የኢትዮጵያ ፌደራላዊ ዴሞክራሲያዊ ሪፐብሊክ
የትምህርት ሚኒስቴር
FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

General Education Curriculum

Performing and Visual Arts

(Flow Chart, MLC & Syllabus for Grade 1-8)

March, 2021

Curriculum Developers of PVA

S.N	Name of Developers	Specialization	Email	Phone	Institution
1	**Dame Tolina (MA)**	Music Expert	**tolinademie2018@gmail.com**	**0911 884050**	**Assela TTC**
2	**Jinenus Wako (MA)**	Music Expert	**jinetmusic@yahoo.com**	**0912 377653**	**Jimma University**
3	**Samuel Mamaru (MA)**	Theatre and Film Arts expert	**samuelmamaru12@gmail.com**	**0923 218127**	**Bahir Dar University**
4	**Teklemariam Tilahun (MFA)**	Visual Arts expert	**tekleytilahun@gmail.com**	**0912 188906**	**Arbaminch TTC**
5	**Tujuba Beyene (MA)**	Visual Arts expert	**beyentujub@gmail.com**	**0911 083164**	**Jimma University**
6	**Woube Kassaye (PhD)**	Curriculum Expert	**woubek@gmail.com**	**0911 471567**	**Addis Ababa Univesity**

Timetable

S.N	**Grade level**	**Periods/week**	**Time/Period**
1	Primary (1-6)	4 periods	40’ (forty minutes)
2	Middle (7-8)	2 periods	40’ (forty minutes)
3	Secondary (9-10)	2 periods	45’ (forty five minutes)

Contents

Curriculum Developers of PVA 2

Timetable 3

Introduction 5

Modality 6

Primary school level (1-6): 6

Middle school level (7-8): 7

Secondary school level: 7

Performing and Visual Arts Flowchart for Grade 1-8 8

Performing and Visual Arts *MLC* for Grade 1-8 12

Performing and Visual Arts *Syllabus* for Grade 1-8 18

Introduction

Education is one of the key instruments for bringing growth and progress into society. And, if education is required to play its role effectively, a well-developed curriculum is unavoidable. In other words education without curriculum is unthinkable. However, its preparation requires a lot of effort. Education in Ethiopia has faced various challenges in different periods. The major drawbacks of curriculum include lack of relevance of contents, prevalence of difficult and overloaded contents in textbooks, absence of interactive learner-centered methodologies, and proper implementation of continuous assessment a major revision of the existing curriculum was felt necessary. To this end the Ministry of Education adopted a Curriculum Framework known as the Ethiopian General Education Curriculum Framework (EGECF) in 2020. This is a result of a nationwide consultation process. It focuses on Aims and Objectives, Values and Principles, Competency, Learning Areas and Subjects, School Time, Curriculum Materials and Support Materials, Teaching Methodology and Strategies, Assessment, Monitoring and Evaluation and Crosscutting and National Pressing Issues.

In this Framework, Performing and Visual Arts (PVA) as a single subject was identified as one of the learning areas. The contribution Visual and Preforming Arts for humankind is immense. In this regard, various prominent scholars such as Grant Venerable, John Dewy, Confucius, Kwabena Nketia have adequately emphasized its importance for personal and social development. The aim of Visual and Performing Arts in general education is to lay the foundations for a common way of enlightened living that is seeking to promote general or basic social adjustment, rather than an adjustment to specific interests and pursuits, vocational otherwise. It promotes comprehensive and rounded growth that encompasses those competencies that have wider application to the enrichment of living. The Visual and Performing Arts as a subject is based on visual Arts, Music, Dance, Theater and Film Arts. It is prepared for preprimary (KG 1-2 and KG 2), Primary (Grades 1-8) and Secondary (9-10).

Its preparation had taken place based on the requirements indicated in the Curriculum Framework specifically on Flowchart, Minimum Learning Competencies (MLCs) and Syllabuses (KG 1-2, Primary 1-8 and Secondary 9-10) for this subject were prepared. In this curriculum development various participants who had rich knowledge in music, dance, visual arts, Theater and film Arts had taken part. After the preparation of the 1st draft of the curriculum, the pertinent comments of the assessors and stakeholders were incorporated during its finalization. In the preparation of these curriculum materials, due consideration was given for balance and diversity that could regions enable them to adapt to their objective reality in development of textbooks. Since, the preparation of this subject is new to our country, it is hoped that the process of its refinement will continue. Curriculum materials are educational resources helpful to organize and implement curricular and instructional experiences for learners from pre-primary to secondary levels. Flowchart, Minimum Learning Competencies (MLCs) document, Syllabuses, Textbooks, and Teachers Guides are the major curriculum materials that are essential for the implementation of the Arts education curriculum of Ethiopia.

Modality

The Visual and Performing Arts at this Level draws its content from Visual Art, Music, Dance, Theatre, film, Design and Technology.

Preprimary: Arts programs at this level provide essential first steps for students as they develop their ability to communicate their thoughts, feelings, and understanding concerning the world around them.

Primary school level (1-6):

The Visual and Performing Arts at Primary Level draws its content from the above-mentioned disciplines/areas and also includes contents from Indigenous knowledge and other relevance subject/issues to be studies as a package.

Middle school level (7-8):

At this stage of school education, So far they have grasped developed and experienced earlier can be developed further. Courses in the four arts disciplines (dance, music, theatre, film and the visual arts) are designed to increase and refine students' knowledge and skills beyond those learned at the primary school level. Students may experience the five art disciplines to expand their knowledge and skill and to make personal connections with themselves, school and other world. Middle school students should begin to develop a firm foundation in the arts disciplines to be prepared for more focused study in one or more of the arts in high school. Accordingly, articulation needs to occur between the middle school and high school arts teachers.

Secondary school level:

At the secondary stage of school education students will have the choice of opting for one of the following arts education subjects: visual art, theatrical art, dance and music in the form of vocational approach. High school arts programs should be based on an overall vision of secondary education. That is, they should engage student in a rigorous, standards-based curriculum enabling the student to make the transition from high school to higher education and a career. Yearlong high school courses in dance, music, theatre/film, and the visual arts should all be approved to meet the new visual and performing arts requirement for freshman admission to the University/ TVET of Ethiopia.

Performing and Visual Arts Flowchart for Grade 1-8

Flowchart of Visual and Performing Arts Grade 1- 6						
Thematic Area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Artistic Perception	Unit 1: -Observe performances of songs, play, dance, and image in daily experiences.	Unit 1: Simple musical notes up to half, dance, shapes, drama and Photograph	**Unit 1:** Musical notes & rest up to quarter, Colors and mixture of colors, simple techniques of photographs & drama	**Unit 1:** Songs, Dance in simple rhythms, shapes, forms & color, drama & photograph.	**Unit 1:** Elements of visual and performing arts	**Unit 1:** The nature of Arts
Creative expression	**Unit 2:** Mimicking, Imitation, Singing, Line scarabling and line drawing, dance with simple rhythmic songs	**Unit 2:** Group Performance	**Unit 2:** Draw using lines, shapes, & colors. Related sounds and music symbols, Percussion instruments, theme in photograph, dance and plays	**Unit 2:** Draw staff and clefs, use form and texture to make art. Perform traditional dance. Perform monologue	**Unit 2:** naming and writing music notes; draw, dance and Theater Performance using Costume and Props	**Unit 2:** Melodic and rhythmic songs from stave. -draw & paint. -Express moods, feelings, themes, ideas through Theater, Video and Photograph. - Demonstrate skills in Pantomime, montage, and improvisation**.**

Historical and cultural contexts	Unit 3: Arts in the environment and the community	**Unit 3:** Cultural dimensions in music, dance, colors, and Drama.	**Unit 3:** Work of Performing and visual arts in the past and present, focusing on cultural diversity	**Unit 3:** Role of performing and visual arts in the environment	**Unit 3:** Themes, telling story in performing & Visual Arts.	**Unit 3:** -Story telling through visual and performing arts, - Traditional music instrument, local dance
Aesthetic Valuing	**Unit 4:** Appreciating cultural practices	**Unit 4:** Appreciating Preforming and Visual arts	**Unit 4:** Appreciating traditional arts (PVA) in Ethiopia	**Unit :4** The value of rehearsal/practicing in performing and visual arts	**Unit 4:** Ideas through different arts form	**Unit 4:** Appreciate indigenous knowledge in perfuming and visual arts
Connection, relationship and application	**Unit 5:** Connecting and applying	**Unit 5:** Connect learned PVA with other subjects	**Unit 5:** Connecting PVA with other subjects	**Unit 5:** Connecting PVA with other subjects	**Unit 5:** Connecting PVA with other subjects	**Unit 5:** Connecting PVA with other subjects

Flowchart of Visual and Performing Arts Grade 7& 8

Thematic Area	**Grade 7**	**Grade 8**
Artistic perception	**Unit 1:** - Basic elements of Design - Characteristics of Ethiopian music - Traditional techniques of dance - Theater Arts & Film Arts	**Unit 1:** - Elements of Design in 3D arts, - Major categories of Ethiopian music and Dance - Film/Video and theater production elements

Creative expression	**Unit 2:** - Application elements of Design in 2D Visual Arts, - Perform Solfeggio patterns of rhythm and pitch, beats, rest by using modes of Ethiopian Music (*Tizita and Bati*) - Perform folk dance styles - Express ideas through theatre, film & Photography	**Unit 2:** - Printmaking & doing sculpture (3D) - Perform Solfeggio in patterns of rhythm and pitch, beats, rest by using Ethiopian modes (*Anchihoye* and *Ambassel*) - Present dance patterns (steps and motive) - Theater & Film production
Historical and cultural context	**Unit 3:** - Regional music history and indigenous ways of performing music and dance - Indigenous ways of painting and hand craft - Indigenous knowledge in theatre and film	**Unit 3:** - Cultural dimensions of Music, Dance, theatre, film and visual Art - Varity of musical instruments in diversified culture - Indigenous monuments and sculpture
Aesthetic Valuing	**Unit 4:** - Appreciating performing and visual art works	**Unit 4:** - Compare and contrast performing and visual art works
Connection, relationship and application	**Unit 5:** Apply concepts within PVA subjects	**Unit 5:** Apply concepts of PVA in other subjects

Performing and Visual Arts *MLC* for Grade 1-8

MLC of Visual and Performing Arts Grade 1- 6						
Thematic area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Competencies	- Observation - Creativity - Artistic understanding - Valuing their culture - integration	- understand and identify - collaboration - Appreciation - integration	- Improve creativity - Understand and perform in different ways - Collaboration - Self confidence - Appreciation	- improve self confidence - understand and identify - collaboration - Appreciation	- Identify elements of PVA - Writing skills - Nonverbal communication - recognizing indigenous artistic performances	- Understand nature of PVA - Dedication - Expression - Recognition - Receiving constructive feedbacks - Appreciate their culture
Artistic Perception	Unit 1: -Observe performances of songs, play, dance, and image in daily experiences.	Unit 1: Simple musical notes up to half, dance, shapes, drama and Photograph	**Unit 1:** Musical notes & rest up to quarter, Colors and mixture of colors, simple techniques of photographs & drama	**Unit 1:** Songs, Dance in simple rhythms, shapes, forms & color, drama & photograph.	**Unit 1:** Elements of visual and performing arts	**Unit 1:** The nature of Arts
Creative expression	**Unit 2:** Mimicking, Imitation, Singing, Line scarabling and line drawing, dance with simple rhythmic songs	**Unit 2:** Group Performance	**Unit 2:** Draw using lines, shapes, & colors. Related sounds and music symbols, Percussion instruments, theme in photograph, dance and plays	**Unit 2:** Draw staff and clefs, use form and texture to make art. Perform traditional dance. Perform monologue	**Unit 2:** naming and writing music notes; draw, dance and Theater Performance using Costume and Props	**Unit 2:** Melodic and rhythmic songs from stave -draw & paint. -Express moods, feelings, themes, ideas through Theater, Video, and Photograph. - Demonstrate skills in Pantomime, montage,

						and improvisation**.**
Historical and cultural contexts	Unit 3: Arts in the environment and the community	**Unit 3:** Cultural dimensions in music, dance, colors, and Drama.	**Unit 3:** Work of Performing and visual arts in the past and present, focusing on cultural diversity	**Unit 3:** Role of performing and visual arts in the environment	**Unit 3:** Themes, telling story in performing & Visual Arts	**Unit 3:** -Story telling through visual and performing arts, - Traditional music instrument, local dance
Aesthetic Valuing	**Unit 4:** Appreciating cultural practices	**Unit 4:** Appreciating Preforming and Visual arts	**Unit 4:** Appreciating traditional arts (PVA) in Ethiopia	**Unit :4** The value of rehearsal/practicing in performing and visual arts	**Unit 4:** Ideas through different arts form	**Unit 4:** Appreciate indigenous knowledge in perfuming and visual arts
Connection, relationship and application	**Unit 5:** Connecting and applying	**Unit 5:** Connect learned PVA with other subjects	**Unit 5:** Connecting PVA with other subjects	**Unit 5:** Connecting PVA with other subjects	**Unit 5:** Connecting PVA with other subjects	**Unit 5:** Connecting PVA with other subjects

Flowchart of Visual and Performing Arts Grade 7& 8

Thematic Area	**Grade 7**	**Grade 8**
Competencies	-Increase understanding of PVA -Enhance expression -Problem solving -Collaboration -Creativity -Confidence -Appreciate indigenous artistic performances	-Excelled teamwork -Accountability -Dedication -Creativity -Expression -Recognition -Receiving constructive feedbacks -Appreciate diversified culture Receiving

		constructive feedbacks - Reflection on self and others
Artistic perception	**Unit 1:** - Basic elements of Design - Characteristics of Ethiopian music - Traditional techniques of dance - Theater Arts & Film Arts	**Unit 1:** - Elements of Design in 3D arts, - Major categories of Ethiopian music and Dance - Film/Video and theater production elements
Creative expression	**Unit 2:** - Application elements of Design in 2D Visual Arts, - Perform Solfeggio patterns of rhythm and pitch, beats, rest by using modes of Ethiopian Music (*Tizita and Bati*) - Perform folk dance styles - Express ideas through theatre, film & Photography	**Unit 2:** - Printmaking & doing sculpture (3D) - Perform Solfeggio in patterns of rhythm and pitch, beats, rest by using Ethiopian modes (*Anchihoye* and *Ambassel*) - Present dance patterns (steps and motive) - Theater & Film production
Historical and cultural context	**Unit 3:** - Regional music history and indigenous ways of performing music and dance - Indigenous ways of painting and hand craft - Indigenous knowledge in theatre and film	**Unit 3:** - Cultural dimensions of Music, Dance, theatre, film and visual Art - Varity of musical instruments in diversified culture - Indigenous monuments and sculpture
Aesthetic Valuing	**Unit 4:** - Appreciating performing and visual art works	**Unit 4:** - Compare and contrast performing and visual art works
Connection, relationship and application	**Unit 5:** Apply concepts within PVA subjects	**Unit 5:** Apply concepts of PVA in other subjects

Performing and Visual Arts *Syllabus* for Grade 1-8

Learning outcomes:

At the end of this grade level, learners will be able to:

- Identify sounds, images and color in their surrounding
- Demonstrate singing and role plays
- Understand Arts in the environment
- Appreciate work of arts

Performing and visual Arts syllabus for Grade One

Thematic Area	Contents	Learning strategies	Teaching and learning materials	Assessment
Artistic Perception	**Unit 1:** 1. Observation: - 1.1. Listen and watch simple recorded songs with dances 1.2. Watch recorded video tell the actions 1.3. Identify image, action and message	• let children listen and watch the messages, images and actions in given audio/videos	• Rehearsal class/rooms • Image, music and video players, • Audio/video materials	- Observation - Self reflection - group reflection
Creative expression	**Unit 2:** **2. Expression** 2.1. Mimicking family roles 2.2. Exercise line scrabbling line, drawing and coloring 2.3. Sing about family 2.4. Dance with simple rhythm	• Singing simple family songs • Showing exemplar family activities through songs, dances, mimicking and role Plays. • Free drawing and coloring	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio

Historical and cultural contexts	**Unit 3:** 3. Culture 3.1. Arts in the environment and the community (songs, colors, dances, folk telling, myth, and riddle, plays…etc 3.2. colors in surrounding	• perform local art activities through songs, role play and dances • Identify the colors of cloths in their family and friends. • (colors of regional/national flags)	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Aesthetic Valuing	**Unit 4** *4.* Appreciating cultural practices *4.1.* Family song , dance, *role plays and image*	• *Let students participate in:* • *singing,* • *dancing,* • *role playing,* • *free drawing and photograph*	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Connection, relationship and application	**Unit 5** **5. Performance** 5.1. Group singing 5.2. Role plays in groups 5.3. Connecting and applying (singing, explaining, image and symbolizing about historical places)	• Initiate students for group singing about colors of nature by using: dance with rhythm and perform role plays	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions

Learning outcomes:

At the end of this grade level, learners will be able to:

- Play easy theater games
- Identify simple musical and free movement dance
- Describe simple photographs and images observed
- Show line scrabbling and line drawing made
- Perform music, dance and Drama based on familiar stories
- Identify colors available around their area
- Describe the importance of PVA in learning other subjects

Performing and visual Arts syllabus for Grade Two

Thematic Area	Contents	Learning strategies	Teaching and learning materials	Assessment
Artistic Perception	**Unit 1:** 1. **Identify**: 1.1. Musical notes 1.2. Free movements/dance 1.3. Easy theater games 1.4. Observe Photograph 1.5. Image in daily experiences	• Children practice and sing musical notes up to half notes • the messages, images and actions in given audio/videos	• Rehearsal class/rooms • Image, music and video players, • Audio/video materials	- Observation - Self reflection - group reflection
Creative expression	**Unit 2:** 2. Creative expression: 2.1. Musical notes 2.2. Free movements/dance 2.3. Theatre games	• Singing simple family songs • Showing exemplar family activities through songs, dances, mimicking	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Audio/video materials • pencil, crayon, and	- Observation - Self reflection - group reflection - portfolio

	2.4. Line scrabbling and line drawing	and role Plays. • Perform theatre games in group • Free drawing and coloring	locally available materials	
Historical and cultural contexts	**Unit 3:** 3. **Cultural perspectives**: 3.1. Folk music and dance 3.2. Familiar stories 3.3. Cultural dimensions in music, dance, colors, and Drama.	• perform local art activities through songs, role play and dances • Tell familiar stories • Students know about familiar folk songs and dances • Identify the colors of cloths in their family and friends. (colors of regional/national flags)	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Aesthetic Valuing	**Unit 4** 4. **Appreciation**: 4.1. Performances in: Music, Visual art and theatre games	▪ Students participate in: ▪ singing, ▪ dancing, ▪ role playing, ▪ free drawing and photograph	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Connection, relationship and application	**Unit 5** 5. **Connection**: 5.1. Musical activities 5.2. Identification of the	• Initiate students for group singing about colors of nature by using: dance with	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc.	- Observation - Self reflection - group reflection - portfolio

	relationship between performing and visual arts 5.3. The importance of PVA in learning other subjects	rhythm and perform role plays • Connecting and applying arts discipline within and other subjects ▪ Let students sing about nature (stars, rivers, birds…etc.	• Images, Audio/video materials • pencil, crayon, and locally available materials	- Oral questions
Performing and visual Arts syllabus for Grade Three				
At the end of this grade level, learners will be able to: - Describe musical notes (up to quarter notes and rests), basic colors and simple techniques of photography & drama, (the messages, images and actions in given audio/videos) o Demonstrate playing percussion instruments based on easy music notation o Show exemplar family activities through songs, dances, mimicking and role Plays. o Demonstrate drawing, mixing colors, printing and coloring o Compare simple visual arts in the past with the present, focusing on cultural diversity o Perform local art activities through songs, role play and dances - Distinguish familiar folk songs and dances from past to present - Make verbal report on the cultural places visited - Appreciate folk arts of performing and visual arts in Ethiopia through singing, dancing, role playing, free drawing and photograph				
Thematic Area	**Contents**	**Learning strategies**	**Teaching and learning materials**	**Assessment**
Artistic Perception	**Unit 1:** 1. **Identification and Description**:	• Children practice and sing musical notes up to half notes	• Rehearsal class/rooms • Image, music and video players,	- Observation - Self reflection - group reflection

	1.1. Music notes up to quarter notes and rests 1.2. Basic colors 1.3. Simple techniques of photography & drama	with rests • the messages, images and actions in given audio/videos • Identify basic colors	• Audio/video materials	
Creative expression	**Unit 2:** 2. **Practical Exercise**: 2.1. Sounds, music notations and percussion instruments 2.2. Draw the outline of simple shapes, form and coloring 2.3. Mixing basic colors and direct printing 2.4. Messages in drama, video and photograph	• Rehearsing reading music notation by using percussion instruments • Showing exemplar family activities through songs, dances, mimicking and role Plays. • Drawing, mixing colors, printing and coloring	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio
Historical and cultural contexts	**Unit 3:** 3. **Cultural Expression**: **3.1.** Works of Performing and visual arts in the past and present, focusing on cultural diversity	• perform local art activities through songs, role play and dances • Distinguish familiar folk songs and dances from past to present • Visit cultural places	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Aesthetic Valuing	**Unit 4** 4. **Appreciation**: 4.1. folk arts of performing and visual	▪ Students participate in: ▪ singing, ▪ dancing,	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc.	- Observation - Self reflection - group reflection - portfolio

	arts in Ethiopia	▪ role playing, ▪ free drawing and photograph	• Images, Audio/video materials • pencil, crayon, and locally available materials	- Oral questions
Connection, relationship and application	**Unit 5** 5. **Group performances**: 1.1. Connect PVA within and with other subjects	▪ Initiate students for group singing about colors of nature by using: dance with rhythm and perform role plays ▪ Students sing about nature (stars, rivers, birds…etc.	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions

Performing and visual Arts syllabus for Grade Four

At the end of this grade level, learners will be able to:

- Describe the types of shapes, forms with variety colors and the musical notes (up to quarters notes)
- Perform mime (acting silently), singing and dancing
- Describe photograph (landscape and portrait)
- Demonstrate the messages, images and actions in given audio/videos
- Understand music writing on the staff (lines and spaces), clefs in connection with places of notes (including ledger lines).
- Perform exemplar family activities through songs, dances,.
- Demonstrate directed drawing, making collage and coloring
- Appreciate indigenous practices in connection with house making and decoration, music and plays…
- Differentiate between mime and monologue, and drawing and photograph

○ Describe the connection between PVA with other subjects ○ Demonstrate the importance of songs, shapes and colors ○ Imitate dances from movements of plants and animals				
Thematic Area	**Contents**	**Learning strategies**	**Teaching and learning materials**	**Assessment**
Artistic Perception	**Unit 1:** **1. Observation**: 1.1. Songs and dance in simple rhythms, 1.2. Study types shape and forms with variety colors 1.3. Understand mime(acting silently) 1.4. Photograph (landscape and portrait)	• Children practice and sing musical notes up to quarters notes • Demonstrate the messages, images and actions in given audio/videos	• Rehearsal class/rooms • Image, music and video players, • Audio/video materials	- Observation - Self reflection - group reflection
Creative expression	**Unit 2:** **2. Individual/group performance**: 2.1. Staff and clefs 2.2. Traditional dances 2.3. Collage from locally available recourses and portray different form and texture 2.4. Forms and textures 2.5. Mime and Monologue	• Draw and explain staff's lines and spaces, identify clefs and their starting places of notes (including ledger lines). • Showing exemplar family activities through songs, dances,. • Directed drawing,	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio

		making collage and coloring		
Historical and cultural contexts	**Unit 3:** **3. Value of arts for the community** 3.1. Role of performing visual arts in the community in relation to history and culture	• Visiting historical place • Performing local art activities through songs, mime and monologue and dances • Study familiar folk songs and dances • Identify the symbol, colors of cloths in their family and friends. (colors of regional/national flags)	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Aesthetic Valuing	**Unit 4** **4. Appreciativeness:** 4.1.Value of rehearsal/practicing in performing and visual arts 4.2.Recognition and appreciation of indigenous house making and decoration, music, plays…	▪ Participate in: ▪ singing, ▪ dancing, ▪ mime and monologue, ▪ drawing and photograph	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions

Connection, relationship and application	**Unit 5** **5. Connecting PVA with other subjects** 5.1. Shapes forms and colors in relation with mathematics and 5.2. other subjects 5.3. Songs on washing their face, goods and cleaning the environment 5.4. Imitate dances from movements of plants and animals	▪ Invite students for group singing about colors of nature by using: dance with rhythm and perform role plays ▪ Application of shapes forms and colors in relation with mathematics and other subjects ▪ Let students sing about nature (stars, rivers, birds…etc.	• Rehearsal class/rooms • Audio/video player, local percussion, instrument…etc. • Images, Audio/video materials • pencil, crayon, and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions
Performing and visual Arts syllabus for Grade Five				

At the end of this grade level, learners will be able to:

- Identify simple elements of visual Arts (line, shape, form, color, value, texture, size, pattern), theater, techniques of video recording, music (rhythm, dynamics, tempo, pitch…), dance and techniques of video recording
- Read simple musical notes
- produce paper mosaic and block printing (potato print),
- demonstrate easy theater performance using costume and Props
- Demonstrate the similarly and differences of ideas through different performing arts
- Describe the importance of visual arts and crafts in the society
- Perform songs, dance and theatre with issues connected with traffic, HIV and doping (cross-cutting issues)
- Explore signs and symbols available in the community (Logo & poster)
- Identify types of folk songs and dances of the community
- Describe types of visual arts in history(cave art and painting)
- Perform local art activities through songs and dances, theatre, pantomime
- Classify familiar folk songs and dances
- Report on visits made verbally

Thematic Area	Contents	Learning strategies	Teaching and learning materials	Assessment
Artistic Perception	**Unit 1:** 1. **Elements PVA**: 1.1. E**lements of visual Arts (line, shape, form, color, value, texture, size, pattern** 1.2. Elements of music (rhythm, dynamics, tempo, pitch…) and	• Demonstration and practice	• Rehearsal class/rooms • Image, music and video players, • Paper, Pencil, crayon… • Audio/video materials • Written materials	1. Observation 2. Self reflection 3. group reflection 4. portfolio 5. Oral questions

	dance 1.3. Basic elements of theatre 1.4. Simple techniques of video recording			
Creative expression	**Unit 2:** 2. **Creative expression**: 2.1. Naming and writing music notes; 2.2. **Paper mosaic and block printing(potato** 2.3.Theater Performance using Costume and Props	• Draw and explain staff's lines and spaces, identify clefs and their starting places of notes. • Express moods, feelings, ideas through theatre and short video • **Making paper mosaic and block printing(potato print)**	• Rehearsal class/rooms • Audio/video player, pictures of clefs and notes on boards/flip charts …etc. • Audio/video materials • News paper, magazine, glue, pencil, crayon, and locally available materials • Costume and props	- Observation - Self reflection - group reflection - portfolio
Historical and cultural contexts	**Unit 3:** 3. **Themes in PVA**: 3.1.Types of folk songs and dances that community using 3.2. Identify types of visual arts in history(cave art and painting) 3.3. Folk story telling	• perform local art activities through songs and dances, theatre, pantomime • Classify familiar folk songs and dances • Demonstration and visiting	• Rehearsal class/rooms • Audio/video player…etc • Images, Audio/video materials	- Observation - Self reflection - group reflection - portfolio - Oral questions

Aesthetic Valuing	**Unit 4** 4. **Promoting**: 4.1.Discuss about difference and similarity of Ideas through different performing arts 4.2.Importance of visual arts and crafts in the society	• *singing,* • *dancing,* • *Theatre, photograph and video* • Identify the importance of visual arts and crafts in the society	• Rehearsal class/rooms • Audio/video player, local percussion, and available music instrument… • Images, Audio/video materials • Sample crafts and images	- Observation - Self reflection - group reflection - portfolio - Oral questions
Connection, relationship and application	**Unit 5** 5. **Connection**: 5.1. Demonstration: Songs, dance and theatre about traffic, HIV and doping (cross-cutting issues) 5.2. **Signs and symbol in the community (Logo & poster)**	• Group singing, dancing, theatre about crosscutting issues • Let students sing about nature (stars, rivers, birds…etc. • **Application of arts in understanding signs and symbol in the community(Logo & poster)**	• Rehearsal class/rooms • Audio/video player, local percussion, lyrics, stage play, and available music instrument… • Images, Audio/video materials • Logo, poster and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions

Performing and visual Arts syllabus for Grade Six

At the end of this grade level, learners will be able to:

- Identify simple elements of visual Arts (line, shape, form, color, value, texture, size, pattern), theater, techniques of video recording, music (rhythm, dynamics, tempo, pitch…), dance and techniques of video recording
- **Read simple musical notes**

- Reflect on the listed and watched messages, images and actions after listening/watching a particular audio/videos
- Identify the similarities and differences between major & minor keys, high and low pitches and key signatures
- Describe the similarities and differences between theatre arts ((acting, directing, play writing) and film arts

- Demonstrate the skills of drawing for painting and other related visual arts
- Perform easy melodic and rhythmic songs from a staff stave (treble & bass clef)
- Differentiate between high and low pitches
- Demonstrate skills in drawing, painting and printing Pantomime, montage, and improvisation
- Express moods, feelings, themes, ideas through music, theater, video, and photograph.

Thematic Area	Contents	Learning strategies	Teaching and learning materials	Assessment
Artistic Perception	**Unit 1:** **1. The nature of Arts** 1.1 **Drawing as base of painting and other visual arts** 1.2 Major & minor keys, pitches and key signatures 1.3 Theatre arts (acting, directing, play writing) and film arts	• Listen and watch the messages, images and actions in given audio/videos • Differentiate major & minor keys, high and low pitches and key signatures • Understand theatre and film arts • Drawing for painting and other visual arts	• Rehearsal class/rooms • Image, music and video players, • Paper, Pencil, charcoal, crayon and locally available materials • Audio/video materials • Written and locally available materials	• Observation • Self reflection • group reflection • portfolio • Oral questions
Creative expression	**Unit 2:** **2. Creative expression** 2.1. Rhythmic songs from stave (treble & bass clef), high and low pitches 2.2. Drawing for painting and printing	• Perform Melodic and rhythmic songs from stave (treble & bass clef) and Ability to differentiate between high and low pitches • Demonstrate drawing, painting and	• Rehearsal class/rooms • Audio/video player, pictures of clefs and notes on boards/flip charts …etc. • Audio/video materials • News paper, magazine, glue, pencil, crayon, and	• Observation • Self/practical reflection • group reflection • portfolio

	2.3. Expression of ideas in theatre, video and photograph	printing • Express moods, feelings, themes, ideas through Theater, Video, and Photograph. • Demonstrate skills in Pantomime, montage, and improvisation**.**	locally available materials • Costume and props	
Historical and cultural contexts	**Unit 3:** 3. **Telling and illustrating stories through visual and performing arts**, 3.1. Traditional music instrument, local dance	• Tell and illustrate local artistic stories through songs, visual art, theatre/video/film and dances • demonstrate symbol and sign of society's culture • distinguish and play traditional music instruments and local dances	• Rehearsal class/rooms • Audio/video player…etc • Images, Audio/video materials	• Observation • Discussion • Self/practical reflection • group reflection • Feedback • portfolio • Oral questions • Written tests
Aesthetic Valuing	**Unit 4:** 4. Appreciate indigenous knowledge in performing and visual arts	• perform local artistic stories through songs, visual art, theatre/video/film and dances • drawing and making paper mosaic of cultural and historical figures • demonstrate symbol	• Rehearsal class/rooms • Audio/video player, local percussion, strings, blowing instruments, and locally available music instrument… • Images, Audio/video materials • Sample crafts and images	• Observation • Discussion • Self/practical reflection • group reflection • Feedback • portfolio • Oral questions • Written tests

		and sign of society's culture • Preform in traditional music instruments and local dances		
Connection, relationship and application	**Unit 5:** **5. Connecting PVA with other subjects** 5.1 Connection of arts with conservation and reservation of valuable resources 5.2 Connecting performing Arts with other subjects & cross cutting issues (gender, traffic, Health…)	• Connecting performing Arts with other subjects & cross cutting issues (singing, dancing, theatre, video…) • Demonstration and visiting	• Rehearsal class/rooms • Audio/video player, local percussion, lyrics, stage play, and available music instrument… • Images, Audio/video materials • Logo, poster and locally available materials	• Observation • Self reflection • group reflection • portfolio • Oral questions

Performing and visual Arts syllabus for Grade Seven

Learning outcomes:

At the end of this grade level, learners will be able to:

- Describe Characteristics of Ethiopian music and traditional techniques of dance
- Identify theater Arts & Film Arts
- Draw and paint
- Apply Art elements in 2D Visual Arts(painting and Printing)
- Express moods, feelings, themes, ideas through Theater, Video, and Photograph.
- Demonstrate skills in Pantomime, montage, and improvisation**.**
- Perform Solfeggio in different time signature (¾, $^4/_4$) using notation
- Play rhythm pitch, beats, rest by using modes of Ethiopian Music (*Tizita and*

Bati) and perform folk dance styles
- Tell and illustrate local artist stories of singers, dancers, visual artists,
- Express indigenous knowledge through theatre/video/film
- Perform or appreciate artistic stories through songs, visual art, theatre/video/film and dances
- Appreciate and recognition of ways of preparing indigenous art works
- Connect performing Arts with other subjects & cross cutting issues (singing, dancing, theatre, video…)

Thematic Area	Contents	Learning strategies	Teaching and learning materials	Assessment
Artistic Perception	**Unit 1:** **1. Artistic Perception** 1.1 Role and functions of basic elements of Design 1.2 Ethiopian music and traditional, dance 1.3 Identify theater & Film Arts	• Characteristics of Ethiopian music and traditional techniques of dance • Identify theater Arts & Film Arts • Drawing and painting	• Rehearsal class/rooms • Image, music and video players, • Paper, Pencil, charcoal, crayon and locally available materials • Audio/video materials • Written and locally available materials	• Observation • Self reflection • group reflection • portfolio • Oral questions
Creative expression	**Unit 2:** 2.1 Painting and Printing 2.2 Perform Solfeggio patterns of rhythm and pitch, beats, rest by using modes of Ethiopian Music (*Tizita and Bati*) 2.3 Folk dance 2.4 Write ideas for theatre, film/video	• Application of Art elements in 2D Visual Arts(painting and Printing) • Express moods, feelings, themes, ideas through Theater, Video, and Photograph. • Demonstrate skills in Pantomime, montage, and	• Rehearsal class/rooms • Audio/video player, body percussion and recorders, notes on boards/flip charts …etc. • Traditional music instruments (locally available) • Audio/video materials (recorded) • Fabrics, paints, glue, pencil, crayon, and	• Observation • Self/practical reflection • group reflection • portfolio

		improvisation. • Perform Solfeggio in different time signature (¾, 4/4) using notation • Playing rhythm pitch, beats, rest by using modes of Ethiopian Music (*Tizita and* • *Bati*) and perform folk dance styles	locally available materials • Costume and props	
Historical and cultural contexts	**Unit 3:** 3. **History and culture** 3.1. Regional music history and indigenous music artists and dancers 3.2. Indigenous painting of hand crafts (Manuscripts, paintings and pottery) 3.3. Indigenous knowledge in theatre and film	• Tell and illustrate local artists' stories of singers, dancers, visual artists, • Express indigenous knowledge through theatre/video/film • Demonstration and visiting •	• Rehearsal class/rooms • Audio/video player…etc • Images, Audio/video materials • Written materials	• Observation • Discussion • Self/practical reflection • group reflection • Feedback • portfolio • Oral questions • Written tests
Aesthetic Valuing	**Unit 4:** 4. Aesthetic Value 4.1. Value of performing art works	• Perform or appreciate artistic stories through songs, visual art,	• Rehearsal class/rooms • Audio/video player, local percussion, strings, blowing instruments,	• Observation • Discussion • Self/practical reflection

	4.1 Indigenous art works	theatre/video/film and dances • Appreciation and recognition of ways of preparing indigenous art works	and locally available music instrument… • Images, Audio/video materials • Sample crafts and images	• group reflection • Feedback • portfolio • Oral questions • Written tests
Connection, relationship and application	**Unit 5:** **5. Connection:** 5.1 Application of pottery and ceramic in decoration of home and surrounding 5.2 Performing arts with other subjects	▪ Connecting performing Arts with other subjects & cross cutting issues (singing, dancing, theatre, video…) ▪ Demonstration and visiting	• Rehearsal class/rooms • Audio/video player, local percussion, lyrics, stage play, and available music instrument… • Images, Audio/video materials • Logo, poster and locally available materials	- Observation - Self reflection - group reflection - portfolio - Oral questions

Performing and visual Arts syllabus for Grade Eight

Learning outcomes:

At the end of this grade level, learners will be able to:

- Express moods, feelings, themes, ideas through Theater and Video.
- Produce Printmaking's & do sculpture (clay & paper Mache)
- Describe major categories of Ethiopian Music and Instruments
- Perform Solfeggio in different time signature ($^{6}/_{8}$, $^{2}/_{2}$, $^{2}/_{4}$) using notation
- Play rhythm pitch, beats, rest by using modes of Ethiopian Music (*Anchihoye and Ambasel*)
- Perform folk dance styles
- Describe music, musical instruments and dances in their cultural dimension
- Express indigenous knowledge through theatre/video/film
- Appreciate performances of music, dance and theatre/video/film

- Appreciate and recognizing tools and messages on monuments and artifacts.
- Connect performing Arts with other subjects & cross cutting issues (singing, dancing, theatre, video…)
- Apply of relationship of the important meanings in cultural artifacts

Thematic Area	Contents	Learning strategies	Teaching and learning materials	Assessment
Artistic Perception	**Unit 1:** **1. Artistic Perception** 1.1 Role and function of Elements of Design in 3D arts 1.2 Ethiopian music and musical instruments, Modes and dance a. Film/video and theatre production elements (basic stages)	• Major categories of Ethiopian music and musical instruments Modes of Ethiopian music and Styles of Dance • Demonstration • Understand the basic stages of theatre and film production	• Rehearsal class/rooms • Image, music and video players, • Paper, Pencil, charcoal, crayon and locally available materials • Audio/video materials • Written and locally available materials	• Observation • Self reflection • group reflection • portfolio • Oral questions
Creative expression	**Unit 2:** 2. **Creative expression** 2.1. Solfeggio in modes of Ethiopian Music (*Anchihoye and Ambassel*) 2.2.Folk dance 2.3.Theater and film/video production (create and write short story and interpret)	• Express moods, feelings, themes, ideas through Theater and Video. • Printmaking & doing sculpture (clay & paper Mache) • Perform Solfeggio in different time signature (6/8, 2/2, 2/4) using notation • Playing rhythm pitch,	• Rehearsal class/rooms • Audio/video player, body percussion and recorders, notes on boards/flip charts …etc. • Traditional music instruments (locally available) • Audio/video materials (recorded) • Paper, scotch, glue, clay, and locally available	- Observation - Self/practical reflection - group reflection - portfolio

	2.4.Printmaking and sculpture (clay & paper Mache)	beats, rest by using modes of Ethiopian Music (*Anchihoye and Ambassel*) • Perform folk dance styles	materials • Costume and props	
Historical and cultural contexts	**Unit 3:** 3. **History and culture** 3.1. Cultural dimensions in Music, musical instruments and Dances. 3.2. Sculpture (monuments) and artifacts in early history 3.3. Local stories for theatre and film/video	• Study music, musical instruments and dances (in cultural dimension) • Express indigenous knowledge through theatre/video/film • Demonstration and visiting	• Rehearsal class/rooms • Audio/video player…etc • Images, Audio/video materials • Written materials	- Observation - Discussion - Self/practical reflection - group reflection - Feedback - portfolio - Oral questions - Written tests
Aesthetic Valuing	**Unit 4:** 4. Aesthetic Value 4.1. Value of performing art works 4.2. Compare and contrast performing art works (music, dance, theatre, video) 4.2 Tools and messages on monuments and artifacts	• Appreciate performances of music, dance and theatre/video/film • Appreciating and recognizing tools and messages on monuments and artifacts.	• Rehearsal class/rooms • Audio/video player, local percussion, strings, blowing instruments, and locally available music instrument… • Images, Audio/video materials • Sample crafts and images	- Observation - Discussion - Self/practical reflection - group reflection - Feedback - portfolio - Oral questions - Written tests
Connection,	**Unit 5:**	▪ Connecting	• Rehearsal class/rooms	- Observation

relationship and application	**5. Connection:** 5.1. Apply concepts of PVA in other subjects and cross cutting issues	performing Arts with other subjects & cross cutting issues (singing, dancing, theatre, video…) ▪ Application of relationship of the important meanings in cultural artifacts	• Audio/video player, local percussion, lyrics, stage play, and available music instrument… • Sample crafts and images, Audio/video materials	- Self reflection - group reflection - portfolio - Oral questions