of education endorsed by the Government White Paper of 1992, which purposes "... to eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-employment as well as national development, for better health, nutrition and family life, and capability for continued learning."

This aim will always be reflected in the improved health through better nutrition, lifestyles and family life.

The White Paper further endorsed the Aims and Objectives of Primary Education where one of the themes is to develop a variety of basic practical skills for enabling individuals to make a living in a multi-skillled manner. These are being promoted through skill-based subjects (CAPEs) at primary level.

Creative performing Arts lessons promote the cultural and societal values and life skills. Therefore time should be given for the teaching and learning of the subject to develop the learners' skills and talents.

Importance of Creative Performing Arts and Physical Education (CAPE)

In the context of refugees and learners with special educational needs, CAPE is therapeutic whereby learners express their ideas, feelings and are able to relieve themselves of stressful emotions through living in harmony with each other. On the other hand, they can be integrated through teaching and learning of other subjects.

The CAPE syllabus will enable learners to recognise that all the common elements are a measure of gainful employment, physical fitness and good

health. By using the knowledge and skills acquired, the learners will be able to impact on the community in which they live and also improve their social and emotional well-being. All CAPE activities are necessary for aesthetic (*beauty*) sensitivity, encouraging teamwork among learners, developing character, emotional release and social adjustments. They are also important in helping the learners reach their full potential.

General Learning Outcomes

The learner should be able to:

- i demonstrate skills of identifying and promoting economic activities in the society.
- ii appreciate beauty; create artefacts and express oneself through art, feelings and independence.
- iii take nutritional care of oneself and other people.
- iv identify and plan ways of earning and using money.
- v share with and take care of other people's feelings, interests, abilities and contributions in group activities.
- vi) demonstrate a sense of leadership and teamwork in a variety of situations.
- vii) Identify dangers in the environment and take appropriate precautions.
- viii develop motor skills.

Methodology for CAPEs

This syllabus suggests a range of methods, approaches and techniques of teaching and learning CAPE. The methods a teacher chooses to use should be those which contribute towards the development of competences, learning outcomes and eventually leading to the achievement of aims and objectives of the primary school education. Such methods therefore should cater for the practical nature of the CAPE components. This curriculum targets multi-grade learners and therefore, the teacher should employ the use of such approaches like group work, tutoring, peer learning, remedial approach, repetition, and follow up, self-study, task analysis, individualised learning approach and use of visual and audio devices (video clips, slides, film strips and records), drama, debate and fieldtrips.

A summary of Methods and Techniques in CAPE

Method	Techniques
Discussion	brainstorming, question and answer, resource person, storytelling, demonstration, illustration, interview and field visits
Projection/multi-media method	Audio-visual, video recording, slides, film strips, and audio-recording
Dramatization	role play, conversations, dialogue or monologue, simulation
Exhibition	display, interest corner centre, pictures, demonstrations, use of ground and wall maps and real objects
Representation/presentation	drawing, painting, sculpture, modelling, use of diagrams, charts, photographs, posters, practice role play, tactile, singing, rote, individualised education programme, explanation, storytelling, display, gallery walk, repetition, integration of content areas
Group method	grouping, reporting, brainstorming, peer teaching/learning/collaboration
Problem solving	sorting, competitions, initiatives, note making, puzzles, task analysis quizzes and remedial tasks
Inquiry or discovery	Project assignment, research, field visits, excursion, questions, resource persons, demonstrations, recording, guided discovery, exploration and interviews

Special Education Needs and Inclusion

Teachers are required to instruct a range of learners who learn at different paces and have different abilities. They need to be flexible and adapt the curriculum to ensure that all learners in their lessons are included. The Ministry of Education and Sports advocates for the provision of inclusive education. This emphasises the right of all learners to be taught irrespective of ability, socio-economic status or gender. A key factor in learners learning at different paces is barriers that challenge their participation. Such barriers are also referred to as learning needs / special educational needs.

Teaching/Learning Aids (Instructional Materials - IMs) for CAPEs

The teacher is expected to use a variety of instructional materials to teach the content. Above all, the teacher is encouraged to use the surrounding environment as creatively as possible. These materials can further be elaborated as follows:

- i) **Reference books:** These may include the syllabus, teacher's guides, pupil's textbooks and various textbooks of the subject components such as the 'Kidnapper' play script
- ii) **Scholastic materials:** These may include music manuscript papers, charts, pencils, markers, pins, tapes/CDs and Braille materials, pictures and models of music instruments
- iii) **Local materials:** These can be collected locally from the environment and include chalk, ash, papyrus, banana fibre, flowers, leaves, soils among others
- iv) **Artificial materials:** These can be purchased from shops.
- v) **Equipment and tools:** These may be made locally or purchased from shops:

a) Suggested IMs for CAPE 1 (Music, Dance and Drama)

Aii) audio-visual devices (video clips of African folk dances); African music instruments (percussion, string, idiophone instruments which include drums, rattles, shakers, ankle bells, whistles, clappers, horns, flutes, calabashes, spoons, xylophones, thumb piano, lute and bow harps); Aii) o-

discs (tapes/CDs), ropes e.g. rafia skirts costumes, models of arm tools and implements

b) Suggested IMs for CAPE 2 (Physical Education)

Take-off boards, high jump uprights, crossbars or rubber strips, high jump mat, soft landing area/sand pit simple throwing objects like small balls, bean bags, sticks/javelin, hurdles, clappers, batons, balls, fields, whistles, goal posts and flags, cones, nets, courts, poles, game pictures, sports field illustrations

c) Suggested IMs for CAPE 3 (Art and Technology)

Shapes, locally available materials (cloth of cuts, leaves, ash, charcoal soils, loamers or making colour, sisal, sticks local sponges or making painting brushes, hard box paper; different dyes, brushes, pellets, water colour different types of paper pencils, scissors, cutters, empty plastic bottles, colour wheel, pieces of plain clothes, glue; different types of food cooking ingredients, pictures of snacks and different dishes, instructional cards, utensils, cutlery, ladles, price tags, polythene paper for packing, match boxes, baking powder baking ingredients, sieves, charcoal stove home made oven containers; charcoal or electric iron, dyed fabric, bark cloth, tailoring tools (needles, hooks, thread, tape measure rulers strings

Assessment for Pupil's Learning

Assessment for learning is a very important aspect of education. Educators agree that all aspects of school education assessment have the greatest impact on learners. The primary purpose of assessment at this stage must be diagnostic and remedial (identifying learner's individual problems for help). If a child is failing to develop a particular competence, the teacher should provide remedial work so that the child can catch up. If another child is achieving at a high level all the time, then the teacher should find more challenging work for that child.

In principle continuous assessment of learning in CAPE is recommended and should be in terms of the stated learning outcomes and competences suggested in each topic. The teacher should assess the learner during the normal lessons as they carry out their daily tasks.

Assessment can be conducted through the following: by the teacher observing learners at task, listening to them, tracking performance and learners demonstrating the development of the competences. The teacher should regularly record the learners' achievements. The teacher should use checklists which is an easy method of recording that can be used even in large classes.

Learner's performance record should be put on the progress chart and displayed where it easily is seen. In addition, the teacher should display learners' work with appropriate positive comments and provide regular reports to the learner and parent.

Like in Level 1, assessment guidelines are provided to guide the teacher to systematically carry out, manage and keep records for each individual learner's progress, class progress and end of term performance. The following categories of learning outcomes must be assessed for the measurement of learners' achievement:

- i knowledge
- ii understanding,
- iii practical skills
- iv attitudes/values

Furthermore, assessment should be aural, practical and theoretical. The teacher should keep record of the results of individual learners that may be used for future decision making.

Organisation of the Syllabus

The syllabus encourages the integration of activities across the curriculum. The time allocated for CAPE in this syllabus is four periods a week which have been subdivided as follows:

CAPE 1 (music, dance and drama) is allocated one period of 40 minutes each week.

CAPE 2 (physical education) is allocated one period of 40 minutes each week.

CAPE 3 (Art and Technology) is allocated two periods double of 40 minutes each week. Included is some content for entrepreneurship and Performance Skills (IPS)

Content outline

CAP	No of weeks per term	TERM ONE	TERM TWO	TERM THREE
ONE	12	<ul style="list-style-type: none"> - Singing Anthems - African Traditional Folk singing - African traditional musical instruments - African Traditional Dance - Western Choral 	<ul style="list-style-type: none"> - Singing Anthems - Singing a Western song - Playing African Traditional musical instruments - Creative dance - Drama 	<ul style="list-style-type: none"> - Singing anthems - Dance instrumental - Dance - Drama
TWO	12	<ul style="list-style-type: none"> - Athletics - Games 	<ul style="list-style-type: none"> - Football - Netball 	<ul style="list-style-type: none"> - Basketball - Handball
THREE	12	<ul style="list-style-type: none"> - Drawing and painting pictures - Drawing and Painting Landscapes 	<ul style="list-style-type: none"> - Food Preparation: preparing snacks and special dishes 	<ul style="list-style-type: none"> - Textile and Design - Making an Apron

SECTION A

CAPE 1: MUSIC, DANCE AND DRAMA

TERM 1

Aspect: Singing

Topic 1: Anthems

Duration 3 Periods

Overview

This topic introduces the learners to singing the Uganda National Anthem. This anthem is important because it is a key symbol of patriotism, unity, identity and preservation of heritage.

Learning Outcome

The learner should be able to understand and develop a sense of belonging.

Suett Competences	Language Competences	Content	Suggested Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> discusses the importance of the national anthem. sings/signs the national anthem correctly. writes/brackets the 	The learner: <ul style="list-style-type: none"> pronounces/signs, reads brackets/writes words related to the national anthem which include: <ul style="list-style-type: none"> anthem national Uganda 	Anthems The stanzas of Uganda's national anthem	<ul style="list-style-type: none"> discussing the importance of anthems identifying the three stanzas of Uganda's national anthem Listening to the anthem singing/signing for pitch, 	Creative Thinking <ul style="list-style-type: none"> innovativeness Finding new ways of doing things Creative Communication: <ul style="list-style-type: none"> Fluency Articulation Values

Suett Competen es	Language Competen es	Content	Suggeste aa ching Learning At ii ties	Life Sill s an Values
anthem.	<ul style="list-style-type: none"> - identity - unity - uphold - thee - neighbour - pa l - crown - dea nn d - fertile soils - fred om 		<ul style="list-style-type: none"> rhythm, breathing, voice and dc tion. • nn g ng snn ing the anthem • Writing/braille ing the anthem 	<ul style="list-style-type: none"> • Patriotism • Resnn sibility • Care • Acceptance

gg ested Competenes for Assessment

The learner:

- i) sings the three snn zas of the nai aa an them correctly.
- ii) d scuss the man ng of the anthem.
- iii) ss ponds appropria ely to the anthem.

Hints for the Teae r

- i) Guide learners in d scussions that will enable them understand the importance of the nai aa an them.
- ii) You ndd to guide learners to idnt ify d ffernt the d ffenn t snn zas of the an hems.
- iii) Guide learners to lisnn properly as you model the singing/signing of the Na ional anthem tgg et the proper pronuncia ion of words and rhythm (Have the anthem on chat s, display them and sing on snn za at a time during each lesson).
- iv) You should encougg e learners to write/braille down the anthem in their exercise boss /slates.
- v) Encourage learners to practice singing/signing the an hem whenever opportunities are ava lable.

- vi) For these lessons, it is important that you prepare a chart for a class to be neatly written.

ASPECT: SINGING

Topic 2: African Traditional Folk Singing

Duration: 3 Periods

Rationale

Every tribe in Uganda has a very rich inheritance of folk music. In addition to being a store of culture, African traditional singing contributes a great deal towards popular and jazz music and it will be the major focus. It is a medium of communication and provides a satisfaction for self-expression and feeling good. African folk singing will further enable the learner to appreciate the African cultural heritage. There are many categories of African folk songs and this topic introduces the learner to the most common categories which include hunting songs, fishing songs, harvesting songs, patriotic songs, songs on peace and lullabies. The African traditional music instruments will offer the accompaniment.

Learning Outcome

The learner should be able to appreciate, create and demonstrate a sense of beauty and values own and other people's cultural heritage through African folk songs.

Subject Competence	Language Competences	Content	Suggested Teaching/Learning Activities	Life skills and Values
The learner: <ul style="list-style-type: none"> recognises the theme of the song. identifies characteristics of the song. describes the functions when the song is performed. identifies the origin 	The learner <ul style="list-style-type: none"> pronounces/sings reads writes/brailles words correctly Solo, chorus, African traditional, Folk, tribe, 	The Folk song <ul style="list-style-type: none"> Solo form Solo and chorus Chorus Categories of African Folk ng: <ul style="list-style-type: none"> Hunting fishing harvesting peace, patriotic, anthems, African traditional 	<ul style="list-style-type: none"> Using the title and mood of the song to suggest appropriate theme of the song Listening to the song Analysing 	Effective Communication: <ul style="list-style-type: none"> Fluency Articulation Clarity Creative Thinking <ul style="list-style-type: none"> Innovativeness

<p>o , costumes and props for the song.</p> <ul style="list-style-type: none"> • s n s /snn s a fol song wt h appropa te expresso ns co m un cates wt h appropa te mood, te po and volume. • acco pan es the song wt h appropa te body moem ents. • d ent ies the Afrca n Tradton al acco pan ments . <p>wrt es/ ra ll es the song correctly Writes the song</p>	<p>lanu ae , props, costume, song, o cal, tep o, st le, class, o od, lullaby, for volue , n struments,</p>	<p>lullabies</p> <ul style="list-style-type: none"> • Character stcs • Tre and lanu ae o or nn • Costumes and props Afrca n Tradton al n struments: Their local and English names 	<p>the characterst ics of the song</p> <ul style="list-style-type: none"> • Descrn g the functo ns when the sons are per or ed • Ident yin the or nn of the song. • Namn g and selectn g / impro ising appropa te costumes and props. • Singing/signin g the song n Afrca n o cal stee and wt h appropa te od y mo ements. • Namn g and acco pan n g the song wt h n struments • Pronouncn snn n g, read ng and wrt n g / ra ll n g the words related to the song <p>Writn raa ll n g the song</p>	<p>Self-A areness</p> <ul style="list-style-type: none"> • Talkn g aou t one’s culture <p>Friendship Formation</p> <ul style="list-style-type: none"> • Workn g n rou ps • Usn g polt e lanu ae <p>Values</p> <ul style="list-style-type: none"> • pr eciation • Respect self • Rela nce • Toe therness • Empath Syp ath
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gg este Competenes for Assessment

The lener er

- i) sn gs sg ns in solo.
- ii) sings/signs in chorusn n ison
- iii) acco panies the ll k song with appror iate moe ment , er cussion and mood.

Hints for the Teacher

- i) Let learners listen to b ser etten d and stu⁹ t e African tri t onal folk son following these parameters: title acco panimentrep et tive, langu ge, form, occasion, mood, volume and te o .
- ii) Guide lener s to follow the rhythm of the son acco panying it with simple er cussion instruments and o vement.
- iii) Invite a resource person where possible to help with the proe r moe ment.
- iv) Engage therapeut c aspects (pro ide oort un t for le rners to e res s themself eel y ese ciall in situ ions where some lener s have exer ienced trm a and the like).
- v) You may need some costumes and ro s to attach men ingful interr et ion ot he son s.

ASPECT: INSTRUMENTAL WORK

Topic 3: African traditional musical Instruments

Duration 3 Periods

Overview

Instrumental work is another aspect of Creative Performing Arts and there are various ways of using instruments in music performance. Instruments are used to accompany songs and dances or produce the form of music in an orchestra. In the African culture, drums are used for communication. In this topic, learners are introduced to some of the common African music instruments with specific reference to percussion. Learners should be helped to learn the local and English names of the instruments before teaching how to play them.

Learning Outcome

The learner should be able to understand and appreciate African heritage through traditional music instruments of the percussion class.

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> • name various instruments known • lists categories of African traditional musical instruments • name selected instruments 	<p>The learner:</p> <p>pronounces/signs, reads and writes/braille</p> <p>staccabulary: acco p anee nt, origin, e uipment, us ic, instrue nt,</p>	<ul style="list-style-type: none"> • Introduction to African musical instruments • Categories of African traditional musical instruments • Meaning of 'Percussion' 	<ul style="list-style-type: none"> • Listing African traditional musical instruments they know • Listing categories of musical instruments with e 	<p>Interpersonal relations ip:</p> <ul style="list-style-type: none"> • interacting freely with others. <p>Self-esteem:</p> <ul style="list-style-type: none"> • Self-appreciatn • Self-identification

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>in local language and English</p> <ul style="list-style-type: none"> • identifies the relevant music instruments originate from. • describes the materials used in making the instruments. • Names the common African traditional music instruments of the percussion classes. • plays a percussion instrument of own choice. • tunes the instruments appropriately • reads/brailles the musical notation of African music instruments. • sings a known song accompanying it with a learnt instrument 	<p>percussion, African, traditional, social, music, dance</p>	<p>instrument'</p> <ul style="list-style-type: none"> • Percussion instruments in local and English names: r us , ll onn e, calabash: <p>Origin of instruments</p> <ul style="list-style-type: none"> • Materials used to make given instruments 	<p>guidance of the teacher</p> <ul style="list-style-type: none"> • Naming the percussion instruments in local language and English. • Identifying the origin of given percussion instrument • Describing the materials used to make given instruments. • Playing a percussion instrument of own choice. • Naming the musical percussion instrument • Drums /Brilliant tunes of African traditional music instruments. 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Talking about oneself <p>Friendship formation:</p> <ul style="list-style-type: none"> • Sharing • Playing with others • Working in groups <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Respect self • Reliance • Togetherness • Empathy • Sympathy

Suggested Competences for Assessment

The learner:

- i) plays a percussion instrument of own choice
- ii) completes the description table of a given instrument(s) as follows:

Local language name	
English name	
Origin of the instrument	
Sound produced (pitch)	
Materials used to make the instrument	

Hints for the Teacher

- i) Make a collection of various percussion instruments where possible and have pictures of the variety of the instruments.
- ii) Let learners make or create own percussion instrument from locally available materials.
- iii) Engage resource persons to teach learners playing and tuning given instrument.
- iv) Provide opportunity for the learners to play percussion instrument of their own choice in their free time.
- v) Endeavour to pair or group learners with exceptional abilities in instrument play with others as a way of exposing and inspiring their peers to acquire and develop skills of playing the instrument.
- vi) Guide learners in the correct positioning of the percussion instrument while playing.
- vii) Let learners collect a variety of African music instruments where possible. Encourage learners to tabulate information related to the available

ASPECT: DANCE

Topic 4: Traditional Folk Dance

Duration: 3 Periods

Overview

Dance is about a series of movements and steps and is a bodily interaction of music. Traditional folk dance is another rich stock of African heritage. These dances have been passed on from generation to generation. It is therefore a duty of the teacher to promote them among the learners. In this topic the learner will be introduced to African folk dance using both practical and theoretical approaches. Different people groups in Uganda have different dances and some dances have functions to which they are attached. Such functions may be war, courtship, funeral or marriage.

Learning Outcomes

The learner should be able to:

- i) Understand and appreciate African heritage through traditional folk dances.
- ii) Appreciate and demonstrate knowledge and skills of different folk dances.
- iii) perform the traditional dance.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner : <ul style="list-style-type: none"> • identifies folk dances • describes the dances • identifies a given traditional folk dance. 	The learner : <ul style="list-style-type: none"> • pronounce/signs, reads and writes/brailles: costume, props, folk dance tribe waist, chest origin, 	African folk dances (local names), Origin of the dances Functions of dances: Marriage,	<ul style="list-style-type: none"> • Brainstorming and listing various known dances. • Identifying and talking about the origin of given dances with teacher's guidance. • Brainstorming and 	Self-esteem: <ul style="list-style-type: none"> • Self-appreciation Effective communication : <ul style="list-style-type: none"> • Confidence

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> identifies and discusses the origin of given folk dances. explains characteristics given dances are derived. describes the costumes and accessories given folk dance. identifies accessories of the body that enhance the given African folk dance enumerates the African folk dance elements, styles and techniques that enhance the waist movement and styling. describes the costumes and accessories given folk dance. 	<p>units, style, level, folk, accompanying instruments styling</p>	<p>initiation, harvest, circulations hip Techniques costumes and accessories</p> <p>Dances that enhance waist and styling techniques</p> <p>Accompanying instruments, accompanying songs.</p>	<ul style="list-style-type: none"> explaining characteristics African folk dances Naming and describing /signing costumes and accessories of the given dances. Talking signing about the body parts enhanced in the dances introduced movements of given African folk dances that enhance waist and styling Naming the accompanying instruments of the given dance. Brainstorming and naming the accompanying Performing an African folk dance that emphasizes waist movement or styling Writing a brief account related to dances 	<p>Interpersonal relationships:</p> <ul style="list-style-type: none"> Interacting readily with others Sharing <p>Values</p> <ul style="list-style-type: none"> Appreciation Patience Endurance Love Respect

Suggested Competences for Assessment

The learner

- i analyse a particular dance using the table given in the teacher guidance.
- ii perform a given dance which emphasises the waist and stamping.
- iii name the Props, Costumes and function of the dance.

Hints for the Teacher

- i Let learners see recorded traditional dance performances and guide them to study the dances using the following criteria: Title, dance component, origin, occasion, costumes and props.
- ii Encourage learners to find out more dances from the community which emphasise the waist movement and stamping. Ask them to perform the dance before the class. You may need to invite a resource person to demonstrate the dance.
- iii Provide learners with short and simple notes on the specific African folk dance highlighting title of the dance, origin, costumes and emphasised movement and parts of the body focussed on in this title and occasion it is performed.
- iv) Encourage learners to write braille vocabulary related to dances and notes you have provided in the exercise books or on braille sheets.
- v) Learners may draw / braille a/ the dance(s) and name or model using locally available materials such as clay, silk.

ASPECT: SINGING

TOPIC 5: Western raa l sng

Duration: 1 Period

Overview

Singing continually plays an important part in one's life. It encourages the learners to express their emotions and share theirs their ability to communicate while exercising their lip and tongue movement. This topic further supports the notion that singing facilitates language development through the performance of beat and rhythm in music, melody as well as development of vocabulary. It will help the learners articulate the text of a song in English language.

Learning Outcomes

The learner should be able to:

- i appreciate music in global cultures and develops ability for creative expression and communication through singing in English language.
- ii display self-discipline, ethical values integrity, tolerance and skills of performance.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> • listens to the teacher mediating the song. • recognises the theme 	The learner <ul style="list-style-type: none"> • pronounces signs • reads and writes/braille words 	English Choral song	<ul style="list-style-type: none"> • Listening to a Choral song • Brainstorming the theme of the song through teacher's 	Effective communication <ul style="list-style-type: none"> • Fluency • Audibility • Confidence • Articulation

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>of the song.</p> <ul style="list-style-type: none"> • sings signs a choral song with appropriate expressions • identifies characteristics of the song. • accompanies the song with appropriate boy movement. • sings with appropriate mood, tempo and volume. • writes/brailles the learned song. 	<p>related to the Choral song</p>		<p>guidance</p> <ul style="list-style-type: none"> • Singing signing the Choral song with appropriate expressions and boy movement • Describing characteristics of the song with teacher's guidance • Accompanying the song with appropriate boy movements 	<p>taking turns</p> <p>Interpersonal relationships</p> <ul style="list-style-type: none"> • Interacting freely with others • Listening/observing others <p>Values</p> <ul style="list-style-type: none"> • respect • Love • Care • tolerance • Co-operation

Suggested Competences for Assessment

The learner

- i) responds appropriately to the Choral song
- ii) sings the song correctly
- iii) accompanies a song with appropriate boy movement.
- iv) accompanies a song with appropriate simple percussion.

- v) narrates a traditional legend.
- vi) takes part in a drama presentation.

Hints for the Teacher

- i) Guide learners in discussions that will enable them understand the importance of English songs.
- ii) Guide learners to listen properly as you methodically sing of the English choral song to get the proper articulation of words and rhythm.
- iii) For this lesson, it is important that you prepare a neat written chart for the song. Display it and encourage learners to write and illustrate the song in their exercise books / steps.
- iv) Encourage learners to practise singing the song whenever opportunities are available.

TERM 2

ASPECT: SINGING

Topic 1: Anthems

Duration: 2 Periss

Overview

This topic intr oduces the learners tss ing the sch ol’s at he in addition tt he National Anthe . Lear ers need to be taught these anthe s so that they continually recognise their imrt ae as key symbols of patriotism, unit ,idet it and es er ation of cultures and ev ironment

Learning Outcome

The learner sh uld be able to err sta d and ev e op a se se of belonging.

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> • sings the schools anthems correctly. • recognises the theme of the anthem. • identifies the different stanzas. 	<p>The learner pronounces/ signs, reads/ brailles/ writes the keywords correctly:</p> <ul style="list-style-type: none"> - anthem - national - aa na - matching - ee ntity - unity - solaa rity - te therness - education 	<p>Anthems</p> <ul style="list-style-type: none"> • Uganda’s tt ional anthem • hh ools anthem 	<ul style="list-style-type: none"> • Singing the National schools anthem • ss cussing the meaning of dife rent stanzas • ss cussing the importance of the anthem • Lte ning to the anthem s ng for tt ch, rh thm, 	<p>Creative Thinking:</p> <ul style="list-style-type: none"> • Innaa tv en ess • Finding new ways of doing th s <p>Effective Communication:</p> <ul style="list-style-type: none"> • Fluec y • Artc ulation <p>Values</p>

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
	<ul style="list-style-type: none"> - pillars - overcome - enlightenment - creepers - thorns - mountains 		breathing, voice and diction <ul style="list-style-type: none"> • singing the anthems Writing braille the anthem	<ul style="list-style-type: none"> • Patriotism • Responsibility • Care • Acceptance

Suggested competences for assessment

The learner:

- i) assess appropriately to the anthems.
- ii) sings the anthems correctly.
- iii) gives the importance of the schools anthem.

Hints for the Teacher

- i) Guide learners in discussions that will enable them enhance their understanding of the importance of anthem.
- ii) Guide learners to listen properly as you model the singing of the National and Schools anthems (Have the anthem on charts, display them and sing one at a time).
- iii) You should encourage learners to have the anthems written/brailled in their exercise books/slates.
- iv) Encourage learners to practise singing the anthems whenever opportunities are available.
- v) For these lessons, it is important that you prepare a chart for each anthem neatly written. Display it as you sing the anthems.

ASPECT: SINGING

Topic 2: Western Songs (Rounds)

Duration: 2 Periods

Rationale

This topic continues to provide learners with more opportunity to develop their English usage holistically through the performance of beat and rhythm in music, memory as well as the development of the English vocabulary while they articulate the text of a song in English usage. Learners are introduced to rounds. A round is a simple song sung by more than one person in a repetitive form at different points in the song.

Learning Outcome

The learner should be able to appreciate music in global cultures and develop ability for creative expression and communication through singing in English language.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> listens to the teacher modelling the song. recognises the theme of the 	<p>The learner:</p> <ul style="list-style-type: none"> Pronounces / sings reads and writes/ brailles words related to the Round like song, props, parts, drama, legend, cast, costume, folk 	<ul style="list-style-type: none"> English Rounds A folk tale A legend Voice therapy/singing usage 	<ul style="list-style-type: none"> Listening to a Round Brainstorming the theme of the song with teacher's guidance Singing/singing the Round in the appropriate 	<p>Effective communication</p> <ul style="list-style-type: none"> fluency adaptability confidence articulation taking turns <p>Interperson</p>

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>song</p> <ul style="list-style-type: none"> • sings songs in English throughout the appropriate mood, tempo and volume • identifies characteristics of the song. • accompanies the song through appropriate body movement and simple percussion. <p>writes/b</p>	<p>ta.</p>		<p>st le</p> <ul style="list-style-type: none"> • describing characteristics of the song with teacher's guidance • Accompanying the song through appropriate body movement and percussion. 	<p>al relationships</p> <ul style="list-style-type: none"> • interacting freely with others • Listening/seeing others <p>Values</p> <ul style="list-style-type: none"> • respect • Love • Care • Patience • Cooperation

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>addresses the learned song.</p>				

Suggested Competences for Assessment

The learner

- i) responds appropriately to the Round
- ii) Sings/signing the song correctly
- iii) Accompanies the song with appropriate body movement and simple percussion.

Hints for the Teacher

- i) Guide learners to listen properly as you model the singing/signing of the English Round to get the proper pronunciation of words and rhythm
- ii) For this lesson, it is important that you prepare a chart for the song neatly written. Display it and encourage learners to write/rhyme the song in their exercise books / sheets.
- iii) Encourage learners to practice singing the song whenever opportunities are available.

ASPECT: INSTRUMENTAL WORK

Topic 3: African Traditional Music Instruments

Duration: 3 Periods

Rationale

In this topic the learners continue to gain more knowledge about a variety of African music instruments. During this term, learners will be introduced to the idiophone class. Learners should be helped to associate the local and English names of the instruments before teaching how to play them. Idiophones Here, idiophones refer to a class of African music instruments which include shakers, xylophones, rattles, lamellaphones and bells.

Learning Outcome

The learner should be able to identify standard and eclectic African heritage through traditional music instruments of idiophone class

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> names various instruments known. recognises categories of African traditional string instruments identifies African string instruments of the idiophone class 	The learner pronounces/signs, reads and writes/brailles the vocabulary: accompaniment origin, xylophone, string instrument, percussion, African, traditional, idiophones,	<ul style="list-style-type: none"> Introduction to African string instruments Categories of African traditional string idiophone classes Meaning of "Idiophone instruments" instruments 	<ul style="list-style-type: none"> Listing African traditional string instruments they know Listing categories of string instruments with the guidance of the teacher Naming percussion 	Interpersonal relationship: <ul style="list-style-type: none"> Interacting freely with others.
				Self-esteem: <ul style="list-style-type: none"> Self-appreciation Self-identification
				Self-awareness <ul style="list-style-type: none"> Talking about oneself Friendship

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> names instruments both in local language and English. identifies given musical instruments originating from the continent. describes the materials or making the instruments. plays an idiophone instrument of own choice. draws/brings some African musical instruments learned. sings songs accompanied with an idiophone instrument of own choice. 	parts, shakers, xylophone, rattles, bell, labella, thumb piano, song, dance	their local and English names: <ul style="list-style-type: none"> drums, xylophone, calabash: Idiophones: shakers, xylophones, rattles, lamella phones, thumb piano and bessa. Origin of instruments Materials used to make given instruments. 	instruments in local language and English. <ul style="list-style-type: none"> Identifying the origin of given idiophone Describing the materials used to make given instruments. Playing an idiophone of own choice. Bringing the musical idiophones Drawing/Bringing pictures of African traditional musical instruments. 	formation: <ul style="list-style-type: none"> Sharing Playing with others Working in groups Values <ul style="list-style-type: none"> Appreciation Respect self Reliance Teamwork Empathy

Suggested Competences for Assessment

The learner

- i plays an idiophone of own choice.
- ii completes the description table of a given instrument(s) below:

Local language name	
English name	
Origin of the instrument	
Used production	
Materials used to make the instrument	

Hints for the Teacher

- i Make a collection of various idiophones where possible and have pictures of the variety of the instruments.
- ii Let learners make or create own idiophone class room locally available materials.
- iii Engage resource persons to teach learners playing given instruments.

ASPECT: DANCE

Topic 4: Creative Dance

Duration: 3 Periods

Overview

Creative dance is a series of movements and steps that are a bodily interpretation of music. This topic provides learners opportunities to express their creative abilities of movement and bodily interpretation of themes using music. The duty of the teacher is to promote learners' potential and their creative abilities through both practical and theoretical approaches. Different groups of people in Uganda have different dances some of which have functions to which they are attached. Such functions may be war, courtship, funeral or marriage.

Learning Outcomes

The learner should be able to:

- i understand and appreciate creative dances.
- ii prepare and demonstrate a dance and skills of different creative dances.
- iii perform a creative dance.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> identifies the theme or the known creative dances discusses the parts of the body engaged in creative dances. explains occasions when creative dances can be performed describes the costumes and props or creative dances. Performs the creative dance levels, styles and identifies accessories. 	<p>The learner</p> <ul style="list-style-type: none"> pronounces/signs, reads and writes/braille discusses creative theme costume, props, dance, waist chest origin, style, level, footwear, accessories, instruments 	<p>Creative dances</p> <p>Introduction to creative dances</p> <ul style="list-style-type: none"> Meaning of creative dance Classification of creative dances: - theatrical, free Parts of the body engaged in performing creative dances. Occasions when creative dances are performed Techniques, costumes and props Accessories 	<ul style="list-style-type: none"> Brainstorming and listing various known creative dance themes. Identifying and talking about dances with teacher's guidance. Talking/signing about the body parts engaged in the dances introduced Naming and describing costumes and props or the given dances Performing a creative dance Brainstorming and naming the 	<p>Self-esteem:</p> <ul style="list-style-type: none"> Self-appreciation <p>Effective communication:</p> <ul style="list-style-type: none"> confidence <p>Interpersonal relationships:</p> <ul style="list-style-type: none"> interacting freely with others sharing <p>Values</p> <ul style="list-style-type: none"> Appreciation Patience Endurance Love Respect

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
			accompaniments • Writing/reading vocabulary related to creative dances	

Suggested Competences for Assessment

The learner

- i) analyse a particular dance using the table given in the guide for teacher
- ii) performs a given dance which exhibits relevant creative styles.
- iii) names the props, costumes and function of the dance.

Hints for the Teacher

- i) Let learners see their recorded or creative dance performances and guide them to study the dances using the following criteria: title, accompanying, origin, occasion, costumes and props
- ii) Encourage learners to find out more creative dances from the community. Ask them to perform the dance before the class. You may need to invite a resource person to train learners in the relevant aspects of creative dance.
- iii) Encourage learners to write Brahmavoculary related to creative dances and names you have provided in the exercise books or on Brahmavoculary sheets.

ASPECT: DRAMA

Topic 5: The Kidnapper

Duration: 2 Per ss

Overview

Drama is the composition, presentation and performance of plays. This topic will support learners' development of confidence, imagination and interpretation of simple situations that can be acted. The learner with special learning needs should be guided to participate in all activities. The teacher/soccer person should demonstrate clearly, and where necessary the learner should be allowed to touch (for the visually impaired).

Learning Outcome

The learner should be able to:

- i) display self-discipline, ethical values, interpretation and skills of performance which include activities, imagination, composing, acting and evaluation.
- ii) appreciate self-expression and composition through drama.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> • narrates the story (legend). • identifies the key characters. • makes costumes and props. • identifies elements of 	The learner pronounces/signs reads and writes/brackets words related to the drama like stage, props, legend, costume, folk tale. flash back,	<ul style="list-style-type: none"> • A folk tale • A legend • Voice • theatre / • sign language • The play 'Kidnapper' • Elements of drama (stress, 	<ul style="list-style-type: none"> • Narrating a common legend. • Identifying the characters • Making costumes and props • Identifying elements of drama 	Effective communication <ul style="list-style-type: none"> • fluency • adaptability • confidence • articulation • taking turns Interpersonal relationships <ul style="list-style-type: none"> • interacting freely with others

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>drama.</p> <ul style="list-style-type: none"> • demonstrates some drama techniques. 	<p>reading</p>	<p>volume, tone (pace, gestures)</p> <ul style="list-style-type: none"> • Dramatic techniques 	<ul style="list-style-type: none"> • Using costumes and props to act the legend. • Staging the play 	<ul style="list-style-type: none"> • Listening to others • Empathy • Using appropriate language • Listening to others • Supporting others <p>Values</p> <ul style="list-style-type: none"> • Respect • Love • Care • Tolerance • Co-operation

Suggested Competences for Assessment

The learner

- narrates a traditional legend
- takes part in a drama presentation
- acts the part assigned with demonstrated empathy.
- articulates the language expressions accurately.
- displays confidence while staging the play.

Hints for the Teacher

- Guide learners to narrate a known legend. You may need to employ a sign-language instructor to help learners with hearing impairment if you do not know the sign language.

- ii Let learners dramatise any known legend.
- iii encourage shy learners to actively take part and avoid dominance.
- iv Engaging some therapeutic aspects (e.g. destructive theories) is crucial.
- v For further practice to enhance learners' drama skills, you can encourage them to create sites which can be presented during relevant different school programmes.
- vi) A Drama Club can be established at school and encourage learners to improvise props and costumes.

TERM 3

ASPECT: SINGING

TOPIC 1: Thematic Songs

Duration: 6 periods

Objective

Thematic songs are common music compositions based on various occurrences. Such include patriotic songs, songs on health issues, climate, relationships, praising heroes, environment and many others. In this topic, the learners will explore such contemporary music which is a medium of communication and provides satisfaction for self-expression and feeling good. The African traditional music instruments will offer the accompaniment

Learning Outcome

The learner should be able to appreciate, create and demonstrate a sense of beauty and value own and other people's music compositions.

Subject Competence	Language Competence	Content	Suggested learning Activities	Life skills and values
The learner <ul style="list-style-type: none"> recognizes the theme of the song. identifies characteristic of the song. identifies composers of the music. identifies the origin of, costumes and props for the 	The learner <ul style="list-style-type: none"> Pronounces/sings, reads,rites/brailles words correctly which include solo, chorus, language, props, 	<ul style="list-style-type: none"> Thematic song Solo form Solo and chorus Chorus Categories of thematic song : environmental, health, climate, child abuse, peace and 	<ul style="list-style-type: none"> Using the title and mood of the song to suggest appropriate theme of the song Listening to the song Brainstorming the characteristics of the song Identifying 	Effective Communication <ul style="list-style-type: none"> Fluency Articulation clarity Effective Thinking Confidence Self-awareness Talking

Subject Competence	Language Competence	Content	Suggested learning Activities	Life skills and values
<p>son .</p> <ul style="list-style-type: none"> • sings si ns a son with appropriate e pressions. • sings with appropriate moodte mpo and volume. • accompanies the son with appropriate body movements. • identii es the Ari can Traditional accompanime nt. <p>si ns writesbb railles the son correctly.</p>	<p>costume, son vvocal, temposstyle class, mood orm volume, instruments</p> <p>Other vocabulary related to the son</p>	<p>patriotism.</p> <ul style="list-style-type: none"> • Characterist ics of the son . • composers • Costumes and props. 	<p>composers of the son .</p> <ul style="list-style-type: none"> • Naming and selecting / improvising appropriate costumes and props. • Sini ng/sin i ng the song in vocal style and with appropriate body movements. • Naming and accompanyin g the song with instruments. • Pronouncing / si ning, reading and writing / brailing the words related to the son <p>ii ting/brailli n the son</p>	<p>about one’s culture</p> <ul style="list-style-type: none"> • Friendship Formation • Wor ing in groups • Using polite lan uage <p>Values</p> <ul style="list-style-type: none"> • Appreciation • ss pect sel • li ance • To ethernes s • Empathy • Sympathy

Suggested Competences for Assessment

The learner

- i) sings/signs in solo.
- ii) sings/signs in chorus
- iii) accompanies the thematic song with simple instruments, movement and mood.

Hints for the Teacher

- i) Let learners listen to a recording and study the song following the parameters: title, accompaniment, repetitive, language, form, occasion, mood, volume and tempo.
- ii) Guide learners to follow the rhythm of the song accompanying it with percussion instruments and movement.
- iii) Invite a resource person where possible to help with the performance.
- iv) Engage therapeutic aspects (provide an outlet for learners to express themselves freely especially in situations where some learners have experienced trauma and the like).
- v) You may need some costumes and props to attach meaningful interpretation to the songs.

ASPECT: DANCE

Topic 2: Western Dances

Duration: 5 periods

Rationale

This topic introduces learners to some Western dances to give them an opportunity to experience dance movement from other areas. The duty of the teacher is to promote other people's culture and appreciation of their creative abilities through both practical and theoretical approaches.

Learning Outcomes

The learner should be able to:

- i) understand, appreciate and demonstrate knowledge and skills of different Western dances.
- ii) perform a western dance.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner : <ul style="list-style-type: none"> • identifies the known Western dances. • discusses the arts of the body⁹ engaged in western dances. • explains occasions when western dances are performed. • describes the costumes and props for 	The learner pronounces/sounds, reads and writes/braille : creative, costume, props, waist, chest, origin, style, level, folk, Western, Calss, Twt, break-dance	Creative dances <ul style="list-style-type: none"> • traditional Western dances • Common Western dances known • Calss, break dance, and twist • Parts of the body engaged in performing 	<ul style="list-style-type: none"> • Brainstorming and listing various known western dances • Identifying and talking about western dances with teacher's guidance • Brainstorming and explaining occasions for performing given western dances • Talking/singing about the body parts engaged in the dances introduced • Naming and describing 	Self-esteem: <ul style="list-style-type: none"> • Self-appreciation Effective communication <ul style="list-style-type: none"> • Confidence Interpersonal relationships <ul style="list-style-type: none"> • Interacting freely with others • Sharing Values <ul style="list-style-type: none"> • Appreciation • Patience • Enthusiasm

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
western dances. • performs the western dance using leelels, stle • identifies the music that accompanies the dance.		dances. • occasions when creative dances are performed. • costumes and props • Accompanying music	/singing costumes and props for the ie n dance • Performing the western dance • Brainstorming and naming the accompanying music • Writing/braille related to Western dances	• Love • Respect

Suggested Competences for Assessment

The learner

- i analyse a particular dance using the table given in the teacher guidance
- ii performs a given dance which exhibits relevant the western stle
- iii names the props, costumes and functions of the dance

Hints for the Teacher

- i Let learners use rerecorded or dance performances and guide them to study the dances using the following criteria: titleaccompaniment, origin, occasion costumes and props
- ii encourage learners to find out more Western dances from the community. Ask them to perform the dance before the class. You may need to invite a resource person to train learners in different styles of creative dance.
- iii encourage learners to write braille vocabulary related to the dances and notes you have provided in the exercise books or on braille slates.

CAPE 2: PHYSICAL EDUCATION

TERM ONE

Topic: Athletics

Duration 06 Periods

Overview

Athletics is a set of physical exercises and competitive sports involving jumping, throwing and running. There is a wide range of skills involved that require physical exercises as preparation for athletics events. With regular athletics practice, one develops strength and speed which contribute to good health and result in better performance in other competitions. The teacher should therefore prepare activities that will involve all learners in the class. Each learner should be helped to acquire and develop the basic skills progressively.

Learning Outcomes

The learner should be able to:

- i participate in a variety of jumping, throwing and running experiences.
- ii observe, attend and apply simple rules and regulations in a variety of play situations with others.

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> performs simple jumps over obstacles. executes various tumbling steps performs long-jumps with correct take-off and landing. identifies the causes of poor tumbling. clears the crossbar correctly at a given height using scissors techniques. throws and aims accurately at objects, goals and targets. throws for distances and from various throwing positions. throws correctly for 	The learner: <ul style="list-style-type: none"> listens to instructions and responds to instructions. uses the unfamiliar words as applied in athletics. uses unfamiliar words correctly which include crossbar, take-off scissors, stance, spring. 	<ul style="list-style-type: none"> Long jump (take off, landing, approach) High jump throwing and aiming at objects, goals and targets. throwing positions (linear path overhead throw, overarm throw with blocking activity; stance; approach run-through) General running and safety (general safety in athletics; simple running games; simple relay distance running not exceeding 	<ul style="list-style-type: none"> Jumping forward sideways, backwards and in space. Jumping and catching objects while in air (simple long jump simple high jump) Jumping from a stationary position Running three to five steps and then jump Spring jumps Jumping to clear a given height of overhead crossbar Throwing and catching objects like balls individually; with a partner and in groups throwing overarm; overhead or two-handed throw throwing objects a few metres from target and gradually increasing 	Leadership <ul style="list-style-type: none"> Controlling one's anger during and after play.
				Teamwork <ul style="list-style-type: none"> Guiding others in a group Working freely with others in a group Cooperating with members of a group
				Non-violent conflict resolution <ul style="list-style-type: none"> Accepting defeat
				Values <ul style="list-style-type: none"> Endurance Perseverance Cooperation Determination Confidence Fair play

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
distance and target. • performs a variety of runs and sprints of a given distance.		600m; sprinting sprints over different distances 20m, 30m, 50m, 100m using standing start.	distance and height • Sling throwing • Chase run • Object-pick relay • Circular relays • Straight running at different distances • Sprinting from a start	

Suggested Competences for Assessment

The learner

- i) performs a distance.
- ii) sprints over a distance of 100m.
- iii) performs the correct long jump trials in a safe pit.
- iv) clears a crossbar using scissors style.
- v) throws correctly at a target.

Hints for the Teacher

- i) You may need to follow the time allocated be:
 - Performance and safety (1 lesson), Simple relays (1 lesson)
 - Distance running (1 lesson), Sprinting (1 lesson), Long jump (1 lesson), High jump (1 lesson)

TOPIC 2: EDUCATIONAL GYMNASTICS

Duration: 05 Periods

Overview

Educational Gymnastics for Level 2 is intended to progressively build on the basic skills developed at Level 1. Educational Gymnastics enables learners at this level to improve their skills of rolling, vaulting, swinging, balancing, space awareness and partner work. Gymnastics activities enable learners to enhance their body language in a given space or situation.

The learners may practise or compete individually or in small groups with or without apparatus. Simple apparatus may be introduced but the teacher should prepare adequate safe equipment and safe play environment for the learner to practise and compete.

The activities require the teacher to acquire a detailed competence or practical demonstration and guidance to learners on how to proceed through a variety of basic gymnastic skills.

Learning Outcome

The learner should be able to

- i) display body awareness and management skills.
- ii) display personal confidence, creativity, responsibility and decision making skills.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner demonstrates skills of locomotion and rolling roles.	The learner <ul style="list-style-type: none"> • listens to/signs and responds to instruction 	<ul style="list-style-type: none"> • Locomotion and travelling • Partner safety for 	<ul style="list-style-type: none"> • Walking • Running • Leaping • Jumping • Hopping 	Creative/Critical thinking <ul style="list-style-type: none"> • -rolling in a skill in more

	<p>uses these unfamiliar words correctly as applied in gymnastics which include gymnastics, gym, roll, locomotion</p>	<p>gymnastics.</p> <ul style="list-style-type: none"> Rolling 	<ul style="list-style-type: none"> • ss ic rol s a tivities (revision . • Rolling to an from dieerent os itions. • Rolling at var o s see s. • Rolling over, ao ng, aro nd an on o/off aara s 	<p>than one way.</p> <ul style="list-style-type: none"> • -Coming up with new ways of eror ming a ss k. <p>Decision-making</p> <ul style="list-style-type: none"> • ss on ding to instructions ar or ately. <p>Problem-solving</p> <ul style="list-style-type: none"> • -Finding ways of ar oaching difficult or challenging ss ks. <p>Values</p> <ul style="list-style-type: none"> • Courage • Care • Tr stwor hiness • ss on sibility • Toe rane
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Suggested Competences for Assessment

The learner:

- i) eror ms see cted locomor srav elling ss ks with or without aara s.
- ii) eror ms see cted ro ing ss ks orw ar s, ba kwards an siew as ros).
- iii) mae s differen boy shapes by twisting/rr ning the boy dieerently.
- iv) eror ms seu ene of combined gymnastics tasks.

TERM 2

TOPIC: FOOTBALL

Duration 05 Periods

Overview

This topic offers opportunity for the learner to advance from simple games learnt in Level 1 to evolution of basic skills such as kicking, dribbling and passing. In addition to the skills gained, the learner develops physical fitness qualities such as speed, flexibility, endurance and coordination.

Through active involvement in football sessions, the learner acquires knowledge of basic rules, socialises and enjoys participation with others. Experience gained should enable learners to play or substitute in a game of football from an informed point of view. Boys and girls should be given an equal chance to participate in football although girls may be allowed a chance to practise the skill separately from the boys. Adequate attention should be paid to appropriate dressing that allows free participation in these activities.

Learning Outcome

The learner should be able to apply knowledge and understand correct basic skills and rules in playing, officiating and substituting in the game of football in competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner <ul style="list-style-type: none"> passes/kicks the ball correctly with the inside of a 	The learner <ul style="list-style-type: none"> listens to/signs and responds to instructions 	<ul style="list-style-type: none"> passing/kicking using inside of a foot 	<ul style="list-style-type: none"> passing/kicking a ball on the ground passing/kicking 	Critical thinking <ul style="list-style-type: none"> exploring a task in more than one way

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>oot.</p> <ul style="list-style-type: none"> • controls a ball using the foot, thigh and chest. • shoots at a goal to score • performs row-ins correctly. 	<ul style="list-style-type: none"> • uses these unfamiliar words correctly as applied in football: shoot, dribble, passes, throw-in ball control. 	<ul style="list-style-type: none"> • Dribbling • Ball control using different body parts (foot, thigh, chest) • Shooting • Throw-in • Rowing 	<ul style="list-style-type: none"> • a ball with different feet • passing/kicking a ball to varied distances • Dribbling a ball individually over varied distances • Dribbling a ball using different feet • Controlling a ball using different parts of the body (foot, thigh, and chest) • Shooting from different positions • Shooting at different angles • Playing mini-games in small groups not exceeding four by four • Throwing the ball over various distances 	<p>Creative thinking</p> <ul style="list-style-type: none"> • Coming up with new ways of performing a task <p>Friendship formation</p> <ul style="list-style-type: none"> • Teamwork • Working freely with others • Volunteering <p>Assertiveness</p> <ul style="list-style-type: none"> • Giving reasons for actions taken • Standing for one's right <p>Values</p> <ul style="list-style-type: none"> • Cooperation • Patience • Appreciation • Respect • Confidence

Suggested Competences for Assessment

The learner

- i) kicks and passes the ball accurately using the inside of foot.
- ii) controls the ball correctly using the foot, thigh or chest
- iii) throws in accurately from a standing position
- iv) kicks the ball into the goal over varying distances and goals.

Hints for the Teacher

- i) ii) Guide learners to make bases and goal posts using local materials like polythene bags, banana fibres or old clothes and sticks.
- ii) Follow the suggested guide to teach football: passing/kicking (1 period), Dribbling (1 period), Ball control (1 period), Shooting (1 period), Throwing-in (1 period).

TOPIC: NETBALL

Duration: 05 periods

Overview

The game of netball builds on the movement and manipulative skills of invasion and net games. At Level 2, the learner will build on the skills of throwing, catching, dodging and striking freely acquired in Level 1. Higher skills such as passing, aiming and shooting in air over the head will also be introduced. The learner will apply these skills while observing teamwork and positioning play. Much as netball is regarded as an activity for girls, boys should equally be given opportunity to learn and practise the basics. However, the boys should practise separately from girls.

Basic skills of attacking and defence, shooting and goal keeping will be practised individually, in pairs in small groups and/or in full teams. The learner will gain physical fitness qualities such as speed, flexibility, endurance, coordination and balance. Social skills such as teamwork, cooperation, respect, patience and observance of rules and fair play will be developed.

Learning Outcome

The learner should be able to demonstrate, uphold and apply basics, techniques/structures in playing, officiating and setting the game of netball during competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • performs the skill of passing and catching the 	The learner: <ul style="list-style-type: none"> • listens to signs and responds to instructions. 	<ul style="list-style-type: none"> • Catching and throwing • Footwork. • Basic passes 	<ul style="list-style-type: none"> • Familiarisation drills. • Toss ball to self. • Throwing an 	<p>Critical thinking</p> <ul style="list-style-type: none"> • Performing a task in more than one way

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>ball correctly.</p> <ul style="list-style-type: none"> • demonstrates correct footwork, dodging and marking skills • shoots correctly using two hands. 	<ul style="list-style-type: none"> • uses these unfamiliar words correctly as applied in football: - shoot, dodge, pass, blocking, marking, catching 	<p>(two-handed)</p> <ul style="list-style-type: none"> - chest pass - overhead pass - bounce pass • Dodging getting free • Marking marking player with or without a ball •ooting • setting off two-handed shot 	<p>catching with partner</p> <ul style="list-style-type: none"> • Catching low, middle and high balls. • Catching ball from different directions and at different speeds. • Lanning (on both feet) with the ball and balancing. • stepping forward and backwards. • Reaching for the ball. • Two-handed shooting without opposition. • Two-handed shooting with opposition 	<p>Creative thinking</p> <ul style="list-style-type: none"> • Coming up with new ways of performing a task <p>Friendship formation</p> <ul style="list-style-type: none"> • Teamwork • Working readily with others • Volunteering

Suggested Competences for Assessment

The learner :

- i passes the ball correctly (at least 5 out of 7 trials) to a partner using
 - chest pass
 - overhead pass
 - bounce pass
- ii demonstrates correct footwork, dodging and marking skills.
- iii shoots and scores a goal (at least 3 out of 5 trials) using both hands

Hints for the Teacher

- i This topic will be taught for 6 periods as follows

• Catching and throwing	-	1 Period
• Footwork	-	1 Period
• stop passes	-	1 Period
• Dodging	-	1 Period
• Marking	-	1 Period
• Shooting	-	1 Period
- ii The balls and goal posts may be improvised using local materials.
- iii Learners should be encouraged to make their own balls using the local materials such as banana fibre, disposable paper, old clothes etc. The learners may collect the disposable paper within the school compound and make use of it in order to conserve the environment.
- i) You will have to use playfield, netball, goal posts and rings nets besides whistles.

TERM 3

TOPIC: VOLLEYBALL

Duration 6 periods

Rationale

This topic focuses on introducing the learner to a no-bounce game where players aim at playing a ball over a net into the opponent's court. The practical lessons will be structured around volleys, serving, digging, setting and receiving using medium-sized balls size 3 or 4.

Lessons should be conducted outdoors where a net should be set up using a nylon rope fixed on two posts running a length of 9 metres. The height of the rope should be 2-2.5 metres to encourage passing the ball up and over the net. Cones or fibre strings should be attached to the rope which can be used to demarcate the net into smaller playing areas.

Learners should be helped to develop the skill individually, in pairs or teams of 2x2, 3x3 and 4x4 before engaging in the ball game. The learners will observe and demonstrate teamwork and cooperation.

Learning Outcome

The learner should be able to apply basic skills, techniques and principles of playing, officiating and socialising in the game of volleyball.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner performs the basic skills of volleying, serving and digging.	The learner <ul style="list-style-type: none"> listens/signs and responds to instructions. uses words applied in 	<ul style="list-style-type: none"> Volleying the ball Service (under-serve) Digging 	<ul style="list-style-type: none"> Volleying the ball to a partner Volleying the ball over a net. Volleying from various 	Critical thinking <ul style="list-style-type: none"> Performs a task in more than one way Creative thinking Cooperates with

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
	volleyball appropriately which include volleying digging, service, tossing.	<ul style="list-style-type: none"> • accuracy • Contact with the ball • Transfer of weight • Use space when volleying • Mini-game competitions 	<ul style="list-style-type: none"> • positions (standing kneeling or umpiring). • Tossing the ball individually at varied distances and targets. • Digging the ball using both hands. • Digging to varied distances. • Digging and moving to varied positions 	<ul style="list-style-type: none"> • new ways of performing a task <p>Friendship formation</p> <ul style="list-style-type: none"> • Teamwork • Working readily with others <p>Assertiveness</p> <ul style="list-style-type: none"> • Unflinching • Giving reasons for actions taken • Standing up for one's right <p>Values</p> <ul style="list-style-type: none"> • Cooperation • Patience • Appreciation • Respect • Confidence

Suggested Competences for Assessment

The learner

- i executes a service accurately.
- ii volleys a ball accurately to a partner over a net.
- iii performs the digging correctly.

Hints for the Teacher

- i encourage learners to make on balls using locally available materials like banana fibre, old newspapers, polythene bags and old cloths.
- ii You can use the 6 periods for this topic as follows: Volleying (2 periods), Service (1 period), Digging (1 period), Mini-competitions (2 periods)

TOPIC : HANDBALL

Duration: 05 periods

Overview

Handball is a competitive invasion ball game which is introduced to the learners in Level 2 and Level 3. Rudimentary skills of catching, throwing, movement on the court, dribbling and shooting using one hand will be developed in a progressive and systematic manner. These will be complemented with the strategic development of court movement, attack and defence, diving as well as goal-keeping skills at individual, group and team practice levels.

Learning Outcomes

The learner should be able to:

- i demonstrate error-free, practise and apply basic skills, and tactics in handball.
- ii understand rules, structures and principles of playing, organising and securing the game in competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner demonstrates basic skills of catching, throwing, passing, dribbling, movement with a ball, demonstrates basic tactics in attack and defence.	The learner: <ul style="list-style-type: none"> • listens and responds to instructions. • uses the unfamiliar words correctly when in a game, in competitions, gripping, dribbling, bouncing, 	<ul style="list-style-type: none"> • Basic skills and ball control - Catching, throwing, passing • Dribbling • Movement with the ball • Situational play. • Attack and 	<ul style="list-style-type: none"> • Practising the two-handed catching with emphasis on the grip, stance, timing as well as coordination and transfer of weight and follow-through. • Performing chest passes, dribbling. • Moving with or 	<p>Critical thinking</p> <ul style="list-style-type: none"> • Performing a task in more than one way • Creative thinking • Coping up with new ways of performing a task

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
	<ul style="list-style-type: none"> diving 	defence <ul style="list-style-type: none"> Shooting for goal – with dive With out dive Blocking a shot Goal keeping 	with out a ball. <ul style="list-style-type: none"> Bongg and dribbling the ball around obstacles (stoppers, skittles, cones). Perfor mance holding and stepping shot drills. Handling overhead shot with and with out dive. Stationary shot and jump shot Simple attack combinations Goalkeeping and team defence Training or health self-assessment, personal achievement, organisation for competitions, tournaments and mini-league s. 	Friendship formation <ul style="list-style-type: none"> Teamwork Working r eely with others Assertiveness <ul style="list-style-type: none"> Volunteering Giving reasons or actions taken Standing for one’s right Values <ul style="list-style-type: none"> Cooperation Patience Appreciation Respect Confidence

Suggested Competences for Assessment

The learner

- i) correctly catches a ball from a partner (at least 5 out of 7 tries)
- ii) correctly throws a ball to a partner (at least 5 out of 7 tries)
- iii) dribbles and moves with a ball on the court or a distance of at least 3m.
- iv) demonstrates retreat attack and defence skills.
- v) participates in mini-competitions for skill development.

Hints for the Teacher

- i) This topic should be taught over 5 periods twice a week which will be for summarising and reviewing the skills learnt in all topics during the course of the year.
- ii) The periods should be handled as follows
 - Basic skills in handball - 1 Period
 - Ball control - 1 period
 - Attack and defence - 2 periods
 - Basic rules and officiating - 1 period
- iii) The balls and goal posts can be improvised using local materials.
- iv) Learners should be encouraged to make their own balls using the local materials such as banana leaf, disposable polythene paper, old clothes. They (learners) can collect the disposable Polythene paper within the school compound and make use of it in order to conserve the environment.
- v) The mini-competitions and sessions in this topic encourage focusing on reviewing what has been learnt throughout the year (i.e. athletics, gymnastics, netball, volleyball and handball). In other words they are a summary of the activities learnt during the course of the year.
- vi) They provide learners with an opportunity to apply the skills they have acquired during the year.

- vii) More importantly, the mini-competitions and sessions give you opportunity to assess yourself and the learners as to whether learning has taken place.
- viii) You will have to use played , goal posts whistles
colours bibs vests and team banners

CAPE 3: ART AND TECHNOLOGY

TERM 1

Theme: Drawing and Painting

Topic: Drawing and Painting Pictures

Duration 12 periods

Overview

Drawing is basic for every work and all subjects need drawing to make charts. Furthermore, before constructing a house one needs a sketch to know how it will look like; one needs a sketch of a dress one intends to make; even the soldiers need a sketch of how they will move to attack the enemy if they are all drawn.

This underlines the importance of drawing in our lives and the skill of drawing cannot be learnt in just a couple of periods. In order to gain a sustainable amount of drawing, the teacher needs to slowly take the learners through. The teacher also needs to consistently encourage the learners in order to sustain their interests. In addition, colour is available in our everyday lives, so it is important that learners learn about colour.

Learning Outcome

The learner should be able to:

- i handle and experiment with various drawing materials.
- ii appreciate colour and understand its importance in life.

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> identifies different drawings. describes the materials and tools used in drawing identifies lines in artwork. makes patterns and shapes using different lines. shows pictures using different techniques. displays work neatly. critiques work displayed. identifies different colours in the environment. identifies locally available materials or making colour. makes colour using locally available materials. categorises colour into 	<p>The learner pronounces/ signs, reads and writes/ bristles words used in drawing and painting which include: lines, curves, curved, straight triangle, shapes, circle, themes, shade, shading dots, lines, leaves, charcoal, flowers, ash, environment, decoration, primary, secondary, colour wheel.</p>	<ul style="list-style-type: none"> Drawings in the environment Materials and tools used in drawing (pencil, paper, strings, scissors, sharpener) Different kinds of lines (straight broken curved and zig-zag lines) Different patterns and shapes made from different lines Different techniques used in shading (using dots, continuous shading following a given direction and using lines) Colours in the environment (red, blue yellow, pink, 	<ul style="list-style-type: none"> Talking about drawing seen Writing the different tools and materials used in drawing Listing and drawing different types of lines Drawing different Patterns and shapes using lines Showing pictures using different techniques. Displaying work. Listing different colours found in the environment Listing and collecting materials used or making colours Experimenting and discussing the use of colour. Making 	<p>Creative thinking</p> <ul style="list-style-type: none"> Imagination Imagining new ideas Logical reasoning Finding different ways of doing things <p>Decision making</p> <ul style="list-style-type: none"> Making choices <p>Values</p> <ul style="list-style-type: none"> Appreciation Respect Sharing Love

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
primary and secondary. • make colour to get secondary colours. • use colour to paint pictures.		(green or orange) • Materials in the environment used for making colour (leaves, chalk, soil, flowers, ash, water) • Uses of colour (decoration, identification) • Categories of colour (primary colours - red, yellow and blue; secondary colours - green, purple and orange)	different colours using locally available materials. • Categorising colour on the colour wheel. • Mixing primary to form secondary colours. • Using different colours to colour/paint pictures.	

Suggested Competences for Assessment

The learner

- i) names shapes and lines in the environment.
- ii) draws and shades a picture following specific directions.
- iii) collects and uses materials to make a colour.
- iv) paints a picture using appropriate colour.

Guidance for the Teacher

- i) There is need to support learners to identify different terms in the environment.
- ii) Encourage learners to appreciate one another's work.

- iii) Ideally, Art classes should be organised outside the rooms and learners should be guided to study the environment.
- iv) Guide learners to study the environment in order to identify different materials that can be used in the lessons.
- v) Guide learners to discuss setting times and ways of making copies.
- vi) Ensure that learners tidy up the place where they have conducted the lesson before they leave.
- vii) Some of this content can be copied as take home projects.

TOPIC 2: DRAWING AND PAINTING LANDSCAPES

Duration: 12 Periods

Overview

A landscape is scenery which is part of the environment. A landscape usually has a lot of information for recording and it is up to the artist to see what to be included because not all that is seen is very important or interesting to be included in the drawing.

In order to see a section of the landscape to draw and paint, the artist needs to use a viewfinder. This is a small rectangular or square window cut through a piece of paper which can then be used to define the area to be drawn.

Learning Outcome

The learner should be able to use a viewfinder to see a view for drawing and painting.

Subject Competence	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> describes scenes with both natural and man-made objects. uses a simple viewfinder. demonstrates the use of a viewfinder in drawing a landscape. accurately 	<p>The learner</p> <p>pronounces/signs, reads and writes/brailles words related to drawing and painting landscapes which include viewfinder, cutter, hole, paper, scenery,</p>	<ul style="list-style-type: none"> Features of a selected environment which should be scenery with both natural and manmade objects A viewfinder (cut out a window of a piece of paper) 	<ul style="list-style-type: none"> Classifying and describing objects in scenery Constructing a viewfinder (pinning, pasting/gluing) Selecting scenes Drawing selected scenes Mixing colours 	<p>Problem solving</p> <ul style="list-style-type: none"> Taking decisions Making choices Finding different strategies <p>Interpersonal relationship</p> <ul style="list-style-type: none"> Sharing with others Interacting

Subject Competence	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
draws a selected landscape. <ul style="list-style-type: none"> identifies colours and paints scenery. displays own work. critiques work displayed. 	brush, paint palette.	<ul style="list-style-type: none"> Use of a view finder to capture scene Drawing from a view finder. Peer review painting 	to paint a scenery <ul style="list-style-type: none"> Painting scenery Discussing own work Critiquing other learners' work 	Interact with others Values <ul style="list-style-type: none"> Appreciate Respect Sharing Love

Suggested Competences for Assessment

The learner:

- uses a view finder using materials available locally.
- draws and paints a selected landscape.

Hints for the Teacher

- Guide learners to make simple view finders in order to draw landscapes around the school.
- Lessons should start with drawing exercises that include a few objects in order not to overcrowd the drawings.
- Learners can be guided to make permanent view finders using frames.
- It is suggested that learners carry some of the content as take home assignments.
- Where possible, encourage learners to make their own painting brushes from sticks and strings stretched at one end to make fine brushes.

TERM TWO

THEME: FOOD PREPARATION

Topic: Preparing Snacks and Special Dishes

Duration 24 Periods

Overview

Food preparation is the process of making food ready for consumption. It involves cleaning, chopping/shredding and cooking. Food preparation can be made simple like in preparing snacks which can be elaborated for special processes like roasting meat.

Learning Outcome

The learner should be able to prepare snacks and special dishes from all available food stuffs.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> describes different types of snacks. describes the ways of making snacks identifies 	The learner <ul style="list-style-type: none"> pronounces/sings, reads and writes sentences related to snacks and special dishes which include baking, frying, 	<ul style="list-style-type: none"> Meaning of snacks Different types of snacks Ways of making snacks (frying, roasting, boiling, baking) Requirements for 	<ul style="list-style-type: none"> Describing different types of snacks Discussing ways of making snacks 	Interpersonal relationship <ul style="list-style-type: none"> Interacting freely with others Working with others

Subject Competences	Language Competences	Content	Suggested Teaching/ Learning Activities	Life Skills and Values
requirements preparing snacks <ul style="list-style-type: none"> prepares and serves a simple snack costs and prepares a snack identifies and names special dishes describes ways of preparing special dishes identifies and names ingredients for special meals prepares garnishes and serves special dishes costs and prepares a special dish 	boiling, snacks, salt, sugar, cooking oil, utensils, slice, serve, cost, material, breakfast, supper, dinner, ingredients, spices, onions, cooking, decorating, special dish, grinding, garnish.	making a snack (sugar, salt, spices, cooking oil) <ul style="list-style-type: none"> Process of preparing a snack (cleaning, chopping, cooking and serving) Serving a snack (garnishing the meal, laying the table, serving the food) Costing a particular snack Types of special dishes (breakfast, lunch, supper, dinner) Ingredients for special dishes (oats, onions, salt, cooking oil, flour, flouring, sauce, food) Preparing a special dish (cooking, garnishing, decorating, serving) Costing a given special dish 	<ul style="list-style-type: none"> Listing requirements for preparing a snack Costing a snack Preparing and serving a snack Discussing types of special dishes Describing and preparing special dishes Discussing ingredients of a special dish Costing a given special dish 	Critical thinking <ul style="list-style-type: none"> Logical reasoning Initiating new ideas Finding different ways of doing things Values <ul style="list-style-type: none"> Appreciation Love Respect Cooperation

Suggested Competences for Assessment

The learner

- prepares and serves snacks.
- prepares and serves a special dish.

iii) discuss a given disease.

Hints for the Teacher

- i) Learners should be cautioned on safety tips to avoid accidents like burns and cuts.
- ii) The teacher should emphasise a high standard of hygiene and sanitation during preparation and serving.
- iii) The teacher should encourage learners to work and consult in groups.

TERM THREE

THEME: DESIGNING AND DECORATING ARTICLES

Topic: Making an Apron

Duration 12 Periods

Overview

Designing and decorating articles will help the learners to develop, practise and apply different techniques like stitching and printing. This topic will enable the learners to appreciate beauty and design. The learner will develop and practise skills in making and decorating an apron using various stitches and printing. The apron may be sold so as to generate income for further development of this skill.

Learning Outcome

The learner should be able to make and decorate an apron.

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> identifies different styles/fashions of aprons. describes the different styles/fashions of aprons. identifies different 	The learner <ul style="list-style-type: none"> pronounces/signs, reads/touches and writes/brailles communicates orally relates and describes and decorating articles which 	<ul style="list-style-type: none"> Different styles/fashions of aprons (bib, half-length) Different types of stitches used in needlework (running, ...) 	<ul style="list-style-type: none"> Observing and talking about the different styles/fashions of aprons Observing different stitches Telling the differences in stitches 	Creative thinking <ul style="list-style-type: none"> Finding different ways of doing things innovativeness
				Friendship formation <ul style="list-style-type: none"> sharing Working in groups

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
types of stitches. • names the different parts of the body to be measured. • sketches the different styles/fashions of aprons. • takes measurements	describe apron, style, fashion, bib, half-length, stitches, running stitches, cross stitch, back stitch, blanket stitch, sketch, neck, knee, height, waist, chest, hips, measurement, ruler, tape measure, pencil, scissors	cross-stitch, blanket-stitches) • Body parts to be measured (neck to knee, waist, chest, neck and hips). • Tools required to take measurements (tape measure, ruler, pencil, scissors)	<ul style="list-style-type: none"> • Naming the different stitches • Matching stitches in different positions with the names • Naming the different parts of the body to be measured (neck to knee, waist, chest, neck and hips) • Sketching the style/fashion of an apron • Drawing the apron on a person using a pencil • Taking and recording measurements in class 	<p>Effective communication</p> <ul style="list-style-type: none"> • Confidence • Verbal expression • Non-verbal expression <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Respect • Patience • Love

Suggested Competences for Assessment

- draws a sketch of a style of fashion apron.
- describes the procedure followed when making an apron.

Hints for the Teacher

- Collect used pattern paper bases to help them practise cutting and designing aprons.
- Start the learners on the basic stitches and let them master the styles.
- Guide learners on handling the needle.
- Display various aprons for learners to see

TOPIC 2: Tie and dye

Duration: 12 Periods

Overview

Tie and dye is one method used to decorate fabrics where very simple but interesting designs can be obtained by simply folding, tying, crumpling or sewing parts of fabric. This topic will equip the learner with basic skills required to carry out tie and dye which can be of personal benefit.

Learning Outcome

The learner should be able to make decorations on fabric through tie and dye

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> • identifies fabrics that can be dyed. • identifies materials in the environment that can make dye • prepares local dyes. • describes techniques of a king tie and dye. • dyes fabrics using various 	<p>The learner pronounces/sounds, reads/writes/brailles and uses words that are used to make dyes which include flower, seeds, tree barks, fabrics, dyed, dye.</p>	<ul style="list-style-type: none"> • Fabrics that can be dyed (cotton, polyester) • Materials that can be used to make dye (flowers, seeds, tree barks) • Preparing local dye (getting the material that makes dye, squeezing juice, boiling or preserving storage of the dye) • Process of tie and dye (preparing the 	<ul style="list-style-type: none"> • Observing and naming tie and dye materials. • Identifying materials that can be used to make dye • Making local dye • Dyeing fabrics (folding, tying, applying, sewing, crumpling, gluing, arranging) 	<p>Creative thinking</p> <ul style="list-style-type: none"> • Taking decisions • Making choices • Finding different strategies <hr/> <p>Interpersonal relationships</p> <ul style="list-style-type: none"> • Interacting freely with others • Working with others <hr/> <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Cooperation

Subject Competences	Language Competences	Content	Suggested Teaching/Learning Activities	Life Skills and Values
materials and photos. • displays dyed work. • critiques displayed work.		dye, tying the design, using multicolor, dying by immersing/dipping or pain in the dyes, ironing the dyed fabric) • ww to display work (sorting, sequence)		• Respect • Care

Suggested Competences for Assessment

The learner

- i) prepares dyes from locally available materials.
- ii) dyes a fabric.

Hints for the Teacher

- i) You should introduce this topic starting with simple techniques and designs.
- ii) Learners should be guided to prepare dyes from locally available materials to cut costs.
- iii) Encourage learners to work in groups.
- iv) Some of the content can be given as take home tasks.

Appendix 1

Sample Schemes of Work and Lesson Plans for CAPE1

CAPE 1 (MDD) SAMPLE SCHEME OF WORK FOR LEVEL 2 TERM I

WPK	IPD	ASPECT	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	CONTENT	INSTR. METHODS /STRATEGIES	LEARNING ACTIVITIES	INSTR MATERIAL	LIFESKILLS INDICATORS AND VALUES	REFERENCES	REMARKS
I	I	Singing	Anh ems	Uganda national anh em	<p>Listens to the Uganda anh em</p> <p>Sings the first stanza anh ems</p> <p>Discusses the meaning of the stanza</p>	<p>Pronouns /spells, reads/ra sses the words; related to the first stanza which include Uganda, uphold, thee, future, n ied, free, lee r y, together, sa nd</p>	<p>First stanza the Uganda national anh em</p>	<p>Rote method</p> <p>Discussion</p> <p>Explanation</p> <p>Group work</p>	<p>- Listen to the national anh em</p> <p>- Listen to an anthem pronouncing the key words in the first stanza</p> <p>- Singing/singing the first stanza</p> <p>the National Anthem</p>	<ul style="list-style-type: none"> Chart showing anthems Video Reorder 	<ul style="list-style-type: none"> Critical thinking -Taking decisions Effective communication fluency clear communication <p>VALUES Teamwork Confidence</p>	<p>Textbooks</p> <p>Teachers' resource book</p> <p>Teachers' Guides</p> <p>AFP Curriculum Level III</p> <p>LONGHORN-ART AND TECHNOLOGY</p>	

W K	P D	ASPECT	TOPIC	SUB- TOPIC	SUBJECT COMPETEN CES	LANGUAGE COMPTECE	CONTENT	INSTR. METHODS /STRATEG IES	LEARNING ACTIVITIES	INSTR MATERIAL	LIFESKILLS INDICATORS AND VALUES	REFERENCES	REMARKS
									- Discussing ee meaning of ee first staaa of ee national ahh em SNE TIPS • Signing and fine rspel ling ee national ahh em		Appreciation Acceptaae Responsibility Cooperation	GY P.6 NCDC (2011) Prm ary 5Curru lu m Set Two: Crea ive Ar s and Ph saa l Education NCDC (2011) Prm ary 5Curru lu m Set Two: Crea ive Ar s and Physical Education	

CAPE 1 (MDD) SAMPLE LESSON PLAN FOR LEVEL3 TERM 1

Date	Class	Learning Area	Time	Number of Learners		
				Male	Female	Total
22/08/2018	Level 2	CAPE II	11:10-11:50	40	69	109

- Aspect:** Singing
Topic: Anthem
Sub-topic: Uganda National Anthem
Content: First stanza of the Uganda National Anthem
Competences:
Subject: **The learner:**
- listens to the Uganda national anthem
 - sings the first stanza of the Uganda national anthem
 - discusses the meaning of the stanza.

Language

The learner pronounces and writes the key words of the first stanza in the Uganda national anthem which include Uganda, upheld, free, lay, future, thy, hands, united, liber, together, stand.

Instructional strategies/methods

Rote method, I do-you do-we do, discussion, explanation

Instructional materials: Charts displaying the Uganda national anthem

Special Needs Tips: Finger spelling/signing and writing the anthem in large font

Life Skills Indicators and Values
Critical thinking

- Analyzing statements
- Taking decisions

Effective Communication

- Audibility and fluency

Friendship formation

- Team work, working freely with others.

Values

- Teamwork
- Confidence
- Appreciation
- Acceptance
- Responsibility
- Cooperation

Resources

- Textbooks
- Teachers' resource book
- Teachers' guides
- AEP Curr. Level 2
- NCDC (2011) Primary 4 Performing Arts syllabus for Uganda
- NCDC (2009) Primary 5 Curriculum Set Two: Creative Arts and Physical Education

Teaching Procedure

Steps	Duration	Teacher's Activities	Learner's Activities
I	5 minutes	<ul style="list-style-type: none"> - Introduces the lesson with a common song - Asks learners to name any known anthems 	<ul style="list-style-type: none"> - Learner sings a common song/familiar song - Names a known anthem
II	10 minutes	<ul style="list-style-type: none"> - Gives a brief background of the Uganda National anthem (date, composer, importance) - Introduces the Uganda National anthem to the learners by rote method - Guides the learners to pronounce the key 	<ul style="list-style-type: none"> - Actively listens to the teacher's explanation. - Pronounces the key words. - Actively listens and observes the teacher or resource person singing

		ards	
III	20 minutes	<ul style="list-style-type: none"> - Asks learners to sing the first stanza line - Displays charts showing the anthem - invites learners to read after him 	<ul style="list-style-type: none"> - Sings the stanza following the teacher line by line in groups and afterwards - reads after the teacher - Sings after the teacher
IV	5 minutes	<ul style="list-style-type: none"> - Asks learners to sing the first stanza in chorus - Demonstrates the proper posture when singing 	<ul style="list-style-type: none"> - Practises singing the anthem in chorus

Evaluation

Strengths:

Weaknesses:

Way forward:

CA E 2 (PHYSICAL EDUCATION) SAMPLE SCHEME OF WORK FOR LEVEL 2 TERM 2

WORK	PERIOD	THEME	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	CONTENT	INSTR. MATERIALS	LEARNING ACTIVITIES	SKILL INDICATORS AND VALUES	INSTRUMENTALS	REFERENCES	REMARKS
I	I	Games and Sports	Football	Passing/Kicking the ball	<p>Passing the ball correctly with the feet</p> <p>Kicking the ball correctly</p>	<ul style="list-style-type: none"> Listening and responding to instructions Reading/Spelling the words correctly Football Kick Passing Kicking Rolling on 	<p>Passing the ball correctly</p> <p>Kicking the ball correctly</p>	<ul style="list-style-type: none"> Demonstration Explanation Participation 	<ul style="list-style-type: none"> Passing the ball correctly Kicking the ball correctly Understanding the ball Running to the ball <p>SNE TIPS</p> <p>Bare with the balls</p>	<ul style="list-style-type: none"> Creative thinking Cooperating with new ways of doing things Friendship for all Tea work freely with others Volunteering 	<ul style="list-style-type: none"> Bass Whistle Goals Goal post Banana Fee Bass 	<p>NCDC (2011) Primary 64</p> <p>Curriculum Set Two: Creative Arts and Physical Education</p> <p>NCDC (2011) Primary 5</p> <p>Curriculum Set Two:</p>	

CA E2 SAP LE LESSON PLAN FOR LEVEL 3

Date	Class	Subject	Time	Number of Learners		
				Male	Female	Total
22/8/2018	Level 2	Physical Education 2	8:30am – 9:10am	40	69	109

Theme: Games and sports

Title: Foot ball

Sub-topic: Passing/kicking the ball

Content: Passing/kicking the ball using the inside of a foot

Concepts:

Subject: passes/kicks the ball using inside of a foot correctly

Language:

- Listens and responds to instructions.
- Reads and spells/fingerspells the words correctly. (Football, Kick, Kicking, Pass, Ground, Passing, Roll)

Instructional Strategies:

demonstration, explanation, I do, we do, you do

Instructional Materials: balls, whistle, pegs, banana fibre, balls

Assessment Needs/Tips: Balls with bells

Life Skills indicators and values:

- Critical thinking – performing a task in more than one way
- Creative thinking – coming up with new ways of doing things
- Friendship formation – team work, working freely with others,
- Volunteering

Values:

- Cooperation
- Patience
- Appreciation
- Confidence

Teaching Procere

Stes	Phase	Duration	Teacher's Activities	Learner's Activities
I	Preparation	2 minutes	<ul style="list-style-type: none"> - Changing P.E attire - Asking learners to move to the field in a double file 	<ul style="list-style-type: none"> - Change in P.E attire - Move to the field in a double file
II	Warm up activities	3 minutes	Instructing learners to <ul style="list-style-type: none"> - Fly like birds - Run and stop at signal - Hop a step and jump 	<ul style="list-style-type: none"> - Flying like birds - Running as instructed - Hopping a step and jumping
III	Skill acquisition	6 minutes	Teaching a new skill <ul style="list-style-type: none"> - Kicking the ball - Passing the ball on the ground using the inside of a foot 	<ul style="list-style-type: none"> - Kicking the ball - Passing the ball on the ground using the inside of a foot
IV	Skill practice	20 minutes	<ul style="list-style-type: none"> - Guiding learners as they practice the skill - Correcting learners as they kick/pass the ball 	<ul style="list-style-type: none"> - Kicking/passing the ball to friends using the inside of a foot
V	Game situation	5 minutes	<ul style="list-style-type: none"> - Instructing learners on how to play the game, throw a handkerchief by running and throwing it behind the friend. Then he/she picks it and runs to reach a place before the one who threw it. - It is done in a circle singing a song: Sula akatambala 	<ul style="list-style-type: none"> - Making a circle - Singing - Clapping - running
VI	Warm down activities	4 minutes	Demonstrating to learners how to walk slow motion counting one- two	<ul style="list-style-type: none"> - Observing and walking slowly

Evalat in

Strengths:.....

Weaknesses:.....

Way forward:.....

CAPE 3 (ART AND TECHNOLOGY) SAMPLE SCHEME OF WORK FOR LEVEL 2

WK	PD	THEME	T PIC	SUB-T PIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	CONTENT	INST. METHODS/ STRATEGIES	LEARNING ACTIVITIES	L FESKILL (SKILL INDICATORS AND VALUES)	INSTRUMENTAL	REFERENCES	REMARKS
1	1	Drawing and Painting	Drawing and painting pictures	Drawing and painting pictures from the environment	The learner: - identifies different drawings in the environment. describes the materials and tools used in drawing and painting.	The learner understands/ reads/ writes the words related to drawing and painting. He/ she is able to identify the materials and tools used in drawing and painting.	Naming drawings and paintings in the environment Materials and tools used in drawing and painting	Discouraging Discussion Demonstration Experimentation Group work Observation Doing it yourself	- Observing drawings and paintings in the environment - Sorting drawings and paintings in the environment - Identifying, listing and naming materials and tools used to draw and paint pictures NET PS - Signing and fingering the words Braille words	<p>Critical thinking</p> <ul style="list-style-type: none"> • Analysing • Describing <p>Effective communication</p> <ul style="list-style-type: none"> • Clear • Communicative <p>VALUES</p> <ul style="list-style-type: none"> • Appreciation • Confidence • Sharing • Teamwork • Acceptance 	<ul style="list-style-type: none"> • Cutting tool • Dyes • Brushes • Pencils • Paper • Crayons • Strings • Threads • Paper • Foil • Paper/ s • Paper • Charts • Drawing • Different • Webs 	<p>Teachers' Resource books</p> <p>Teachers' Guides</p> <p>AEP Curriculum Level 2</p> <p>Longhorn-att and Technology P.5</p>	

**CAPE 3 (ART AND TECHNOLOGY) SAMPLE LESSON PLAN FOR LEVEL 2
 TERM 1**

Date	Class	Subject	Time	Number of Learners		
				Male	Female	Total
22/08/2018	Level 2	CAPE 3	2:10-3:30 PM	50	69	109

Theme: Drawing and Painting
Title: Drawing and painting pictures
Sub-topic: Drawing and painting pictures in the environment
Content: Identifying and naming drawing in the environment ; materials used in drawing and painting

Objectives:

Subject:

The learner

- names and identifies paintings in the environment .
- describes the materials used in drawing and painting.

Language :

The learner pronounces, reads and writes words related to drawing and painting which include drawing, painting, pencil, crayon, dyes, paper and scissors

Instructional Strategies to be used

Observation, Discovery , Demonstration, Group work, discussion, explanation and I do, we do, and you do method

Instructional Materials : crayons , pencils, paper, scissors , cutting tools, glue,

Activities : Signing, finger-spelling the words

Life Skills indicators and values

- Critical thinking – performing a task in more than one way
- creative thinking – coming up with new ways of doing things
- Fresh perspective – team work, working freely with others, Sharing

- Effective communication – audibility and fluency

Values

- Co-operation
- Appreciation
- Creativity
- Sharing
- Acceptance
- Confidence

Resources

- AEP Curr. Level 3 pages.....
- Teacher’s resource book pages.....
- Teacher’s guides pages.....
- Longhorn Art and Technology Book 5 pages.....1-9

Teaching Procedure

Steps	Duration	Teacher’s Activities	Learner’s Activities
I	05minutes	<ul style="list-style-type: none"> - Introduces lesson through brain storming on different drawings and paintings in the classroom. - Asks learners mention common materials they are made up of. 	<ul style="list-style-type: none"> - Learners mention common drawing and paintings in the classroom.
II	10 minutes	<ul style="list-style-type: none"> - Introduces the key words to the learners and use the I do, - we do, you do method 	<ul style="list-style-type: none"> - Listens and observes the teacher as he says and writes the words. - Repeat after the teacher as a class, groups, pairs and

			<p>individua ly.</p> <ul style="list-style-type: none"> - Groups preset their findings
III	40 Minutes	<ul style="list-style-type: none"> - Groups and guides learners to sort and group drawings and paintings by colour and shape - invites learners to identify additional materials used in drawing and painting 	<ul style="list-style-type: none"> - In groups, sort and group drawings and paintings. - Groups preset their findings and share. - In groups the learner identifies materials used in drawing and painting.
IV	15 Minutes	<ul style="list-style-type: none"> - invites learners to display their findings and share - critic their work - Asks learners oral questions about the work 	<ul style="list-style-type: none"> - Groups display drawings and paintings. - Learners critique group displays
v	10 Minutes	<ul style="list-style-type: none"> - concludes by encouraging learners to collect more paintings - encourages learners to clean up the workspace - Supervises the cleaning of the activity area 	<ul style="list-style-type: none"> - concludes the workspace / activity area

Evaluation

Strengths:

Weaknesses:

Way forward:



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