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MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

# EXPRESSIVE ARTS SYLLABUS

## GRADES 5 – 7

PREPARED AND WRITTEN BY THE CURRICULUM DEVELOPMENT CENTRE
P.O. BOX 50092, LUSAKA – ZAMBIA
2013

Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

# EXPRESSIVE ARTS

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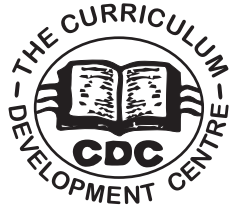


Prepared and Written by The Curriculum Development Centre
P.O. Box 50092
Lusaka - Zambia
2013

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# VISION

Quality, life long education for all, which is accessible, inclusive and relevant to individual, national and global needs and value systems.

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# PREFACE

The syllabus was produced as a result of the curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the MOESVTEE commissioned five (5) curriculum studies which were conducted by the University of Zambia (UNZA). These studies were followed by a review of the lower and middle basic and primary teacher education curricula. In 2005 the Upper Basic Education National Survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions, traditional leaders, civic leaders and various stakeholders in education was collected to help design a relevant curriculum.

The recommendations provided by various stakeholders during the Upper Basic Education National Survey of 2005 and national symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.
The syllabus has been reviewed in line with the Outcomes Based Education Principles which seek to link education to real life experiences that give learners skills to access, criticise, analyse and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the leaners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcomes Based Education requires that the following principles be observed: clarity of focus, reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcomes Based Syllabus will greatly improve the quality of education provided at junior secondary school as defined and recommended in various policy documents including 'Educating Our Future' 1996 and the `Zambia Education Curriculum Framework' 2013.

Chishimba Nkosha
**Permanent Secretary**
**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

# ACKNOWLEDGEMENT

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organisations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialised Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially UNICEF for rendering financial and technical support in the production of the syllabus.

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# INTRODUCTION

The Expressive Arts (EA) Syllabus reflects a learning area where the following subjects have been integrated: Physical Education, Music, Art and Design. This learning area emphasises on developing creativity, analysis, problem-solving, and investigations in learners.

Expressive Arts provides opportunities for the individual and the group to learn activities that are invigorating, developmental and educational which in turn lead to appreciation of cultural heritage, positive physical, social, mental and emotional growth.

In particular, EA helps to cultivate healthy habits, the spirit of team work, determination and resolve. Expressive Art studies enables learners to participate in musical composition and performance, visual arts, sports and games both for leisure and competition and as a means of livelihood. The purpose of this syllabus is to give an equal opportunity to learners who are abled and differently-abled to develop to their highest potential and an opportunity to acquire life skills.

# METHODOLOGY

In order to help the learners acquire the above stated skills, the following are some of the suggested teaching and learning methods that can be used:

- Demonstration
- Direct instruction
- Independent study
- Project work
- Enquiry/exploration
- Observation
- Excursions
- Field work
- Research
- Practical
- Portfolio
- Group work
- Pair work

## TIME ALLOCATION

The time allocated for this learning area is 2 hours, 40 minutes. This translates into 4 periods per week.

## ASSESSMENT

This syllabus recommends that two main types of assessment be undertaken. These are Continuous Assessment which is part of Formative Assessment including practical activities; and Summative Assessment will be conducted at the end of the learning process.

## RATIONALE

Expressive Arts plays an important role in the development of learners. It provides an avenue for learners to express themselves through movement, physical activity, and creative application of modern scientific and technological knowledge for survival skills. Learners develop a variety of life skills, awareness and sense of appreciation for the social, cultural as well as economic value of our natural environment.

## GRADE 5

| General Outcomes | Competencies |
|---|---|
| • Develop skills to improve neuromuscular coordination through participation in a variety of activities in order to improve fitness, manipulation, coordination, correlation, imagination, observation and self-expression.<br>• Acquire knowledge, skills, and values, positive attitudes to enhance creativity, self-expression and aesthetic sense.<br>• Acquire knowledge and values on safety and health<br>• Develop skills in maintaining safety and health<br>• Acquire knowledge, skills, positive attitudes and values in fundamental movement<br>• Acquire knowledge, skills, values and positive attitudes to perform various sports activities, music, games and dance dance to improve physical fitness<br>• Develop crafts skills in making artefacts<br>• Acquire knowledge, values and swimming skills<br>• Develop basic swimming skills | • Demonstrate team work, fair play, and discipline.<br>• Exhibit skills in design processes, drawing, physical activity and music |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.1 SAFETY AND HEALTH** | **5.1.1 Safety** | 5.1.1.1 Explain the importance of appropriate dress in practical activities | • Attire | • ***Critical thinking*** in dealing with health and safety<br>• ***Creativity*** in designing posters and appropriate dress code | • ***Appreciation*** of safety and health<br>• ***Awareness*** of knowledge in safety |
| | | 5.1.1.2 Perform activities to show how inappropriate dress can affect performance in practical activities | | | |
| | | 5.1.1.3 Demonstrate general safety | • Care<br>• Storage<br>• Equipment<br>• Space | | |
| | | 5.1.1.4 Design posters and visual signs for safety notification | • Poster designing | | |
| **5.2 MOVEMENT** | **5.2.1 Movement** | 5.2.1.1 Perform movement patterns for specific sports | • Use of movement patterns skills for specific sports | • Correct positioning in a specific game & sports situations | • ***Concentration*** in movement activities<br>• ***Coordination*** through cooperative learning |
| **5.3 DRAWING AND COLOURING** | **5.3.1 Imaginative Composition** | 5.3.1.1 Draw and colour pictures based on imagination | • Composing pictures (my family, market place, hunting, village scenery) | • ***Composition*** of pictures<br>• ***Application*** of colours | • ***Creativity*** in drawing and colouring<br>• ***Appreciation*** of colours |
| | **5.3.2 Figure Drawing** | 5.3.2.1 Draw and colour figures in action | • Composing pictures (stick figures in action) | • ***Composition*** of pictures | • ***Creativity*** in drawing |
| | | 5.3.2.2. Draw and colour portraits. | • Portraits (grid technique)<br>• Tonal gradation | • ***Composition*** of portrait using grid technique | • ***Creativity*** in drawing |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.4 NOTATION** | **5.4.1 Musical Notes** | 5.4.1.1 Identify musical notes | • Musical notes e.g. inim, crochet, Semi-quaver | • ***Identification, application*** and ***reciting*** of musical notes | • ***Creativity*** in composing and drawing musical notes<br>• ***Appreciation of*** musical notes |
| | | 5.4.1.2 Recite and compose musical notes | | | |
| | | 5.4.1.3 Draw musical notes | | | |
| **5.5 ZAMBIAN MUSIC** | **5.5.1 Harmony** | 5.5.1.1 Sing songs with harmonies | • Traditional harmonies<br>• Popular harmonies | • ***Listening*** and s***inging***<br>• to traditional and popular harmonies<br>• ***Application*** of harmonies | • ***Appreciation*** of harmony |
| | **5.5.2. Style and Form** | 5.5.2.1 Describe the form and style of Zambian music | • Style and Form of traditional and popular Zambian music | • ***Application*** of form and style | • ***Appreciation*** of form and style of Zambian music |
| **5.6 EDUCATIONAL GYMNASTICS** | **5.6.1Tumbling** | 5.6.1.1 Perform a series of tumbling activities | • Tumbling activities using (ladder, horizontal bar, beams)<br>• Pyramid building | • ***Ability to use*** landing, climbing and twisting in tumbling, floor and balancing activities | • ***Concentration*** during tumbling and stunts<br>• ***Artistic*** performance of activities |
| | **5.6.2 Stunts** | 5.6.2.1 Perform floor and balancing activities | | | |
| **5.7 HEALTH AND FITNESS MANAGEMENT** | **5.7.1 Health** | 5.7.1.1 Perform a series of physical activities with obstacles | • Developmental activities using (obstacles, parallel bars, mats, hurdles)<br>• Press ups | • ***Application*** of hanging and lying skills | • ***Appreciation*** of health and fitness management<br>• ***Endurance*** during Isometric activities |
| | **5.7.2 Fitness** | 5.7.2.1 Perform a series of developmentalactivities<br>5.7.2.2 Demonstrate isometric activities | | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.8 SPORTS SKILLS DEVELOPMENT** | **5.8.1 Games (Conventional Modified Games)** | 5.8.1.1 Demonstrate sporting skills | • Mini football:<br>• Mini netball,<br>• Volley ball<br>• Dribble<br>• Kick | • ***Skill development*** in sporting activities | • ***Team spirit*** through cooperative learning<br>• ***Appreciation*** of sports activities |
| | **5.8.2 Track and Field Events** | 5.8.2.1 Perform field activities | • Field and track: (long jump, high jump) | | |
| | **5.8.3 Traditional Games** | 5.8.3.1 Perform traditional games | • Games with health related messages *(nsolo, chiyato)* | | |
| **5.9 RECREATION** | **5.9.1 Dance** | 5.9.1.1 Perform traditional dances with rhythm | • Dance (steps, clap, space, sequence) | • ***Use of*** dancing, clapping, singing,<br>• ***Abilities*** in dance and games | • ***Appreciation*** of traditional dance and games |
| | **5.9.2 Environmental Issues** | 5.9.2.1 Perform structured movement in dances | • Structured movement e.g. (*kayowe*)<br>• Simulation games (computer games) | | |
| | | 5.9.2.2 Perform games with messages of environmental issues | • Environmental issues | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **5.10 CRAFTS** | **5.10. 1 Knotting** | 5.10.1.1 Knot different items using local materials | • Knotting (holders, storage) | • ***Knotting*** of functional items<br>• ***Coordination*** of eye and hand. | • ***Creativity*** in knotting of functional items |
| | **5.10.2 Modelling** | 5.10.2.1 Model items using different materials | • Modelling (human figures, animals, birds, insects) | • ***Modelling*** of different items<br>• ***Manipulation*** of materials<br>• ***Decorating*** of finished items. | • ***Craftsmanship*** in modelling |
| | **5.10.3 Papier Machè** | 5.10.3. 1 Make different items using mashed paper | • *Papier mache*. (cups, masks, hats, plates) | | |
| | | 5.10.3.2 Decorate finished items | • Decorating (firing, vanishing, painting) | | |
| | **5.10.4 Construction** | 5.10.4.1. Construct toys using different materials | • Constructing e.g. (dolls, soft toys, cars, puppets) | | |
| | **5.10.5 Picture Making** | 5.10.5.1 Make collage pictures using different techniques | • Picture making (collage, mosaic, montage) | • ***manipulation*** of different materials<br>• ***composing*** pictures using different techniques | • ***Appreciation*** of different techniques<br>• ***Resourcefulness*** in use of materials |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | **5.10.6 Carving** | 5.10.6.1. Carve simple items using suitable wood | • Carving of**:** (spoons, toys, cooking sticks) | • ***Carving*** of simple items | • ***Appreciation*** and ***resourcefulness*** in use of carved items<br>• ***Craftsmanship*** in carving |
| | | 5.10.6.2. Decorate finished carved items | • Decorations (simple patterns) | • ***Decorating*** using simple patterns | |
| | **5.10.7 GeneralCrafts** | 5.10.7.1. Make different items using local Materials | • Making of: (necklaces, mobiles, junk sculptures) | • ***Manipulation*** of found materials | • ***Appreciation*** of knowledge on general crafts<br>• ***Craftsmanship*** in crafts |
| **5.11 SWIMMING** | **5.11.1 Pool Hygiene** | 5.11.1.1 Discuss effects of poor pool hygiene | • Effects: (learners illness, loss of school time) | • ***Application*** of inhaling, pushing, pulling and floating abilities | • ***Concentration*** in swimming<br>• ***Appreciation*** of knowledge in swimming |
| | **5.11.2 Survival Skills** | 5.11.2.1 Demonstrate simple skilled strokes | • Metre races (floating, side stroke) | | |
| | | 5.11.2.2 Perform competitions in metre races | | | |
| | | 5.11.2.3 Perform simple rescue skills | | | |
| | **5.11.3. WaterGames** | 5.11.3.1 Perform simple water games | • Water games (group and pairs) | | |

# GRADE 6

| GENERAL OUTCOME (S): | COMPETENCIES |
|---|---|
| • Acquire knowledge, skills, positive attitudes and values in fundamental movement<br>• Develop skills that improve neuromuscular coordination in a variety of activities for fitness, manipulation, co-ordination, correlation, observation and self-expression.<br>• Acquire knowledge and skills in drawing, painting and pattern designing<br>• Acquire knowledge, skills, values and positive attitudes to perform various sports activities, games, music and dances<br>• Develop skills to improve neuromuscular coordination through participation in a variety of sports activities, games and dances to improve physical fitness<br>• Develop crafts skills using materials found in the environment<br>• Acquire knowledge, values and skills in swimming<br>• Develop basic swimming skills<br>• Acquire knowledge and skills in design processes.<br>• Acquire knowledge and skills in pool treatment | • Demonstrate specific skills, techniques and values in physical activity, music and art<br>• Apply knowledge in physical activity, music and design processes to everyday life |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.1. SAFETY AND HEALTH** | **6.1.1 Safety** | 6.1.1.1 Explain the importance of good health habits in practical activities<br>6.1.1.2 Perform a series of activities to show how in inappropriate dress can affect performance | • Effects of inappropriate dress (discomfort in activities, performance)<br>• Safety rules | • ***Creativity*** in use of knowledge in safety and leadership | • ***Responsibility*** over self and others<br>• ***Appreciation*** of knowledge in safety and health |
| | **6.1.2 Environmental Protection** | 6.1.2.1 Demonstrate safety rules on working areas<br>6.1.2.2 Perform activities to show how certain sports can have an effect on the environment or playground | • Erosion of fields | | |
| **6.2 MOVEMENT** | **6.2.1 Movement** | 6.2.1.1 Demonstrate perceptual motor learning skills | • Perceptual motor learning: (Traffic lights game, follow the leader, dribble and feint) | • ***Application*** of knowledge in Sliding, Feinting, Spinning | • ***Concentration*** and ***Endurance*** in movement<br>• ***Leadership*** in movement activities |
| **6.3 DRAWING AND COLOURING** | **6.3.1 Colour** | 6.3.1.1 Identify tertiary colours | • Intermediate colours (yellow- green, black-white) | • ***Identification of*** tertiary colours | • ***Appreciation*** of knowledge in designing a colour wheel |
| | | 6.3.1.2 Design a colour wheel | • Colour wheel | • ***Designing*** of colour wheel | |
| | **6.3.2 Imaginative Composition** | 6.3.2.1 Draw pictures based on the given themes | • Composing pictures showing light and dark (market place, an argument, bus stop) | • ***Application*** of knowledge in drawing | • ***Appreciation*** of drawing themes<br>• ***Craftsmanship*** in Imaginative composition |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | **6.3.3 Still Life** | 6.3.3.1. Draw and shade pictures | • Still objects (bones, tools, flower pots) | • ***Creativity*** in still drawing | • ***Appreciation*** of knowledge in still drawing<br>• ***Craftsmanship*** in still drawing |
| | **6.3.4 Types of Patterns** | 6.3.4.1 Design different patterns using a motif | • Types of Patterns (monochrome, contrasting, horizontal and vertical, rhythmic, traditional) | • ***Application*** in use of various designs | • ***Creativity*** in use of different patterns |
| **6.4 NOTATION** | **6.4.1 Rhythm and Tonic-sofa** | 6.4.1.1 Transcribe notes | • Note duration<br>• Bars and bar lines | • ***Application*** of knowledge in sequencing, singing, clapping and transcribing | • ***Appreciation*** of knowledge in notation |
| | | 6.4.1.2 Distribute notes into bars | | | |
| | | 6.4.1.3 Recite tonic-sofa | • Tonic-sofa | | |
| | | 6.4.1.4 Clap rhythms | • Rhythmic patterns | | |
| **6.5 AFRICAN MUSIC** | **6.5.1 Style and Form** | 6.5.1.1. Analyse the form and style of African music | • Style and form (call and response harmony, repetition) | • ***Application*** of knowledge in composing | • ***Appreciation*** of style and form in composing music |
| | | 6.5.1.2. Compose African music | • African music | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | **6.5.2. Dancing** | 6.5.2.1. Create dances in response to African music.<br>6.5.2.2 Perform dances in response to songs on reduction of poverty | • African Dance<br>• Know some songs that express ideas on poverty reduction | • ***Listening*** and ***dancing*** to African music<br>• Express personal ideas on poverty reduction through dance | • ***Appreciation*** of use of dances<br>• ***Self-expression*** in dances<br>• Appreciate self-expression in relation to poverty reduction |
| | **6.5.3. Instrument Playing** | 6.5.3.1. Play African musical instruments<br>6.5.4.1 Play African musical instruments to raise money | • Musical instruments (drum, strum, rattle)<br>• Understand the importance of charity giving in the community | • ***Analysis of*** musical instruments<br>• Being able to play the instruments to raise money for charity | • ***Appreciation of*** musical instruments<br>• Appreciate the importance of charity giving |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | **6.5.4 Music Composition** | 6.5.4.1 Compose songs based on different themes using rhythmic and harmonic melody lines | • Compose songs: (HIV and AIDS, child abuse, water, sanitation, governance, substance abuse, nutrition, health) | • ***Composing and Analysis*** of songs | • ***Awareness*** of music composition |
| **6.6 EDUCATIONAL GYMNASTICS** | **6.6.1Tumbling** | 6.6.1.1 Perform a series of tumbling activities in a sequence | • Tumbling activities with (rope, horse)<br>• Take-off : Stationary, with a short run<br>• Landing: safe landing | • ***Application*** of knowledge of tumbling activities | • ***Concentration*** through cooperative learning<br>• ***Team spirit*** through courage and self-esteem |
| | **6.6.2 Stunts** | 6.6.2.1 Perform refined floor activities | | | |
| **6.7 HEALTH AND FITNESS MANAGEMENT** | **6.7.1 Health** | 6.7.1.1 Perform a series of physical activities | • Developmental activities (obstacle, parallel bars, circuit training stations) | • ***Application*** of knowledge of hanging and lying | • ***Appreciation*** of developmental activities<br>• ***Responsibility*** over self and others |
| | **6.7.2 Fitness** | 6.7.2.1 Perform a series of developmental activities | | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.8 SPORTS SKILLS DEVELOPMENT** | **6.8.1 Games (Conventional Modified Games)** | 6.8.1.1 Perform refined sports activities and games | • basket ball<br>• soccer<br>• discus<br>• 100 metre relays<br>• 400 × 4 metre relays<br>• Trap<br>• Jumps (long and high)<br>• Orienteering<br>• Find paths<br>• Read maps<br>• Read compass | • ***Application*** of knowledge in sports activities | • ***Concentration*** through cooperative learning<br>• ***Team spirit*** through sports |
| | **6.8.2 Track and Field Events** | 6.8.2.1 Perform track and field events | | | |
| | **6.8.3 Traditional Games** | 6.8.3.1 Demonstrate simple traditional games | | | |
| | | | | | |
| **6.9 RECREATION** | **6.9.1 Dance** | 6.9.1.1 Perform dances with music from different cultures | • Dances (steps, clap, space, sequence) | • ***Creativity*** in recreation, dance and games | • ***Appreciation*** of coordination through cooperative learning<br>• Appreciate the need to spend money responsibly |
| | **6.9.2 Drug Abuse** | 6.9.2.1 Compose songs with messages on drug abuse<br>6.9.2.2 Perform a dance to show awareness of responsible use of money | • Songs on drug abuse<br>• Awareness of responsible use of money – especially in relation to drugs | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.10 CRAFTS** | **6.10.1 Weaving Plaiting and Knotting** | 6.10.1.1 Make items using different techniques<br>6.10.1.2 Make various weaved, plaited and knotted Items<br>6.10.1.3 Assess the value of local materials used to make items | • Making of (shawls, chair backs, table clothes, table mats)<br>• Know the cost of the raw materials and the value of the made product | • ***Manipulation*** of different materials<br>• ***Application*** of different techniques<br>• Looking after resources | • ***craftsmanship*** in craft work<br>• Appreciate the richness of resources that are around them and not taking them for granted |
| | **6.10.2 Picture Making** | 6.10.2.1 Describe different techniques of picture making | • Collage**,** mosaic, appliqué, montage | • ***Analysis*** of different techniques in picture making | • ***Creativity*** in making various pictures craftsmanship |
| | | 6.10.2.2 Make various types of pictures | • Picture composition | | |
| | **6.10.3 Carving** | 6.10.3.1 Carve traditional items from wood or stone. | • Carving of (sugar bowls, drums, hoe/ axe handles) | • ***Carving*** and of functional items | • ***Creativity in*** carving |
| | | 6.10.3.2 Decorate finished carved items | • Incision | | |
| | **6.10.4 General Crafts** | 6.10.4.1. Make different types of decorations using local materials | • Gourd cutting and paper decorations | • ***Designing*** of decorations using found materials | • ***Creativity*** in making different types of decorations |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | **6.10.5 Money and Art** | 6.10.4.2 Discuss importance of poverty reduction using art works<br><br>6.10.4.3 Make a piece of art to depict poverty or wealth | • A range of examples from past and present of representations of plenty and poverty in pieces of art<br><br>• Which technique to employ to bring out either plenty or poverty | • Distinguish between styles that are used to represent wealth and poverty, such as colour, style, etc.<br>• Produce a piece of art based on either plenty or poverty | • Appreciate how artists use different techniques to send messages to the observer<br><br>• Empathy for the theme chosen |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **6.11 SWIMMING** | 6.11.1 Strokes | 6.11.1.1 Demonstrate skilled strokes without buoyancy | • Side stroke<br>• Water games<br>• Buoyancy (Life jackets/aids for swimming)<br>atment<br>• Dive | • ***Application*** in swimming skills | • ***Team work*** through self-esteem and cleanliness |
| | 6.11.2 Water Games | 6.11.2.1 Perform competitions in group/relay races<br>6.11.2.2 Perform simple water games in groups. | | | |
| | 6.11.3 Survival Skills | 6.11.3.1 Perform rescue skills | | | |
| | 6.11.4 Pool Hygiene | 6.11.4.1 Demonstrate advantages of pool hygiene | | | |
| | 6.11.5 Pool Treatment | 6.11.5.1 Demonstrate the importance of treating the pool | | | |
| **6.12 LETTERING AND POSTER WORK** | 6.12.1 Lettering | 6.12.1.1 Design and make stencils | • Letter and number cutting | • ***Designing*** of letters | • ***Creativity*** in letter cutting |
| | 6.12.2 Poster Making | 6.12.2.1 Make posters depicting different situations. | • Poster making: (environmental issues, sports day, human rights.) | • ***Designing of*** posters | • ***Creativity in*** poster work |

# GRADE 7

| GENERAL OUTCOMES | COMPETENCIES |
|---|---|
| • Acquire knowledge, skills and values in fundamental movements<br>• Develop skills to improve neuromuscular coordination through participation in a variety of activities<br>• Acquire knowledge, and develop skills in drawing and pattern designing.<br>• Acquire knowledge and develop skills and values in music<br>• Develop skills to improve neuromuscular coordination through participation in a variety of practical activities<br>• Acquire knowledge, skills, values and positive attitudes to perform various sports activities, games and dances<br>• Develop skills to improve neuromuscular coordination through participation in a variety of sports activities, games music and dances to improve physical fitness<br>• Acquire knowledge, skills and understanding of their environment.<br>• Acquire knowledge, values and skills in swimming and develop basic swimming skills | • Demonstrate team work, fair play, and discipline.<br>• Demonstrate technical skills in physical activity, fine art and music. |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.1 DRAWING AND COLOURING** | **7.1.1 Colour** | 7.1.1.1 Identify complimentary colours | Colours<br>• Complimentary (red and green, yellow and violet, blue and orange) | • ***Application*** of colours | • ***Appreciation*** of colours |
| | | 7.1.1.2 Use monochromatic colours for various designs. | • Monochromatic (any single colour) | | |
| | **7.1.2 Imaginative Composition** | 7.1.2.1. Draw and shade pictures depicting subjects of local and traditional interest. | • Composing pictures (portraits, landscape, village scenery, town scape.)<br>• Tonal gradation | • ***Composition*** of pictures | • ***Appreciation*** of imaginary pictures |
| | | 7.1.2.2. Apply the principles of tonal variation. | | | |
| | **7.1.3. Figure Drawing** | 7.1.3.1. Draw figures in action | • Figure drawing<br>• Persons in different postures | • ***Drawing*** figures in action | • ***Craftsmanship in*** drawing |
| **7.2 PATTERNS** | **7.2.1 Types of Patterns** | 7.2.1.1. Use different media to make patterns | • Patterns (wax resist counter change, mechanical aids print) | • ***Designing*** of patterns | • ***Creativity*** in designing patterns |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.3 MELODY WRITING** | **7.3.1 The Staff** | 7.3.1.1 Draw bass and treble clefs<br>7.3.1.2 Transcribe music on the staff<br>7.3.1.3 Extend motifs into melodies<br>7.3.1.4 Translate melodies<br>7.3.1.5 Transpose melodies | • Staff notation: (spaces and lines, bass and treble, transposition, translation, transcribe) | • ***Application*** of knowledge in melody writing | • ***Appreciation*** of knowledge in melody writing |
| **7.4 POPULAR WORLD MUSIC** | **7.4.1. Form and Style** | 7.4.1.1. Analyse the form and style of popular world music<br>7.4.1.2 Perform world popular music | • Popular world music | • ***Application of*** skills in performing popular music | • ***Appreciation*** of knowledge in world music |
| | **7.4.2. Instrument Playing** | 7.4.2.1 Play popular musical instruments. | • Instrument playing (strum, blow, rattle, strike.) | • ***Application*** of knowledge in instrument playing | • ***Appreciation*** of instrument playing |
| | **7.4.3. Music Composition** | 7.4.3.1 Compose songs using variations of world popular music. | • Composing songs | • ***Creativity*** in composing and performing | • ***Appreciation*** of music Compositions |
| | **7.4.4 Music to enhance life** | 7.4.4.1 Describe how music is used to raise money for charity | • Music is used for raising money for charity | | • Appreciate how music is used to raise money for charity |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.5 EDUCATIONAL GYMNASTICS** | **7.5.1 Tumbling** | 7.5.1.1 Perform a series of Gymnastic activities | • Vaulting box<br>• Wooden horse<br>• Mats<br>• Refined floor activities<br>• Benches<br>• Balance | • ***Creativity*** in gymnastic activities | • ***Team work*** through cooperative learning |
| | **7.5.2 Stunts** | 7.5.2.1 Perform refined stunt activities | | | |
| **7.6 HEALTH AND FITNESS MANAGEMENT** | **7.6.1 Health** | 7.6.1.1 Perform a series of practical activities using obstacles | • Developmental activities with (obstacle, parallel bars, circuit training stations and hurdles) | • ***Application*** of knowledge in fitness activities | • ***Appreciation of*** knowledge in developmental activities |
| | **7.6.2 Fitness** | 7.6.2.1 Perform a series of developmental activities<br>7.6.2.2 Demonstrate simple circuit training | | | |
| **7.7 SPORTS SKILLS DEVELOPMENT** | **7.7.1 Games (Conventional Modified Games)** | 7.7.1.1 Perform refined sports activities<br>7.7.1.2 Demonstrate refined sporting skills | • Basket ball<br>• Discus<br>• 400 meter relays<br>• 8oo × 4 metre relays<br>• Soccer<br>• Orienteering | • ***Application of*** knowledge sports activities | • ***Team spirit*** in sports |
| | **7.7.2 Track and Field Events** | 7.7.2.1 Perform refined fundamental athletic movements | | | |
| | **7.7.3 Traditional Games** | 7.7.3.1 Perform refined traditional games | | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.8 RECREATION** | **7.8.1 Dance** | 7.8.1.1 Perform dances with music from different cultures | • Dancing and singing (steps, clap, space, sequence) | • **Creativity in** recreational activities | • ***Appreciation*** of health messages<br>• Cooperation through ***team work*** |
| | **7.8.2 Games** | 7.8.2.1 Perform structured movement in dances | | | |
| | | 7.8.2.2 Demonstrate a group choreograph simple dance | | | |
| | | 7.8.2.3 Perform games and dances with health messages | | | |
| **7.9 CONSTRUCTIONAL CRAFTS** | **7.9.1 Weaving Plaiting and Knotting** | 7.9.1.1 Make different items using materials in the local environment | Making of items (decorative wall mats, basket, table mats, fish traps, reed mats.) | • ***Application*** of different techniques in making functional items | • ***Appreciation*** of weaving, plaiting and knotting |
| | **7.9.2 Modelling** | 7.9.2.1 Model items using different techniques.<br>7.9.2.2 Make *papier machè* models.<br>7.9.2.3 Decorate finished models. | • Models of items<br>• *Papier machè* models<br>• Decorating models | • ***Modelling*** of functional items | • ***Appreciation*** of craft work |
| | **7.9.3 Construction** | 7.9.3.1 Construct different items using plastics and light metals. | • Constructing items (soft toys, cars, aeroplane, insects) | • ***Construction*** of toys<br>• Manipulation of various materials | • ***Appreciation*** of importance of toys |
| | **7.9.4 Picture Making** | 7.9.4.1 Make different pictures using paper | • Picture making: (collage, mosaic and montage.) | • ***Application*** of different techniques in picture making | • ***Creativity*** in picture making |
| | **7.9.5 Book Craft** | 7.9.5.1 Repair books by binding using different materials. | • Book repairing | • ***Binding*** of different books | • ***Creativity*** in binding |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| | **7.9.6 Carving** | 7.9.6.1 Carve different items<br>7.9.6.2 Decorate carvings using traditional patterns. | • Carving of (masks and stool, decorations) | • ***Carving*** of different items | • ***Appreciation*** of craft works |
| | **7.9.7 General Crafts** | 7.9.7.1 Make different items using man-made and natural materials. | • Making of (egg decorations, twig decorations and bead work) | • ***Identification*** and ***manipulation*** of local materials | • ***Resourcefulness*** and ***creativity*** in general crafts |
| **7.10 LEARNING ABOUT MONEY** | **7.10 1 Money and art** | 7.10.1.1 Identify existing works of art which represent wealth creation<br><br>7.10.1.2 Make different items using found materials to represent wealth creation | • A range of examples from past and present artists<br>• Techniques to employ with found materials | • **Observation** of works of art<br><br>• Creativity in representing wealth creation using found materials | • Appreciation of techniques of artists<br><br>• Empathy for chosen theme |
| **7.11 SWIMMING** | **7.11.1 Strokes** | 7.11.1.1Demonstrate strokes with correct timing. | - Side stroke<br>- Water games (baseball, basketball, polo)<br>- Spring board<br>- Diving<br>- Rescue<br>- Drown<br>- First Aid<br>- Clean | - ***Creativity*** *through* use of different survival skills | - ***Concentration*** and ***courage*** through team work in water games |
| | **7.11.2 Water Games** | 7.11.2.1 Perform water games in groups. | | | |
| | **7.11.3 Survival Skills** | 7.11.3.1 Demonstrate how to rescue a drowning person.<br>7.11.3.2 Demonstrate how to apply First Aid. | | | |
| | **7.11.4 Pool Hygiene** | 7.11.4.1 Demonstrate advantages of pool hygiene | | | |
| | **7.11.5 Pool Treatment** | 7.11.5.1 Demonstrate how to treat the pool | | | |

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
|---|---|---|---|---|---|
| | | | KNOWLEDGE | SKILLS | VALUES |
| **7.12 LETTERING AND POSTER WORK** | **7.12.1 Lettering** | 7.12.1.1 Design block and roman letters<br>7.12.1.2 Create basic calligraphy | • Letter spacing, block and roman lettering and Calligraphy. | • ***Designing of*** letters. | • ***Appreciation*** of different letters |
| | **7.12.2 Posters** | 7.12.2.1 Design posters depicting different themes.<br>7.12.2.2 Convey messages clearly on posters. | • Poster making (conservation, Social activities)<br>• Convey massages. | • ***Designing*** of posters | • ***Appreciation*** of poster work |

## SCOPE AND SEQUENCE CHART

| GRADE<br>THEME | 5 | 6 | 7 |
|---|---|---|---|
| Safety and Health | • Storage of tools | • Healthy habits<br>• Safety rules | - |
| Movement | • Movement Patterns | • Advanced movements | - |
| Posture | - | - | - |
| Drawing and Painting | • Imaginative compositions (my family, market place, hunting)<br>• Stick figures in action<br>• Portraits | • Tertiary, tints, shades<br>• Colour wheel<br>• Still objects<br>• Patterns (monochrome, contrasting, horizontal and vertical, rhythmic, traditional) | • Monochromatic colours<br>• Landscape<br>• Village scenery<br>• Town scape<br>• Persons in different postures<br>• Pattern (wax resist, counter change, print) |
| Sound | - | - | - |
| Instrument Playing Music Composition | - | • Group<br>• Individual<br>• Compose songs (rhythmic and harmonic melody lines)<br>• African music (style and form) | • Popular instruments<br>• World popular music<br>• Form and style<br>• Music to enhance life ( Music as a charity to raise money) |
| Notation | - | • Pulse<br>• Rhythm<br>• Tonic-sofa | - |
| Dance | - | • Advanced dances<br>• Poverty reduction(charity to raise money) | • Popular dances |
| Educational Gymnastics | • Apparatus agilities (beams, ladder, horizontal bars)<br>• pyramid building | • Refined floor activities<br>• Tumbling activities | • Advanced gymnastic activities (vaulting box<br>wooden horse) |
| Health and Fitness Management | • Obstacle courses (hurdles, parallel bars) | • Circuit training | • Advanced and refined activities |

| GRADE<br>THEME | 5 | 6 | 7 |
|---|---|---|---|
| Sports Skills Development | • Modified games<br>• Track and field events | • Refined sports activities and games | • Advanced sports activities and games |
| Recreation, Dance | • - | • Dances and music (different cultures)<br>• Choreograph<br>• Awareness of drugs through dance & raising money | • - |
| Crafts | • Weave simple items<br>• Plait (local materials<br>• Knot (local materials)<br>• Modelling (figures, animals, birds, insects)<br>• *Paper mache* (cups, masks)<br>• Construction (simple items)<br>• Picture making (collage, mosaic, )<br>• Carving (spoons, toys, cooking sticks)<br>• General crafts | • Weave different items<br>• Plait different items<br>• Knot different items<br>• Constructing simple looms<br>• Picture making (appliqué)<br>• Carving (wood, stone)<br>• General crafts (gourd cutting and decorations)<br>• Money and art (depict plenty, wealth & poverty, poverty reduction, importance of raising money) | • Advanced weaving, plaiting and knotting<br>• Advanced modelling<br>• Refined construction<br>• Refined picture making<br>• Book crafts<br>• Carving (masks, stools)<br>• General crafts |
| Learning about money | • Money and Art | • | • Wealth creation (how to raise money from art) |
| Swimming | • Simple rescue skills<br>• Simple skilled strokes | • Skilled strokes<br>• Competitions | • Skills with correct timing<br>• Pool hygiene<br>• Pool treatment |
| Lettering | - | • Letter cutting<br>• Posters depicting various situations | • Basic calligraphy<br>• Posters with messages |