MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....
TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....
SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.1 Safety and Health
Sub-Topic: 4.1.1 Basic Safety Rules
General Competence: Analytical Thinking, Collaboration
Specific Competence: 4.1.1.1 Use appropriate attire and tools
Major Learning Point/Activity: Identifying correct attire and tools; Using appropriate attire in specialized rooms
Lesson Goal: By the end of the lesson, learners will be able to identify and correctly use appropriate attire and tools for different expressive arts activities, ensuring personal and group safety.
Rationale: This lesson instills safety awareness and responsibility. Learners will understand that using correct attire and tools prevents accidents, promotes efficiency, and respects shared spaces. The method combines demonstration, group discussion, and practical identification to develop Analytical Thinking (observation and analysis) and Collaboration (group work). It links safety to real-life Zambian contexts like craft workshops and music rooms.
Prior Knowledge: Learners have basic experience with school uniforms and simple tools like pencils, scissors, and brooms.
References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 14).
Learning Environment:
I. Natural: –
II. Artificial: Classroom with visual aids and sample tools/attire.
III. Technological: Chalkboard, pictures of tools/attire.
Teaching and Learning Resources / Materials:

1. Chalkboard
2. Pictures of appropriate vs. inappropriate attire (e.g., aprons, closed shoes vs. loose clothing, sandals)
3. Realia: apron, safety goggles, gloves, paintbrushes, scissors, drum, skipping rope
4. Flashcards with tool names

Expected Standard: Appropriate attire and tools used correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show two pictures: one of a pupil in an apron and closed shoes painting, another in loose clothing near a spinning wheel. Ask: "Which pupil is safer? Why?" 2. "Today we learn how to dress and choose tools wisely to stay safe in art, music, and PE."	1. Observe and discuss in pairs. 2. Listen and express curiosity.	Learners identify unsafe attire and give reasons.

DEVELOPMENT	**Explanation & Demonstration:** 1. Define *attire* (clothing worn for a specific activity) and *tools* (objects used to perform tasks). 2. Explain why attire matters: prevents injury, allows movement, protects clothes. 3. Show examples: apron for painting, sports shoes for PE, closed toes for carpentry. 4. Demonstrate tool handling: how to hold scissors, carry a drum, grip a paintbrush. 5. Link to Zambian contexts: wearing gloves when weaving sisal to avoid cuts; wearing sports kit for traditional dances. **Synthesis & Group Activity:** 6. Divide learners into groups. Give each group a set of pictures/tools. Ask them to sort into "safe" and "unsafe" piles. 7. Supervise and prompt discussion: "Why is a helmet needed for cycling?" "Why not wear jewelry in PE?"	1. Listen and take notes. 2. Observe demonstrations. 3. Participate in group sorting activity. 4. Present findings to class.	Correctly sort attire and tools. Give at least two reasons for choices.
EXERCISE	**Individual Task:** 1. Draw yourself in correct attire for playing a drum. 2. List two tools you would use in a weaving lesson and state one safety rule for each. 3. True/False: It is safe to wear long loose sleeves when using a glue gun. 4. You are going to a pottery class. What will you wear and why?	1. Complete tasks individually. 2. Submit answers.	1. Drawing shows apron/smock. 2. Tools listed with correct safety rule. 3. Answer: False. 4. Apron, closed shoes – to protect from clay and dust.
HOMEWORK	"Find one tool at home used for crafts (e.g., scissors, needle). Draw it and write one safety rule for using it. Share with a family member."	Copy assignment.	Submission of drawing and written rule.
CONCLUSION	1. Recap: "Safe attire + right tools = accident-free learning." 2. Emphasize: "Safety is everyone's responsibility." 3. Preview: "Next, we will compose health-related songs."	1. Repeat key points. 2. Ask questions.	State one safety rule for art class.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.1 Safety and Health
Sub-Topic: 4.1.2 Health
General Competence: Creativity and Innovation, Communication
Specific Competence: 4.1.2.2 Compose health related songs
Major Learning Point/Activity: Singing existing health-related songs; Composing health-related songs
Lesson Goal: By the end of the lesson, learners will be able to compose and perform a short song promoting a health practice (e.g., handwashing, eating vegetables).
Rationale: Music is a powerful tool for health education. This lesson develops Creativity and Innovation (songwriting) and Communication (lyrics and performance). Learners will apply knowledge of health themes in a creative, memorable way. The method uses call-and-response, group composition, and performance, linking to Zambian musical traditions.
Prior Knowledge: Learners know simple songs and have basic understanding of health habits like brushing teeth.
References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 14).
Learning Environment:
I. Natural: –
II. Artificial: Classroom with space for movement and performance.
III. Technological: Chalkboard, drum or shaker.
Teaching and Learning Resources / Materials:

1. Chalkboard
2. Drum or shaker
3. Flashcards with health keywords: “Clean Water,” “Vegetables,” “Exercise,” “Sleep”
4. Example song lyrics on chart

Expected Standard: Health related songs composed accordingly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Sing a familiar Zambian children’s song about washing hands. Ask: “What health message does this song teach?” 2. “Today we become health messengers by creating our own health songs.”	1. Sing along. 2. Identify health message.	Learners correctly identify the health theme.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain: A health song uses rhythm and rhyme to share important health practices. 2. Discuss common health themes in	1. Listen and repeat example. 2. Brainstorm in groups. 3. Create lyrics	Group creates a coherent song with a clear health message.

	Zambia: malaria prevention, clean water, nutrition, exercise. 3. Demonstrate song structure: verse (message), chorus (repeat), rhythm (clapping pattern). 4. Show example: "Wash your hands with soap and water, keep the germs away!" (to the tune of "Fye Fye"). **Synthesis & Group Activity:** 5. Divide learners into small groups. Assign each a health theme (e.g., "Drink Clean Water," "Eat Fruits"). 6. Guide groups to create 2–4 line lyrics and a simple clapping rhythm. 7. Encourage use of local languages (Bemba, Nyanja, etc.).	and rhythm. 4. Practice performing.	
EXERCISE	**Individual Task:** 1. Write one verse of a song about brushing teeth. 2. What health topic would you choose for a song to teach younger siblings? Why? 3. Clap the rhythm of your favorite health song. 4. Perform your group's song with actions.	1. Write lyrics. 2. Share ideas. 3. Perform rhythm and song.	Lyrics are relevant and rhythmic. Performance is confident.
HOMEWORK	"Teach your health song to one family member. Write down their feedback."	Copy assignment.	Submission of written feedback.
CONCLUSION	1. Recap: "Songs make health lessons fun and memorable." 2. Emphasize: "You can use music to educate your community." 3. Preview: "Next, we learn structured movements."	1. Share one thing learned. 2. Sing one line from their song.	Can explain how music promotes health awareness.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.2 Movement

Sub-Topic: 4.2.1 Structured Movements

Specific Competence: 4.2.1.1 Perform structured movements

Major Learning Point/Activity: Performing structured movements (Dumb bells, Climbing ropes, skipping ropes…)

Lesson Goal: By the end of the lesson, learners will be able to perform a sequence of structured movements using equipment like skipping ropes and dumb bells with coordination and safety.

Rationale: Structured movements develop physical coordination, rhythm, and discipline. This lesson integrates teamwork and motor skills, linking to Zambian traditional games and modern fitness. The method uses demonstration, guided practice, and peer feedback to build confidence and body awareness.

Prior Knowledge: Learners have experience running, jumping, and playing simple games.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 14).

Learning Environment:

I. Natural: Outdoor playground (if available).

II. Artificial: Hall or cleared classroom.

III. Technological: Whistle, drum for rhythm.

Teaching and Learning Resources / Materials:

1. Skipping ropes
2. Light dumb bells (or water bottles filled with sand)
3. Cones/markers
4. Drum or tambourine

Expected Standard: Structured movements performed accurately.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Lead a simple warm-up: marching on the spot, arm circles. Ask: "Why do we warm up?" 2. "Today we will learn structured movements like those in traditional Zambian dances and modern exercises."	1. Participate in warm-up. 2. Respond: "To prepare our muscles."	Learners perform warm-up with engagement.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *structured movements*: planned, repeated physical actions with a purpose (e.g., fitness, skill). 2. Demonstrate each movement sequence: a) Skipping: basic two-foot jump, alternating feet. b) Dumb bell curls: hold, lift to	1. Watch demonstrations carefully. 2. Practice at stations. 3. Follow routine with peers.	Perform each movement with correct form and sequence.

	shoulder, lower. c) Rope climb simulation: hand-over-hand pulling motion. 3. Emphasize safety: space between learners, correct grip, controlled motions. 4. Link to Zambian context: skipping like *Chiyanda* game; arm movements like *Makishi* dance motions. **Synthesis & Group Practice:** 5. Divide learners into stations: skipping, dumb bells, rope simulation. 6. Rotate groups every 5 minutes. Provide individual feedback. 7. Combine movements into a short routine: 10 skips, 5 curls, 5 rope pulls.		
EXERCISE	**Individual Task:** 1. Demonstrate the skipping sequence you learned. 2. Why is it important to keep your back straight during dumb bell curls? 3. Create a 3-movement sequence using skipping and arm movements. 4. Teach your sequence to a partner.	1. Perform skipping. 2. Answer: "To avoid back injury." 3. Create and teach sequence.	Sequence is logical and safely performed.
HOMEWORK	"Practice the skipping routine at home. Teach one family member. Write down how many skips you can do without stopping."	Copy assignment.	Record of practice and teaching.
CONCLUSION	1. Recap: "Structured movements build strength, coordination, and discipline." 2. Emphasize: "Regular practice improves health." 3. Preview: "Next, we will learn balancing skills."	1. Share one benefit of structured movements. 2. Perform one movement from the routine.	Can name two types of structured movements.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.2 Movement

Sub-Topic: 4.2.1 Structured Movements

Specific Competence: 4.2.1.2 Display balancing skills using various equipment

Major Learning Point/Activity: Displaying balancing skills using various equipment (bottle race, hula hoop…)

Lesson Goal: By the end of the lesson, learners will be able to demonstrate static and dynamic balancing skills using equipment like bottles and hula hoops with control and focus.

Rationale: Balancing skills enhance body awareness, concentration, and core strength. This lesson connects to Zambian games like bottle racing and traditional dance poses. The method uses guided exploration, peer support, and progressive challenges to build confidence and physical literacy.

Prior Knowledge: Learners can stand on one foot briefly and walk in a straight line.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 14).

Learning Environment:

I. Natural: Outdoor flat ground.

II. Artificial: Hall with mats (if available).

III. Technological: –

Teaching and Learning Resources / Materials:

1. Plastic bottles (filled with water/sand)
2. Hula hoops
3. Bean bags (optional)
4. Cones for pathways

Expected Standard: Balancing skills using various equipment displayed skillfully.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Ask learners to stand on one foot for 10 seconds. "What helps you keep balance?" 2. "Today we will learn balancing skills using bottles and hula hoops, like in Zambian bottle races."	1. Attempt balancing. 2. Suggest: "Focus, strong legs."	Learners attempt balance with focus.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *balance*: ability to hold your body steady without falling. 2. Demonstrate: a) Static balance: stand on one foot, arms out. b) Dynamic balance: walk along a straight line, heel-to-toe. c) Bottle balance: place bottle on	1. Observe and imitate. 2. Practice at stations. 3. Create and perform routine.	Perform at least two balancing skills with control.

	head, walk slowly. d) Hula hoop balance: spin hoop on arm while standing on one foot. 3. Explain key points: focus eyes ahead, engage core, use arms for stability. 4. Relate to Zambia: bottle carrying in rural areas; balancing pots on head. **Synthesis & Group Activity:** 5. Set up stations: bottle balance, hula hoop, line walking. 6. Learners rotate in groups. Encourage peer spotting for safety. 7. Challenge: create a short balance routine combining two skills.		
EXERCISE	**Individual Task:** 1. Walk 5 steps with a bottle on your head without dropping it. 2. Why is it easier to balance with arms stretched out? 3. Design a balance challenge for a friend using a hula hoop. 4. Demonstrate your balance routine.	1. Perform bottle walk. 2. Answer: "Arms help distribute weight and adjust position." 3. Create challenge. 4. Perform routine.	Bottle walk completed without drop. Challenge is safe and clear.
HOMEWORK	"Practice balancing on one foot while brushing your teeth. Record how long you can balance each day for three days."	Copy assignment.	Submission of recorded times.
CONCLUSION	1. Recap: "Balance is key for many sports and daily activities." 2. Emphasize: "Practice improves balance and prevents falls." 3. Preview: "Next, we start drawing lines."	1. State one use of balancing in daily life. 2. Demonstrate one balance pose.	Can name two pieces of equipment used for balancing.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting

Sub-Topic: 4.3.1 Elements of Art

Specific Competence: 4.3.1.1 Draw different lines

Major Learning Point/Activity: Identifying types of lines; Drawing lines (straight, curved, diagonal, centre)

Lesson Goal: By the end of the lesson, learners will be able to identify and draw four types of lines (straight, curved, diagonal, centre) and use them to create simple patterns.

Rationale: Lines are the foundation of visual art. This lesson develops observation, fine motor skills, and creative expression. Learners will apply lines in Zambian contexts like basket weaving patterns and mural designs. The method combines demonstration, guided practice, and creative exploration.

Prior Knowledge: Learners can hold a pencil and make basic marks on paper.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 14).

Learning Environment:

I. Natural: –

II. Artificial: Art room or classroom with desks.

III. Technological: Chalkboard, visual aids.

Teaching and Learning Resources / Materials:

1. Chalkboard
2. Drawing paper
3. Pencils, rulers
4. Examples of lines in nature and art (photos of zebra stripes, river curves, road lines)

Expected Standard: Lines drawn correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show images: a straight road, a winding river, a slanting roof. "What do you see? These are different types of lines." 2. "Today we will learn to draw lines, the building blocks of all drawings."	1. Identify lines in images. 2. Show interest.	Learners correctly identify at least two line types.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *line*: a mark that moves across a surface. 2. Introduce four line types: a) Straight: like a ruler edge. b) Curved: like a rainbow. c) Diagonal: slanted, like a slide. d) Centre: a line that divides something into equal halves.	1. Listen and watch. 2. Practice drawing lines. 3. Create a line pattern.	Draw each line type accurately. Pattern incorporates at least two line types.

	3. Demonstrate drawing each with ruler or freehand. 4. Show Zambian examples: straight lines in Kente cloth patterns; curved lines in Tonga basket designs. **Synthesis & Guided Practice:** 5. Learners practice drawing each line type on paper. 6. Task: combine lines to make a simple pattern (e.g., straight and curved lines alternating). 7. Walk around to assist and encourage.		
EXERCISE	**Individual Task:** 1. Draw a straight line 10 cm long using a ruler. 2. Draw a curved line to show a snake moving. 3. Use diagonal lines to create a roof shape. 4. Draw a centre line through a circle.	1. Use ruler for straight line. 2. Draw freehand curve. 3. Create roof shape. 4. Divide circle evenly.	Lines are clean and match descriptions.
HOMEWORK	"Look for lines in your home (e.g., window frames, furniture edges). Draw three different lines you find and label them."	Copy assignment.	Submission of labeled drawings.
CONCLUSION	1. Recap: "Lines can show direction, shape, and movement." 2. Emphasize: "Artists use lines to express ideas." 3. Preview: "Next, we will draw different objects."	1. Name the four line types. 2. Show their favorite line drawing.	Can define and draw one straight and one curved line.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting

Sub-Topic: 4.3.1 Elements of Art

Specific Competence: 4.3.1.2 Draw different objects

Major Learning Point/Activity: Drawing different objects (fruits, pots, cups, flowers…)

Lesson Goal: By the end of the lesson, learners will be able to observe and draw simple objects from their environment (e.g., a cup or fruit) with basic shape accuracy.

Rationale: Drawing objects develops observation, hand-eye coordination, and attention to detail. This lesson connects to Zambian daily life—drawing local fruits like mangoes or traditional pots. The method uses step-by-step guided drawing, peer sharing, and constructive feedback.

Prior Knowledge: Learners can draw basic shapes (circle, square).

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 15).

Learning Environment:

I. Natural: –

II. Artificial: Classroom with good lighting.

III. Technological: Chalkboard, real objects for observation.

Teaching and Learning Resources / Materials:

1. Real objects: banana, cup, small pot, flower
2. Drawing paper, pencils, erasers
3. Chalkboard
4. Examples of simple object drawings

Expected Standard: Different objects drawn correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Hold up a banana and a cup. "What shapes do you see? How would you draw them?" 2. "Today we will learn to draw objects by looking at their shapes and sizes."	1. Identify shapes (cylinder, oval). 2. Suggest drawing steps.	Learners identify basic shapes in objects.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain: Drawing objects starts with simple shapes (circles, rectangles, triangles). 2. Demonstrate step-by-step: a) Cup: draw an oval for top, cylinder for body, handle as curved line. b) Banana: draw curved line, fill shape. c) Pot: circle for opening, curved	1. Watch demonstration. 2. Select object and draw. 3. Share and discuss with partner.	Drawing resembles the chosen object in shape and proportion.

	sides, base. 3. Emphasize observation: look at object's proportions, light/shadow. 4. Relate to Zambia: drawing a clay *nshima* pot; drawing a mango from the market. **Synthesis & Guided Practice:** 5. Place objects on each table. Learners choose one to draw. 6. Encourage light sketching first, then details. 7. Pair learners to give feedback: "What shapes did your partner use?"		
EXERCISE	**Individual Task:** 1. Draw the cup you see on the table. 2. Add one detail to make your drawing more realistic (e.g., handle, pattern). 3. Swap drawings with a friend and identify the shapes they used. 4. Draw a fruit you eat at home.	1. Draw cup accurately. 2. Add detail. 3. Give feedback. 4. Draw fruit from memory.	Cup drawing is recognizable. Fruit drawing shows identifiable features.
HOMEWORK	"Draw an object you use every day (e.g., spoon, toothbrush). Write one sentence describing its shape."	Copy assignment.	Submission of drawing and sentence.
CONCLUSION	1. Recap: "Break objects into simple shapes to draw them easily." 2. Emphasize: "Practice makes your drawings better." 3. Preview: "Next, we will mix primary colours."	1. Share one tip for drawing objects. 2. Display their drawing.	Can name two steps in drawing an object.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting

Sub-Topic: 4.3.2 Colour

Specific Competence: 4.3.2.1 Mix two primary colours

Major Learning Point/Activity: Mixing any two primary colours

Lesson Goal: By the end of the lesson, learners will be able to mix two primary colours (red, yellow, blue) to create secondary colours and predict the outcomes of different combinations.

Rationale: Colour mixing is a fundamental art skill that fosters experimentation, prediction, and creativity. This lesson links to Zambian crafts like dyeing fabrics and painting murals. The hands-on method encourages discovery and reinforces colour theory in a memorable way.

Prior Knowledge: Learners can identify basic colours: red, yellow, blue.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 15).

Learning Environment:

I. Natural: –

II. Artificial: Art room with washable surfaces.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Primary colour paints (red, yellow, blue) in cups
2. Paintbrushes, mixing palettes (or plastic plates)
3. Paper for testing
4. Colour wheel chart
5. Aprons or old shirts

Expected Standard: Primary colours mixed correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show three cups of red, yellow, blue paint. "What happens if we mix red and yellow?" 2. "Today we will be colour scientists—mixing primary colours to create new ones!"	1. Predict: "Orange?" 2. Show excitement.	Learners make a prediction about mixing.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *primary colours*: colours that cannot be made by mixing others (red, yellow, blue). 2. Demonstrate mixing on palette: a) Red + Yellow = Orange b) Blue + Yellow = Green c) Red + Blue = Violet (Purple) 3. Explain proportions: more yellow than red makes bright	1. Watch closely. 2. Mix colours with partner. 3. Create swatches and label.	Swatches show correct secondary colours.

	orange; equal parts make brown if overmixed. 4. Relate to Zambia: mixing dyes for *Chitenge* fabric; natural dyes from plants. **Synthesis & Hands-On Activity:** 5. Distribute paints and palettes. Learners work in pairs to mix all three combinations. 6. Guide them to record results on paper swatches. 7. Challenge: "Can you make a light green? A dark purple?"		
EXERCISE	**Individual Task:** 1. Mix red and blue to make violet. Paint a small shape with it. 2. What two colours would you mix to get green? 3. Predict: If you mix all three primary colours, what might you get? Try it. 4. Create a simple painting using one primary and one secondary colour.	1. Mix and paint violet shape. 2. Answer: Blue and yellow. 3. Experiment and observe (likely brown/grey). 4. Paint a simple composition.	Correctly identifies mixing pairs. Painting uses both primary and secondary colour.
HOMEWORK	"Find two objects at home—one primary colour, one secondary colour. Draw them and label the colours."	Copy assignment.	Submission of labeled drawing.
CONCLUSION	1. Recap: "Primary colours are the parents of all other colours." 2. Emphasize: "Mixing colours lets artists create exactly what they imagine." 3. Preview: "Next, we will identify secondary colours."	1. Name the three secondary colours. 2. Show their favourite mix.	Can state which two primaries make orange.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting

Sub-Topic: 4.3.2 Colour

Specific Competence: 4.3.2.2 Identify secondary colours

Major Learning Point/Activity: Identifying secondary colours (orange, violet and green)

Lesson Goal: By the end of the lesson, learners will be able to confidently identify secondary colours (orange, violet, green) in artworks, nature, and everyday objects.

Rationale: Recognising secondary colours enhances visual literacy and appreciation of art and environment. This lesson connects to Zambian flora (green leaves, violet flowers, orange sunsets). The method uses scavenger hunts, group discussion, and art analysis to reinforce learning.

Prior Knowledge: Learners know primary colours and have mixed secondary colours in the previous lesson.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 15).

Learning Environment:

I. Natural: Outdoor area (if possible).

II. Artificial: Classroom with colour charts and objects.

III. Technological: Colour images on chalkboard.

Teaching and Learning Resources / Materials:

1. Colour flash cards (orange, violet, green)
2. Objects in secondary colours: orange fruit, green leaf, violet cloth
3. Art prints or pictures showing secondary colours prominently
4. Worksheets for colour identification

Expected Standard: Secondary colours identified correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show three coloured cards: orange, violet, green. "Who can name these colours? Where have you seen them?" 2. "Today we become colour detectives, spotting secondary colours all around us."	1. Name colours. 2. Give examples: orange sunset, green grass, violet flowers.	Learners correctly name the three secondary colours.
DEVELOPMENT	**Explanation & Demonstration:** 1. Review: Secondary colours are made by mixing two primary colours. 2. Show examples in Zambian context: a) Orange: marigold flowers, ripe mangoes. b) Green: maize	1. Listen and observe. 2. Participate in colour hunt. 3. Complete worksheet.	Group finds at least one object per secondary colour. Worksheet correctly coloured.

	plants, *Chitenge* with green patterns. c) Violet: Jacaranda flowers, some traditional beads. 3. Use art prints: point out secondary colours in a Zambian landscape painting. **Synthesis & Group Activity:** 4. "Colour Hunt": In small groups, learners find objects in the classroom that match each secondary colour. 5. Each group presents their findings. 6. Worksheet: colour-in shapes using only secondary colours.		
EXERCISE	**Individual Task:** 1. Circle all the green objects in a given picture. 2. Draw and colour an orange fruit you like to eat. 3. Look out the window. Name one thing that is violet (or purple). 4. Create a pattern using only secondary colours.	1. Identify green objects. 2. Draw and colour fruit. 3. Observe and name. 4. Design pattern.	Correctly identifies secondary colours in tasks. Pattern uses only orange, green, violet.
HOMEWORK	"Find three items at home: one orange, one green, one violet. List them and describe where you found them."	Copy assignment.	Submission of list with correct colour identification.
CONCLUSION	1. Recap: "Secondary colours are everywhere in nature and art." 2. Emphasize: "Knowing colours helps us describe our world better." 3. Preview: "Next, we will paint from observation."	1. Name the three secondary colours without hints. 2. Share one new thing they noticed about colours today.	Can identify secondary colours in a given image.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting

Sub-Topic: 4.3.3 Painting from Observation

Specific Competence: 4.3.3.1 Paint from nature

Major Learning Point/Activity: Painting objects from observation (fruits, trees, flowers…)

Lesson Goal: By the end of the lesson, learners will be able to observe a natural object (e.g., a leaf or fruit) and create a painting that captures its basic shape, colour, and texture.

Rationale: Painting from observation develops attention to detail, patience, and appreciation for nature. This lesson connects to Zambia's rich natural environment. The method encourages close looking, colour matching, and expressive brushwork, fostering a connection between art and the environment.

Prior Knowledge: Learners can identify colours and draw simple shapes.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 15).

Learning Environment:

I. Natural: Outdoor garden or school grounds (if feasible).

II. Artificial: Classroom with natural light and still-life setup.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Natural objects: leaves, flowers, fruits (mango, banana)
2. Watercolour or poster paints, brushes, water containers
3. Painting paper, palettes
4. Aprons, rags

Expected Standard: Observed objects painted accordingly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Hold up a leaf. "Look closely at its shape, colour, lines. How would you paint it?" 2. "Today we will be nature artists, painting what we see, not what we imagine."	1. Describe leaf details. 2. Show interest in painting from real object.	Learners describe at least two features of the leaf.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *observation painting*: looking carefully and painting exactly what you see. 2. Demonstrate steps: a) Choose object, examine its shape, colour, texture. b) Lightly sketch outline on paper. c) Mix paint to match object's colour.	1. Watch demonstration. 2. Select object and observe closely. 3. Sketch and paint.	Painting shows resemblance to chosen object in shape and colour.

	d) Paint inside lines, add details like veins or spots. 3. Show Zambian example: painting a *mlombwa* tree leaf or a guava. **Synthesis & Guided Practice:** 4. Distribute objects (leaves, flowers). Learners select one to paint. 5. Encourage them to look, then paint, then look again. 6. Walk around giving tips: "Is your leaf darker green at the edges?"		
EXERCISE	**Individual Task:** 1. Paint the leaf you have been given. 2. Write one word that describes its texture (e.g., smooth, rough). 3. Compare your painting to the real object. What is similar? 4. Paint a second object (e.g., a flower) using the same careful observation.	1. Complete leaf painting. 2. Describe texture. 3. Self-assess. 4. Paint another object.	Painting captures basic shape and colour. Self-assessment is thoughtful.
HOMEWORK	"Find a natural object outside your home (e.g., a stone, a twig). Paint it on paper and bring it to class."	Copy assignment.	Submission of painting with a brief description.
CONCLUSION	1. Recap: "Observation helps us paint more realistically." 2. Emphasize: "Nature is a great teacher for artists." 3. Preview: "Next, we will create imaginative compositions."	1. Share one thing they learned about observing. 2. Display their painting.	Can state one difference between painting from observation and from memory.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting

Sub-Topic: 4.3.4 Imaginative Composition

Specific Competence: 4.3.4.1 Create imaginative composition in colour

Major Learning Point/Activity: Creating imaginative compositions in colour (extended family, climate change…)

Lesson Goal: By the end of the lesson, learners will be able to create an original coloured drawing based on a theme (e.g., "My Family" or "A Clean Zambia") using their imagination and previous art skills.

Rationale: Imaginative composition encourages creativity, storytelling, and personal expression. This lesson integrates themes relevant to Zambia (family, environment) and allows learners to apply line, shape, and colour skills. The method fosters innovation, planning, and sharing ideas in a supportive setting.

Prior Knowledge: Learners can draw objects, mix colours, and paint from observation.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 15).

Learning Environment:

I. Natural: –

II. Artificial: Well-lit art room.

III. Technological: Chalkboard for theme prompts.

Teaching and Learning Resources / Materials:

1. Drawing paper, coloured pencils, crayons, or paints
2. Chalkboard
3. Example drawings on themes
4. Theme prompts written on cards: "My Family Celebration," "A Green Zambia," "A Day at the Market"

Expected Standard: Imaginative composition in colour created appropriately.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a picture of a busy market scene. "What story does this picture tell? What if you could create your own picture about something important to you?" 2. "Today you will be the artist and storyteller—creating your own imaginative drawing in colour."	1. Discuss the story in the picture. 2. Brainstorm personal ideas.	Learners engage in discussion and share ideas.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *imaginative composition*: a drawing that comes from your mind, not from looking at something real. 2. Explain steps: a) Choose a theme (e.g., "My Extended Family," "Stopping	1. Listen and plan. 2. Select theme and start drawing. 3. Share work-in-progress with peers.	Composition has a clear theme and uses colour intentionally.

	Climate Change"). b) Plan: sketch lightly, arrange elements (people, objects, background). c) Add colour to express feelings (e.g., bright colours for happiness, dark for serious topics). 3. Show Zambian examples: drawing of a family gathering; poster about planting trees. **Synthesis & Creative Work:** 4. Learners select a theme from provided prompts or choose their own. 5. Give time to sketch, then colour. 6. Encourage peer feedback: "What story does your friend's drawing tell?"		
EXERCISE	**Individual Task:** 1. Create an imaginative drawing about "A Day with My Grandparents." 2. Use at least three different colours in your drawing. 3. Write one sentence explaining your drawing. 4. Share your drawing with a partner and listen to their interpretation.	1. Draw based on theme. 2. Apply colour. 3. Write explanation. 4. Share and discuss.	Drawing is original, coloured, and accompanied by a relevant sentence.
HOMEWORK	"Create another imaginative drawing on the theme 'A Clean School.' Use colours that show a healthy environment."	Copy assignment.	Submission of drawing with theme evident.
CONCLUSION	1. Recap: "Your imagination is a powerful tool for creating art." 2. Emphasize: "Art can share messages and inspire others." 3. Preview: "Next, we will learn musical notation."	1. Share one thing they enjoyed about creating their own composition. 2. Display drawing.	Can explain the theme of their composition.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting (Review & Integration)

Sub-Topic: Integrating Lines, Objects, Colours

General Competence: Creativity and Innovation, Critical Thinking

Specific Competence: Review of 4.3.1.1, 4.3.1.2, 4.3.2.1, 4.3.2.2

Major Learning Point/Activity: Creating a complete artwork using lines, drawn objects, mixed colours, and observation

Lesson Goal: By the end of the lesson, learners will be able to produce a finished artwork that incorporates lines, an object drawn from observation, mixed secondary colours, and imaginative elements.

Rationale: This integrative lesson reinforces previous skills and promotes synthesis and creative confidence. Learners will see how different art elements work together. The method encourages planning, experimentation, and self-expression, linking to Zambian cultural artistry.

Prior Knowledge: Learners have practiced drawing lines, objects, colour mixing, and painting from observation.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Pages 14–15).

Learning Environment:

I. Natural: –

II. Artificial: Art room with various materials.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Drawing paper, pencils, erasers
2. Paints (primary colours only), brushes, palettes
3. Real object for observation (e.g., a pot or fruit)
4. Visual aids showing combined elements

Expected Standard: Artwork demonstrates correct use of lines, object drawing, colour mixing, and creative composition.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Display a simple artwork that uses lines, a real object, mixed colours, and imagination. "What skills do you recognise from our past lessons?" 2. "Today you will combine all your skills to create one masterpiece."	1. Identify lines, objects, colours. 2. Show readiness to create.	Learners identify at least two previously learned skills in the example.
DEVELOPMENT	**Explanation & Demonstration:** 1. Recap: lines give structure, objects from observation add realism, colour mixing creates variety, imagination adds story.	1. Listen and observe. 2. Plan and create their own integrated artwork.	Artwork includes at least three required elements.

	2. Demonstrate creating a combined artwork step-by-step: a) Draw a border using different lines (straight, curved). b) Draw a real object (e.g., a mango) from observation in the centre. c) Mix two primary colours to create a secondary colour for the background. d) Add imaginative elements (e.g., a person holding the mango, a sun in the sky). **Synthesis & Creative Work:** 3. Learners work independently on their artwork. 4. Circulate to provide guidance: "Have you used a curved line? Is your object recognisable?"		
EXERCISE	**Individual Task:** 1. Create your integrated artwork on the theme "My Favorite Zambian Fruit." 2. Ensure your artwork has: a border of lines, the fruit drawn from observation, a mixed colour background, and one imaginative addition. 3. Write a title for your artwork. 4. Exchange artworks with a classmate and give one compliment.	1. Create artwork. 2. Check elements. 3. Title artwork. 4. Share and give feedback.	Artwork includes all four elements. Title is relevant.
HOMEWORK	"Show your artwork to a family member. Ask them what they like about it and write down their comment."	Copy assignment.	Submission of artwork with family comment.
CONCLUSION	1. Recap: "Great artists combine many skills to create something unique." 2. Emphasize: "You have learned the foundation of drawing and painting." 3. Preview: "Next, we begin music with musical notes."	1. Share one skill they feel most confident in. 2. Display artwork.	Can name the four elements integrated in their artwork.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.3 Drawing and Painting (Extension & Reflection)
Sub-Topic: Art in Our Community
General Competence: Communication, Environmental Sustainability
Specific Competence: Applying art skills to community themes
Major Learning Point/Activity: Creating a poster or drawing that communicates a community message (e.g., clean water, respect elders) using learned skills.
Lesson Goal: By the end of the lesson, learners will be able to design a simple visual message (poster/drawing) that applies art elements to promote a positive community value.
Rationale: Art serves as a tool for social communication and change. This lesson connects art to civic responsibility and environmental care in Zambia. Learners will synthesize skills to create meaningful artwork, fostering pride and awareness.
Prior Knowledge: Learners can draw, paint, and compose imaginatively.
References: 2024 Expressive Arts Syllabus Grade 4–6 (Pages 14–15, cross-cutting themes).
Learning Environment:
I. Natural: –
II. Artificial: Classroom with display space.
III. Technological: Chalkboard with community theme examples.
Teaching and Learning Resources / Materials:

1. Poster paper, markers, crayons, paints
2. Chalkboard
3. Examples of community posters (e.g., health, environment)
4. Theme cards: "Keep Our Water Clean," "Plant a Tree," "Respect Our Elders"

Expected Standard: Artwork effectively communicates a community message using appropriate art elements.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a poster about malaria prevention. "What is this poster saying? How does the art help share the message?" 2. "Today you will use your art skills to create a message for our community."	1. Interpret the poster. 2. Suggest how art conveys messages.	Learners identify the message and one visual element used.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain: Art can educate, remind, and inspire action. 2. Discuss Zambian community values: caring for environment, health, unity. 3. Demonstrate designing a poster:	1. Listen and plan. 2. Select message and create poster.	Poster has a clear message and uses visual elements effectively.

	a) Choose a clear message (e.g., "Use Trash Bins"). b) Sketch layout: big bold letters, central image, colours that attract attention. c) Use lines for borders, draw objects related to the message, mix colours for impact. **Synthesis & Creative Work:** 4. Learners pick a theme card or create their own. 5. Create a poster/drawing that communicates their chosen message. 6. Encourage neat lettering and vibrant colours.		
EXERCISE	**Individual Task:** 1. Create a poster with the message "Clean Water for All." 2. Include a drawing of a clean water source and a polluted one for contrast. 3. Use mixed green and blue in your poster. 4. Present your poster to a small group and explain your choices.	1. Design poster. 2. Include contrast images. 3. Use mixed colours. 4. Present and explain.	Poster communicates message clearly. Presentation is confident.
HOMEWORK	"Display your poster at home or in your neighbourhood. Ask one person what they think the message is and write down their response."	Copy assignment.	Submission of written response from viewer.
CONCLUSION	1. Recap: "Art is not just beautiful—it can change minds and behaviors." 2. Emphasize: "You are young artists with a voice." 3. Preview: "Next week, we begin music notation."	1. Share one community issue they care about. 2. State how art can help address it.	Can explain how their poster delivers a message.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.4 Notation

Sub-Topic: 4.4.1 Musical Notes

General Competence: Analytical Thinking, Communication

Specific Competence: 4.4.1.1 Perform musical notes

Major Learning Point/Activity: Identifying musical notes (semi-brave minim, crochet and quaver); Performing musical notes

Lesson Goal: By the end of the lesson, learners will be able to identify and clap/play the rhythmic values of three basic musical notes: minim, crotchet, and quaver.

Rationale: Understanding musical notation is foundational for music literacy. This lesson develops auditory discrimination, rhythm skills, and coordination. Learners will relate note values to Zambian traditional rhythms and clapping games. The method uses visual aids, call-and-response, and body percussion to make abstract symbols tangible.

Prior Knowledge: Learners have experience clapping rhythms and singing simple songs.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 16).

Learning Environment:

I. Natural: –

II. Artificial: Classroom with space for movement.

III. Technological: Chalkboard, hand drum.

Teaching and Learning Resources / Materials:

1. Large flashcards of minim (½), crotchet (¼), quaver (⅛)
2. Hand drum or tambourine
3. Chalkboard with note symbols drawn
4. Sticks or clapping hands

Expected Standard: Musical notes performed correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Clap a simple rhythm: long (hold), short, very short. "What did you hear? These are different musical notes." 2. "Today we learn the symbols for these sounds and how to play them."	1. Imitate clapping. 2. Guess which is longest/shortest.	Learners distinguish between long and short sounds by clapping.
DEVELOPMENT	**Explanation & Demonstration:** 1. Show flashcards: minim (2 beats), crotchet (1 beat), quaver (½ beat). 2. Explain using analogy: minim is a walking elephant (slow), crotchet is walking person, quaver is running	1. Look at symbols and associate with animal sounds. 2. Practice clapping each note. 3. Participate in call-and-response and	Correctly clap the duration of each note when shown the symbol.

	mouse. 3. Demonstrate clapping/tapping each note's duration with drum. 4. Relate to Zambian music: quavers in *Kalindula* rhythm; minims in ceremonial drumming. **Synthesis & Group Activity:** 5. Learners form circles. Teacher shows a card, and learners clap the rhythm together. 6. Call-and-response: Teacher claps a pattern using two note types, learners echo. 7. Small groups create a 4-beat pattern using only minims and crotchets.	group creation.	
EXERCISE	**Individual Task:** 1. Draw a minim and write how many beats it holds. 2. Clap two crotchets followed by four quavers. 3. Which note is shortest: minim, crotchet, or quaver? 4. Create a simple body percussion pattern using one minim and two crotchets.	1. Draw and label. 2. Clap sequence. 3. Answer: quaver. 4. Create and perform pattern.	Clapped sequence is accurate. Pattern uses correct note durations.
HOMEWORK	"Find a song you like at home. Clap its rhythm and identify if you hear long (minim) or short (quaver) sounds. Report tomorrow."	Copy assignment.	Submission of brief description of song rhythm.
CONCLUSION	1. Recap: "Musical notes tell us how long to play a sound." 2. Emphasize: "Reading notes helps us play music together." 3. Preview: "Next, we compose simple rhythmic patterns."	1. Name the three notes and their beat values. 2. Perform one note correctly.	Can identify and perform a crotchet and a minim.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.4 Notation

Sub-Topic: 4.4.2 Simple Rhythmic Patterns

General Competence: Creativity and Innovation, Collaboration

Specific Competence: 4.4.2.1 Compose simple rhythmic pattern

Major Learning Point/Activity: Composing simple rhythmic patterns

Lesson Goal: By the end of the lesson, learners will be able to create and perform an original 4-beat rhythmic pattern using notes learned (minim, crotchet, quaver).

Rationale: Composing rhythms fosters creativity, mathematical thinking (fractions of beats), and ensemble skills. This lesson connects to Zambian call-and-response traditions and modern music creation. The method encourages experimentation, peer feedback, and performance confidence.

Prior Knowledge: Learners can identify and perform minim, crotchet, and quaver.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 16).

Learning Environment:

I. Natural: –

II. Artificial: Classroom with clear floor for stomping/body percussion.

III. Technological: Chalkboard, simple drum.

Teaching and Learning Resources / Materials:

1. Note value cards (minim, crotchet, quaver)
2. Drum or shaker
3. Chalkboard
4. Paper and pencils for sketching patterns

Expected Standard: Simple rhythmic patterns composed creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Perform a 4-beat pattern: "ta ta ta-ah" (crotchet, crotchet, minim). "Can you clap it back? Now try to change one part." 2. "Today you will become rhythm composers—creating your own musical patterns."	1. Echo the pattern. 2. Attempt a variation.	Learners successfully echo the given pattern.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *rhythmic pattern*: a sequence of notes and rests that repeats. 2. Show how to build a 4-beat pattern: e.g., crotchet + quaver + quaver + minim. 3. Use body percussion: clap, stomp, snap to demonstrate different sounds for the same rhythm.	1. Listen and observe. 2. Collaborate to arrange cards and create pattern. 3. Practice and perform.	Group creates a logical 4-beat pattern and performs it cohesively.

	4. Relate to Zambia: traditional *Chikokoshi* rhythm patterns; modern Zambian hip-hop beats. **Synthesis & Group Activity:** 5. In small groups, learners use note cards to arrange a 4-beat pattern. 6. Each group practices performing their pattern with clapping and stomping. 7. Groups perform for the class; others identify the note sequence.		
EXERCISE	**Individual Task:** 1. Compose your own 4-beat rhythm using at least two different note types. 2. Write it using symbols or words (e.g., "long, short, short, long"). 3. Perform your rhythm using body percussion. 4. Teach your rhythm to a partner.	1. Compose and notate. 2. Perform. 3. Teach and learn partner's rhythm.	Rhythm is 4 beats long, uses at least two note types, and is performable.
HOMEWORK	"Compose a rhythm pattern for a family member's name (e.g., Ma-ry = crotchet + quaver). Perform it for them."	Copy assignment.	Submission of the name and its rhythm notation.
CONCLUSION	1. Recap: "Rhythms are the heartbeat of music." 2. Emphasize: "Everyone can create music." 3. Preview: "Next, we sing tonic solfa."	1. Share one thing they enjoyed about composing. 2. Perform their favourite pattern from the lesson.	Can explain what a rhythmic pattern is.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.4 Notation

Sub-Topic: 4.4.3 Tonic Solfa

General Competence: Communication, Collaboration

Specific Competence: 4.4.3.2 Perform tonic solfa (singing only)

Major Learning Point/Activity: Performing the tonic solfa (singing only)

Lesson Goal: By the end of the lesson, learners will be able to sing the tonic solfa scale (do, re, mi, fa, so, la, ti, do) with accurate pitch and hand signs.

Rationale: Tonic solfa is a universal tool for pitch training and vocal development. This lesson improves musical ear, memory, and coordination between voice and gesture. It connects to Zambian choral traditions and school singing. The method uses visual, auditory, and kinesthetic approaches for inclusive learning.

Prior Knowledge: Learners have sung simple songs and may recognize some solfa syllables from prior exposure.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 16).

Learning Environment:

I. Natural: –

II. Artificial: Classroom with space for standing/singing.

III. Technological: Chalkboard, pitch pipe or recorded scale (if available).

Teaching and Learning Resources / Materials:

1. Solfa ladder chart on chalkboard
2. Hand signs diagram/poster
3. Pitch pipe or keyboard (optional)
4. Flashcards with solfa syllables

Expected Standard: Tonic solfa performed correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Play/sing the first line of "Twinkle Twinkle Little Star" using "do do so so la la so." "Have you heard these sounds before? They have special names." 2. "Today we learn the solfa family: do, re, mi, fa, so, la, ti, do."	1. Listen and recognize the melody. 2. Repeat the syllables they heard.	Learners can repeat "do do so so la la so" after the teacher.
DEVELOPMENT	**Explanation & Demonstration:** 1. Introduce each solfa syllable and its hand sign (Curwen hand signs). 2. Sing the scale ascending and descending slowly, showing hand signs. 3. Explain that solfa helps us understand pitch relationships, like	1. Watch and imitate hand signs. 2. Sing along scale. 3. Participate in call-and-response.	Sings the full scale with mostly accurate pitch and correct hand signs.

	steps on a ladder. 4. Relate to Zambia: many Zambian choirs use solfa to learn hymns and anthems. **Synthesis & Group Activity:** 5. Teach the scale line by line: do-re-mi, then mi-fa-so, etc. 6. Learners stand and sing while making hand signs. 7. Call-and-response: Teacher sings a 3-note pattern (e.g., mi-re-do), learners echo with hand signs.		
EXERCISE	**Individual Task:** 1. Sing from do to so and back. 2. What is the hand sign for 'fa'? Show it. 3. Sing "mi re do" and show the signs. 4. With a partner, take turns singing two notes for the other to guess (e.g., do-mi).	1. Sing specified fragments. 2. Demonstrate 'fa' sign. 3. Sing and sign mi-re-do. 4. Play guessing game.	Accurately sings and signs given patterns.
HOMEWORK	"Practice the full solfa scale in front of a mirror, using hand signs. Teach one syllable and sign to a sibling or friend."	Copy assignment.	Learner reports on who they taught and how it went.
CONCLUSION	1. Recap: "Solfa helps our ears and voices learn music." 2. Emphasize: "Hand signs make pitch visible." 3. Preview: "Next, we perform Zambian authentic traditional music."	1. Sing 'do re mi fa so' with signs. 2. State one use of solfa.	Can sing the first five solfa syllables with correct signs.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.5 Zambian Music

Sub-Topic: 4.5.1 Introduction to Zambian Authentic Traditional Music

General Competence: Collaboration, Communication

Specific Competence: 4.5.1.1 Perform Zambian authentic traditional music

Major Learning Point/Activity: Performing Zambian authentic traditional music (Singing and dancing)

Lesson Goal: By the end of the lesson, learners will be able to perform a simple Zambian traditional song with its basic dance movements, demonstrating understanding of cultural context.

Rationale: Engaging with traditional music fosters cultural pride, historical awareness, and kinesthetic learning. This lesson celebrates Zambia's diverse heritage and promotes unity through shared performance. The method integrates singing, dancing, and discussion to create an immersive experience.

Prior Knowledge: Learners may have heard traditional songs at community events or from elders.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 16).

Learning Environment:

I. Natural: –

II. Artificial: Hall or cleared classroom.

III. Technological: Drum, audio recording of a traditional song (optional).

Teaching and Learning Resources / Materials:

1. Drum or shaker
2. Lyrics of a simple traditional song (e.g., "Tiyende Pamodzi" or "Kalimba") on chart
3. Space for dancing
4. Pictures/videos of traditional dancers (if available)

Expected Standard: Zambian authentic traditional music performed appropriately.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Play a recording or drum a rhythm of a well-known traditional song. "What do you feel when you hear this? Where might you hear it?" 2. "Today we learn and perform a piece of our own heritage—Zambian traditional music."	1. Listen and share feelings/associations. 2. Identify the song if known.	Learners connect the music to cultural contexts (e.g., ceremonies, celebrations).
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *authentic traditional music*: music passed down through generations, often for specific occasions. 2. Teach a simple call-and-response song (e.g., "Tiyende	1. Listen to history and meaning. 2. Learn lyrics and melody. 3. Practice dance steps. 4. Perform in groups.	Sings the song with correct lyrics and maintains the call-and-response structure.

	Pamodzi" – Let's go together). 3. Teach basic dance steps that accompany the song: gentle swaying, stepping in circle, clapping. 4. Discuss the song's meaning and origin (e.g., unity, work song). **Synthesis & Group Activity:** 5. Divide learners into two groups: call group and response group. 6. Practice singing with drum accompaniment. 7. Add dance movements gradually, forming a circle.		
EXERCISE	**Individual Task:** 1. Sing the call part of the song. 2. Demonstrate two dance steps you learned. 3. Why is traditional music important to Zambia? 4. Perform the full song and dance with a small group.	1. Sing call part. 2. Show dance steps. 3. Give reasons (e.g., preserves culture, teaches values). 4. Group performance.	Performance includes both singing and movement. Reason given is relevant.
HOMEWORK	"Ask an elder at home to teach you one line of a traditional song from their childhood. Share it in the next class."	Copy assignment.	Learner brings back a line of song (or its title/meaning).
CONCLUSION	1. Recap: "Traditional music tells our stories and brings us together." 2. Emphasize: "We are keepers of our culture." 3. Preview: "Next, we explore health and fitness through developmental activities."	1. Share one thing they learned about the song's meaning. 2. Perform one last chorus together.	Can name the song learned and one occasion it might be sung.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.6 Health and Fitness Management

Sub-Topic: 4.6.1 Health and Fitness

General Competence: Critical Thinking, Collaboration

Specific Competence: 4.6.1.1 Demonstrate developmental activities

Major Learning Point/Activity: Demonstrating developmental activities (obstacles, parallel bars, mats, muscle…)

Lesson Goal: By the end of the lesson, learners will be able to perform a series of developmental exercises (e.g., obstacle navigation, basic strength moves) that enhance coordination, strength, and agility.

Rationale: Developmental activities build foundational physical literacy, promoting lifelong health and safety. This lesson integrates problem-solving (navigating obstacles) and teamwork. The method uses stations, peer coaching, and gradual progression to accommodate different abilities.

Prior Knowledge: Learners can run, jump, and follow simple movement instructions.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 17).

Learning Environment:

I. Natural: Outdoor field or playground.

II. Artificial: Hall with mats and simple equipment.

III. Technological: Whistle, stopwatch (optional).

Teaching and Learning Resources / Materials:

1. Cones, hoops, ropes for obstacle course
2. Mats for floor exercises
3. Low parallel bars or sturdy benches
4. Whistle

Expected Standard: Developmental activities demonstrated appropriately.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Set up a simple obstacle: step over rope, crawl under chair. "Who can try? What muscles did you use?" 2. "Today we train our bodies to be stronger and more coordinated through fun developmental activities."	1. Volunteers try the obstacle. 2. Identify body parts used (legs, arms).	Learners complete the simple obstacle with focus.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *developmental activities*: exercises that improve physical skills like balance, strength, agility. 2. Demonstrate each station: a) Obstacle weave: run zigzag	1. Watch demonstrations carefully. 2. Move through stations in groups, performing exercises.	Performs exercises with reasonable form and completes rotations safely.

	between cones. b) Mat exercises: crab walk, bear crawl. c) Bar station: supported swing, hanging for a few seconds. d) Muscle station: squats, lunges. 3. Emphasize safety: bend knees when landing, keep space, no pushing. 4. Relate to Zambia: agility needed for traditional games like *Chiyanda*; strength for daily chores. **Synthesis & Group Activity:** 5. Divide learners into four groups; each starts at a station. 6. Rotate every 5-6 minutes. Supervise and correct form. 7. Encourage groups to cheer each other on.	3. Support peers.	
EXERCISE	**Individual Task:** 1. Demonstrate the crab walk across the mat. 2. What is one safety rule for using the parallel bars? 3. Time yourself: how many squats can you do in 30 seconds? 4. Design a 2-part obstacle for a friend using cones and a hoop.	1. Perform crab walk. 2. State a rule (e.g., wait your turn, grip firmly). 3. Count and record squats. 4. Create and explain obstacle.	Crab walk is coordinated. Safety rule is correct. Obstacle is clear and safe.
HOMEWORK	"At home, do 10 squats and 10 lunges each day for three days. Record how you feel after each session."	Copy assignment.	Submission of a simple log (dates and feelings).
CONCLUSION	1. Recap: "Regular developmental activities make our bodies strong and ready for sports and life." 2. Emphasize: "Fitness is fun with friends." 3. Preview: "Next, we tumble and roll in gymnastics."	1. Share which station they enjoyed most. 2. Demonstrate one exercise they learned.	Can name two developmental activities from the lesson.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Duration: 40 minutes

Topic: 4.6 Health and Fitness Management

Sub-Topic: 4.6.2 Gymnastics

Specific Competence: 4.6.2.1 Perform tumbling

Major Learning Point/Activity: Performing tumbling activities (Frog jumps, backward roll, crouch, balance…)

Lesson Goal: By the end of the lesson, learners will be able to safely perform basic tumbling skills (frog jump, backward roll, crouch) on a mat with proper body control.

Rationale: Tumbling builds body awareness, coordination, and courage. It is a foundational gymnastic skill that also enhances spatial reasoning. The lesson prioritizes safety, progressive learning, and peer support, linking to acrobatic elements in some Zambian traditional dances.

Prior Knowledge: Learners can perform a forward roll or basic jump.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 17).

Learning Environment:

I. Natural: –

II. Artificial: Hall with gymnastic mats (or thick carpets).

III. Technological: –

Teaching and Learning Resources / Materials:

1. Gymnastics mats (minimum 2-3)
2. Cones to mark lanes
3. Visual aids: pictures of frog jump, backward roll
4. Whistle

Expected Standard: Tumbling activities performed correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a picture of a gymnast in a roll. "What is she doing? Have you ever tried to roll like a log?" 2. "Today we learn safe tumbling: frog jumps, backward rolls, and balances—like gymnasts!"	1. Describe the action. 2. Share prior tumbling experiences.	Learners show curiosity and recall basic rolling.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *tumbling*: moving your body along the ground with rolls, jumps, and balances. 2. Demonstrate each skill with key points: a) Frog jump: squat low, hands between feet, jump forward landing softly.	1. Watch demonstrations closely. 2. Practice at stations with peer spotting. 3. Give constructive feedback.	Performs frog jump with forward motion and soft landing. Attempts backward roll with chin tucked.

	b) Backward roll: sit on mat, tuck chin, push with hands, roll back over shoulders. c) Crouch balance: squat on one foot, arms out for balance. 3. Emphasize safety: tuck chin, use mats, spotter if needed. 4. Relate to Zambia: rolls and jumps seen in *Makishi* performances. **Synthesis & Guided Practice:** 5. Set up three stations: frog jumps along a line, backward roll on mat, crouch balance. 6. Learners rotate in small groups, with teacher assisting at roll station. 7. Encourage positive feedback: "Good tuck!" "Nice soft landing."		
EXERCISE	**Individual Task:** 1. Perform three consecutive frog jumps. 2. Show the starting position for a backward roll. 3. Hold a crouch balance for 5 seconds. 4. Create a mini-sequence: frog jump → crouch balance → stand.	1. Perform jumps. 2. Demonstrate tuck sit position. 3. Hold balance. 4. Create and perform sequence.	Sequence includes all three elements in order.
HOMEWORK	"Practice the crouch balance at home (on a soft surface). See if you can hold it longer each day for three days."	Copy assignment.	Learner reports improvement in balance time.
CONCLUSION	1. Recap: "Tumbling teaches control, strength, and confidence." 2. Emphasize: "Always tumble on soft surfaces and with care." 3. Preview: "Next, we build pyramids in stunt activities."	1. State one safety tip for tumbling. 2. Demonstrate the frog jump.	Can name two tumbling skills learned.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.6 Health and Fitness Management

Sub-Topic: 4.6.2 Gymnastics

Specific Competence: 4.6.2.2 Perform stunt activities

Major Learning Point/Activity: Performing stunt activities (pyramids)

Lesson Goal: By the end of the lesson, learners will be able to safely participate in building a simple 3-person human pyramid, demonstrating teamwork, balance, and trust.

Rationale: Stunt activities promote collaboration, trust, and spatial reasoning. Building pyramids requires communication, shared responsibility, and physical coordination. This lesson connects to group performances in Zambian ceremonies and festivals. Safety and gradual progression are paramount.

Prior Knowledge: Learners have experience with balancing and working in groups.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 17).

Learning Environment:

I. Natural: –

II. Artificial: Hall with mats, clear open space.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Gym mats
2. Cones to mark group areas
3. Diagram of simple 3-person pyramid on chalkboard or chart
4. Whistle for signals

Expected Standard: Stunt activities performed correctly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a picture of a human pyramid (e.g., from traditional ceremonies or cheerleading). "What do you see? What makes this possible?" 2. "Today we work as a team to build a human pyramid—safely and with trust."	1. Observe and comment (teamwork, balance). 2. Express readiness to collaborate.	Learners identify teamwork as essential for stunts.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *stunt activities*: coordinated group movements that create shapes or lifts. 2. Explain the 3-person pyramid: strong base (two people on hands and knees), middle (one person kneeling on base's backs), top (crouching on middle's back).	1. Watch demonstration and note safety cues. 2. Work in groups to build pyramid. 3. Rotate roles and support each other.	Group successfully builds a stable pyramid and dismantles safely.

	3. Demonstrate with two reliable learners, emphasizing: slow movements, steady base, spotter behind. 4. Discuss safety rules: no sudden movements, listen to the director, dismantle slowly. **Synthesis & Group Activity:** 5. Divide class into groups of 4 (3 builders, 1 spotter). Assign roles based on size/confidence. 6. Groups practice building the pyramid on mats with teacher supervision. 7. Rotate roles so everyone tries different positions.		
EXERCISE	**Individual Task:** 1. Which position did you try? What was your responsibility? 2. Draw a diagram of your group's pyramid. 3. Why is a spotter important? 4. With your group, hold the pyramid for 10 seconds.	1. Describe role. 2. Draw diagram. 3. Answer: to catch/prevent falls. 4. Hold pyramid steadily.	Diagram shows correct structure. Pyramid is held steadily for required time.
HOMEWORK	"Draw a picture of your family or friends forming a simple pyramid. Write one sentence about why teamwork matters."	Copy assignment.	Submission of drawing and sentence.
CONCLUSION	1. Recap: "Stunts require trust, communication, and careful movements." 2. Emphasize: "Safety first—never attempt stunts without supervision." 3. Preview: "Next, we practise ball games."	1. Share one thing they learned about teamwork. 2. Perform a group cheer.	Can state two safety rules for pyramid building.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.7 Sports Skills Development
Sub-Topic: 4.7.1 Ball Games
General Competence: Collaboration, Critical Thinking
Specific Competence: 4.7.1.1 Practise ball games
Major Learning Point/Activity: Practising sport exercises (Football, netball, volleyball, basketball exercises)
Lesson Goal: By the end of the lesson, learners will be able to perform basic ball-handling exercises (dribbling, passing, catching) from at least two different sports, applying simple rules and teamwork.
Rationale: Ball games develop hand-eye coordination, strategic thinking, and social skills. This lesson introduces foundational skills for popular Zambian sports, promoting physical activity and inclusive participation. The method uses skill stations, peer coaching, and mini-games to build confidence.
Prior Knowledge: Learners have likely played with balls informally.
References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 17).
Learning Environment:
I. Natural: Outdoor playground or field.
II. Artificial: –
III. Technological: Whistle, cones.
Teaching and Learning Resources / Materials:

1. Footballs, netballs/volleyballs, basketballs (or any available balls)
2. Cones, markers
3. Whistle
4. Small goals or hoops (optional)

Expected Standard: Ball games practised appropriately.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a football, netball, and basketball. "Who has played with these? What can you do with a ball?" 2. "Today we practise basic skills from different ball games—dribbling, passing, and aiming."	1. Share experiences. 2. Demonstrate a skill they know (e.g., bounce, throw).	Learners demonstrate a basic ball skill.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain that each sport has specific skills, but many share common movements. 2. Demonstrate key exercises: a) Football: dribbling around	1. Watch demonstrations. 2. Move through stations, practising each skill. 3. Participate in relay.	Successfully performs the core skill at each station (e.g., dribbles around cones, makes a catchable pass).

	cones using inside of foot. b) Netball: chest pass and catch with a partner. c) Basketball: dribbling on the spot with one hand. 3. Emphasize control, watching the ball, and soft receiving. 4. Relate to Zambia: football as a national passion; netball in schools and communities. **Synthesis & Station Activity:** 5. Set up three stations: football dribbling, netball passing, basketball dribbling. 6. Groups rotate every 6-7 minutes. Provide individual feedback. 7. End with a simple relay: dribble to cone and pass back.		
EXERCISE	**Individual Task:** 1. Dribble a football through three cones. 2. Make three successful chest passes to a partner 3 meters away. 3. Dribble a basketball 10 times without losing control. 4. In a group of three, design a 2-skill sequence (e.g., dribble then pass).	1. Complete dribbling. 2. Execute passes. 3. Control basketball dribble. 4. Create and demonstrate sequence.	Completes tasks with reasonable accuracy. Sequence is logical and performed cooperatively.
HOMEWORK	"Practise throwing and catching with any ball at home for 5 minutes each day. Note if your catching improves."	Copy assignment.	Submission of a brief note on improvement.
CONCLUSION	1. Recap: "Ball skills improve with practice and patience." 2. Emphasize: "Team sports teach us to work together." 3. Preview: "Next, we learn simple swimming skills."	1. Name one ball game they enjoyed today. 2. Demonstrate their best pass.	Can name two different ball games and one skill for each.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.8 Swimming
Sub-Topic: 4.8.1 Water Orientation
General Competence: Critical Thinking, Collaboration
Specific Competence: 4.8.1.1 Demonstrate simple swimming skills
Major Learning Point/Activity: Demonstrating simple swimming skills (side strokes)
Lesson Goal: By the end of the lesson, learners will be able to demonstrate basic side stroke movements (arm pull and leg scissors) either in water or through dry-land simulation, emphasizing water safety.
Rationale: Water orientation and basic strokes are essential for water safety and confidence. This lesson builds foundational aquatic skills, crucial for a country with many rivers and lakes like Zambia. The method uses dry-land simulation, partner feedback, and safety discussion to prepare for practical pool sessions.
Prior Knowledge: Learners may have experience playing in water; some may be non-swimmers.
References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 17).
Learning Environment:
I. Natural: – (Dry-land simulation; if pool is available, adapt accordingly)
II. Artificial: Hall or classroom with mats.
III. Technological: Video or pictures of side stroke (if available).
Teaching and Learning Resources / Materials:

1. Mats for dry-land practice
2. Pictures/diagrams of side stroke
3. Whistle
4. Ropes or lines to simulate pool edge (optional)

Expected Standard: Simple swimming skills demonstrated skillfully.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a picture of a person doing side stroke. "What are they doing? Have you ever moved like that in water?" 2. "Today we learn the side stroke—a safe and efficient way to swim—first on land to build muscle memory."	1. Describe the stroke. 2. Share water experiences (if any).	Learners show understanding that strokes are techniques for moving in water.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *side stroke*: swimming on your side, using a scissors kick and an arm pull. 2. Demonstrate dry-land simulation: a) Lie on mat on your side.	1. Watch and mimic on mats. 2. Practice in pairs with feedback. 3. Participate in group synchronization.	Performs the arm pull and scissors kick with basic coordination on land.

	b) Top arm reaches forward, then pulls back like scooping water. c) Legs: bend knees, then kick out like opening and closing scissors. 3. Emphasize coordination: arm pulls as legs kick. 4. Discuss water safety: never swim alone, stay in shallow water if learning, listen to lifeguards. **Synthesis & Guided Practice:** 5. Learners pair up. One practices the stroke sequence on the mat while partner checks form. 6. Rotate roles. Teacher corrects common errors (e.g., straight legs). 7. Groups of four create a "human chain" simulation: lying side-by-side, practicing synchronized scissors kicks.		
EXERCISE	**Individual Task:** 1. Demonstrate the arm movement for side stroke while standing. 2. Show the scissors kick while lying on your side. 3. Why is it important to learn swimming strokes? 4. With a partner, perform five coordinated stroke cycles (arm + kick) on the mat.	1. Show arm pull. 2. Demonstrate kick. 3. Answer: for safety, fitness, enjoyment. 4. Coordinate with partner.	Arm and kick motions are recognizable. Gives a valid reason for learning swimming.
HOMEWORK	"Practise the scissors kick lying on your bed or a mat at home 10 times. Teach a sibling the arm motion."	Copy assignment.	Learner reports on practice and teaching.
CONCLUSION	1. Recap: "Side stroke is a useful survival stroke and good exercise." 2. Emphasize: "Always respect water and follow safety rules." 3. Preview: "Next, we perform unskilled strokes and water games."	1. State one safety rule for swimming. 2. Demonstrate one part of the side stroke.	Can describe the side stroke and one safety rule.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.8 Swimming

Sub-Topic: 4.8.2 Water Games

Specific Competence: 4.8.2.1 Perform unskilled strokes

Major Learning Point/Activity: Performing unskilled strokes

Lesson Goal: By the end of the lesson, learners will be able to demonstrate "unskilled" or basic water movements (dog paddle, floating, kicking with support) through simulation and understand their role in building water confidence.

Rationale: Unskilled strokes are the first steps toward swimming proficiency. They help overcome fear of water and develop buoyancy and propulsion. This lesson uses imaginative play and partner trust activities, preparing learners for actual water engagement. Safety and fun are central.

Prior Knowledge: Learners have been introduced to side stroke simulation; some may have attempted dog paddling in water.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 17).

Learning Environment:

I. Natural: – (Dry-land; adapt if pool available)

II. Artificial: Hall with mats, open space.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Mats
2. Pool noodles or rolled towels (to simulate flotation aids)
3. Pictures of dog paddle, floating
4. Whistle

Expected Standard: Unskilled strokes performed accordingly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Ask: "If you were thrown into water and didn't know how to swim, what would your body naturally do?" (Likely dog paddle or frantic kicking). 2. "Today we practice those natural movements—unskilled strokes—that can keep you afloat and build toward proper swimming."	1. Mimic dog paddling with arms. 2. Discuss instinctive water reactions.	Learners demonstrate a basic paddling motion.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *unskilled strokes*: instinctive, often inefficient ways of moving in water before formal training.	1. Watch and imitate. 2. Practice with partner, focusing on relaxation.	Performs dog paddle with alternating arms. Lies in float position with body relatively relaxed.

	2. Demonstrate three unskilled strokes on land: a) Dog paddle: on hands and knees, alternate arm circles while "kicking" legs. b) Floating on back: lie on mat, spread arms and legs, relax. c) Kicking with support: hold a "noodle" (or towel roll), lie on mat, practice flutter kicks. 3. Emphasize relaxation: tension makes you sink. 4. Relate to Zambia: many children first learn to swim in rivers using these natural strokes. **Synthesis & Partner Activity:** 5. Learners pair up. One acts as "spotter" while the other practices dog paddle on mat, then floating. 6. Swap roles. Spotter gives feedback: "Are you relaxed?" 7. Group challenge: everyone lies on back, floating position, and takes deep breaths for 30 seconds.	3. Participate in group floating challenge.	
EXERCISE	**Individual Task:** 1. Demonstrate the dog paddle for 10 seconds. 2. Show the floating position on your back. 3. Why is it important to stay calm in water? 4. With a partner, simulate helping someone float by supporting their head and back.	1. Perform dog paddle. 2. Assume float pose. 3. Answer: panic wastes energy, causes sinking. 4. Practice supportive partner float.	Dog paddle is continuous. Float position is stable. Gives a logical reason for calmness.
HOMEWORK	"Practice taking deep breaths while lying on your back at home (on bed or mat) to simulate floating relaxation. Do this for 1 minute each day."	Copy assignment.	Learner reports on breathing practice.
CONCLUSION	1. Recap: "Unskilled strokes are the first step to becoming a swimmer." 2. Emphasize: "Relaxation is your best friend in water." 3. Preview: "Next, we play group games in water (simulated)."	1. Share one tip for staying relaxed in water. 2. Demonstrate the floating position.	Can name two unskilled strokes.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.8 Swimming
Sub-Topic: 4.8.2 Water Games
Specific Competence: 4.8.2.2 Play group games
Major Learning Point/Activity: Playing group games (Volleyball, netball...)
Lesson Goal: By the end of the lesson, learners will be able to participate in cooperative group games adapted for water (or dry-land simulation) that promote teamwork, movement, and enjoyment of aquatic activities.
Rationale: Group games in a water context build social skills, adaptability, and make learning fun. They also reinforce water safety through structured play. This lesson uses simulation and imaginative scenarios to prepare for actual water games, emphasizing inclusivity and shared rules.
Prior Knowledge: Learners know basic rules of volleyball and netball from land versions.
References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).
Learning Environment:
I. Natural: – (Dry-land simulation)
II. Artificial: Hall with open space, markers.
III. Technological: Whistle, ball.
Teaching and Learning Resources / Materials:
1 Lightweight ball (beach ball or volleyball)
2. Ropes or cones to mark "pool" boundaries
3. Net or string stretched between chairs (for volleyball simulation)
4. Whistle
Expected Standard: Group games played accordingly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRERTERIA
INTRODUCTION	1. Show a beach ball. "How would you play with this in a pool? Could you play netball or volleyball in water?" 2. "Today we simulate water group games—focusing on teamwork and adapting to a watery environment."	1. Suggest ways: passing, keeping it afloat. 2. Show enthusiasm for game simulation.	Learners contribute ideas for water-adapted games.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain that water games often have modified rules: no running, focus on keeping the ball dry or afloat. 2. Introduce two simulated games: a) Water Volleyball: two teams, hit ball over "net" (string) without letting it touch ground. Must pass	1. Listen to rules and safety. 2. Play games in teams, adapting movements. 3. Participate in rotation and debrief.	Participates actively in both games, follows basic rules, and communicates with teammates.

	at least once before returning. b) Water Netball: pass ball down "pool" to a catcher in a hoop zone; no moving with ball. 3. Demonstrate movements: jumping to hit, passing with two hands, communication. 4. Emphasize water safety even in simulation: be aware of others, no pushing. **Synthesis & Game Play:** 5. Divide class into four teams. Two teams play volleyball simulation, two play netball simulation. 6. Rotate games after 8 minutes. Teacher referees and encourages fair play. 7. Debrief: "What was challenging? How did you work as a team?"		
EXERCISE	**Individual Task:** 1. What is one rule for water volleyball that is different from land volleyball? 2. Make three successful passes with a partner without dropping the ball. 3. In your team, design a simple cheer or handshake. 4. Play a 3-minute mini-game of water netball, focusing on passing.	1. Identify rule (e.g., can't run, must pass before hitting over). 2. Complete passes. 3. Create team cheer. 4. Participate in mini-game.	Identifies a rule difference. Passes are controlled. Team cheer is created.
HOMEWORK	"Invent a new water game that can be played with a ball. Draw the setup and write two rules."	Copy assignment.	Submission of game design with rules and drawing.
CONCLUSION	1. Recap: "Water games are fun and teach cooperation." 2. Emphasize: "Always play safely, in supervised areas." 3. Preview: "Next, we design motifs in patterns."	1. Share what they enjoyed most about the games. 2. Perform their team cheer.	Can name one water game and its main objective.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.9 Patterns

Sub-Topic: 4.9.1 Simple Patterns

General Competence: Creativity and Innovation, Analytical Thinking

Specific Competence: 4.9.1.1 Design motifs

Major Learning Point/Activity: Designing motifs (circle, semi- circle, wavy line...)

Lesson Goal: By the end of the lesson, learners will be able to create original motifs (repeating decorative units) using basic shapes and lines, and arrange them into a simple border pattern.

Rationale: Motifs are the building blocks of patterns, essential in art, textiles, and design. This lesson develops observation, symmetry, and creative expression. It connects to Zambian craft traditions like basket weaving and fabric printing. The method encourages experimentation with shape combinations and repetition.

Prior Knowledge: Learners can draw basic lines and shapes (circle, line).

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).

Learning Environment:

I. Natural: –

II. Artificial: Art room or classroom with desks.

III. Technological: Chalkboard, visual examples.

Teaching and Learning Resources / Materials:

1. Paper, pencils, erasers
2. Rulers, compasses (or circular objects to trace)
3. Examples of motifs from Zambian crafts (e.g., *Chitenge* patterns, pottery designs)
4. Chart showing motif → pattern progression

Expected Standard: Motifs designed creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a piece of patterned fabric or a picture of a decorated pot. "What small shapes do you see repeating?" 2. "Today we design our own motifs—the tiny artworks that can be repeated to make beautiful patterns."	1. Identify repeated shapes (circles, zigzags). 2. Show interest in creating their own.	Learners identify at least two repeating shapes in the example.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *motif*: a single decorative element or shape that is repeated to form a pattern. 2. Show examples of simple motifs: circle with dot inside, semi-circle arc, wavy line, cross. 3. Demonstrate designing a motif: combine a circle and a straight line to	1. Listen and observe examples. 2. Sketch original motifs. 3. Create a repeated border.	Creates at least three distinct motifs. Border shows clear repetition of one motif.

	make a “sun-ray” motif. 4. Relate to Zambia: motifs in Tonga baskets (triangles), Lozi mats (zigzags), *Chitenge* borders. **Synthesis & Guided Practice:** 5. Learners sketch three different motifs using only circles, semi-circles, and wavy lines. 6. Share with a partner; give feedback: “Which is most interesting?” 7. Choose their best motif and draw it five times in a row to create a simple border.		
EXERCISE	**Individual Task:** 1. Design a motif that includes a semi-circle and a straight line. 2. Draw your motif three times with equal spacing. 3. What Zambian craft could your motif be used for? 4. Swap papers with a friend and trace their motif to create a new combined pattern.	1. Create and draw motif. 2. Repeat it. 3. Suggest application (e.g., basket design, fabric border). 4. Collaborate on combined pattern.	Motif is original and uses required shapes. Suggests a plausible cultural application.
HOMEWORK	“Look for motifs in your home (on clothes, dishes, walls). Draw one and bring it to class.”	Copy assignment.	Submission of a drawn motif found at home.
CONCLUSION	1. Recap: “A motif is a seed that grows into a pattern.” 2. Emphasize: “Simple shapes can create endless designs.” 3. Preview: “Next, we make repeat patterns.”	1. Define ‘motif’ in their own words. 2. Show their favorite motif design.	Can explain what a motif is and show one they created.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.9 Patterns

Sub-Topic: 4.9.1 Simple Patterns

Specific Competence: 4.9.1.2 Make repeat patterns

Major Learning Point/Activity: Making repeat patterns (shapes…)

Lesson Goal: By the end of the lesson, learners will be able to create a structured repeat pattern (e.g., alternating shapes) using a chosen motif and understand terms like "repeat" and "alternating."

Rationale: Creating repeat patterns develops sequencing, spatial planning, and aesthetic judgment. This skill is directly applicable to Zambian textiles, crafts, and architectural decoration. The method uses guided practice, grid paper for accuracy, and peer evaluation to refine designs.

Prior Knowledge: Learners can design a simple motif.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).

Learning Environment:

I. Natural: –

II. Artificial: Art room with grid paper or rulers.

III. Technological: Chalkboard.

Teaching and Learning Resources / Materials:

1. Grid paper or plain paper with rulers
2. Pencils, colored pencils or markers
3. Examples of repeat patterns (stripes, checks, alternating shapes)
4. Motif stamps or stencils (optional)

Expected Standard: Repeat patterns made accurately.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a shirt with stripes and another with polka dots. "How are these patterns made? They repeat!" 2. "Today we take our motifs and make them repeat to fill a space beautifully."	1. Observe and describe repetition. 2. Suggest other repeating patterns (e.g., bricks, tiles).	Learners recognize repetition in everyday patterns.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *repeat pattern*: a design where a motif is repeated in a predictable order (side-by-side, alternating, mirrored). 2. Demonstrate two simple repeat structures on grid paper: a) Linear repeat: motif, space, motif, space. b) Alternating repeat: circle,	1. Watch planning techniques. 2. Create linear repeat pattern. 3. Attempt alternating pattern.	Linear repeat is even and consistent. Alternating pattern shows clear alternation.

	square, circle, square. 3. Show how to plan spacing using light pencil marks. 4. Relate to Zambia: repeated geometric patterns in *Nsenga* cloth; alternating colors in beaded necklaces. **Synthesis & Guided Practice:** 5. Learners choose one motif from previous lesson (or create a new simple one). 6. On grid paper, they create a linear repeat pattern across one row. 7. Then challenge: create an alternating pattern using two different motifs or colors.		
EXERCISE	**Individual Task:** 1. Create a linear repeat pattern using triangle motifs. 2. Make an alternating pattern using a circle and a star. 3. How many times does your motif repeat in your linear pattern? 4. Exchange patterns with a partner and identify the repeat sequence.	1. Draw triangle repeat. 2. Draw circle-star alternation. 3. Count repeats. 4. Analyze partner's pattern.	Patterns show clear repetition or alternation. Can correctly count repeats.
HOMEWORK	"Find a repeat pattern at home (e.g., on wallpaper, fabric). Sketch it and identify the motif that repeats."	Copy assignment.	Submission of sketch with identified motif.
CONCLUSION	1. Recap: "Repeat patterns are everywhere, made by repeating a motif in a planned way." 2. Emphasize: "Planning ensures neatness and balance." 3. Preview: "Next, we create patterns using natural motifs."	1. Explain the difference between linear and alternating repeat. 2. Show their favorite pattern.	Can define "repeat pattern" and create one example.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.9 Patterns

Sub-Topic: 4.9.1 Simple Patterns

Specific Competence: 4.9.1.3 Create patterns using natural motifs

Major Learning Point/Activity: Exploring natural motifs; Creating patterns using natural motifs (Leaf, Foot …)

Lesson Goal: By the end of the lesson, learners will be able to observe natural objects (leaves, footprints), derive motifs from them, and incorporate these motifs into a structured pattern design.

Rationale: Nature is a rich source of artistic inspiration. This lesson connects art to the environment, fostering observation and appreciation of local flora and fauna. It also promotes sustainability by using natural forms as design elements. The method involves collecting, tracing, and stylizing natural shapes.

Prior Knowledge: Learners can create repeat patterns and have basic drawing skills.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).

Learning Environment:

I. Natural: Outdoor area with leaves, stones, etc. (or bring collected items inside).

II. Artificial: Classroom with tracing/writing materials.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Collected natural items: leaves, twigs, seeds, shells
2. Paper, pencils, crayons
3. Tracing paper (optional)
4. Examples of patterns using natural motifs (e.g., leaf prints on fabric)

Expected Standard: Patterns using natural motifs created skillfully.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Display a leaf and a stone. "What shapes do you see? Could these become part of a artwork?" 2. "Today we borrow designs from nature—using leaves, footprints, and more to create beautiful patterns."	1. Examine items and describe shapes, lines, textures. 2. Suggest how to use them in a pattern.	Learners describe at least one natural shape in detail.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *natural motifs*: designs inspired by shapes and forms found in nature. 2. Demonstrate how to create a motif from a leaf: trace its outline, simplify it	1. Observe tracing/simplification process. 2. Sketch natural item and derive motif. 3. Create a patterned design with their motif.	Motif is recognizably derived from the natural object. Pattern incorporates the motif in a repeated manner.

	into a basic shape, add internal vein lines. 3. Show how a footprint can be stylized into a repeating shape. 4. Relate to Zambia: traditional pottery often has leaf impressions; animal track patterns in sand storytelling. **Synthesis & Hands-On Activity:** 5. Learners choose one natural item (leaf, seed pod, etc.). They sketch its outline and create a simplified motif. 6. Use that motif to create a repeat pattern on paper (linear or alternating). 7. Encourage color: use greens, browns, earth tones to emphasize natural inspiration.		
EXERCISE	**Individual Task:** 1. Create a motif from a leaf you collected. 2. Use your leaf motif to make a border pattern along the edge of your paper. 3. What other natural object could you use for a motif? 4. Combine your leaf motif with a partner's seed motif to create a new alternating pattern.	1. Draw leaf motif. 2. Design border. 3. Suggest another object (e.g., feather, cloud). 4. Collaborate on combined pattern.	Border pattern is complete and even. Collaboration produces a cohesive alternating design.
HOMEWORK	"Find a different natural object outside your home. Create a motif from it and draw a small pattern using that motif."	Copy assignment.	Submission of new natural motif and pattern.
CONCLUSION	1. Recap: "Nature provides endless ideas for artists." 2. Emphasize: "We can create art without harming the environment—just by observing." 3. Preview: "Next, we start crafts with paper work."	1. Share one thing they learned about natural shapes. 2. Display their pattern.	Can name two natural objects that can be used as motifs.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.1 Paper Work

General Competence: Creativity and Innovation, Problem Solving

Specific Competence: 4.10.1.1 Make various paper items

Major Learning Point/Activity: Making various paper items (envelops, paper houses, festive decorations…)

Lesson Goal: By the end of the lesson, learners will be able to construct at least two different paper items (e.g., a simple envelope and a paper chain decoration) using folding, cutting, and gluing techniques.

Rationale: Paper craft develops fine motor skills, spatial reasoning, and patience. It is an accessible, low-cost art form with practical applications (gift envelopes, decorations). This lesson connects to Zambian festive celebrations where paper decorations are used. The method uses step-by-step guided construction and encourages personalization.

Prior Knowledge: Learners can use scissors, fold paper, and apply glue.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).

Learning Environment:

I. Natural: –

II. Artificial: Art room with tables suitable for craft.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Colored paper, scrap paper
2. Scissors, glue sticks, rulers
3. Samples of paper envelope, paper chain, simple paper house
4. Pencils, erasers

Expected Standard: Various paper items made creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a handmade envelope and a paper chain. "What are these made from? Have you ever made something from paper?" 2. "Today we become paper engineers—creating useful and decorative items from simple sheets."	1. Identify materials: paper, glue. 2. Share previous paper craft experiences.	Learners show familiarity with paper as a versatile material.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain that paper can be transformed through folding, cutting, and joining. 2. Demonstrate two items step-by-step:	1. Watch demonstrations closely. 2. Follow steps to make envelope and chain.	Envelope is functional (can hold a small paper). Chain has at least 6 links and is sturdy.

	a) Simple envelope: fold a rectangle, glue sides, create flap. b) Paper chain: cut strips, loop and glue interlocking circles. 3. Show variations: decorate envelope with motifs, make chain multi-colored. 4. Relate to Zambia: paper chains for Independence Day celebrations; envelopes for sending letters to family in villages. **Synthesis & Guided Practice:** 5. Learners first make an envelope following teacher's steps. 6. Then, they create a 6-link paper chain. 7. Encourage creativity: "Add a drawn stamp to your envelope," "Make your chain pattern with two colors alternating."	3. Personalize their items.	
EXERCISE	**Individual Task:** 1. Make an envelope that could fit a birthday card. 2. Create a paper chain using three different colors. 3. What other paper item could you make with these skills? 4. Combine your chain with a neighbor's to make a longer chain.	1. Construct envelope. 2. Make colorful chain. 3. Suggest item (e.g., paper fan, box). 4. Collaborate to extend chain.	Envelope is properly sealed on three sides. Chain uses three colors. Collaboration is successful.
HOMEWORK	"Make a paper item as a gift for someone at home (e.g., envelope with a note inside, decoration for their room)."	Copy assignment.	Learner describes the gift and recipient.
CONCLUSION	1. Recap: "Paper is inexpensive but can become many useful things." 2. Emphasize: "Crafting requires careful measurements and patience." 3. Preview: "Next, we learn weaving techniques."	1. Name the two items they made. 2. Show their favorite creation.	Can state two techniques used in paper craft (folding, gluing).

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.2 Weaving

General Competence: Analytical Thinking, Collaboration

Specific Competence: 4.10.2.1 Produce items using weaving techniques

Major Learning Point/Activity: Identifying weaving materials; Producing items using weaving techniques (table mats, door mats baskets, fishing nets, brooms…)

Lesson Goal: By the end of the lesson, learners will be able to identify common weaving materials and create a simple woven paper mat using the over-under technique.

Rationale: Weaving is a traditional craft with deep cultural roots in Zambia (baskets, mats). It teaches pattern making, manual dexterity, and cultural appreciation. This lesson uses paper as an introductory material to understand the weaving process before moving to natural fibers. The method focuses on the basic interlacing principle and collaborative learning.

Prior Knowledge: Learners have experience with patterns and using scissors/glue.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).

Learning Environment:

I. Natural: –

II. Artificial: Classroom with tables.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Strips of colored paper (pre-cut, 2 cm wide)
2. Cardboard or heavy paper as loom base
3. Glue, scissors
4. Samples of woven items: small mat, basket, pictures of Zambian woven crafts

Expected Standard: Items using weaving techniques produced creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a woven basket or mat. "How do you think this was made? Look closely—strips go over and under each other." 2. "Today we learn the ancient art of weaving, starting with paper to understand the over-under pattern."	1. Examine the sample and describe the crisscross pattern. 2. Predict how strips interlace.	Learners identify the over-under pattern in the sample.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *weaving*: interlacing two sets of threads or strips at right angles to create fabric or mat. 2. Introduce terms: *warp* (vertical strips), *weft* (horizontal strips).	1. Listen to terms and watch demonstration. 2. Weave paper strips on their loom.	Weaving follows correct over-under alternation. Mat is tight and ends are secured.

	3. Demonstrate paper weaving: a) Cut slits in cardboard to create warp. b) Weave weft strips over and under alternately. c) Glue ends to secure. 4. Show Zambian weaving materials: sisal, reeds, banana fiber. Discuss their uses: mats, baskets, fishing nets. **Synthesis & Guided Practice:** 5. Each learner gets a cardboard loom with pre-cut slits and paper strips. 6. Guide them through weaving first two weft strips, emphasizing alternation. 7. Encourage helping neighbors if someone struggles.	3. Assist peers if needed.	
EXERCISE	**Individual Task:** 1. Complete weaving a small paper mat (at least 5 weft strips). 2. Which materials in Zambia are used for weaving real mats? 3. Create a pattern by using two different colored strips in a sequence. 4. Exchange mats with a partner and point out the warp and weft on theirs.	1. Finish mat. 2. List materials (sisal, reeds, etc.). 3. Make a color pattern. 4. Identify parts on partner's work.	Mat is complete with at least 5 strips. Can name at least two natural weaving materials. Pattern is visible.
HOMEWORK	"Find a woven item at home (basket, placemat, hat). Describe it and identify the over-under pattern."	Copy assignment.	Submission of description and identification.
CONCLUSION	1. Recap: "Weaving is interlacing—over, under, over, under." 2. Emphasize: "This simple technique makes strong and beautiful items." 3. Preview: "Next, we explore plaiting techniques."	1. Demonstrate the weaving motion with hands. 2. Show their completed paper mat.	Can explain the basic principle of weaving.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.3 Plaiting

General Competence: Creativity and Innovation, Collaboration

Specific Competence: 4.10.3.1 Demonstrate various plaiting techniques

Major Learning Point/Activity: Discussing various plaiting materials in the environment; Demonstrating various plaiting techniques (belts, ropes…)

Lesson Goal: By the end of the lesson, learners will be able to demonstrate a basic three-strand plait (braid) using paper or flexible natural materials and identify local materials suitable for plaiting.

Rationale: Plaiting is a fundamental skill for making ropes, belts, and decorative items. It enhances fine motor coordination, pattern recognition, and cultural knowledge. This lesson connects to Zambian practices of making ropes from bark or grass. The method uses hands-on practice with gradual complexity and peer teaching.

Prior Knowledge: Some learners may know how to braid hair or simple cords.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 18).

Learning Environment:

I. Natural: – (Can be done outdoors if using natural grasses).

II. Artificial: Classroom with tables.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Long strips of paper, yarn, or raffia (3 per learner)
2. Examples of plaited items: belt, rope, basket handle
3. Scissors
4. Pictures of plaiting with natural materials (banana fiber, palm leaves)

Expected Standard: Various plaiting techniques demonstrated creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a plaited rope and a braided hair style. "What is similar about these? They are both made by interlacing strands." 2. "Today we learn plaiting—a skill used to make strong ropes and beautiful belts."	1. Observe and note the interlacing pattern. 2. Share if they have ever braided anything.	Learners recognize plaiting as an interlacing technique.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *plaiting* (braiding): intertwining three or more strands to form a rope-like structure. 2. Demonstrate the classic three-strand plait step-by-step: a) Hold three strands together at the	1. Watch and mimic hand movements. 2. Practice plaiting with their strips. 3. Work with partner to assist.	Produces a plaited section of at least 10 cm with consistent pattern and tension.

	top. b) Cross right strand over middle, now it becomes new middle. c) Cross left strand over (new) middle. d) Repeat. 3. Emphasize even tension and keeping strands flat. 4. Discuss Zambian plaiting materials: banana leaves for mats, sisal for ropes, fibers for baskets. **Synthesis & Guided Practice:** 5. Distribute three strips of paper or yarn to each learner. 6. Guide them slowly through first few crosses. Use phrase "right over, left over" as mantra. 7. Pair learners: one holds top while other plaits, then swap.		
EXERCISE	**Individual Task:** 1. Plait three strips to make a 15 cm long braid. 2. What natural material around your home could be used for plaiting? 3. Create a two-color pattern by using two strips of one color and one of another. 4. Teach someone next to you how to start a plait.	1. Complete braid. 2. Suggest material (e.g., long grass, plastic bags cut into strips). 3. Make patterned braid. 4. Instruct a peer.	Braid is tight and even. Suggests a plausible local material. Teaching is clear.
HOMEWORK	"Find three long, flexible things (e.g., grass stems, old cloth strips). Try to plait them and bring your attempt to class."	Copy assignment.	Brings a plaited sample (even if imperfect).
CONCLUSION	1. Recap: "Plaiting makes strands stronger together." 2. Emphasize: "Practice makes your plaits neat and even." 3. Preview: "Next, we learn knotting techniques."	1. State the basic steps: right over, left over. 2. Show their braid.	Can demonstrate the starting steps of a three-strand plait.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.4 Knotting

General Competence: Problem Solving, Creativity and Innovation

Specific Competence: 4.10.4.1 Make items using knotting techniques

Major Learning Point/Activity: Making various items using knotting techniques (ropes, shoelaces bags …)

Lesson Goal: By the end of the lesson, learners will be able to tie at least two practical knots (e.g., overhand knot, square knot) and use them to create a simple knotted item like a bracelet or a small bag handle.

Rationale: Knotting is a vital life skill with applications in crafts, camping, and daily tasks. It develops manual dexterity, sequential thinking, and problem-solving. This lesson connects to Zambian uses of knots in fishing nets, thatching, and beadwork. The method uses repetition, peer assistance, and practical mini-projects.

Prior Knowledge: Learners can tie their shoelaces (some may need support).

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 19).

Learning Environment:

I. Natural: –

II. Artificial: Classroom with tables.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Rope, string, or yarn (about 50 cm per learner)
2. Beads (large-hole) optional
3. Scissors
4. Visual aids: step-by-step knot diagrams

Expected Standard: Items made using knotting techniques creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Hold up a rope with a knot. "What is this? Where do we use knots?" 2. "Today we learn to tie knots that are strong and useful, and we'll make a simple knotted bracelet."	1. Identify knot and give examples (shoelaces, nets, tying parcels). 2. Show readiness to learn.	Learners provide at least two real-life uses for knots.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain that a knot secures ropes together or to objects. 2. Demonstrate two basic knots slowly: a) Overhand knot: make a loop, pass end through, pull tight (the	1. Watch and follow along with their own string. 2. Practice knots repeatedly. 3. Begin bracelet project.	Ties both overhand and square knot correctly. Bracelet has at least three knots.

	simplest knot). b) Square knot (reef knot): right over left and under, then left over right and under—used to join two ropes of equal thickness. 3. Show how to make a bracelet: tie overhand knots at intervals, add beads between knots if available. 4. Relate to Zambia: knots in fishing nets on Lake Tanganyika; knots for securing loads on bicycles. **Synthesis & Guided Practice:** 5. Learners practice overhand knot several times on their string. 6. Then practice square knot with a partner (each holds one end). 7. Start making a knotted bracelet: tie a series of overhand knots along the string, leaving space between.		
EXERCISE	**Individual Task:** 1. Tie an overhand knot. 2. Use a square knot to join two short strings. 3. Why is a square knot useful? 4. Make a bracelet with five knots and (if available) two beads.	1. Demonstrate overhand knot. 2. Join strings with square knot. 3. Answer: joins ropes securely, easy to untie. 4. Create bracelet.	Knots are properly formed and hold. Bracelet is wearable.
HOMEWORK	"Find three things at home that are held together by a knot. Draw one and describe the knot if you can."	Copy assignment.	Submission of drawing and description.
CONCLUSION	1. Recap: "Knots are simple but essential fasteners." 2. Emphasize: "The right knot for the right job makes work easier and safer." 3. Preview: "Next, we model objects with clay."	1. Name the two knots learned. 2. Show their bracelet.	Can tie an overhand knot unaided.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.5 Modelling

General Competence: Creativity and Innovation, Analytical Thinking

Specific Competence: 4.10.5.1 Make objects using clay/plasticine

Major Learning Point/Activity: Making objects using clay/plasticine (bowls, ash trays, cups, pots…)

Lesson Goal: By the end of the lesson, learners will be able to shape clay or plasticine into a simple functional object (e.g., a small bowl or cup) using pinching and smoothing techniques.

Rationale: Modelling with clay develops three-dimensional thinking, tactile sensitivity, and fine motor control. It connects to Zambia's pottery tradition. This hands-on lesson encourages experimentation, problem-solving (making structures stable), and appreciation for handmade utensils.

Prior Knowledge: Learners have played with dough or clay-like materials.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 19).

Learning Environment:

I. Natural: –

II. Artificial: Art room with washable surfaces.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Air-dry clay or plasticine (enough for each learner)
2. Rolling pins (or bottles), carving tools (e.g., sticks, plastic knives)
3. Damp cloths for cleaning hands
4. Examples of simple clay pots, bowls

Expected Standard: Objects made using clay/plasticine creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a small traditional clay pot. "What is this? How do you think it was made?" 2. "Today you will be potters, shaping clay with your hands to create useful objects."	1. Identify pot and suggest methods (shaping by hand, firing). 2. Touch clay to feel its texture.	Learners show curiosity about clay and its possibilities.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *modelling*: shaping a soft material into a 3D form. 2. Demonstrate basic hand-building techniques: a) Pinch pot: make a ball, push thumb in, pinch walls evenly. b) Coiling: roll clay into ropes, coil to build height. c) Smoothing: use water and	1. Watch demonstrations. 2. Create a pinch pot. 3. Add details or decorations.	Pinch pot has reasonably even walls and holds its shape.

	fingers to smooth cracks. 3. Emphasize even thickness to avoid cracking. 4. Relate to Zambia: traditional pottery in Eastern Province; clay pots for storing water or cooking. **Synthesis & Guided Practice:** 5. Each learner gets a lump of clay. Guide them to make a pinch pot: start with a ball, insert thumb, pinch and rotate. 6. Encourage them to add a coil base or decorate with incised patterns. 7. Walk around to assist with shaping and fixing cracks.		
EXERCISE	**Individual Task:** 1. Make a small clay bowl using the pinch method. 2. Create a coil to reinforce the rim of your bowl. 3. What could your clay object be used for? 4. Compare your bowl with a neighbor's—what is different?	1. Shape bowl. 2. Add coil. 3. Suggest use (e.g., hold keys, beads, as decoration). 4. Discuss differences.	Bowl is stable and has defined shape. Gives a plausible use for the object.
HOMEWORK	"If you have play dough or mud at home, practice making another small object (cup, animal). Bring a drawing of it if you can't bring the object."	Copy assignment.	Submission of drawing or description.
CONCLUSION	1. Recap: "Clay can become almost anything with skill and patience." 2. Emphasize: "Many useful items start as simple shapes." 3. Preview: "Next, we model with papier-mâché pulp."	1. Share one challenge they faced and how they solved it. 2. Display their clay object.	Can describe the pinch pot technique.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.5 Modelling

Specific Competence: 4.10.5.2 Make objects using papier machè pulp

Major Learning Point/Activity: Making objects using Papier machè pulp (balls, fruits, plates, animals, people…)

Lesson Goal: By the end of the lesson, learners will be able to create a simple object (e.g., a ball or fruit shape) using papier-mâché pulp technique, understanding the process of pulp preparation and molding.

Rationale: Papier-mâché is a sustainable craft that recycles paper and allows for lightweight, durable creations. It teaches resourcefulness, patience (drying time), and sculpting skills. This lesson connects to Zambian festival masks and decorations. The method focuses on pulp preparation and basic shaping.

Prior Knowledge: Learners have experience with glue and tearing paper.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 19).

Learning Environment:

I. Natural: –

II. Artificial: Art room with waterproof tables, access to water.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Old newspaper, torn into small pieces
2. Water, flour or white glue for paste
3. Bowls for mixing, spoons
4. Plastic wrap or wax paper to shape over
5. Examples of dried papier-mâché objects

Expected Standard: Objects using Papier machè pulp made skillfully.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a dried papier-mâché bowl or mask. "Guess what this is made from? Newspaper!" 2. "Today we recycle paper into a new material—papier-mâché pulp—and shape it into objects."	1. Be surprised it's paper. 2. Express interest in transforming waste into art.	Learners show understanding that paper can be reused creatively.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *papier-mâché*: French for "chewed paper"; a material made from paper pieces and paste that hardens when dry. 2. Demonstrate making pulp: a) Soak torn newspaper in water for a few minutes. b) Squeeze out excess water.	1. Watch pulp preparation. 2. Participate in tearing and mixing. 3. Shape their own object from pulp.	Pulp is adequately mixed and holds shape. Object is recognizable (e.g., round ball).

	c) Mix with paste (flour+water or glue) until it feels like clay. 3. Show shaping: take a handful, mold over a plastic-wrapped ball to make a sphere, or free-form a simple fruit shape. 4. Relate to Zambia: papier-mâché used for school projects, festival decorations like Easter eggs. **Synthesis & Guided Practice:** 5. In small groups, learners help tear paper and soak it. 6. Each learner gets some prepared pulp to shape into a ball or an apple shape. 7. Emphasize smoothing surface and setting aside to dry (drying will take days; this lesson is about forming).		
EXERCISE	**Individual Task:** 1. Make a small ball using papier-mâché pulp. 2. What is the main ingredient in papier-mâché? 3. How does papier-mâché help the environment? 4. Plan what you would make with more pulp (e.g., animal, bowl).	1. Form ball. 2. Answer: paper. 3. Answer: reuses waste paper, reduces trash. 4. Describe a future project.	Ball is spherical and firm. Answers show understanding of recycling benefit.
HOMEWORK	"Collect dry newspaper scraps at home. Bring a handful for our next papier-mâché lesson."	Copy assignment.	Brings newspaper scraps.
CONCLUSION	1. Recap: "Papier-mâché turns trash into treasure." 2. Emphasize: "This craft requires patience—drying takes time." 3. Preview: "Next, we construct objects from various materials."	1. Explain the steps to make pulp. 2. Show their wet pulp object (carefully!).	Can list the basic steps of making papier-mâché pulp.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.6 Construction

General Competence: Problem Solving, Creativity and Innovation

Specific Competence: 4.10.6.1 Construct objects

Major Learning Point/Activity: Constructing various objects (houses, wire cars, bicycles, animals…)

Lesson Goal: By the end of the lesson, learners will be able to plan and construct a simple 3D object (e.g., a house or a simple vehicle) using recyclable materials like cardboard, straws, and tape, applying basic engineering principles.

Rationale: Construction crafts develop spatial reasoning, planning, and problem-solving. They encourage innovation and resourcefulness, using cheap or discarded materials. This lesson connects to Zambian ingenuity in making toys from scrap. The method emphasizes design-thinking: plan, build, test, improve.

Prior Knowledge: Learners have experience cutting, gluing, and joining materials.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 19).

Learning Environment:

I. Natural: –

II. Artificial: Art room with large tables.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Cardboard boxes, toilet paper rolls, straws, bottle caps
2. Scissors, tape, glue, string
3. Pictures of simple constructed objects: house, car, animal
4. Rulers, markers

Expected Standard: Objects constructed accordingly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a toy car made from a cardboard box and bottle-cap wheels. "What is this made from? Could you make something like it?" 2. "Today you are engineers—using everyday materials to build something new."	1. Identify materials. 2. Brainstorm objects they could build.	Learners suggest at least one object they'd like to construct.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *construction*: assembling parts to create a structure or object. 2. Demonstrate building a simple house: a) Plan: draw a design with walls, roof. b) Cut cardboard for walls, tape	1. Watch house demonstration. 2. Plan and sketch their object. 3. Build using selected materials.	Object is three-dimensional and stands on its own (or rolls if a vehicle).

	edges together. c) Add roof (triangular or flat). d) Decorate with drawn windows/doors. 3. Discuss stability: wide base, strong joints. 4. Relate to Zambia: children making wire cars; building playhouses from grass and sticks. **Synthesis & Guided Practice:** 5. Learners choose to build either a house, a car, or an animal. 6. They sketch a quick plan, then select materials and start constructing. 7. Circulate to help with joining challenges and encourage creative problem-solving.		
EXERCISE	**Individual Task:** 1. Build a simple structure that can hold a small weight (e.g., an eraser). 2. What was the hardest part of building your object? 3. How could you make it stronger? 4. Present your construction to a small group, explaining what it is and how you made it.	1. Test stability with weight. 2. Reflect on challenges. 3. Suggest improvements (e.g., more tape, wider base). 4. Present.	Structure supports light weight. Presentation is clear.
HOMEWORK	"Find three recyclable items at home (e.g., milk carton, plastic bottle). Plan what you could build with them."	Copy assignment.	Submission of a list of items and a building idea.
CONCLUSION	1. Recap: "With imagination, we can turn trash into toys and tools." 2. Emphasize: "Planning makes building easier." 3. Preview: "Next, we make pictures using mosaic technique."	1. Share one thing they learned about construction. 2. Show their finished object.	Can explain the steps they took to build their object.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.10 Crafts

Sub-Topic: 4.10.7 Picture Making

General Competence: Creativity and Innovation, Collaboration

Specific Competence: 4.10.7.1 Make pictures using mosaic technique

Major Learning Point/Activity: Making pictures using Mosaic technique

Lesson Goal: By the end of the lesson, learners will be able to create a simple mosaic picture by arranging small colored pieces (paper, seeds, etc.) to form an image or pattern on a glued surface.

Rationale: Mosaic art teaches patience, precision, and color composition. It is a historic art form found worldwide, including in African decorative arts. This lesson uses accessible materials and allows for individual expression while developing fine motor skills. The method emphasizes planning, spacing, and adhesive use.

Prior Knowledge: Learners can cut paper and use glue.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 19).

Learning Environment:

I. Natural: –

II. Artificial: Art room with tables.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Small squares of colored paper (pre-cut) or old magazines cut into pieces
2. Cardboard or heavy paper as base
3. Glue, brushes for glue (optional)
4. Examples of mosaics (pictures or real examples)
5. Pencils for light sketching

Expected Standard: Pictures made using mosaic technique creatively.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show a mosaic picture (e.g., made from paper). "Look closely—what do you see? Tiny pieces put together to make a bigger picture." 2. "Today we create mosaics—art made from many small pieces."	1. Observe and describe the technique. 2. Identify the image and the pieces.	Learners recognize that the image is composed of many small parts.
DEVELOPMENT	**Explanation & Demonstration:** 1. Define *mosaic*: a picture or pattern produced by arranging small colored pieces of hard material. 2. Demonstrate the process: a) Lightly sketch a simple shape	1. Watch and note the step-by-step process. 2. Sketch shape and begin gluing pieces. 3. Focus on covering the shape evenly.	Mosaic pieces fill the sketched shape, with gaps consistent. Image is recognizable.

	on cardboard (e.g., heart, fish, sun). b) Apply glue to a small section. c) Place paper pieces close together, leaving small gaps (grout lines). d) Continue section by section. 3. Show how colors can create shading or patterns. 4. Relate to Zambia: mosaic-like patterns in beadwork; modern murals in Lusaka using tiles. **Synthesis & Guided Practice:** 5. Learners choose a simple shape to mosaic. They sketch it lightly. 6. They select colored paper pieces and start gluing within the shape. 7. Encourage filling the entire shape, not leaving large gaps of background.		
EXERCISE	**Individual Task:** 1. Create a mosaic of a geometric shape (triangle, circle). 2. Use at least two different colors in your mosaic. 3. Why is it important to place pieces close together? 4. Trade mosaics with a partner and guess what shape they made.	1. Complete mosaic shape. 2. Incorporate two colors. 3. Answer: to create a solid-looking image, hide background. 4. Identify partner's shape.	Mosaic uses two colors. Shape is clearly identifiable.
HOMEWORK	"Create a small mosaic at home using whatever small items you have (seeds, pebbles, broken eggshells). Glue them to paper in a pattern."	Copy assignment.	Brings mosaic or describes what they used.
CONCLUSION	1. Recap: "Mosaics turn many small pieces into one big picture." 2. Emphasize: "Patience and precision make beautiful mosaics." 3. Preview: "Next, we design letters in lettering and poster work."	1. Explain what a mosaic is. 2. Show their mosaic picture.	Can define mosaic and show their work.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.11 Lettering and Poster Work

Sub-Topic: 4.11.1 Lettering

General Competence: Communication, Creativity and Innovation

Specific Competence: 4.11.1.1 Design letters

Major Learning Point/Activity: Designing Letters (forms of letters, typefaces, bold letters…)

Lesson Goal: By the end of the lesson, learners will be able to design stylized letters (e.g., block letters, bubble letters) and understand that letterforms can be artistic expressions.

Rationale: Lettering is the art of drawing letters, essential for poster design, signage, and visual communication. This lesson develops typographic awareness, creativity, and attention to detail. It connects to Zambian sign painting and chalkboard artistry. The method encourages experimentation with shape, weight, and decoration.

Prior Knowledge: Learners can write the alphabet in standard print.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 20).

Learning Environment:

I. Natural: –

II. Artificial: Art room with desks.

III. Technological: Chalkboard, examples of different letter styles.

Teaching and Learning Resources / Materials:

1. Paper, pencils, erasers
2. Markers or crayons
3. Examples of different letter styles: block, bubble, serif, decorative
4. Rulers (for straight lines)

Expected Standard: Letters designed correctly.

STAGES	TEARNER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Write the same word in plain print and in a decorative style. "Which one catches your eye? Why?" 2. "Today we explore lettering—the art of making letters beautiful and expressive."	1. Compare and discuss visual impact. 2. Show interest in drawing fancy letters.	Learners recognize that letters can be designed artistically.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *lettering*: drawing letters as design elements, not just writing. 2. Demonstrate two simple styles:	1. Watch demonstrations and note differences. 2. Practice block and bubble letters. 3. Decorate their letters.	Block letters are straight and even. Bubble letters are rounded and enclosed.

	a) Block letters: straight lines, uniform thickness, like bricks. b) Bubble letters: rounded, puffy outlines, like balloons. 3. Show how to sketch lightly first, then thicken lines, add shadows or patterns inside. 4. Relate to Zambia: lettering on market signs, minibus names, church banners. **Synthesis & Guided Practice:** 5. Learners practice writing their name in block letters using pencil and ruler. 6. Then, they try bubble letters for their initials. 7. Encourage adding simple decorations: stripes, dots, shading.		
EXERCISE	**Individual Task:** 1. Design the letter "A" in block style. 2. Design the letter "B" in bubble style. 3. What is the difference between writing and lettering? 4. Create a short word (e.g., "ART") using a mix of both styles.	1. Draw block A. 2. Draw bubble B. 3. Answer: writing is for communication; lettering is for visual appeal/design. 4. Design the word.	Letters are clearly in the assigned style. Word is legible and creatively styled.
HOMEWORK	"Find three different letter styles in your environment (on a product, sign, book). Draw one example."	Copy assignment.	Submission of a drawn example of a letter style.
CONCLUSION	1. Recap: "Letters can be as artistic as drawings." 2. Emphasize: "Good lettering makes messages attractive." 3. Preview: "Next, we design posters based on themes."	1. Share one style they enjoyed designing. 2. Display their favorite letter.	Can explain the purpose of lettering.

LESSON EVALUATION:

MINISTRY OF EDUCATION

VIP SOFT COPY MATERIALS GROUP ACADEMY.

LESSON PLAN

NAME OF TEACHER: **BERNARD TITO** **TS NO:** 20158602 . **TERM:** ..... **DATE**: .....

TIME: ..... **DURATION**: ..... minutes **ENROLMENT:** BOYS: .....GIRLS: .....

SUBJECT: **EXPRESSIVE ARTS** **GRADE:** 4 **ATTENDANCE**: BOYS: .....GIRLS:.....

Topic: 4.11 Lettering and Poster Work

Sub-Topic: 4.11.2 Poster Work

General Competence: Communication, Environmental Sustainability

Specific Competence: 4.11.2.1 Design posters based on different themes

Major Learning Point/Activity: Designing posters based on different themes (environmental education, child rights…)

Lesson Goal: By the end of the lesson, learners will be able to design a simple poster that communicates a clear message on a given theme (e.g., "Keep Our School Clean" or "Respect Children's Rights") using effective lettering and imagery.

Rationale: Poster design combines art and messaging, a powerful tool for advocacy and public education. This lesson develops visual literacy, composition skills, and social awareness. It connects to Zambian campaigns on health, environment, and rights. The method integrates previous skills (lettering, drawing) into a purposeful project.

Prior Knowledge: Learners can design letters and draw simple objects.

References: 2024 Expressive Arts Syllabus Grade 4–6 (Page 20).

Learning Environment:

I. Natural: –

II. Artificial: Art room with large paper.

III. Technological: –

Teaching and Learning Resources / Materials:

1. Large poster paper or cardboard
2. Markers, crayons, colored pencils
3. Rulers, pencils, erasers
4. Examples of effective posters (on health, environment, rights)

Expected Standard: Posters designed based on different themes accordingly.

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION	1. Show two posters: one cluttered with text, one with a big image and short bold message. "Which poster is easier to understand? Why?" 2. "Today you will design your own poster to share an important message with others."	1. Analyze and choose the clearer poster. 2. Suggest what makes a good poster (big letters, simple picture).	Learners identify key features of effective posters.
DEVELOPMENT	**Explanation & Demonstration:** 1. Explain *poster*: a large notice or advertisement intended for public display. 2. Outline poster design principles:	1. Listen to principles and watch demo. 2. Plan and sketch layout.	Poster includes a clear slogan, large letters, and a relevant image.

	a) Clear, short message (slogan). b) Large, readable lettering. c) Supporting image that relates to the message. d) Use of color to attract attention. 3. Demonstrate designing a poster step-by-step: choose theme (e.g., "Plant Trees"), sketch layout, draw letters in block style, add relevant image (tree, hands planting). 4. Relate to Zambia: posters for anti-malaria campaigns, school cleanliness drives, children's rights awareness. **Synthesis & Guided Practice:** 5. Learners choose a theme from provided options: "Save Water," "Stop Bullying," "Go to School." 6. They sketch their poster layout on scrap paper first, then transfer to poster paper. 7. Encourage use of bold colors and neat lettering.	3. Create final poster on large paper.	
EXERCISE	**Individual Task:** 1. Design a poster with the message "Keep Our Water Clean." 2. Use block letters for the headline. 3. Draw one symbol that represents your message (e.g., a tap, a clean river). 4. Explain your poster to a classmate.	1. Create poster. 2. Apply block lettering. 3. Include a symbol. 4. Present and explain.	Poster is complete, message is clear, and presentation is confident.
HOMEWORK	"Display your poster at home or in your community (e.g., on your door). Ask one person what they think the message is."	Copy assignment.	Learner reports feedback from viewer.
CONCLUSION	1. Recap: "A good poster speaks quickly and clearly." 2. Emphasize: "Art can change minds and behaviors." 3. Preview: "This completes our Expressive Arts topics for Grade 4. Next term, new adventures!"	1. Share one thing they learned about poster design. 2. Hold up their poster for a class gallery walk.	Can state the key elements of a poster.

LESSON EVALUATION: