



ACCELERATED EDUCATION PROGRAMME FOR UGANDA

CAPEs LEVEL THREE

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

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LIST OF ACROYNMS

AEP	Accelerated Education Programme
SNE	Special Needs Education
SEN	Special Educational Needs
NRC	Norwegian Refugee Council
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre

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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 topic of this curriculum comprises the following:

- i) Rationale
- ii) Learning outcome (s)
- iii) Subject competences
- iv) Language competences
- v) Content

- vi) Suggested teaching and learning activities
- vii) Life skills indicators and values
- viii) Suggested competences for assessment
- ix) Hints for the teacher

THE NATIONAL AIMS OF EDUCATION

This programme is designed to address the National Aims of Education and aims and objectives of primary curriculum as specified in the Government White Paper on the Education Policy Review Commission Report (1992).

The aims are:

- a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence.
- b) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.
- c) 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.
- d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
- e) 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.
- f) 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 utilisation of the natural environment using scientific and technological knowledge.

6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop 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 behavioural changes or abilities demonstrated after a learning period. Learning outcomes define the overall direction of the teaching and learning process.

Competence what one is able to do as a result of learning or what the learner understands, knows and is able to do.

Assessment - Huba & Freed assert that, "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".

Life skill - Life skills as abilities for adaptive and positive behaviour that enable learners to deal effectively with the demands and challenges of everyday life.

Value – desired standards of behaviour acceptable in a given society

Life skill indicator – observable ability shown in a learner

Methodology – an executable process or procedure with specific tasks that someone can use to deliver content according to the work plan.

Technique - the final skilful execution on a given point which can be used to get productive outcome

Strategy – is a mental model in our understanding 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 – techniques teachers use to help learners become focused and independent.

Instructional material – any resource the teacher uses to him/her to teach learners.

Tools - an item or implement used for a specific purpose/something physical used in performing different tasks.

Special Educational Needs - An educational provision designed for learners with special educational needs or to address barriers to learning.

Special Needs Education – A programme that addresses barriers to learning

Special Education - Educational provision for learners with special Educational Needs

Inclusive education - A term which wholesomely provides for optimum participation of all learners; inclusion does suggest all other exposures.

General Background

Creative and performing arts are an important part of the accelerated curriculum. They are designed to enable the learners develop physical, artistic, aesthetic values and self-sustainable skills. Creative performing arts is composed of three learning areas that include; Music, Dance and Drama (CAPE 1), Physical Education (CAPE 2) and Art and Technology (CAPE 3).

Organisation of the Syllabus

A background for each topic has been provided. It gives an overview of the topic, thus giving the teacher an insight into how to teach the topic.

Learning Outcomes

Learning outcomes have been stipulated for each topic. Learning outcomes define the overall direction of the teaching and learning process. It is what the learner understands, knows and is able to do. They are achieved through competences.

Competences

Competences describe the specific abilities of the learner. It is what the learner can demonstrate, show and do as a result of being exposed to the given mathematics concepts. 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.

Life Skills

Life skills are personal and social abilities that enable learners to function confidently and competently with others. This curriculum emphasises the development of life skills and values across the themes/topics. This will help morals 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.

Values

These 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 practising what they learn.

Methodology and Strategies

You are expected to use child-centred methods which put the learner at the centre of the teaching and learning process. Some of the methods to be used during the teaching and learning process include; project work, role-play, brainstorming, excursion, dramatisation, demonstration, question and answer, repetition, I do, we do, you do, discovery, discussion, demonstration, think- pair- share, peer teaching and learning, group work, task analysis, individualised educational plan/programme (IEP), remediation, total communication, plays and songs.

Instructional Materials, Tools and Equipment

Instructional materials are very important in lesson delivery. Use instructional materials and get learners involved in the teaching and learning process as this will help learners get more interested in their work. Use a wide range of instructional materials. Utilise the local environment and locally available resources to make learning real and interesting.

Assessment

Continuous assessment is recommended and should be based on the suggested competences for each topic. Carry out assessment during, after the teaching and learning process, at the end of the topic/themes, end of the term and at the end of the year. Assess learners and keep records.

Note: Pre-entry assessment should be carried out to identify the level of placement of learners. The second kind of assessment should be done per

term or annually to enable learners to transit to their appropriate levels after displaying the required competences.

Special Needs

Remember that we have learners in classes with various barriers to learning and development. Take keen interest in every learner and identify those that behave differently and keep their records, and where possible call for personnel who are trained in special needs education for functional assessment and proper guidance on how to manage those learners. You can as well utilise the following strategies to provide the necessary assistance during the teaching and learning processes for learners with special educational needs;

- i) Signs/finger spells (deaf)
- ii) Brailles (blind)
- iii) Large print (low vision)
- iv) Tactile (blind and deaf/blind)
- v) Total communication for deaf
- vi) Use real objects
- vii) Variety of colours (while preparing their instructional materials)

General Guidance

- i) During the teaching learning process, a variety of IMS and child-centred methods should be used so that the learning process will be lively and interesting.
- ii) Apart from the given life skills, indicators and values, apply a lot of creativity by utilising any other relevant idea that may enable you make the lesson succeed.
- iii) Make use of the locally available materials in the environment as much as possible to make the learning and teaching environments friendly.
- iv) Help learners to use variety of senses through observations, discovery, tactile, thus making the learning/teaching more meaningful.
- v) Make teaching processes more interacting and inclusive by integrating different subjects as a means of developing the target concepts.
- vi) Study and understand the learning styles of your learners in order to plan for each individual child. Aim at an individual child not a class.

- vii) Modifications of the curriculum key areas should be focused on the content, activities, methodologies, environment, time and assessment.
- viii) No subject is minor, give equal opportunity for the learners to acquire and practice various skills by learning Creative Performing Arts (CAPEs)
- ix) Use CAPE subjects as strategies to teach other subjects for instance; using songs, plays, drama in the teaching processes.
- x) Use Religious Education lessons to solve psycho-social problems like trauma, torture, hatred, loss of dear ones and others which are common in camps and the community.
- xi) Remember to use life skills that will enable learners develop important values like resolving conflicts, forgiveness, love and acceptance.
- xii) Endeavour to teach all the topics adequately.

CAPE 1 Topic Outline

TERM 1	THEME	TOPIC	PERIODS	SUMMARY
	Singing	Anthems	02	1. number of themes per term 05 2. Number of periods per week 01 3. Periods per term 12 periods 4. Lesson duration 40 minutes 5. Time per week 40 minutes
	Singing	Traditional folksong	03	
	Dance	Traditional dance	02	
	Dance	Western dance	01	
	Instrumental	Traditional instrumental work	01	
	Instrumental	Western instrumental work	01	
	Drama	Drama	02	

TERM 2			
	Singing	Anthems	02
	Singing	Traditional folksong	03
	Dance	Traditional folk dance	03
	instrumental	Traditional instrumental work	02
	Dance	Dance	02
TERM 3			
	Singing	Traditional folksong	02
	Dance	Traditional folk dance	03
	Instrumental	Traditional instrumental work	03
	Dance	Western dance	02
	Drama	Drama	02

SAMPLE TIME TABLE FOR AEP LEVEL 2 &3

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	GAMES
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	
FR I	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

SECTION **ONE**

CAPE 1: Music, Dance and Drama

General Rationale

Music, Dance and Drama

Music, Dance, and Drama (MDD) could be used as therapy; it acts like a mind therapy whereby learners express their ideas, feelings and are able to relieve themselves of stressful emotions thus living in harmony with one another. Music Dance and Drama can also be delivered as a discipline on the one hand, and on the other hand, Music, Dance and Drama can be used as a strategy during the teaching of other subjects. It will enable learners to acquire knowledge and skills for gainful employment, physical fitness and good health, and to create a positive impact on the community in which they live.

For the case of learners with special educational needs, apart from the gains other ‘ordinary’ learners get, it could help them improve on their social and emotional nourishment. MDD also promotes the culture and the traditional values of different communities.

Music, Dance and Drama skills are necessary for aesthetic (*beauty*) sensitivity, encouraging teamwork among learners, developing character, emotions release, social and group adjustments, among others. They are also important in helping the learners reach their full distinction.

Methodology or Strategies

You are expected to use child-centred methods which put the learner at the centre of the teaching and learning process. These include among others: Rote, demonstration, singing, discovery, experimentation, project work, dramatisation, play by inquiry, story -telling, think pair share, eclectic approach, memorization, signing, listening, field visit, problem solving, and recording.

Instructional Materials, Tools and Equipment

Instructional materials are very important in lesson delivery. Use instructional materials and get learners involved in the teaching and learning process as this will help learners get more interested in their work. Use a wide range of instructional materials. Utilize the local environment and locally available resources to make learning real and

interesting. Examples of instructional materials include; textbooks, clappers, drums, sticks, beads, flutes, shakers, clappers, xylophone, audio visual tapes/CDs, costumes, props, voice charts, tube fiddles, word cards, music ladder chart, bow harp, thumb piano, horn, whistles.

Term 1

Theme: Singing

Topic 1: Anthems

Duration: 2 periods

Overview

This topic introduces the learner to singing different anthems like National, East African and ethnic. Anthems should be emphasised because they bring about unity, identity and preservation of cultures and environment.

Learning Outcome

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

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills And Values
The learner: <ul style="list-style-type: none"> identifies different anthems. listens to pick proper pronunciations. sings different anthems. discusses the importance of anthems. observes attentively for the signs. 	The learner: reads/writes/signs the following words correctly; <ul style="list-style-type: none"> - Anthem - Ethnic 	Anthems <ul style="list-style-type: none"> National Anthem East African anthem Ethnic anthems anthems of interest (in case of refugees) 	<ul style="list-style-type: none"> Identifying the anthems Naming different anthems Listening properly to the articulation of words in the anthems Singing different anthems 	Creative thinking <ul style="list-style-type: none"> Innovativeness Finding new ways of doing things Effective communication <ul style="list-style-type: none"> Fluency Articulation Values <ul style="list-style-type: none"> Patriotism Responsibility Care Acceptance

Suggested Competences for Assessment

The learner:

- i) names different anthems.
- ii) listens to different anthems.
- iii) sings different anthems.

Hints for the Teacher

- i) Guide learners to identify different anthems they know.
- ii) Guide learners to listen properly in order to pick out the proper pronunciations of words.
- iii) Guide learners in discussions that will enable them understand the importance of anthems.
- iv) Guide learners to sing the anthems.

Aspect: Singing

Topic 1: Anthems

Duration: 2 Periods

Overview

This topic introduces a learner to singing different anthems like; National and East African. Anthems should be emphasised because they bring about unity, identity and preservation of cultures and environment.

Learning Outcome

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

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> identifies different anthems. listens to pick proper pronunciations. sings National anthem and East African anthems. discusses the importance of anthems. 	The learner: reads/writes/sings the following words correctly: <ul style="list-style-type: none"> - Anthem - Ethnic - Identity - Unity - Solidarity - Togetherness 	Anthems <ul style="list-style-type: none"> National anthem (Uganda) East African 	<ul style="list-style-type: none"> Identifying the anthems Naming different anthems Listening properly to the articulation of words in the anthems Singing National and East African anthems 	Creative thinking <ul style="list-style-type: none"> Innovativeness Finding new ways of doing things Effective communication <ul style="list-style-type: none"> Fluency Articulation Values <ul style="list-style-type: none"> Patriotism Responsibility Care Acceptance

Suggested Competences for Assessment

The learner:

- i) names different anthems.
- ii) listens to different anthems.
- iii) sings different anthems.

Hints for the Teacher

- i) Guide learners to identify different anthems they know.
- ii) Guide learners to listen properly in order to pick out the proper pronunciations of words.
- iii) Guide learners in discussions that will enable them understand the importance of anthems.
- iv) Guide learners to sing the National and East African anthems.

Aspect: Singing

Topic: African Traditional Folk and Western Songs

Duration: 3 Periods

Overview

This topic introduces a learner to the class of African traditional folk and western songs. The African songs should be work songs which vary from tribe to tribe. In this topic, the learner will collect, sing, write, and discuss the importance of work songs. This will enable the learner to appreciate and explore more about western and African cultures. It aims at further development of the learner's knowledge of a variety of African songs.

Learning Outcome

The learner should be able to appreciate, create and demonstrate a sense of beauty in our African cultural heritage through singing.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills And Values
The learner: <ul style="list-style-type: none"> identifies work songs. sings work songs. applies appropriate actions depicted by the African and western work songs. 	The learner: reads/spells/signs/writes/writes in braille the following words correctly: <ul style="list-style-type: none"> Work songs Costume Style Volume Mood Gestures 	<ul style="list-style-type: none"> Work songs Characteristics of work songs Tribes of origin of chosen work song Costumes and props of these work songs Importance of work songs 	<ul style="list-style-type: none"> Brainstorming on characteristics of work songs Listing the work songs and Western songs Singing an African work song in appropriate vocal style Singing western song in appropriate vocal styles Brainstorming on the tribe of origin of the different work 	Creative thinking <ul style="list-style-type: none"> Innovativeness Finding new ways of doing things Empathy <ul style="list-style-type: none"> Listening/attending to others Caring for others Effective communication <ul style="list-style-type: none"> Fluency Audibility Values

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills And Values
			songs <ul style="list-style-type: none"> • Listing the costumes and props of work songs • Developing local costumes 	<ul style="list-style-type: none"> • Care • Love • Responsibility • Patriotism • Tolerance

Suggested Competences for Assessment

The learner:

- i) lists down the work songs.
- ii) sings any three vocal styles of work songs.
- iii) discusses the characteristics of the work songs.
- iv) states the importance of work songs.
- v) produces local costumes.
- vi) lists down some western songs.

Hints for the Teacher

- i) Provide a chart showing a traditional folk song or a pre-recorded work folk song.
- ii) Guide learners to listen attentively to African folk work song.
- iii) In groups, help learners to identify and play the instruments that accompany the songs.
- iv) Guide and help learners in the production of local costumes.
- v) Demonstrate the movements of the given work songs.
- vi) Let learners perform in groups, pairs and as individuals.
- vii) Guide learners to mention and list down some western songs.
- viii) Provide pre-recorded western songs to the learners to listen/view.

Aspect 2: Dance

Topic 2: Traditional African Folk and Western Dance

Duration: 3 Periods

Overview

This topic is intended to develop the learner's practical skills and general knowledge in Dance. Each tribe or culture in Africa has a traditional dance of their own origin. When we combine them together they are called African Traditional Dances. So any dance of African origin, no matter from which country of Africa is under the African dance forum. On the other hand the dances from the western world have been referred to as western dances.

Learning Outcome

The learner should be able to appreciate and demonstrate knowledge, skills and techniques of dances that emphasise the waist, shoulder, chest and neck movement.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> names African traditional and western dances that emphasize shoulder, chest neck and foot movements. discusses different 	The learner: <ul style="list-style-type: none"> reads/spells/signs/writes/ and writes in braille using the following words correctly: Waist, origin, movement, functions, costumes, props, style, 	<ul style="list-style-type: none"> Different traditional and western dances that emphasis movement of shoulder, chest neck and footwork 	<ul style="list-style-type: none"> Brainstorming on different traditional marriage and child births dances Listing dances that emphasize movement of shoulder, chest neck and footwork 	Effectiveness communication <ul style="list-style-type: none"> Fluency Articulation Creative thinking <ul style="list-style-type: none"> Confidence Initiating new ideas Finding

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
marriage and child births initiation dances. • demonstrates African and western Dance styles/ techniques.	foot work, instrument, make up, shoulder, chest, neck.	• Marriage ceremonies • Initiations - Child births	• Naming costumes and props of chosen dances • Brainstorming accompanying instruments and costumes of the chosen dance western African • Demonstrating - Foot work - Dance styles/techniques • Analyzing dances using the given guidelines	different ways of doing things Empathy <ul style="list-style-type: none"> • Supporting others • Listening to others Values <ul style="list-style-type: none"> • Appreciation • Love • Curiosity • Cooperation • Confidence • Self-reliance • Responsibility • Leadership

Suggested Competences for Assessment

The learner:

- i) lists the techniques of dance performance.
- ii) states different forms of dances.
- iii) gives the origin of the different dance forms.
- iv) identifies and makes costumes and props of different dances.
- v) performs Western and African dances in groups.

Hints for the Teacher

- i) Guide learners to perform the chosen African or Western dance.
- ii) Guide learners to use the following terms used in dance in sentences; footwork, chest, style.
- iii) Ask and guide learners to create traditional dances from their own origins.

Aspect 3: Instrumental work

TOPIC 1: African and Western traditional music instruments

Duration: 2 Periods

Overview

In this topic, learners will be exposed to different African and Western music instruments to gain more experiences in this aspect. A variety of physical instruments or pictures of African music instruments can be displayed.

Learning Outcome

The learner should be able to understand and appreciate African and western traditional music instruments.

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills And Values
<p>The learner:</p> <ul style="list-style-type: none"> identifies different African and western music instruments. names the music instruments in local and English languages. identifies and collects the materials used for making the instruments. makes common music instruments. 	<p>The learner:</p> <p>reads/ spells/signs/ writes/ writes in Braille and uses the following words correctly:</p> <ul style="list-style-type: none"> - bamboo, pan pipes, flutes, horns, - Percussion, whistles - Violin - Viola - Guitar - Piano key board - Brass band - Jazz band 	<ul style="list-style-type: none"> African and western traditional music instruments like; horns, drums, flutes, rattles, pan pipes, whistles bamboo, violin, viola, guitar, piano key board, brass band, jazz band Local names and English equivalent of instruments <p>Materials used</p>	<ul style="list-style-type: none"> Brain storming the tribes of origin of the instruments Listing African and western traditional instruments according to their classes Naming music instruments using local names and English Identifying materials used to make the instruments Making 	<p>Effective communication</p> <ul style="list-style-type: none"> Fluency Confidence Verbal and non-verbal expressions <p>Creative thinking</p> <ul style="list-style-type: none"> Logical reasoning Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> Patience Confidence Concern Sharing Leadership Career building Appreciation

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills And Values
		to make these instruments	common music instruments	

Suggested Competences for Assessment

The learner:

- i) names different African and western music instruments.
- ii) lists uses of different music instruments.
- iii) draws the musical instruments.
- iv) makes different familiar music instruments.

Hints for the Teacher

- i) Display as many music instruments or pictures.
- ii) Guide learners to:
 - Name instruments in the local and English language
 - Draw pictures of the instruments
 - Mention the materials used in making different music instruments
 - Organise excursion to places where instruments are made from to make learners equate with real instruments
- iii) Guide learners in the making of different music instruments.

Aspect 4: Drama

Topic: Drama

Duration: 2 Periods

Overview

Drama is a composition, presentation and performance of play. Drama may further be explained as a representation of life on stage. This topic also introduces learners to authorship of original drama (play writing), acting and communication i.e. dramatic techniques.

Learning Outcomes

The learner should be able to:

- a) display self-discipline, ethical values, integrity, tolerance, knowledge and skills of performing on stage.
- b) identify, appreciate and communicate through drama.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> names elements of acting. reads the words correctly. writes words correctly. lists different characters. acts appropriately in the drama. 	<p>The learner:reads/ spells/ signs/writes/ braille's and uses the following words correctly:</p> <ul style="list-style-type: none"> - Stress, volume, tone, pace, speed stage, elements, acting, electing, monitor, character, candidate, returning officer, narrator, staging 	<p>The elements of acting;</p> <ul style="list-style-type: none"> - Stress, - volume, - tone, - pace/speed - electing class monitor - character - narrator 	<ul style="list-style-type: none"> Naming elements of acting Reading new words Writing the new word Identifying different characters Acting following the right procedures 	<p>Effective communication</p> <ul style="list-style-type: none"> Fluency Articulation <p>Self-esteem</p> <ul style="list-style-type: none"> Confidence Self-appreciation Valuing one's own abilities <p>Decision making</p> <ul style="list-style-type: none"> Giving instructions Making choices

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Creative thinking <ul style="list-style-type: none"> • Logical reasoning • Initiating new ideas • innovativeness Values <ul style="list-style-type: none"> • Patience • Confidence • Tolerance • Love • Appreciation • Sharing • Turn taking

Suggested Competences for Assessment

The learner:

- i) names elements of acting.
- ii) reads new words.
- iii) writes the new word.
- iv) identifies different characters.
- v) acts appropriately.

Hints for the Teacher

- i) Guide learners to read and write the words learnt following the correct spellings and pronunciations.
- ii) Guide learners to discuss what was learnt from the play.
- iii) Help learners to follow the recommended procedures during the elections.

TERM 2

Aspect: Singing

Topic 1: Anthems

Duration: 2 Periods

Overview

This topic introduces the learner to singing different anthems like schools and ethnic. Anthems should be emphasised because they bring about unity, identity and preservation of cultures and environment.

Learning Outcome

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

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> identifies different anthems. listens to pick proper pronunciations. sings school anthem and Ethnic anthems. discusses the importance of anthems. 	<p>The learner:</p> <p>reads/writes/signs the following words correctly;</p> <ul style="list-style-type: none"> - Anthem - Ethnic - Identity - Unity - Solidarity - Togetherness - National - Tribe - Private 	<p>Anthems</p> <ul style="list-style-type: none"> School anthem (National and private) Ethnic anthem 	<ul style="list-style-type: none"> Identifying the anthems Naming different anthems Listening properly to the articulation of words in the anthems Singing School and Ethnic anthems Discussing the importance of these anthems 	<p>Creative thinking</p> <ul style="list-style-type: none"> Innovativeness Finding new ways of doing things <p>Effective communication</p> <ul style="list-style-type: none"> Verbal and non verbal Articulation <p>Values</p> <ul style="list-style-type: none"> Patriotism Responsibility Care Acceptance

Suggested Competences for Assessment

The learner:

- i) names different ethnic and school anthems.
- ii) pronounces the key words correctly.
- iii) writes the key words correctly.
- iv) sings the anthems.

Hints for the Teacher

- i) Guide learners to listen properly in order to pick out the proper pronunciations of words.
- ii) Guide learners in discussions that will enable them understand the importance of anthems.
- iii) Guide learners to sing the schools and Ethnic anthems correctly.

Aspect: SINGING**Topic: Traditional Folk Songs**

Duration: 3 Periods

Overview

This topic introduces a learner to the class of African traditional folksongs which are initiation songs. They also vary from tribe to tribe. In this topic, the learner will collect, sing, write and discuss the importance of work songs. This will enable the learner to appreciate and explore more about our African culture through work songs. It aims at further development of the learner's knowledge of a variety of African songs.

Learning Outcome:

The learner should be able to appreciate, create and demonstrate a sense of beauty in our African cultural heritage through singing.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> identifies initiation songs about twins and funeral ceremonies sings initiation songs related to twins and funeral ceremonies applies appropriate actions depicted by the songs 	The learner: <ul style="list-style-type: none"> reads/spells/signs/writes/ and brailles the following words correctly: <ul style="list-style-type: none"> initiation songs twins Rites Funeral Ceremonies 	<ul style="list-style-type: none"> Initiation songs <ul style="list-style-type: none"> twins ceremonies funeral rites Characteristics of initiation songs Costumes and props of these initiation songs Importance of initiation songs 	<ul style="list-style-type: none"> Brainstorming on characteristics of initiation songs Singing African initiation songs in appropriate vocal style Listing the costumes and props used in initiation songs 	Creative thinking <ul style="list-style-type: none"> Innovativeness Finding new ways of doing things Empathy <ul style="list-style-type: none"> Listening/attending to others Caring for others Effective communication <ul style="list-style-type: none"> Fluency Audibility Values <ul style="list-style-type: none"> Care Love

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				<ul style="list-style-type: none"> • Responsibility • Patriotism • Tolerance

Suggested Competences for Assessment

The learner:

- i) sings initiation songs about twins' ceremonies and funeral rites.
- ii) discusses the characteristics of the initiation songs.
- iii) states the importance of initiation songs.

Hints for the Teacher

- i) Provide a chart showing a traditional folk song or a pre-recorded twins and funeral initiation songs.
- ii) Guide learners to listen attentively to the recorded songs.
- iii) In groups, help learners to identify and play the instruments that accompanies the songs.
- iv) Demonstrate the movements of the given initiation songs.
- v) Let learners perform in groups, pairs and as individuals.
- vi) Use resource persons when possible to demonstrate the initiation songs.

Aspect 2: DANCE

Topic 2: Traditional Folk Dance

Duration: 3 Periods

Overview

This topic is intended to develop the learner's practical skills and general knowledge in Dance. Each tribe or culture in Africa has a traditional dance of their own origin. When we combine them together they are called African Traditional Dances. So any dance of African origin, no matter from which country of Africa is under the African dance forum.

Learning Outcome

The learner should be able to appreciate and demonstrate knowledge, skills and techniques of dances that emphasize the waist, shoulder, chest and neck movement.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> discusses different dances for twins and funerals ceremonies demonstrates Dance styles/ techniques for twins and funeral ceremonies writes the new words identified 	The learner: <ul style="list-style-type: none"> reads/ spells/signs/ writes/writes in Braille using the following words correctly: twins, ceremonies, funerals rites 	<ul style="list-style-type: none"> Traditional folk dances about; twins ceremonies funeral rites Characteristics of dances about twins ceremonies and funeral rites Importance of dances about 	<ul style="list-style-type: none"> Brainstorming on traditional dances about twins and funeral rites ceremonies Naming costumes and props of chosen dances Brainstorming accompanying instruments and costumes of the chosen dance Demonstrating Foot work Dance styles/ 	Effectiveness communication <ul style="list-style-type: none"> Fluency Articulation Creative thinking <ul style="list-style-type: none"> Confidence Initiating new ideas Finding different ways of doing things

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
		twins ceremonies and funeral rites dances	techniques <ul style="list-style-type: none"> Dancing following the correct guidance 	Empathy <ul style="list-style-type: none"> Supporting others Listening to others Values <ul style="list-style-type: none"> Appreciation Love Curiosity Cooperation Confidence

Suggested Competences for Assessment

The learner:

- lists the techniques of dance performances.
- demonstrates twin and funeral dances correctly.
- lists costumes and props of different dances about twins and funeral ceremonies.
- performs dances in groups.

Hints for the Teacher

- Guide learners to perform the chosen dances about twins and funeral ceremonies.
- Guide learners to perform twins and funeral dances.
- Invite a resource person where possible to provide the appropriate guidance.
- Make research on what these dances are as you prepare for the teaching process.

ASPECT3: INSTRUMENTAL WORK

Topic 1: African Traditional Music Instruments

Duration: 2 Periods

Rationale

In this topic, learners will be exposed to different African musical instruments to gain more experiences in this aspect. A variety of physical instruments or pictures of African music instruments can be displayed.

Learning Outcome

The learner should be able to understand and appreciate African traditional instruments.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> draws and names the African traditional instruments makes common music instruments 	<ul style="list-style-type: none"> The learner: reads/spells / signs/writes / brailles and uses the following words correctly bamboo, pan pipes, flutes, horns, Percussion, whistles 	<ul style="list-style-type: none"> African traditional music instruments like; horns, drums, flutes, rattles, pan pipes, whistles bamboo. Materials used to make these instruments Makes instruments 	<ul style="list-style-type: none"> Brain storming the tribes of origin of the instruments Listing African traditional instruments according to their classes Naming music instruments using local names and English Identifying materials used to make the instruments Making 	<p>Effective communication</p> <ul style="list-style-type: none"> Fluency Confidence Verbal and non-verbal expressions <p>Creative thinking</p> <ul style="list-style-type: none"> Logical reasoning Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> Patience Confidence Concern Sharing Leadership

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
			common music instruments • Drawing and labeling the music instruments	• Career building • Appreciation

Suggested Competences for Assessment

The learner:

- i) names the common African tradition instruments.
- ii) draws the musical instruments.
- iii) lists materials for making instruments.
- iv) makes different familiar music instruments.

Hints for the Teacher

- i) Display as many music instruments or pictures.
- ii) Guide learners to:
 - draw pictures of the instruments.
 - Mention the materials used in making different music instruments.
- iii) Invite the resource person to assist learners in the making of different music instruments.

ASPECT 4: DRAMA

Topic: Drama

Duration: 2 Periods

Overview

Drama is a composition, presentation and performance of a play. Drama may further be explained as a representation of life on stage. This topic also introduces learners to authorship of original drama (play writing), acting and communication i.e. dramatic techniques.

Learning Outcomes

The learner should be able to:

- i) display self-discipline, ethical values, integrity, tolerance, knowledge and skills of performing on stage.
- ii) identify, appreciate and communicate through drama.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills And Values
<p>The learner:</p> <ul style="list-style-type: none"> names characters reads words correctly writes words correctly stages a play 	<p>The learner: reads/spells/signs/writes/braille's and uses the following words correctly:</p> <p>Foodstuffs, market vendors, selling, buying, audience, market stalls, commodities.</p>	<p>Back to school</p> <ul style="list-style-type: none"> character narrator stage 	<ul style="list-style-type: none"> Naming different characters Reading new words Writing the new words Staging a play following the correct procedures 	<p>Effective communication</p> <ul style="list-style-type: none"> Fluency Articulation <p>Self-esteem</p> <ul style="list-style-type: none"> Confidence Self-appreciation <p>Creative thinking</p> <ul style="list-style-type: none"> Logical flow of ideas Initiating new ideas innovativeness

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills And Values
				Values <ul style="list-style-type: none"> • Patience • Confidence • Tolerance • Love • Appreciation • Sharing • Turn taking

Suggested Competences for Assessment

The learner:

- names different characters.
- reads new words.
- writes the new word.
- stages a play following the correct procedures.

Hints for the Teacher

- Guide learners to read and write the words learnt following the correct spellings and pronunciations.
- Guide learners to discuss what was learnt from the play.
- Help learners to follow the recommended procedures as they stage the play.

TERM3

ASPECT: SINGING

Topic: Traditional Folk Songs

Duration: 3 Periods

Rationale

This topic introduces a learner to the class of African traditional folksongs which are **lullabies and story songs**. They also vary from tribe to tribe. In this topic, the learner will collect, sing, write and discuss the importance of work songs. This will enable the learner to appreciate and explore more about our African culture through work songs. It aims at further development of the learner's knowledge of a variety of African songs.

Learning Outcome

The learner should be able to appreciate, create and demonstrate a sense of beauty in our African cultural heritage through singing.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> identifies lullabies and story songs. discusses why lullabies and story songs are sang listens to lullabies and story songs. sings lullabies and story songs. 	<p>The learner:</p> <p>reads/ spells/signs/ writes/ and brailles the following words correctly:</p> <ul style="list-style-type: none"> Lullabies Props Costumes 	<ul style="list-style-type: none"> Lullabies and story songs Characteristics of Lullabies and story songs Costumes and props used in Lullabies and story songs Importance of 	<ul style="list-style-type: none"> Brainstorming on characteristics of Lullabies and story songs Discussing the importance of singing lullabies and story songs Singing Lullabies and story songs Listing the costumes and 	<p>Creative thinking</p> <ul style="list-style-type: none"> Innovativeness Finding new ways of doing things <p>Empathy</p> <ul style="list-style-type: none"> Listening/attending to others Caring for others <p>Effective communication</p>

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> applies appropriate actions depicted by the Lullabies and story songs. 		Lullabies and story songs	props used in Lullabies and story songs	<ul style="list-style-type: none"> Fluency Audibility Friendship information <ul style="list-style-type: none"> Valuing others Values <ul style="list-style-type: none"> Care Love Responsibility Tolerance

Suggested Competences for Assessment

The learner:

- brainstorms on characteristics of Lullabies and story songs.
- discusses the importance of singing lullabies and story songs.
- sings Lullabies and story songs.
- lists the costumes and props used in Lullabies and story songs.

Hints for the Teacher

- Provide a pre-recorded music about story songs and lullabies.
- Guide learners to listen attentively to the recorded songs.
- Demonstrate the movements of the given in singing story songs and lullabies.
- Let learners perform in groups, pairs and as individuals with appropriate actions.
- Use resource persons where possible to demonstrate the story songs and lullabies.

ASPECT 2: DANCE**Topic 2: Dance**

Duration: 3 Periods

Rationale

This topic is intended to develop the learner's practical skills and general knowledge in dances and instruments from outside Africa.

Learning Outcome

The learner should be able to appreciate and demonstrate knowledge, skills and techniques of dances.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> identifies different dances mentions dance forms listens to dances takes part in selected parts of dances watches different dances Draws and names music instruments 	The learner: reads/spells/ signs/writes/ and brailles using the following words correctly: Dancing styles, forms, jazz, tap dancing, Spanish, , ballet, recorder, flute, cello, double bass, violin, viola	<ul style="list-style-type: none"> Dances from other countries Instruments used Characteristics of different dances and instruments Dancing styles 	<ul style="list-style-type: none"> Brainstorming different dances Identifying different dances from other countries Watching dances and Drawing and naming music instruments Participating in different dances 	Effectiveness communication <ul style="list-style-type: none"> Fluency Articulation Creative thinking <ul style="list-style-type: none"> Confidence Initiating new ideas Finding different ways of doing things Values <ul style="list-style-type: none"> Appreciation Love Curiosity Cooperation Confidence

Suggested Competences for Assessment

The learner:

- i) brainstorms on different dances.
- ii) identifies different dances from other countries.
- iii) watches dances from different countries.
- iv) draws and names music instruments.
- v) participates in different dances.

Hints for the Teacher

- i) Guide learners to identify different dances from other countries.
- ii) Guide learners as they watch different dances and help them to try them out.
- iii) Give learners an opportunity to draw and name the instruments.
- iv) Invite a resource person where possible to provide the appropriate guidance.
- v) Make research on what these dances are as you prepare for the teaching process.

ASPECT3: INSTRUMENTAL WORK

Topic 1: African Traditional Music Instruments

Duration: 2 Periods

Overview

In this topic, learners will be exposed to different African musical instruments to gain more experiences in this aspect. A variety of physical instruments or pictures of African music instruments can be displayed.

Learning Outcome

The learner should be able to understand and appreciate African traditional instruments.

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills And Values
The learner plays African traditional instruments.	<p>The learner: reads/spells/ signs/writes/ brailles and uses the following words correctly</p> <ul style="list-style-type: none"> • bamboo, pan pipes, flutes, horns • Percussion, whistles 	Playing African traditional instruments	Playing African traditional instruments	<p>Coping with emotions</p> <ul style="list-style-type: none"> • Not letting your emotions affect your decisions • Being sensitive about peoples feeling <p>Coping with stress</p> <ul style="list-style-type: none"> • Being patience • Determination improve or win <p>Empathy</p> <ul style="list-style-type: none"> • Listening to others

Subject Competences	Language Competences	Content	Suggested Learning Activities	Life Skills And Values
				<ul style="list-style-type: none"> • Using appropriate language Values <ul style="list-style-type: none"> • Patience • Confidence • Acceptance • Sharing • Leadership

Suggested Competence for Assessment

The learner plays instruments as guided.

Hints for the Teacher

- i) Display as many music instruments.
- ii) Invite the resource person to teach learners how to play different instruments.
- iii) Guide learners in playing different instruments following the correct procedures.

ASPECT 4: DRAMA

Topic: Drama

Duration: 2 Periods

Rationale

Drama is a composition, presentation and performance of play. Drama may further be explained as a representation of life on stage. This topic also introduces learners to authorship of original drama (play writing), acting and communication i.e. dramatic techniques.

Learning Outcomes

The learner should be able to:

- i) display self-discipline, ethical values, integrity, tolerance, knowledge and skills of performing on stage.
- ii) identify, appreciate and communicate through drama.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> names characters. reads words correctly. writes words correctly. stages a play. 	The learner: reads/spells/ signs/writes/ braille's and uses the following words correctly: Foodstuffs, market vendors, selling, buying, audience, market stalls, commodities.	Back to school <ul style="list-style-type: none"> character narrator stage 	<ul style="list-style-type: none"> Naming different characters Reading new words Writing the new words Staging a play following the correct procedures 	Effective communication <ul style="list-style-type: none"> Fluency Articulation Self-esteem <ul style="list-style-type: none"> Confidence Self-appreciation Creative thinking <ul style="list-style-type: none"> Logical flow of ideas Initiating new ideas/ innovativeness

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Values <ul style="list-style-type: none"> • Patience • Confidence • Tolerance • Love • Appreciation • Sharing • Turn taking

Suggested Competences for Assessment

The learner:

- names different characters.
- reads new words.
- writes the new word.
- stages a play following the correct procedures.

Hints for the Teacher

- Guide learners to read and write the words learnt following the correct spellings and pronunciations.
- Guide learners to discuss what was learnt from the play.
- Help learners to follow the recommended procedures as they stage the play.

SECTION **B**

CAPE 2: PHYSICAL EDUCATION

General Rationale

Physical Education is one of the key subjects which is very essential in the growth and development of children. The following are the key justifications for teaching:

- i) It promotes the development of the learner's physical body condition and growth (holistic development).
- ii) Fostering health related habits and values, is a key attribute to physical education.
- iii) There is development of motor readiness and movement.
- iv) It is also necessary for applying skills and movement during play and competition.
- v) Development of socio-cultural values is enhanced through physical education.
- vi) Learners will relieve their emotions, there will be life skills development, and physical fitness and team work as a result of learning physical education.

Methods, Approaches and Techniques

This section suggests a range of methods, approaches and techniques of teaching and learning Physical Education. These among others include; demonstration, exploratory and discovery, individual work, group work, practice, simulation, and participation. Also, use of resource persons is crucial, so a teacher can invite a skilled person to give technical support in a given area.

Instructional Materials/Tools

Open space (playing field), balls - nets, posts (poles), strings, whistles, bands, piece of cloth, ribbons, stop watches, resource persons, a stool for the referees, textbooks, video materials, bibs, horns, skittles, corner flags, stop watches, climbing frames, ropes, benches, tables, walls, mats, hoops, tyres, demacators, saw dust, sand, tape measures.

TOPIC OUTLINE FOR PHYSICAL EDUCATION

TERM	TOPIC	PERIODS	
Term 1			
	Athletics	02	
	Educational gymnastics	02	
	Football	02	
	Netball	02	
	Volleyball	02	
	Handball	02	
Term 2			
	Athletics	02	
	Educational gymnastics	02	
	Football	02	
	Netball	02	
	Volleyball	02	
	Handball	02	
		02	
Term 3			
	Athletics	02	
	Educational gymnastics	02	
	Football	02	
	Netball	02	
	Volleyball	02	
	Handball	02	

TERM 1

TOPIC: ATHLETICS

Duration: 2 Periods

Overview

At this level each learner is expected to demonstrate improved skill performance and physical qualities of strength, speed, stamina, coordination and flexibility. In addition, each learner will demonstrate team work, correct handling of buttons, use and care of apparatuses as well as correct interpretation of rules leading to good skill performance.

Learning Outcome

The learner should be able to demonstrate and apply correct basic skills and techniques in a variety of athletic events during competitions and leisure situations with safety awareness for self and others.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • applies skills of safety as required. • participates in variety of runs and walk races. 	The learner: <ul style="list-style-type: none"> • Listens/attends to instructions. • spells/writes/signs/writes in Braille the following words correctly: <ul style="list-style-type: none"> - races - relays - sprint - racing 	<ul style="list-style-type: none"> • Runs and walks races • Walking and walk racing Cross country (1-3km) circuit • Walk racing techniques (100-800m) • Middle distance running (800-1500m) • Sprint racing (100-400m) • Relay racing (100-400m) • Relay racing (100-400m) 	<ul style="list-style-type: none"> • Keeping activity area free from harmful objects • Demarcating activity area • Running in pairs • Walking at varying paces and speed 	Self-esteem <ul style="list-style-type: none"> • Self-appreciation • Expressing likes and dislikes Coping with emotions <ul style="list-style-type: none"> • Self confidence • Fair play Coping with stress <ul style="list-style-type: none"> • Accepting defeat or failure

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
		<ul style="list-style-type: none"> • Sprint racing (100-400m) • Relay racing (100-400m) 		Leadership <ul style="list-style-type: none"> • Accepting defeat or failure Values <ul style="list-style-type: none"> • Endurance • Patience • Honesty • Joy • Togetherness

Suggested Competences for Assessment

The learner:

- i) carries out a variety of runs (sprinting, relays, hurdling).
- ii) demonstrates knowledge of rules of different athletics events.
- iii) participates actively in competitions and observes time management.

Hints for the Teacher

- i) Guide learners to observe safety precautions at all levels.
- ii) Let learners do enough warm up activities.
- iii) Demonstrate with proper instructions and let learners observe clearly the steps taken.
- iv) Give learners enough time to practice the skills taught either in groups, pairs and individually.

TOPIC: EDUCATIONAL GYMNASTICS

Duration: 2 Periods

Overview

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

Learning Outcome

The learner should be able to apply body awareness and management skills, display personal confidence, creativity, responsibility and decision making in relation to movements and gymnastics activities.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • applies the knowledge of safety while performing gymnastics activities. • participates cooperatively with a partner in gymnastics activities. • uses available resources effectively. • demonstrates a variety of balances correctly. 	The learner: <ul style="list-style-type: none"> • listens attentively and follows given instructions carefully • spells writes/reads/ signs/ writes in braille the following key words correctly: <ul style="list-style-type: none"> - balances - jumps - crouch - apparatus 	<ul style="list-style-type: none"> • Balancing: <ul style="list-style-type: none"> - Without apparatus; crouch, head, hand - With apparatus; pole - Balances in twos 	<ul style="list-style-type: none"> • Removing any foreign object from the activity area. • Demarcating the activity area • Checking the condition of the implements • Practicing balancing on head, crouch and hand • Spotting balances • Creating body shapes using personal space • Balancing from one position to another 	<p>Creative thinking</p> <ul style="list-style-type: none"> • Performing a task in more than one way • Innovativeness <p>Team work</p> <ul style="list-style-type: none"> • Working freely with others in a group • Completing a given work as a team <p>Self-awareness</p> <ul style="list-style-type: none"> • Knowing what you are able to do. • Knowing how to manage your own body <p>Values</p>

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				<ul style="list-style-type: none"> • Cooperation • Responsibility • Determination • Care

Suggested Competences for Assessment

The learner:

- i) performs a variety of gymnastics activities with or without a partner (rolls, balances, springs, vaults).
- ii) demonstrates activity and knowledge of space awareness when carrying out gymnastics activities.
- iii) performs gymnastic skills in leisure and competitive situations.
- iv) balances with or without apparatus and/or partner.
- v) performs forward and backward somersault (one or two).

Hints for the Teacher

- i) Plan the activities carefully bearing in mind safety measures, needs, interests and abilities of learners with special needs
- ii) Supervise the performance
- iii) Teach activity very closely
- iv) Ensure that you give correct demonstration before learners perform gymnastics activities
- v) Provide adequate time for learners to consolidate and refine their gymnastics movements
- vi) Do not force learners to perform activities which are beyond their abilities. Allow them to progress on their own under your supervision
- vii) Have adequate knowledge of gymnastics activities
- viii) Have adequate preparations and practice the skills before teaching
- ix) Ensure that the equipment and the play area are safe.
- x) You are encouraged to make use of resource persons.

TOPIC: FOOTBALL

Duration: 2 Periods

Overview

The game of football was introduced in Level 2 and continued in Level 3. Basic football skills of passing, dribbling (within step and outside of foot), ball control, shooting, throwing in heading and ball keeping have been taught. In Level 3, learners will view the already learnt skills for the purpose of improvements. New skills of attacking and defending will be introduced.

Learning Outcome

The learner should be able to demonstrate basic skills and techniques of kicking, shooting and passing, goal keeping, tackling, attacking and defending correctly.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> demonstrates knowledge of safety precautions while playing football demonstrates a variety of skills while playing football performs a throw correctly heads the ball forward correctly. 	The learner: <ul style="list-style-type: none"> listens/ attends and responds to instructions correctly spells writes/ reads/signs/ brailles the following key words correctly: <ul style="list-style-type: none"> attacking goal keeping defending dribbling heading shooting kicking 	<ul style="list-style-type: none"> Develop the following skills learnt: Passing/ kicking in step, outside of the foot), inside of foot, instep of foot (ground parts) Dribbling timing (distance) between the player and the ball Observing the opponent 	<ul style="list-style-type: none"> Checking the activity area and removing harmful objects Passing/ kicking in pairs/ groups Dribbling Heading Shooting/ scoring Goal keeping 	Critical thinking <ul style="list-style-type: none"> Selecting and evaluating information Creative thinking <ul style="list-style-type: none"> Analysing statements Performing a task in more than one way Decision making <ul style="list-style-type: none"> Making right

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> shoots at goal with-in-step or outside of foots 	<ul style="list-style-type: none"> passing 	<ul style="list-style-type: none"> Heading Watch where the ball is Use forehead Time the coming ball and head it 		choices Leadership <ul style="list-style-type: none"> Guiding others Values <ul style="list-style-type: none"> Confidence Respect Sharing cooperation tolerance sympathy care

Suggested Competences for Assessment

The learner:

- demonstrates learnt skills of kicking, heading, shooting, goal.
- keeping and throwing-in during competitions or leisure time.
- kicks the ball correctly using the in-step of the foot at least five to seven trials.
- kicks the ball correctly using the outside of the foot at least 5-7 trials.

Hints for the Teacher

- Plan adequately for improved skills acquisition and development.
- Divide the field into many play areas in order to involve as many learners as possible.
- Emphasise correct acquisition of skills, enjoyment and correct interpretation of rules.
- Allow learners to play freely without emphasizing or sticking to strict rules.
- Encourage learners to make their own balls using local materials such as banana fibres, used polythene paper, old clothes.

TOPIC: NETBALL

Duration: 2 Periods

Overview

The skills taught in netball in level III are building on the skills already taught in level II. Greater emphasis will be laid on shooting, intercepting passes, footwork, attacking, throwing and defending. At this level the learner is expected to apply these skills in free play and competition. Basic techniques of taking centre pass, moving the ball across the court, dodging, marking (with or without a ball) and getting free to receive the ball will be introduced.

Learning Outcome

The learner should be able to demonstrate basic skills, techniques and upholds rule structures in playing and spectating a game of netball in competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrate s taking centre pass. • applies the skills of dodging and getting free. • demonstrate s the skill of marking. • applies the skills learnt when playing a game of netball. 	The learner: <ul style="list-style-type: none"> • listens attentively and responds appropriately to given instructions • instructs others and spells writes/ reads/signs/ brailles the following key words correctly: <ul style="list-style-type: none"> • Centre pass • Foot work 	<ul style="list-style-type: none"> • Combined skills • Throwing /catching • Position of the player • Throw – in – or up • Catching with two hands 	<ul style="list-style-type: none"> • Applying knowledge of safety precautions/ measures • Demonstrating correctly a variety of skills learnt • Sprinting and changing direction • Throwing and catching ball 	Leadership <ul style="list-style-type: none"> • Participating in selecting leaders Friendship formation <ul style="list-style-type: none"> • Interacting with others • Responding to instructions Decision making <ul style="list-style-type: none"> • Taking correct and purposeful actions Team work <ul style="list-style-type: none"> • Working with

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
	<ul style="list-style-type: none"> • Shooting • Landing foot • Intercepting • Stepping • Bouncing • dodging 			<p>others in groups</p> <p>Values</p> <ul style="list-style-type: none"> • Sharing • Appreciation • Determination

Suggested Competences for Assessment:

The learner:

- i) passes the ball accurately to a partner using different techniques at least eight out of ten trials)
- ii) demonstrates the learnt skills of:
- iii) throwing
 - Catching
 - Shooting
 - Defending
 - Dodging
 - Intercepting

Hints for the Teacher

- i) Let boys and girls be given equal opportunity to learn practice and perfect the skills.
- ii) Boys should be given time to practice separately from girls.
- iii) Demonstrate each skill correctly and allow adequate time for practice.
- iv) Emphasize safety measures and fair play.
- v) Introduce learners to the rules of netball.

TOPIC: VOLLEYBALL

Duration: 2 Periods

Rationale

Teaching volley ball in level 3 is aimed at improving the tactics and techniques of attack (smash – spike) and defence (blocking).

Learning outcome

The learner should be able to demonstrate the skills and techniques of playing volleyball correctly.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrates taking centre pass. • applies the skills of dodging and getting free. • demonstrates the skill of marking. • applies the skills learnt when playing a game of netball. 	The learner: <ul style="list-style-type: none"> • listens attentively and responds appropriately to given instructions. • instructs others and spells writes/ reads/ signs/ writes in braille the following key words correctly: <ul style="list-style-type: none"> - volleying - serving - digging - setting - forward setting 	Review the skills of; <ul style="list-style-type: none"> • Volleying • Serving • Digging • Setting • Forward setting • Basic tactics and technique s of volley ball. 	<ul style="list-style-type: none"> • Applying knowledge of safety precautions/ measures • Demonstrating correctly a variety of learnt skills while playing the game of netball • Drilling, serving, volleying, digging (individually, in pairs and in groups) 	Leadership <ul style="list-style-type: none"> • Participating in selecting leaders • contesting for leadership roles Friendship formation <ul style="list-style-type: none"> • Interacting with others • Responding to instructions Decision making <ul style="list-style-type: none"> • Taking correct and purposeful actions

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Values <ul style="list-style-type: none"> • Sharing • Appreciation • Determination • Perseverance • Togetherness • Self-reliance • Care

Suggested Competences for Assessment

The learner:

- i) demonstrates the skills of volleying, serving ,digging ,setting, ,forward setting, basic tactics and techniques.
- ii) follows the rules of playing volley ball.
- iii) applies the learnt skills in free play and mini competition.

Hints for the Teacher

- i) Plan and prepare adequately in order to improve learners acquired skills.
- ii) Safety precautions should be emphasised.
- iii) Follow the rules of the game.
- iv) Give each learner adequate time to practise the skills.
- v) Seek assistance and guidance from resource persons if possible.

TOPIC: HANDBALL

Duration: 2 Periods

Rationale

Teaching handball in Level 3 will focus on dribbling, team play techniques (attack, defend, shooting and goal keeping), and basic rules. It is important to remember that the handball skills taught in level 3 are a continuation of those learned in level 2, and therefore should be taught progressively.

Learning Outcomes

The learner should be able to:

- i) demonstrate the skills and techniques of playing handball correctly.
- ii) uphold rule structures and principles of playing and spectating the game in competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrate the already learnt skills and techniques • dribbles the ball correctly • demonstrate correct attack and defense skills • demonstrate accurate shooting and proper goal keeping 	The learner: <ul style="list-style-type: none"> • listens attentively and responds correctly to instructions • spells/reads/writes/signs/writes in braille the following key words correctly; <ul style="list-style-type: none"> - dribbling - shooting - Single – handed - Double – handed 	<ul style="list-style-type: none"> • Basic skills • Catching learned; • Catching and passing • Ball control • Attack and defence techniques in combinations • Dribbling • Single handed • Double handed • Team play techniques • Attacks and defends 	<ul style="list-style-type: none"> • Catching and passing drills • Attacking and defense drills • Stationary dribbling • Walking dribbling • Running dribbling • Dribbling with/with out 	Creative thinking <ul style="list-style-type: none"> • Performing a task in more than one way Critical thinking <ul style="list-style-type: none"> • Making choices Self – esteem <ul style="list-style-type: none"> • Self confidence in carrying out on activity • Determination to carry out an activity

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
		<ul style="list-style-type: none"> When to attack and defend 		Values <ul style="list-style-type: none"> Determination Confidence Sharing Appreciation Fair play

Suggested Competences for Assessment

The learner:

- i) demonstrates the skills of dribbling, shooting, goal keeping, attacking and defending correctly.
- ii) participates in mini competitions in mini-competitions and applies the skills learnt.

Hints for the Teacher

- i) Plan and prepare adequately in order to improve learners acquired skills.
- ii) Improvise low cost equipments such as; balls, goal posts, goal nets and mini – courts where standard equipment cannot be obtained or is not available.
- iii) Emphasize safety measures before and during play activities.
- iv) Encourage learners to participate in mini competition and assess the extent to which learning has taken place.

TERM 2

TOPIC: ATHLETICS

Duration: 2 Periods

Rationale:

At this level each learner is expected to demonstrate improved skill performance and physical qualities of strength, speed, stamina, coordination and flexibility. In addition each learner will demonstrate team work, correct handling of buttons, use and care of implements as well as correct interpretation of rules leading to good skill performance.

Learning Outcome

The learner should be able to demonstrate and apply correct basic skills and techniques in a variety of athletic events during competitions and leisure situations with safety awareness for self and others.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • executes jumps using different techniques correctly. • demonstrates the learnt skills correctly. 	The learner: <ul style="list-style-type: none"> • listens/ attends to instructions • spells/makes / signs/ brailles the following words correctly: <ul style="list-style-type: none"> - landing - finishing - long jump - take off - hanging 	<ul style="list-style-type: none"> • Long jump • Take off • Landing • Finishing • Long jump • Take off • Hanging technique • Landing • Triple jump • Improvement and mastery of pattern (hop step and jump) 	<ul style="list-style-type: none"> • Drills for perfection of run-up • Take off drills • Flight drills • Landing drills • Drills for straddle technique • Throwing • Landing 	Self-esteem <ul style="list-style-type: none"> • Self-appreciation • Expressing likes and dislikes Coping with emotions <ul style="list-style-type: none"> • Self confidence • Determination to improve or win • Fair play • Taking correct

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
	<ul style="list-style-type: none"> - triple • Straddle 	<ul style="list-style-type: none"> • Take off • Landing • High jump • Straddle technique • Take off • Landin 		<p>advice</p> <p>Coping with stress</p> <ul style="list-style-type: none"> • Accepting defeat or failure <p>Values</p> <ul style="list-style-type: none"> • Determination • Confidence • Sharing • Appreciation • Fair play

Suggested Competences for Assessment

The learner:

- i) carries out a variety of jumps.
- ii) performs different jumps correctly.
- iii) demonstrates the skill of takeoff, landing, finishing, hanging technique and straddle technique.
- iv) demonstrates knowledge of rules of different athletics events.
- v) participates actively in competitions and observes time management.

Hints for the Teacher

- i) Guide learners to observe safety precautions at all levels.
- ii) Let learners do enough warm up activities.
- iii) Demonstrate with proper instructions and let learners observe clearly the steps taken.
- iv) Give learners enough time to practise the skills taught either in groups, pairs and individually.

TOPIC: EDUCATIONAL GYMNASTICS

Duration: 2 Periods

Rationale

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

Learning Outcome

The learner should be able to apply body awareness and management skills, displays personal confidence, creativity, responsibility and decision making in relation to movements and gymnastics activities.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • applies the knowledge of safety while performing gymnastics activities. • participates cooperatively with a partner in gymnastics activities. • uses available resources effectively. • demonstrates a variety of balances. 	The learner: <ul style="list-style-type: none"> • Listens attentively and follows given instructions carefully. • spells writes/reads/signs/writes in braille the following key words correctly: <ul style="list-style-type: none"> - balances - pyramids - jumps - bands - lands 	<ul style="list-style-type: none"> • Space awareness and creative use of space • Writing letters using the body • Pyramids 	<ul style="list-style-type: none"> • Balancing from one position to another • Making different body shapes • Making pyramids • Imitating animal movements 	Creative thinking <ul style="list-style-type: none"> • Performing a task in more than one way • Innovativeness Team work <ul style="list-style-type: none"> • Working freely with others in a group • Completing a given work as a team Self-awareness <ul style="list-style-type: none"> • Knowing what you are able to do.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> • makes pyramids following the correct instruction. 				<ul style="list-style-type: none"> • Knowing how to manage your own body <p>Decision making</p> <ul style="list-style-type: none"> • Responding to instructions • Making right choices <p>Values</p> <ul style="list-style-type: none"> • Cooperation • Responsibility • Determination • Care • Fair play • Endurance

Suggested Competences for Assessment

The learner:

- i) performs a variety of gymnastics activities with or without a partner (rolls, balances, springs, vaults)
- ii) demonstrates activity and knowledge of space awareness when carrying out gymnastics activities
- iii) performs gymnastic skills in leisure and competitive situations.
- iv) jumps, bounds and lands safely.
- v) balances with or without apparatus and/or partner.
- vi) performs forward and backward somersault (one or two).
- vii) writes letters using parts of the body.

Hints for the Teacher

- i) Plan the activities carefully bearing in mind safety measures, needs, interests and abilities of learners with special needs
- ii) Supervise the performance
- iii) Teach activity very closely
- iv) Ensure that you give correct demonstration before learners perform gymnastics activities
- v) Provide adequate time for learners to consolidate and refine their gymnastics movements
- vi) Do not force learners to perform activities which are beyond their abilities. Allow them to progress on their own under your supervision
- vii) Have adequate knowledge of gymnastics activities
- viii) Have adequate preparations and practice the skills before teaching
- ix) Ensure that the equipment and the play area are safe.
- x) You are encouraged to make use of resource persons

TOPIC: FOOTBALL

Duration: 2 Periods

Overview

The game of football was introduced in Level 2 and continued in Level 3. Basic football skills of passing, dribbling (within step and outside of foot), ball control, shooting, throwing in heading and ball keeping have been taught. In Level 3, learners will view the already learnt skills for the purpose of improvements. New skills of attacking and defending will be introduced.

Learning Outcome

The learner should be able to demonstrate basic skills and techniques of kicking, shooting and passing, goal keeping, tackling, attacking and defending correctly.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner applies different ball kicking techniques correctly.	<p>The learner: listens/attends and responds to instructions correctly</p> <p>Spell/signs, reads/brailles the following words correctly:</p> <ul style="list-style-type: none"> -aiming -timing dribble -scoring -shooting 	<ul style="list-style-type: none"> • Shooting/scoring • Aiming • Timing • Kicking a stationary ball • Dribble and score • Goal keeping (catching aerial and ground balls) • Catching the ball • Collecting the ball • Narrowing the ball • Timing 	<p>Passing and kicking</p> <p>Dribbling</p> <p>Heading</p> <p>Shooting and scoring</p>	<p>Critical thinking</p> <p>Selecting and evaluating information</p> <p>Creative thinking</p> <p>Analyzing statements</p> <p>Performing a task in more than one way</p> <p>Decision making</p> <p>Making right choices</p> <p>Leadership</p>

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
	-punching -faulting -kicking -passing -narrowing	<ul style="list-style-type: none"> • Punching • Attacking and defending: • How to approach the ball • How to attack and defend without faulting. 		Guiding others Values <ul style="list-style-type: none"> • Confidence • Respect • Sharing • cooperation • tolerance • sympathy care

Suggested Competences for Assessment;

The learner:

- i) demonstrates learnt skills of kicking, heading, shooting, goal keeping and throwing-in during competitions or leisure time.
- ii) kicks the ball correctly using the in-step of the foots at least five to seven trials.
- iii) kicks the ball correctly using the outside of the foots at least 5-7 trials.

Hints for the Teacher

- i) Plan adequately for improved skills acquisition and development.
- ii) Divide the field into many play areas in order to involve as many learners as possible.
- iii) Emphasize correct acquisition of skills, enjoyment and correct interpretation of rules.
- iv) Allow learners to play freely without emphasizing or sticking to strict rules.
- v) Encourage learners to make their own balls using local materials such as banana fibres, used polythene paper, old clothes.

TOPIC: NETBALL

Duration: 2 Periods

Overview

The skills taught in netball in Level 3 are building on the skills already taught in Level 2. Greater emphasis will be laid on shooting, intercepting passes, footwork, attacking, throwing and defending. At this level the learner is expected to apply these skills in free play and competition. Basic techniques of taking centre pass, moving the ball across the court, dodging, marking (with or without a ball) and getting free to receive the ball will be introduced.

Learning Outcome

The learner should be able to demonstrate basic skills and techniques, understand and uphold rule structures in playing and spectating a game of netball, competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrates taking centre pass. • applies the skills of dodging and getting free. • demonstrates the skill of marking. • applies the skills learnt when playing a game of netball. 	The learner: <ul style="list-style-type: none"> • listens attentively and responds appropriately to given instructions • instructs others and spells/writes/reads/signs/brailles the following key words correctly: <ul style="list-style-type: none"> • centre pass • foot work • dodging 	<ul style="list-style-type: none"> • Centre pass • When to make a centre pass • Taking a centre pass (whom to throw to) • Moving ball across the courts • Dodging/getting free • When to dodge • How to dodge • Marking • Marking a player with 	<ul style="list-style-type: none"> • Applying knowledge of safety precautions / measures • Demonstrating correctly a variety of learnt skills while playing the game of netball • Dodging the ball • Sprinting and changing direction 	Leadership <ul style="list-style-type: none"> • Participating in selecting leaders • contesting for leadership roles Friendship formation <ul style="list-style-type: none"> • Interacting with others • Responding to instructions Values <ul style="list-style-type: none"> • Sharing • Perseverance • Togetherness

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
	<ul style="list-style-type: none"> shooting 	or without a ball <ul style="list-style-type: none"> Timing Getting free space to receive or pass a ball 	<ul style="list-style-type: none"> Throwing and catching ball 	<ul style="list-style-type: none"> Self-reliance Care

Suggested Competences for Assessment

The learner:

- i) places the ball accurately to a partner using different techniques at least eight out of ten trials).
- ii) demonstrates the learnt skills of:
 - throwing
 - catching
 - sprinting and changing direction
 - dodging

Hints for the Teacher

- iii) Let boys and girls be given equal opportunity to learn practice and perfect the skills.
- iv) Boys should be given time to practice separately from girls.
- v) Demonstrate each skill correctly and allow adequate time for practice.
- vi) Emphasize safety measures and fair play.
- vii) Introduce learners to the rules of netball.

TOPIC: VOLLEYBALL

Duration: 2 Periods

Overview

Teaching volley ball in level 3 is aimed at improving the skills. Basic tactics and techniques of attack (smash – spike) and defence (blocking) will now be introduced.

Learning Outcome

The learner should be able to demonstrate the skills and techniques of playing volleyball correctly.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>The learner:</p> <ul style="list-style-type: none"> • demonstrates the learnt skills and techniques in playing volley ball. • applies basic rules and skills in a game of volleyball. 	<p>The learner:</p> <p>spells, writes/reads/signs/writes in Braille the following key words correctly;</p> <ul style="list-style-type: none"> - spike/smash - blocking - volleying - serving - digging - setting 	<ul style="list-style-type: none"> • Service • Under arm • Wind mill or hook • Over arm or tennis • Position at service • Tossing of the ball • Use of space • Stance • Position at service • Movement on court • Attack (smash/strike) 	<ul style="list-style-type: none"> • Drilling, serving, volleying, digging, setting (individually, pairs and in groups) • Rotating drills on court • Positioning drills • Smashing drills 	<p>Teamwork</p> <ul style="list-style-type: none"> • Cooperating with members within the group • Helping others to achieve <p>Decision making</p> <ul style="list-style-type: none"> • Making right choices <p>Coping with stress</p> <ul style="list-style-type: none"> • Responding to instructions <p>Coping with emotions</p> <ul style="list-style-type: none"> • Fair play <p>Critical thinking</p> <ul style="list-style-type: none"> • Accepting defeat/failure <p>Negotiation</p> <ul style="list-style-type: none"> • Willingness to forgive others • Taking right decisions • Making right choices

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Creative thinking <ul style="list-style-type: none"> • Apologising in case of a mistake • Performing a task in more than one way Values <ul style="list-style-type: none"> • Patience • Trustworthiness • Togetherness • Concern • Sharing

Suggested Competences for Assessment

The learner:

- i) demonstrates the skills of smashing, blocking and positioning on court while playing the game of volley ball.
- ii) follows the rules of playing volley ball.
- iii) applies the learnt skills in free play and mini competition.

Hints for the Teacher

- i) Plan and prepare adequately in order to improve learners acquired skills.
- ii) Safely precautions should be emphasised.
- iii) Follow the rules of the game.
- iv) Give each learner adequate time to practice the skills.
- v) Seek assistance and guidance from resource persons if possible.

TOPIC: HANDBALL

Duration: 2 Periods

Rationale

Teaching handball in Level 3 will focus on dribbling, team play techniques (attack, defend, shooting and goal keeping), and basic rules. It is important to remember that the handball skills taught in Level 3 are a continuation of those learned in Level 2 and therefore should be taught progressively.

Learning Outcomes

The learner should be able to:

- i) demonstrate the skills and techniques of playing handball correctly.
- ii) uphold rule structures and principles of playing and spectating the game in competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • dribbles the ball correctly. • demonstrates correct attack and defense skills. • demonstrates accurate shooting and proper goal keeping. 	The learner spells/reads/writes/signs/brailles the following key words correctly: <ul style="list-style-type: none"> - dribbling - shooting - Single – handed - Double – handed 	<ul style="list-style-type: none"> • Attack and defends • When to attack and defend • Shooting • When to shoot • Shooting with one hand • Shooting while standing • Timing • Aiming 	<ul style="list-style-type: none"> • Blocking team defence drills • Fast breaking – drills • Positioning and marking drills • Shooting drills • Shooting and goal keeping drills 	Creative thinking <ul style="list-style-type: none"> • Performing a task in more than one way • Critical thinking Making choices Self – esteem <ul style="list-style-type: none"> • Self confidence in carrying out on activity • Determination to carry out an activity Values <ul style="list-style-type: none"> • Determination • Confidence • Sharing • Appreciation

Suggested Competences for Assessment

The learner:

- i) demonstrates the skills of dribbling, shooting, goal keeping, attacking and defending correctly.
- ii) participates in mini competitions in mini-competitions and applies the skills learnt.

Hints for the Teacher

- i) Plan and prepare adequately in order to improve learners acquired skills.
- ii) Improvise low cost equipments such as; balls, goal posts, goal nets and mini – courts where standard equipment cannot be obtained or is not available.
- iii) Emphasise safety measures before and during play activities.
- iv) Encourage learners to participate in mini competition and assess the extent to which learning has taken place.

TERM 3

TOPIC: ATHLETICS

Duration: 2 Periods

Overview

At this level each learner is expected to demonstrate improved skill performance and physical qualities of strength, speed, stamina, coordination and flexibility. In addition each learner will demonstrate team work, improved skills in throws, standing, handling of javelin, Shot-put and Discus; the use and care of implements and correct interpretation of rules leading to good skill performance.

Learning Outcome

The learner should be able to demonstrate and apply correct basic skills and techniques in a variety of athletic events during competitions and leisure situations with safety awareness for self and others.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • reads and writes the new words correctly. • demonstrates the learnt skills appropriately. 	The learner spells/writes / signs/writes in Braille the following words correctly: <ul style="list-style-type: none"> - javelin - execution - discus 	<ul style="list-style-type: none"> • Throwing/throws • Review of javelin and short put, throws; • How one stands • Handling of javelin/short put • Execution • Discuss • Standing • Handling of discus • Execution (foot work) 	<ul style="list-style-type: none"> • Throwing drills with emphasis on: <ul style="list-style-type: none"> • Grip • Extension of throwing arm and fore arm • Turns • Foot work action • One turn throw • Min-competition activities 	Self-esteem <ul style="list-style-type: none"> • Self-appreciation • Expressing likes and dislikes Coping with emotions <ul style="list-style-type: none"> • Self confidence • Determination to improve or win • Fair play • Taking correct advice

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
			<ul style="list-style-type: none"> • Walk race • Running activities • Throws • Jumps 	<p>Coping with stress</p> <ul style="list-style-type: none"> • Accepting defeat or failure • Guiding others or groups <p>Leadership</p> <ul style="list-style-type: none"> • Accepting defeat or failure • Guiding others or groups <p>Values</p> <ul style="list-style-type: none"> • Endurance • Patience • Honesty • Joy • Togetherness

Suggested Competences for Assessment

The learner:

- performs different throws correctly.
- demonstrates knowledge of rules of different athletics events.
- participates actively in competitions and observes time management.
- practises the skills of turns, footwork action and one turn throw.

Hints for the Teacher

- i) Guide learners to observe safety precautions at all levels
- ii) Let learners do enough warm up activities
- iii) Demonstrate with proper instructions and let learners observe clearly the steps taken
- iv) Give learners enough time to practice the skills taught either in groups, pairs and individually.

TOPIC: EDUCATIONAL GYMNASTICS

Duration: 2 Periods

Overview

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

Learning Outcome

The learner should be able to apply body awareness and management skills, display personal confidence, creativity, responsibility and decision making in relation to movements and gymnastics activities.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> participates cooperatively with a partner in gymnastics activities. demonstrates safe jumping, bounding and landing techniques in gymnastics. performs a variety of somersaults. uses space creatively. 	The learner: <p>Spells, writes/reads/signs/brailles the following key words correctly:</p> <ul style="list-style-type: none"> Balances Pyramids Jumps Bands Lands 	<ul style="list-style-type: none"> Somersaulting styles Gymnastics displays 	<ul style="list-style-type: none"> Landing Somersaulting Practising different gymnastics skills 	<p>Creative thinking</p> <ul style="list-style-type: none"> Performing a task in more than one way Innovativeness <p>Team work</p> <ul style="list-style-type: none"> Working freely with others in a group Completing a given work as a team <p>Values</p> <ul style="list-style-type: none"> Cooperation Responsibility Determination Care Fair play

Suggested Competences for Assessment

The learner:

- i) performs a variety of gymnastics activities with or without a partner (rolls, balances, springs, vaults).
- ii) demonstrates activity and knowledge of space awareness when carrying out gymnastics activities.
- iii) performs gymnastic skills in leisure and competitive situations.
- iv) jumps, bounds and lands safely.
- v) balances with or without apparatus and/or partner.
- vi) performs forward and backward somersault (one or two).

Hints for the Teacher

- i) Plan the activities carefully bearing in mind safety measures, needs, interests and abilities of learners with special needs.
- ii) Supervise the performance.
- iii) Teach activity very closely.
- iv) Ensure that you give correct demonstration before learners perform gymnastics activities.
- v) Provide adequate time for learners to consolidate and refine their gymnastics movements.
- vi) Do not force learners to perform activities which are beyond their abilities. Allow them to progress on their own under your supervision.
- vii) Have adequate knowledge of gymnastics activities.
- viii) Have adequate preparations and practise the skills before teaching.
- ix) Ensure that the equipment and the play area are safe.
- x) You are encouraged to make use of resource persons.

TOPIC: FOOTBALL

Duration: 2 Periods

Overview

In Term 1 learners developed the skill of kicking and passing the ball; Term 2, shooting and scoring, attacking and defending. In Term 3 the emphasis will be on developing the skills of throw in, corner kicks while focusing on footwork, position of throwing in and how to take a corner kick.

Learning Outcome

The learner should be able to demonstrate basic skills and techniques of kicking, throwing in, positioning of throwing in and taking of corner kicks.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • executes correct goal keeping techniques. • applies skills learnt in competition 	The learner spells writes/reads/signs/ writes in braille the following key words correctly: <ul style="list-style-type: none"> - Attacking - Goal keeping - Defending - Dribbling - Heading - Shooting - Kicking 	Throwing in: <ul style="list-style-type: none"> • When to throw in • Foot work • Kicking the ball • Position of throwing in • Corner kicks: when to take a corner kick • How to take a corner kick • Mini-game competitions 	<ul style="list-style-type: none"> • Approaching the ball correctly • Throwing in: • Kicking the ball • throwing in • taking part in mini competitions 	Critical thinking <ul style="list-style-type: none"> • Selecting and evaluating information Creative thinking <ul style="list-style-type: none"> • Analyzing statements Performing a task in more than one way Decision making <ul style="list-style-type: none"> • Making right choices Leadership <ul style="list-style-type: none"> • Guiding others

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Values <ul style="list-style-type: none"> • Confidence • Respect • Sharing • cooperation • acceptance

Suggested Competences for Assessment

The learner:

- i) demonstrates learnt skills of taking corner kick
- ii) practises the best skills of throwing-in during competitions or leisure time.

Hints for the Teacher

- i) Plan adequately for improved skills acquisition and development.
- ii) Divide the field into many play areas in order to involve as many learners as possible.
- iii) Emphasise correct acquisition of skills, enjoyment and correct interpretation of rules.
- iv) Allow learners to play freely without emphasising or sticking to strict rules.
- v) Encourage learners to make their own balls using local materials such as banana fibres, used polythene paper, old clothes.

TOPIC: NETBALL

Duration: 2 Periods

Overview

The skills taught in netball in Level 3 are building on the skills already taught in Level 2. Greater emphasis will be laid on shooting, intercepting passes, footwork, attacking, throwing and defending. At this level the learner is expected to apply these skills in free play and competition. Basic techniques of taking centre pass, moving the ball across the court, dodging, marking (with or without a ball) and getting free to receive the ball will be introduced.

Learning Outcome

The learner should be able to demonstrate basic skills and techniques understand and uphold rule structures in playing and spectating a game of netball, competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrates the skill of marking. • applies the skills learnt when playing a game of netball. 	The learner spells, writes/ reads/signs/ writes in Braille, the key words correctly: <ul style="list-style-type: none"> -marking -timing -with -without -space 	<ul style="list-style-type: none"> • Marking • Marking a player with or without a ball • Timing • Getting free space to receive or pass the ball • Min competitions • Apply all the learnt skills 	<ul style="list-style-type: none"> • Ball intercepti on drills • Drills for getting free space • Running and changing direction • Fainting /faking drills • Mini – game activities 	Leadership <ul style="list-style-type: none"> • Participating in selecting leaders • contesting for leadership roles Friendship formation <ul style="list-style-type: none"> • Interacting with others • Responding to instructions

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Values <ul style="list-style-type: none"> • Sharing • Perseverance • Togetherness • Self-reliance • Care

Suggested Competences for Assessment

The learner:

- i) passes the ball accurately to a partner using different techniques at least eight out of ten trials).
- ii) demonstrates the learnt skills of:
 - getting a free space to receive or to pass the ball.
 - marking a player with or without a ball.

Hints for the Teacher

- i) Let boys and girls be given equal opportunity to learn practice and perfect the skills.
- ii) Boys should be given time to practice separately from girls.
- iii) Demonstrate each skill correctly and allow adequate time for practice.
- iv) Emphasize safety measures and fair play.
- v) Introduce learners to the rules of netball.

TOPIC: VOLLEYBALL

Duration: 2 Periods

Overview

Teaching volley ball in Level 3 is aimed at improving the skills acquired the previous levels. Basic tactics and techniques of attack (smash – spike) and defence (blocking).

Learning Outcome

The learner should be able to demonstrate the skills and techniques of playing volleyball correctly.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrate s basic tactics and techniques in volleyball. • applies basic rules and skills in a game of volleyball. 	The learner listens attentively and responds to correctly to instructions.	<ul style="list-style-type: none"> • Defense (blocking) • Single • Double • Approach • Take off • Reach • Follow through • Mini competitions • Apply all the learnt skills while observing the rules 	<ul style="list-style-type: none"> • Blocking drills • Movements drills on court • Mini – game activities 	Teamwork <ul style="list-style-type: none"> • Cooperating with members within the group • Helping others to achieve Decision making <ul style="list-style-type: none"> • Making right choices Coping with stress <ul style="list-style-type: none"> • Responding to instructions Coping with emotions <ul style="list-style-type: none"> • Fair play Critical thinking <ul style="list-style-type: none"> • Accepting defeat/failure Negotiation <ul style="list-style-type: none"> • Willingness to forgive others • Taking right decisions • Making right choices

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				Values <ul style="list-style-type: none"> • Patience • Trustworthiness • Togetherness • Concern • Sharing

Suggested Competences for Assessment

The learners:

- i) demonstrates the skills of smashing, blocking and positioning on court while playing the game of volley ball.
- ii) follows the rules of playing volley ball.
- iii) applies the learnt skills in free play and mini competition.

Hints for the Teacher

- i) Plan and prepare adequately in order to improve learners' acquired skills.
- ii) Safely precautions should be emphasised.
- iii) Follow the rules of the game
- iv) Give each learner adequate time to practise the skills.
- v) Seek assistance and guidance from resource persons if possible.

TOPIC: HANDBALL

Duration: 2 Periods

Overview

Teaching handball in Level 3 will focus on dribbling, team play techniques (attack, defend, shooting and goal keeping), and basic rules. It is important to remember that the handball skills taught in Level 3 are a continuation of those learned in Level 2 and therefore should be taught progressively.

Learning Outcomes

The learner should be able to:

- i) demonstrate the skills and techniques of playing handball correctly.
- ii) uphold rule structures and principles of playing and spectating the game in competitive and leisure situations.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> • demonstrate accurate shooting and proper goal keeping. • applies the basic rules and skills in playing hand ball. • applies the learnt skills in a mini competition. 	The learner listens attentively and responds correctly to instructions.	<ul style="list-style-type: none"> • Goal keeping • When to keep a goal • Intercepting a ball • Close marking of the opponent • Mini competitions 	<ul style="list-style-type: none"> • Fast breaking – drills • Positioning and marking drills • Shooting drills • Shooting and goal keeping drills 	Teamwork Cooperating with members within the group Helping others to achieve Decision making Making right choices Coping with stress Responding to instructions Coping with

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
				emotions Fair play Critical thinking Accepting defeat/failure Negotiation Willingness to forgive others Taking right decisions Making right choices Values <ul style="list-style-type: none"> • Patience • Trustworthiness • Togetherness • Concern • Sharing

Suggested Competences for Assessment

The learner:

- i) demonstrates the skills , shooting, goal keeping, and intercepting the ball correctly.
- ii) practises the skill of close marking of the opponents, shooting and goal keeping.
- iii) participates in mini-competitions and applies the skills learnt.

Hints for the Teacher

- i) Plan and prepare adequately in order to improve learners acquired skills.
- ii) Improvise low cost equipments such as; balls, goal posts, goal nets and mini – courts where standard equipment cannot be obtained or is not available.
- iii) Emphasise safety measures before and during play activities.
- iv) Encourage learners to participate in mini competition and assess the extent to which learning has taken place.

Suggested Competences for Assessment

CAPE 2: Physical Education

Athletics

The learner:

- i) carries out a variety of runs (sprinting, relays, hurdling).
- ii) performs different jumps correctly.
- iii) performs different throws correctly.
- iv) demonstrates knowledge of rules of different athletics events.
- v) participates actively in competitions and observes time management.

Educational Gymnastics

The learner:

- i) performs a variety of gymnastics activities with or without a partner (rolls, balances, springs, vaults).
- ii) demonstrates activity and knowledge of space awareness when carrying out gymnastics activities.
- iii) performs gymnastic skills in leisure and competitive situations.
- iv) jumps, bounds and lands safely.
- v) balances with or without apparatus and/or partner.
- vi) performs forward and backward somersault (one or two).

Football

The learner:

- i) demonstrates learnt skills of kicking, heading, shooting, goal keeping and throwing-in during competitions or leisure time.
- ii) kicks the ball correctly using the in-step of the foots at least five to even trials.
kicks the ball correctly using the outside of the foots at least 5-7 trials.

Netball

The learner:

- i) Passes the ball accurately to a partner using different techniques (at least eight out of ten trials)
- ii) Demonstrates the learnt skills of:
 - Throwing
 - Catching
 - Shooting
 - Defending
 - Dodging
 - Intercepting

Handball

The learner:

- i) carries out a variety of runs (sprinting, relays, hurdling).
- ii) performs different jumps correctly.
- iii) performs different throws correctly.
- iv) demonstrates knowledge of rules of different athletics events.
- v) participates actively in competitions and observes time management.

Hints for the Teacher

Volleyball

- i) Guide learners to observe safety precautions at all levels
- ii) Let learners do enough warm up activities
- iii) Demonstrate with proper instructions and let learners observe clearly the steps taken

- iv) Give learners enough time to practise the skills taught either in groups, pairs and individually

Athletics

- i) Guide learners to observe safety precautions at all levels
- ii) Let learners do enough warm up activities
- iii) Demonstrate with proper instructions and let learners observe clearly the steps taken
- iv) Give learners enough time to practice the skills taught either in groups, pairs and individually.
- i) Educational Gymnastics Plan the activities carefully bearing in mind safety measures, needs, interests and abilities of learners with special needs
- ii) Supervise the performance
- iii) Teach activity very closely
- iv) Ensure that you give correct demonstrations before learners perform gymnastics activities
- v) Provide adequate time for learners to consolidate and refine their gymnastics movements
- vi) Do not force learners to perform activities which are beyond their abilities. Allow them to progress on their own under your supervision
- vii) Have adequate knowledge of gymnastics activities
- viii) Have adequate preparations and practice the skills before teaching
- ix) Ensure that the equipment and the play area are safe.
- x) You are encouraged to make use of resource persons.

Football

- i) Plan adequately for improved skills acquisition and development
- ii) Divide the field into many play areas in order to involve as many learners as possible
- iii) Emphasise correct acquisition of skills, enjoyment and correct interpretation of rules
- iv) Allow learners to play freely without emphasizing or sticking to strict rules
- v) Encourage learners to make their own balls using local materials such as banana fibres, used polythene paper, old clothes

Netball

Introduce learners to the rules of netball.

- i) Let boys and girls be given equal opportunity to learn, practise and perfect the skills.
- ii) Boys should be given time to practise separately from girls.
- iii) Demonstrate each skill correctly and allow adequate time for practice.
- iv) Emphasize safety measures and fair play.

Volleyball

- i) Plan and prepare adequately in order to improve learners' acquired skills.
- ii) Safety precautions should be emphasised.
- iii) Follow the rules of the game.
- iv) Give each learner adequate time to practise the skills.

Handball

- i) Let learners demonstrate the skills of smashing, blocking and positioning on court while playing the game of volley ball.
- ii) Guide learners to follow the rules of playing volley ball.
- iii) Let learners apply the learnt skills in free play and mini competitions.
- iv) Seek assistance and guidance from resource persons if possible.

SECTION

C

CAPE 3: ART AND TECHNOLOGY

Rationale

Art and Technology is a practical subject that will equip the individual with the basic skills and knowledge to exploit the environment for self – sustenance and national development. The development of CAPE 3 in primary schools is one of the strategies to equip the learners with practical skills at an early age.

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

General Methodology

The following are some of the key methods/ strategies which are useful when teaching art and technology; Discovery, Discussion, Demonstration, Experimentation, Group work, Project work, Field work, Practice, Inquiry, Simulation , IEP, Task analysis.

Instructional Materials/Tools

Piece of wood, seeds, cotton wool, brushes, wax, beads, dye, tape measure, sewing machine, hand needles, threads, buttons, stiff paper, pencils, pair of scissors, glue, vanish, strings, rubber bands, paint, water, containers , cutting tool, textile, ink, knives, resource persons, locally available materials, strip cards, display room/ground, packaging bags/boxes, razor blades, pieces of newspapers strings, meter ruler, tables, paper design, chalk

TOPIC OUTLINE

THEME: Making Ornaments and Fabrics		
TERM 1	TOPIC	PERIODS
	Making necklaces, anklets, whistles, school bags, money purse, banners and posters.	24
THEME: Drawing and painting imaginative pictures, and natural things /objects		
TERM 2	Drawing and painting	24
THEME: Fabric design and decoration, preparing products for sale, promoting sales and packaging.		
TERM 3	Making a pair of shorts for physical education, costing, pricing, displaying, advertising, making packages and selling.	24

SUMMARY

Number of themes per term - Term 1: 1 theme, Term 2: 1 theme, Term 3: 1 theme, Total: 3 themes

Number of topics per term - Term 1: 1topic, Term 2: 1 topic , Term 3: 1 topic, Total: 3 topics

Periods per week - 02 periods per week

Duration of lessons - 80 minutes

Hours per week - 01 hr and 20 minutes

TERM 1

THEMES: MAKING ORNAMENT AND FABRIC DESIGN/DECORATION

Duration: 24 Periods

Topic 1: Making necklaces, anklets, whistles, school bags, money purse, banners and posters

Learning Outcomes

The learner should be able to:

- i) make jewelry using beads.
- ii) decorate fabric using batik.
- iii) make a school bag or money purse using various stitches.
- iv) cost and price the articles.
- v) design and make a poster.
- vi) design and make a banner.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> identifies ornaments. identifies sample batik. identifies materials required for batik. collects the required materials. designs the batik. prepares the 	The learner: <ul style="list-style-type: none"> reads/spells/signs/brailles / writes and uses the following words correctly: Batik, necklaces, anklets, whistles, school bags, money purse, fabric, ornament, design,	<ul style="list-style-type: none"> Sorted jewelry Necklaces Bracelets Wristlets Anklets Samples of batik Tie – dye and printed fabrics Materials required for batik making Fabric, dyes, dye fixers, brushes, water etc. 	<ul style="list-style-type: none"> Observing the sample ornaments Sorting batik works Listing materials used in batik Collecting required material for batik work Sorting appropriate materials for batik work Sketching designs for 	Critical thinking <ul style="list-style-type: none"> Analyzing statements Taking decisions Effective communication <ul style="list-style-type: none"> Clear communication Use of appropriate gestures Accuracy

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>materials used in making batik.</p> <ul style="list-style-type: none"> • displays the batik • costs and prices the articles. • identifies types of bags or money purses. • collects materials for making bags • designs a school bag or a purse. • identifies types of stitches and seams. • finishes a school bag or money purse. • displays articles. • identifies and poster messages. • selects a topic for designing on a poster. • designs a 	<p>decoration, banners, posters, tie-dye, dyes, brushes, dye fixers, stitches, seam, strap, advertisement, lettering, stencils, wax, melting, cracking, tacking, hem, loop, fringing.</p>	<ul style="list-style-type: none"> • Materials within the environment • Techniques for designing batik • Sketching patterns • Methods of preparing materials • Processes of making batik • Tracing pattern from paper to fabric • Waxing resist areas on the fabric • Dyeing the fabric • Drying • Displaying methods • Steps in costing and pricing • Determine total cost of materials • Calculate 10% of the total costs as a profit • Add total cost of materials and profits to get selling. • Samples of school bags or money pulses 	<p>batik</p> <ul style="list-style-type: none"> • Describing batik work • Mixing dyes for batik work • Melting wax for making batik • Washing fabric to remove dirt • Ironing fabric to remove wrinkles • Tracing designs onto fabric • Waxing the fabric to make designs • Dying fabric using appropriate dyes • Dying in a cool place to avoid fading • Cracking to create designs • Ironing to remove wax and fix dyes /colours • Hanging batik articles • Calculating of the products value • Costing the batik 	<p>Coping with stress</p> <ul style="list-style-type: none"> • Patience, working in groups and forgiving others • Acceptance <p>Decision making</p> <ul style="list-style-type: none"> • Giving instructions <p>Values</p> <ul style="list-style-type: none"> • Appreciations • Inquiry • Creativity

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>poster.</p> <ul style="list-style-type: none"> identifies styles of different lettering. makes a poster. finishes the poster. identifies materials used to make banners. designs the banners. makes stencils. makes a paper banner. mixes colors to make a banner. dries the banner. displays the banners. 		<ul style="list-style-type: none"> Appropriate materials for making bags or money purse Procedures of designing a school bag Stitching the design on paper Taking accurate measurements Developing a template Tracing and cutting the fabric Types of stitches such as; Temporary Stitches Permanent Tacking stitches Back stitches Hem stitches Procedure of making school bag or money purse Finishing techniques i.e. Neatening the edges of the seam using loop stitch Preparing and fixing a strap Fixing zips, buttons or press buttons 	<ul style="list-style-type: none"> Pricing using price tags Observing different types of bags or money purses Listing down types of bags and purses and their uses Observing materials Collecting various materials Sketching different bags Drawing designs on paper Measuring fabric Pinning fabric on soft board Tracing design on to the fabric Calculating cost of materials and production Pricing the bag and costing it for sale Listing different posters Reading and interpreting poster messages Sketching ideas for poster 	

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
		<ul style="list-style-type: none"> • Fringing the edges • Different methods of displaying • Samples of poster i.e. • Picture poster • Photographic posters • Posters from art works • Uses of posters • Decoration i.e. photo studies cinema halls • Advertisements i.e. mobile phone network e.g. MTN, UTL, AIRTEL • Communication e.g. different sign posts • Topic for a poster, for example; advertisement communication or decoration • Steps of designing a poster • Styles of letters and lettering e.g. print, cursive and three dimensional 	<p>design</p> <ul style="list-style-type: none"> • Writing steps or processes to take in making posters. • Sketching different letters • Selecting the best letters to use • Choosing colours • Coloring surfaces or posters • Drawing final messages illustration • Shaping posters • Trimming posters • Critiquing work • Handing/priming posters • Observing banners around the school • Communication on the banners • Listing and describing materials • Observing and writing letters 	

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
		letters. <ul style="list-style-type: none"> • Procedures of making a poster • Techniques of colouring • Finishing techniques • Displaying methods • Sample banners • Types of letters used such <ul style="list-style-type: none"> • –lower case • Letter/capital letters • Numerals • Techniques of designing of a banner • Writing out a message • Identifying letters to use • Determining type and size of letters • Techniques of making a stencil • Techniques of printing using stencil and colour • Different colors • Techniques of printing on the fabric, printed banners • Displaying technique 	<ul style="list-style-type: none"> • Observing and sketching the banners • Taking measurements • Writing letters • Organizing messages • Choosing and mixing colours • Printing out the message • Spreading and hanging the banner to dry • Pinning the banner for display • Critiquing work done 	

Suggested Competences for Assessment

The learner:

- i) collects a variety of suitable materials.
- ii) makes appropriate choices and application of colours.
- iii) creates boundaries between the different colours.
- iv) shows creativity in creating patterns for different batik.
- v) costs and prices the articles.
- vi) designs a school bag or money purse.
- vii) takes collect measurements.
- viii) uses correct stitches.
- ix) finishes the article beautifully and neatly.
- x) identifies different types of posters.
- xi) explains the uses of posters.
- xii) chooses a topic for a poster.
- xiii) designs a poster.
- xiv) colours a poster.
- xv) makes a functional poster.
- xvi) identifies messages on banners.
- xvii) cuts letters on stencils.
- xviii) mixes colours
- xix) lays out the message on the banner.
- xx) prints the banner.

Hints for the Teacher

- i) Guide learners to work in groups to make different jewellery
- ii) Guide learners in drawing patterns, washing and dry fabric.
- iii) Guide learners to use appropriate containers to avoid unintended mistakes on the wax material.
- iv) In groups, encourage learners with some knowledge to assist their fellows to make templates and use them correctly to mark and cut-out materials for making bags.
- v) Ensure that learners develop the understanding that different types of posters are used for different purposes such as; commercial, religious, social and political messages.
- vi) Guide the learners to develop a purpose of the poster, the type of message and lettering styles.
- vii) Plan for the material to be used by the learners such as; papers, colors, brushes etc.

- viii) Organise learners to come up with a sample banner in their already made groups.
- ix) Guide learners to read, write and understand the words in the language competences.
- i) Guide learners not to cut stencils directly on table tops by placing a backing surface under the stencil such as soft board, thick card, ply wood or chip board.

TERM 2

Theme(S): Drawing and Painting Imaginative Pictures and Natural Things/Objects

Duration: 24 Periods

TOPIC I: Drawing and Painting

Rationale

Nature drawing is the art of drawing and colouring natural things. It involves using the surroundings, natural objects of different sizes, shapes, colour and texture in the environment. This topic builds on the learner's knowledge of drawing and painting acquired at Level 2.

Learning Outcome

The learner should be able to draw and paint both abstract and natural objects within selected scenery.

Suggested Materials/Resources/Tools

Paper, colours, brushes, water, containers, tins, pencils, charcoal, boards, chalk, coloured pencil, natural colours, soils, crayons

Suggested Methodologies/Strategies

Discovery, discussion, experimentation, field visits, practice, exhibition, group work experimentation, simulation.

Subject Competences	Language Competences	Sub-Topic Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: <ul style="list-style-type: none"> explains abstract ideas. sketches the abstract idea on paper. draws the abstract idea. paints the 	The learner: <ul style="list-style-type: none"> Reads/writes / spells/ signs/ brailles and uses the following words in sentences 	<ul style="list-style-type: none"> Abstract: Ideas Dreams, Satan, God, beauty, happiness, riches, etc. Sketches of abstract following proper 	<ul style="list-style-type: none"> Discussing abstract ideas Naming abstract ideas Listing abstract ideas Sketching pictures of abstract things 	Creative thinking <ul style="list-style-type: none"> Performing a task in more than one way Critical thinking <ul style="list-style-type: none"> initiating new

Subject Competences	Language Competences	Sub-Topic Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>pictures.</p> <ul style="list-style-type: none"> • displays the work for comments. • identifies natural objects within the environment. • selects an object for study. • sketches the object. • draws natural object. 	<p>correctly; dream, Satan, God, beauty, happiness, riches, environment, natural, stretch, scenery, shape, size, texture, type, colour, technique</p>	<p>sketching techniques</p> <ul style="list-style-type: none"> • Drawing techniques • Painting techniques • Displaying work • Natural objects within a given scenery, such as: <ul style="list-style-type: none"> - Plants - Ant hills - Flowers - Leaves - Rocks • Characteristics of objects such as: shape, size, texture, type, colour • Selected objects • Techniques of sketching • Techniques and process of drawing such as: • Approaching from; the object, • Techniques of coloring • Displaying methods 	<ul style="list-style-type: none"> • Listing steps of composing abstract things • Drawing abstract things • Mixing colours • Applying colours • Displaying pictures • Pinning up pictures • Gluing pictures • Commenting on pictures • Drawing the objects under study • Collecting materials for colouring • Mixing colours • Colouring objects • Spreading drawn pictures • Hanging work for viewing • Planning for viewing 	<p>ideas together</p> <p>Decision making</p> <ul style="list-style-type: none"> • Selecting and evaluating information • Taking decisions • Giving instruction <p>Leadership</p> <ul style="list-style-type: none"> • Knowing the consequences of ones decisions • Guiding other or groups <p>Values</p> <ul style="list-style-type: none"> • Appreciation • Sharing • Patience • Confidence • Love • Cooperation

Suggested Competences for Assessment

The learner:

- i) draws abstract things.
- ii) mixes colours.
- iii) displays pictures.
- iv) colours objects.
- v) makes a plan for reviewing.

Hints for the Teacher

- i) In pairs or groups, guide learners in mixing of tertiary colours from the primary and secondary.
- ii) Encourage learners to utilize the natural environment to collect materials like colours.
- iii) Allow learners to choose objects of individual interest draw and paint them.
- iv) Take learners to observe the given scenery properly and sketch selected objects.
- v) Guide learners on how to bring out the features/attributes of the chosen objects, such as size, shade/form, colour / tone and texture of the object.
- vi) Help learners to build on the knowledge of mixing and using colours for painting with their peers.
- vii) Guide learners to display their work for comments.

TERM 3

THEME: Fabric design and Decoration, Preparing Products for Sale, Promoting Sales and Packaging

TOPIC: Making a Pair of Shorts for Physical Education, Costing, Pricing, Displaying, Advertising, Making Packages and Selling

Duration: 24 Periods

Overview

People use garments for different occasions. A garment is a piece of cloth which include school uniforms, overall for works, dresses for weddings, parties, dancing, etc. Once goods and services have been produced, they must be sold. One of the most important aspects of marketing products is packaging.

Packaging refers to the process of enclosing or protecting products for distribution, storage, sale and use by wrapping, filling or compressing to protect them from getting spoiled. It also helps to make goods easy to handle and attractive to costumers.

Learning Outcomes

The learner should be able to:

- i) make a pair of shorts.
- ii) cost different products.
- iii) display, advertise and sell the articles produced.
- iv) package items competently.
- v) make packages for sale.

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
The learner: • identifies sample pair	The learner reads/spells/signs/brailles/	<ul style="list-style-type: none"> • Sample pair of shorts • Suitable 	<ul style="list-style-type: none"> • Displaying sample pairs of shorts 	Creative thinking

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<ul style="list-style-type: none"> of shorts. identifies the appropriate materials. identifies the tools and equipment. makes the P.E pair of shorts. finishes the pair of shorts. costs, prices, and sells the products. displays the product. identifies materials and activities involved in producing an article. determines the cost of materials and activities involved in producing an article. describes the process of determining the cost of the article. determines the profit to be added to 	<p>writes and uses the following words correctly;</p> <p>shorts, seam, fabric, tools, equipment, measurement, templates, transferring, cutting, patterns, fixing, elastic, knitting, attacking, marketing, displaying, costing, techniques, pricing, tagging, advertising, sorting, billboard, sewing</p>	<p>materials for making a pair of P.E. shorts i.e. cotton fabric</p> <ul style="list-style-type: none"> Tools and equipment for sowing Taking measurements Templates for P.E pair of shorts Transferring and cutting out pattern Process of making a P.E. pair of shorts Finishing process i.e. fixing, elastic, knitting, attaching a pocket Marketing process Displaying techniques Materials and activities involved in producing an article Costing the materials and activities 	<ul style="list-style-type: none"> Naming parts of a pair of shorts Observing samples of shorts Selecting appropriate materials Collecting appropriate materials Naming the materials Listing tools and equipment Discussing tools and equipment Drawing pictures of materials, tools and equipment Measuring part of the body Pairing up for measurement Recording measurement Cutting patterns Tracing template Cutting fabric Joining fabric pieces Stitching garments Sewing pieces together Folding 	<ul style="list-style-type: none"> Innovativeness Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> Selecting and evaluation information <p>Decision making</p> <ul style="list-style-type: none"> Making choices Giving instructions <p>Effective communication</p> <p>Values</p> <ul style="list-style-type: none"> Appreciation Clear communication Co-operation Sharing Love Patience Confidence

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
<p>the cost price.</p> <ul style="list-style-type: none"> • prepares the price tags for the articles. • identifies the different ways of promoting sales. • sorts the different articles produced. • display articles for sale. • arranges articles for display. • describes the different methods of advertising products. • describes personal selling. 		<ul style="list-style-type: none"> • Process of costing • Pricing the articles • Price tagging the articles • Promoting sales by: displaying, advertising and personal selling • Sorting articles produced • Different methods of advertising; newspapers, posters, radio, television and billboard • Techniques of personal selling; identifying potential customers, approaching, presenting, demonstrating 	<p>materials</p> <ul style="list-style-type: none"> • Fixing pieces of materials • Calculating costs • Making price tags • Hanging articles • Pinning articles • Spreading articles • Discussing materials • Observing finished material • Listing materials • Calculating costs • Discussing costs • Adding prices • Discussing prices • Setting prices • Fixing prices tags • Discussing prices • Fixing prices tags • Discussing different ways of promoting sales • Field visiting • Sorting articles • Grouping 	

Subject Competences	Language Competences	Content	Suggested Teaching and Learning Activities	Life Skills and Values
			articles Grouping articles • Hanging articles • Role playing • Discussing different methods of advertising products • Role playing selling and buying • Practising buying and selling	

Suggested Competences for Assessment

The learner:

- i) names parts of a short.
- ii) discusses equipment and tools used for making shorts.
- iii) practises taking and recording body measurements.
- iv) cuts and sews parts together.
- v) calculates the cost of each short.
- vi) role plays selling and buying of items.

Hints for the Teacher

- i) Provide a short to learners and guide them to observe its parts by naming them.
- ii) Let learners list the equipment/tools used for making shorts.
- iii) Allow learners to draw and label pictures of tools and equipment.
- iv) In groups, encourage learners to practise taking and recording body measurements.
- v) In pairs, guide learners to practise cutting and sewing parts together.

- vi) In groups, guide learners to practise making price tags and calculation of costs.
- vii) In groups, help learners to practise/dramatize promotion of sales skills.
- viii) Give learners enough time to role play selling and buying.

CAPE 1 (MDD) SAMPLE SCHEME OF WORK FOR LEVEL 3, TERM 1

WK	PD	ASPECT	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	CONTENT	INSTR. METHODS/ STRATEGIES	LEARNING ACTIVITIES	INSTR MATERIALS	LIFESKILLS INDICATORS AND VALUES	REFERENCES	REMARKS
1	1	Singing	Anthem	Ugandan and East African anthem	Identifies different anthems Listens to the Uganda anthem and East African anthems Sings the anthems Discusses the importance of anthems	Pronounces/sings, reads/writes in braille the words; anthem Ethnic correctly	Uganda and East African Anthems	Rote method Discussion Explanation Group work	- Identifying the different anthems - Listening/watching the anthems played on video - Reading -Singing/singing National and East African anthems writing/brailling the two anthems Discusses the importance of the national anthems	<ul style="list-style-type: none"> Chart showing anthems Video Recorder 	<ul style="list-style-type: none"> Critical thinking -Taking decisions • Effective communication -fluency -Clear communication VALUES Teamwork Confidence Appreciation Acceptance Responsibility Cooperation 	<ul style="list-style-type: none"> - Textbooks • Teachers' resource book • Teachers' guides AEP Curr.Level III Longhorn-Art And Technology P6 - NCDC (2011) Primary 6 Curriculum Set Two: Creative Arts and Physical Education - NCDC (2011) Primary 7 Curriculum Set Two: Creative Arts and Physical Education 	

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

Date	Class	Learning Area	Time	Number of Learners		
				Male	Female	Total
20/08/2018	Level 3	CAPE 2	11:10-11:50	40	49	89

Aspect: Singing

Topic: Anthem

Sub-topic: Uganda and East African Anthems

Content: Uganda and East African Anthems

Competences:

Subject: Identifies different anthems

Listens to the Uganda and East African anthems

Sings the anthems

Discusses the importance of anthems

Language:

- Listens and responds to instructions

- Reads and spells/finger spells the words; Anthem, and National anthem correctly.

Instructional strategies/methods: Rote method, discussion, explanation

Instructional materials: Charts displaying the Uganda and East African anthems.

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

References

- Textbooks
- Teachers' resource book
- Teachers' guides
 - AEP Curriculum Level 3
 - Longhorn-Art and Technology P6
 - NCDC (2011) Primary 6 Curriculum Set Two: Creative Arts and Physical Education
 - NCDC (2011) Primary 7 Curriculum Set Two: Creative Arts and Physical Education

Teaching Procedure

Steps	Duration	Teacher's Activities	Learner's Activities
I	5 minutes	Introduces the lesson with a common song	- Sings a common song/familiar song
II	05 minutes	Introduces the Uganda National anthem and East African anthem to the learners by rote method. Sings and demonstrates to learners how it is sung respectfully.	- Listens and observes the teacher or resource person singing
III	20 minutes	Demonstrates right standing posture and articulation of words. Displays charts showing the anthems. Guides learners to read after him. Asks learners to sing after him stanza by stanza.	- Observes the demonstration - Observes the displayed charts - Reads after the teacher - Sings after the teacher
IV	10 minutes	Guiding learners to sing the learnt anthems in groups of 20. Listens and observes learners singing as he guides them.	- Practise singing the anthems in groups

Evaluation

Strengths:

Weaknesses:

Way forward:

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

WK	PD	THEME	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	CONTENT	INSTR. METHODS/ STRATEGIES	LEARNING ACTIVITIES	LIFESKILLS (SKILL INDICATORS AND VALUES)	INSTR. MATERIALS	REFERENCES	REMARKS
I	I	Making ornament	Making necklaces, anklets, whistles Ear rings Rings	Collecting materials and selecting appropriate materials	Identifies jewellery such as; necklaces, bracelets, wristlets and anklets	Pronounces/signs, /spells, reads/writes in Braille and uses the following words related to the topic correctly; necklaces, anklets, wristlets	Making necklaces, anklets, whistles	Discovery Discussion Demonstration Experimentation Group work Observation I do we do you do	- Observing sample ornaments - Sorting ornaments - Identifying and listing names of materials used to make ornaments SNE TIPS Signing and fingerspelling the new words- as;necklaces, bracelets, wristlets and anklets	<ul style="list-style-type: none"> • Critical thinking -Taking decisions • Effective communication -fluency Clear communication VALUES Appreciation Confidence Sharing Team work Acceptance 	<ul style="list-style-type: none"> • Cutting tool • Glue • Beads • Seeds • Threads • Pair of scissors • Foil • paper/ silver paper Charts depicting different jewels 	<ul style="list-style-type: none"> • Textbooks • Teachers' resource book • Teachers' guides • AEP Curr: Level 3 • Longhorn-Art and Technology P6 	

CAPE 3 ART AND TECHNOLOGY SAMPLE LESSON PLAN FOR LEVEL 3 TERM 1

Date	Class	Subject	Time	Number of Learners		
				Male	Female	Total
20/09/2018	Level 3	CAPE 3	2:10-3:30 PM	40	49	89

Theme: Making ornaments
Topic: Making necklaces
Sub-topic: Collecting and sorting materials for making jewels
Content: Making necklaces, wristlets and anklets
Competences:
Subject: Identifies jewellery such as; necklaces, bracelets, wristlets and anklets

Language:

- Listens and responds to instructions
- Reads and spells/finger spells the words (ornament, jewellery, necklace, bracelets, wristlets, and anklets) correctly

Instructional strategies/methods: Observation, Discovery, Demonstration, Group work, discussion, explanation and I do, we do, and you do method

Instructional materials: Charts displaying, ornaments, cutting tools, beads, glue, seeds threads, pair of scissors, Foil papers/silver paper, plastic materials and horns.

Special Needs Tips: Signing and finger spelling the new words- as; necklaces, bracelets, wristlets and anklets

Life skills indicators

- 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, Sharing
- Effective communication – audibility and fluency

Values

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

References

- AEP Curriculum Level 3 pages.....
- Teacher's resource book pages.....
- Teacher's Guides pages.....
- Longhorn Art and Technology Book 6 pages.....1-9

Teaching Procedure

Steps	Duration	Teacher's Activities	Learner's Activities
I	05 minutes	<ul style="list-style-type: none"> - Introduces lesson through brainstorming different common jewels used by people. - Asks learners to mention common materials they are made up of. 	<ul style="list-style-type: none"> - Mentions common jewel items won by people and their different types and the materials they are made of.
II	10 minutes	<ul style="list-style-type: none"> - Introduces the new words to the learners and uses the I do, we do, you do method. - Guides learners to select the materials and name them. 	<ul style="list-style-type: none"> - Listens and observes the teacher as he/she reads and articulates the words. - Repeats after the teacher individually, as a class, groups, and in pairs. - Writes the words/names of the selected materials on paper.
III	40 Minutes	<ul style="list-style-type: none"> - Guides learners to make necklaces, wristlets from assorted beads, plastic materials, horns, silver/foil papers. - With resource person, demonstrates making of different ornaments. 	<ul style="list-style-type: none"> - Writes the words/names of the materials selected on paper. - Learners practise making jewels. - Observes and practises making of ornaments in groups and pairs.
IV	15 Minutes	<ul style="list-style-type: none"> - Guides learners to; <ul style="list-style-type: none"> ➤ display their products. ➤ critic their work. - Asks learners oral questions about the work. 	<ul style="list-style-type: none"> - Displays the products made. - Critics and appreciates the work done. - Answers oral questions from the activity.
V	10 Minutes	<ul style="list-style-type: none"> - Ends lesson by giving home work to learners to collect more materials and make two ornaments for display and selling - Organizing learners to clean up the work place place - Supervising the cleaning of the activity area 	<ul style="list-style-type: none"> - Copying the assignment in their exercise book - Tidying up the work place / activity area

Evaluation

Strengths:

Weaknesses:

Way forward:

CAPE 2 SAMPLE SCHEME OF WORK FOR LEVEL 3, TERM 2

WK	PD	THEME	TOPIC	SUB-TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCE	CONTENT	INSTR. MAT./STRATEGIES	LEARNING ACTIVITIES	LIFESKILLS (SKILL INDICATORS AND VALUES)	INSTR MATERIALS	REFERENCES	REM
1	I	Games and Sports	Foot ball	Passing/Kicking the ball	Pass/kick the ball correctly with inside of a foot correctly	<ul style="list-style-type: none">• Listens/sign s and responds to instructions• Reads/spell s/ finger spells the words correctly:<ul style="list-style-type: none">- Foot ball- Kick- Pass- Passing- Kicking- Rolling on the ground	Pass/kick the ball correctly with inside of a foot	<ul style="list-style-type: none">• Demonstration• Explanation• Participation	<ul style="list-style-type: none">- Passing/kicking a ball on the ground- Kicking the ball with the inside of a foot- Running to intercept the ball <p>SNE TIPS</p> <p>Bare balls with bells</p>	<ul style="list-style-type: none">• Critical Thinking<ul style="list-style-type: none">- Performing a task in more than one way• Creative thinking<ul style="list-style-type: none">- Coming up with new ways of doing things• Friendship formation<ul style="list-style-type: none">- Team work- Working freely with others- Volunteering <p>VALUES</p> <ul style="list-style-type: none">- Co-operation- Patience- Appreciation- Confidence	<ul style="list-style-type: none">• Balls• Whistle• Pegs• Goal post• Banana fiber balls	NCDC (2011) Primary 6 Curriculum Set Two: Creative Arts and Physical Education	
												NCDC (2011) Primary 7 Curriculum Set Two: Creative Arts and Physical Education	
												AEP Curriculum Pg.....	

CAPE 2 SAMPLE LESSON PLAN FOR LEVEL 3

Date	Class	Subject	Time	Number of Learners		
				Male	Female	Total
	Level 3	CAPE 2	8:30am – 9:10 am	35	• 40	75

Theme: Games and sports

Topic: Foot ball

Sub-topic: Passing/kicking the ball

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

Competences:

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

Language:

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

Instructional strategies/methods: demonstration, explanation, I do, we do, you do

Instructional materials: balls, whistle, pegs, balls made of banana fibres

Special 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 Procedure

Steps	Phase	Duration	Teacher's Activities	Learner's Activities
I	Preparation	2 minutes	<ul style="list-style-type: none"> - Changes P.E attire - Asks 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	Instructs 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"> - Fly like birds - Run as instructed - Hop a step and jump
III	Skill acquisition	6 minutes	Teaches 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"> - Kick the ball - Pass 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 practise the skill - Correcting learners as they kick/pass the ball 	<ul style="list-style-type: none"> - Kick/pass the ball to friends using the inside of a foot

V	Game situation	5 minutes	Instruct learners on how to play the game: throw a handkerchief by running and throw behind the friend. Then he/she picks and runs to reach a place before the one who threw it. It is done in a circle singing a song: <i>Sula akatambala</i>	<ul style="list-style-type: none"> - Make a circle - Sing - Clap - Run
VI	Warm down activities	4 minutes	Demonstrates to learners how to walk slow motion counting one-two	Observing and walking slowly

Evaluation

Strengths:.....

Weaknesses:.....

Way forward:.....



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