

LESSON PLAN

Name of Teacher: _____

Name of School: _____

Grade: 4

Total Enrollment: Boys: _____ Girls: _____

Subject: Expressive Arts

Topic: Safety and Health

Subtopic: Basic Safety Rules

General Competence

- a) Collaboration: Learners will work in groups to discuss and demonstrate safety rules through role plays and presentations.
- b) Creativity and Innovation: Learners will create posters, drawings, or models illustrating safety rules at home, school, and the community.
- c) Critical Thinking: Learners will analyze common hazards and suggest appropriate actions to prevent accidents and promote health.

Specific Competence

identify and demonstrate basic safety rules at home, school, and in the community to protect themselves and others.

Rationale

Teaching basic safety rules helps learners develop awareness of potential hazards and encourages responsible behavior. It reduces the risk of accidents, promotes health, and fosters a safe environment for learning and play.

Prior Knowledge

Learners should know:

Common dangers in the classroom and at home.

Basic hygiene practices such as handwashing and safe disposal of waste.

How to follow instructions for personal safety.

References

Zambian CBC Expressive Arts Curriculum 2024

Teachers' Guide for Expressive Arts Grade 4

Health and Safety Posters, Local Community Safety Guidelines

Learning Environment Set Up

Open space for group activities and demonstrations.

Blackboard or whiteboard for drawing and writing.

Materials for poster making (paper, crayons, markers).

Visual aids such as hazard signs and pictures of safe practices.

Expected Standard

Identify at least five basic safety rules for different environments.

Demonstrate correct behavior to prevent accidents.

Create a simple visual representation (poster or drawing) of safety rules.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds),

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTI ON	Steps/Introduction 1. Greeting: Teacher greets learners and engages them with a short discussion: "Why is it important to be safe at home, school, and in the community?" 2. Engagement Question: "Can	Learner's Role: Listen attentively. Share experiences and examples of safety rules. Teacher's Role: Introduce the concept of safety	Assessment Criteria Ability to identify basic safety rules correctly. Participation in role plays and

	anyone share an example of a safety rule you follow?" 3. Introduction of Concept: Teacher explains that safety rules help prevent accidents and protect health. Examples include: Wearing shoes to avoid injuries. Looking both ways before crossing the road. Washing hands before meals. Avoiding touching electrical sockets.	and health. Give real-life examples and explain the importance of rules.	discussions. Creativity and clarity in posters or drawings. Understanding and explanation of how to practice safety.
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LESSON DEVELOPMENT	Development/ Exploration	Learner's Role:	Assessment Criteria
	1. Teacher lists safety rules under categories: home, school, community. 2. Learners form small groups to discuss which rules apply in different environments. 3. Learners role-play scenarios showing correct safety behavior, e.g., using playground equipment safely or washing hands before eating.	Participate in discussions and role-plays. Identify hazards and suggest safe practices. Share ideas creatively in groups. Teacher's Role: Facilitate discussion and demonstrations. Guide learners in identifying hazards and safe practices. Provide feedback and encouragement.	Ability to identify basic safety rules correctly. Participation in role plays and discussions. Creativity and clarity in posters or drawings. Understanding and explanation of how to practice safety. Assessment Criteria Ability to identify basic safety rules

			correctly. Participation in role plays and discussions. Creativity and clarity in posters or drawings. Understanding and explanation of how to practice safety.
EXERCISE/ APPLICATION	Application/Task Activity 1: Learners create a poster or drawing showing at least three safety rules in any environment (home, school, or community). Activity 2: Groups perform short skits demonstrating	Extension Task: Learners can write a few sentences describing how they will practice safety at home and at school.	

	correct safety behavior.		
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Conclusion

Recap key safety rules discussed in class.

Invite learners to share their posters or role plays with the class.

Reinforce the importance of following safety rules every day.

Lesson Evaluation

Observe learners' participation in discussions, role plays, and poster-making.

Review the accuracy and creativity of learners' visual representations.

Ask follow-up questions to assess understanding of safety rules.

Identify learners needing additional support in understanding safe practices.

Name of Teacher: _____

Name of School: _____

Grade: 4

Total Enrollment: Boys: _____ Girls: _____

Subject: Expressive Arts

Topic: Movements

Subtopic: Structured Movement

General Competence

- a) Collaboration: Learners will work in pairs or groups to perform movements in synchronization, demonstrating teamwork.
- b) Creativity and Innovation: Learners will create their own sequences of movements or gestures in response to music or rhythm.
- c) Critical Thinking: Learners will analyze how movements can be structured and modified to convey meaning or follow patterns.

Specific Competence

perform structured movements individually and in groups, demonstrating coordination, rhythm, and creativity.

Rationale

Structured movement develops physical coordination, rhythm, and expressive skills. It also encourages teamwork, creativity, and critical thinking by allowing learners to design and perform movement sequences safely and effectively.

Prior Knowledge

Learners should know:

Basic body movements (walking, running, jumping, stretching).

Simple gestures and postures in expressive arts.

Awareness of personal space during movement activities.

References

Zambian CBC Expressive Arts Curriculum 2024

Grade 4 Expressive Arts Teachers' Guide

Physical Education and Creative Arts Learning Materials

Learning Environment Set Up

Open space or hall for movement activities.

Mats or clear floor area for safety.

Music player for rhythm and movement guidance.

Visual aids showing movement sequences or gestures.

Expected Standard

Perform structured movements in response to music or instructions.

Demonstrate coordination and balance in movement sequences.

Work collaboratively to perform group movements.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds),

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction 1. Greeting: Teacher greets learners and engages them in a short warm-up activity (stretching and light jogging in place). 2. Engagement Question: "Why is it important to move in a structured way when performing dances or exercises?" 3. Introduction of Concept: Teacher	Learner's Role: Listen attentively. Participate in warm-up exercises. Observe demonstration carefully. Teacher's Role: Model the structured movement sequence.	Assessment Criteria Ability to follow and perform structured movement sequences. Demonstration of coordination, balance, and rhythm. Participation in individual and group activities.

	explains that structured movement involves performing movements in a planned sequence, often in rhythm with music. Demonstrate a simple movement sequence: e.g., step forward, clap, turn, step back.	Explain the steps clearly and demonstrate rhythm and coordination.	Creativity and originality in designing movement sequences
LESSON DEVELOPMENT	Development/Exploration 1. Teacher demonstrates a short sequence of structured movements and asks learners to follow. 2. Learners practice the sequence individually, then in pairs or small groups. 3. Teacher provides feedback on posture, coordination, and timing. 4. Encourage		Assessment Criteria Ability to follow and perform structured movement sequences. Demonstration of coordination, balance, and rhythm. Participation in individual and group activities.

	learners to suggest variations to the sequence to express creativity while maintaining structure. Learner's Role: Practice movements individually and in groups. Follow instructions carefully. Suggest creative variations while maintaining the structure. Teacher's Role: Monitor learners' performance. Correct posture, rhythm, and coordination errors. Encourage learners		Creativity and originality in designing movement sequences
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	to express creativity safely.		
EXERCISE/ APPLICATION	Application/Task Activity 1: In groups, learners create a short sequence of 4–6 movements and perform it for the class. Activity 2: Learners perform individual structured movements in response to music or teacher instructions. Extension: Record a performance and discuss how the movements could be improved for clarity, rhythm, or creativity.	Extension: Record a performance and discuss how the movements could be improved for clarity, rhythm, or creativity.	Assessment Criteria Ability to follow and perform structured movement sequences. Demonstration of coordination, balance, and rhythm. Participation in individual and group activities. Creativity and originality in designing movement sequences

CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Lesson Evaluation

Observe learners' performance in individual and group activities.

Evaluate coordination, rhythm, and adherence to structured sequences.

Review creativity and originality in movement sequences.

Identify learners needing additional guidance or support in performing movements.

Name of Teacher: _____

Name of School: _____

Grade: 4

Total Enrollment: Boys: _____ Girls: _____

Subject: Expressive Arts

Topic: Drawing and Painting

Subtopic: Elements of Arts

Examples of Elements of Arts:

Line: straight, curved, zigzag

Shape: circle, square, triangle, rectangle

Color: primary (red, blue, yellow), secondary (green, orange, purple)

Texture: smooth, rough, soft

Space: foreground, background, middle ground

General Competence

a) Collaboration: Learners will work in pairs or groups to discuss and create drawings using the elements of art.

- b) Creativity and Innovation: Learners will use lines, shapes, colors, textures, and space to create original artworks.
- c) Critical Thinking: Learners will analyze their artwork and that of their peers, identifying how different elements are applied.

Specific Competence

identify and apply the basic elements of art in their drawings and paintings.

Rationale

Understanding the elements of art helps learners develop artistic skills, enhances creativity, and supports expressive communication. These skills also contribute to visual literacy, appreciation of art, and cultural awareness.

Prior Knowledge

Learners should know:

Basic drawing and painting techniques.

Common shapes and colors.

Simple artworks or illustrations they have created in earlier grades.

References

Zambian CBC Expressive Arts Curriculum 2024

Grade 4 Expressive Arts Teachers' Guide

Art and Design Learning Materials for Primary Schools

Learning Environment Set Up

Open classroom or art corner with desks and enough space for painting/drawing.

Drawing paper, pencils, erasers, crayons, paints, and brushes.

Visual aids showing examples of lines, shapes, colors, textures, and space.

Display area for learners' finished artworks.

Expected Standard

Identify and describe at least five elements of art.

Apply these elements in creating a simple artwork.

Use color, shape, line, texture, and space appropriately in their drawing or painting.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds),

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S	LEARNERS'	ASSESSMENT
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	ACTIVITY	ACTIVITY	CRITERIA
INTRODUCTION	Steps/Introduction 1. Greeting: Teacher greets learners and engages them in a discussion: “What makes a picture interesting to look at?” 2. Engagement Question: “Can you identify different lines, shapes, or colors in this picture?” (Show a sample artwork.) 3. Introduction of Concept: Teacher explains the five main elements of art: line, shape, color, texture, and space, giving simple examples: Line: zigzag path of a	Learner’s Role: Listen attentively. Observe examples. Respond to questions. Teacher’s Role: Explain each element clearly. Use illustrations or real-life objects to demonstrate elements.	Assessment Criteria Correct identification of elements of art. Application of elements in drawings and paintings. Creativity and originality in artwork. Participation in discussions and peer reviews

	mountain Shape: circular sun, square window Color: blue sky, green grass Texture: rough bark of a tree, smooth water Space: objects closer appear larger, objects far appear smaller		
LESSON DEVELOPMENT	Development/ Exploration 1. Teacher shows different artworks and asks learners to identify the elements used. 2. Learners practice sketching lines, shapes, and textures	Teacher's Role: Demonstrate techniques for line drawing, coloring, and texture creation. Monitor learners, giving guidance and feedback.	Assessment Criteria Correct identification of elements of art. Application of elements in drawings and

	on paper. 3. Learners mix and apply colors in a simple painting or drawing, experimenting with foreground and background. Learner's Role: Observe and identify elements in examples. Practice applying lines, shapes, colors, textures, and space in their art. Work collaboratively with peers to discuss artistic ideas.	Encourage creativity while reinforcing correct use of elements.	paintings. Creativity and originality in artwork. Participation in discussions and peer reviews
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EXERCISE/ APPLICATION	Application/Task Activity 1: Learners create a drawing or painting of a simple scene (e.g., house with garden, park, or village scene) using all five elements of art. Activity 2: In pairs, learners explain to each other which elements they used and why.	Extension: Learners display their artworks and identify elements in their peers' works.	Assessment Criteria Correct identification of elements of art. Application of elements in drawings and paintings. Creativity and originality in artwork. Participation in discussions and peer reviews
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Lesson Evaluation

Observe learners’ ability to apply elements in artwork.

Review drawings/paintings for use of line, shape, color, texture, and space.

Ask learners questions to assess understanding of each element.

Identify learners needing additional guidance or encouragement.

Name of Teacher: _____

Name of School: _____

Grade: 4

Total Enrollment: Boys: _____ Girls: _____

Subject: Expressive Arts

Topic: Notation

Subtopic: **Music Notes** □

Examples of Music Notes:

Whole note (□) – held for 4 beats

Half note (◻) – held for 2 beats

Quarter note (♩) – held for 1 beat

Eighth note (♪) – held for ½ beat

General Competence

- a) Collaboration: Learners will work in pairs or small groups to clap, play, or sing simple rhythms using music notes.
- b) Creativity and Innovation: Learners will create their own simple rhythms or short tunes using different notes.
- c) Critical Thinking: Learners will analyze rhythms, identify notes, and understand their duration in a musical composition.

Specific Competence

identify basic music notes, understand their duration, and perform simple rhythms using these notes.

Rationale

Understanding music notation helps learners read, perform, and create music accurately. It develops musical literacy, rhythm awareness, and coordination. Knowledge of notes forms the foundation for singing, playing instruments, and composing music.

Prior Knowledge

Learners should know:

Basic rhythm patterns (clapping, tapping).

Simple singing or instrument playing.

Familiarity with the concept of beats and timing in music.

References

Zambian CBC Expressive Arts Curriculum 2024

Grade 4 Expressive Arts Teachers' Guide

Music and Notation Learning Materials for Primary Schools

Learning Environment Set Up

Classroom or hall with open space for movement and rhythm activities.

Chalkboard or whiteboard to draw music notes.

Musical instruments (drums, xylophones, tambourines, or clapping).

Visual aids showing notes and corresponding beats.

Expected Standard

Identify at least four basic music notes (whole, half, quarter, eighth).

Understand the duration of each note in beats.

Perform simple rhythms using clapping, singing, or instruments.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds),

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTI ON	Steps/Introduction 1. Greeting: Teacher greets learners and engages them with a short rhythm clapping game. 2. Engagement Question: "Have you seen these symbols before in music? What do they mean?"	Learner's Role: Listen attentively. Observe teacher demonstration. Participate in simple clapping exercises. Teacher's Role:	Assessment Criteria Correct identification of music notes. Accurate performance of note durations. Ability to combine notes into a simple rhythm. Participation in group and

	3. Introduction of Concept: Teacher explains music notes and demonstrates their duration: Whole note: 4 beats – “hold it long” Half note: 2 beats – “hold it half as long” Quarter note: 1 beat – “short clap” Eighth note: $\frac{1}{2}$ beat – “quick clap”	Demonstrate music notes and explain beat duration. Model clapping or playing simple rhythms.	individual activities
LESSON DEVELOPMENT	Development/ Exploration 1. Teacher draws music notes on the board and assigns beats. 2. Learners practice	Teacher’s Role: Supervise and correct rhythm and beat mistakes. Encourage creativity while	Assessment Criteria Correct identification of music notes. Accurate performance of note durations. Ability to

	clapping the rhythm for each note individually, then in small groups. 3. Learners practice playing notes on simple instruments if available. 4. Teacher encourages learners to experiment with combining notes to form simple rhythms. Learner's Role: Clap or play instruments to match the note durations. Experiment with combining different notes into short rhythms. Work collaboratively in groups to perform simple patterns.	ensuring correct note durations. Demonstrate combining different notes to form rhythms.	combine notes into a simple rhythm. Participation in group and individual activities
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EXERCISE/ APPLICATION	Application/Task Activity 1: Learners create a short 4-beat rhythm using a combination of quarter and half notes. Activity 2: Groups perform their rhythm for the class using claps or instruments.	.Extension: Learners notate their rhythm on paper using the correct symbols.	Assessment Criteria Correct identification of music notes. Accurate performance of note durations. Ability to combine notes into a simple rhythm. Participation in group and individual activities
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Lesson Evaluation

- Observe learners’ clapping, singing, or instrument performance for accuracy.
- Review learners’ ability to identify and write notes.
- Ask learners to explain the beats of different notes.
- Identify learners needing additional support or practice in reading music notes.

Name of Teacher: _____

Name of School: _____

Grade: 4

Total Enrollment: Boys: _____ Girls: _____

Subject: Expressive Arts

Topic: Zambian Music

Subtopic: Introduction to Zambian Authentic Traditional Music

Examples of Zambian Traditional Music:

Kalindula music (from Central Zambia)

Makishi dance music (Eastern Province)

Chilimba songs (Western Province)

Bemba folk songs (Northern Zambia)

General Competence

- a) Collaboration: Learners will work in groups to perform traditional songs, rhythms, or dances.
- b) Creativity and Innovation: Learners will create simple rhythmic patterns or short traditional-inspired songs.
- c) Critical Thinking: Learners will analyze characteristics of traditional Zambian music and its role in culture and community.

Specific Competence

identify and describe key features of Zambian authentic traditional music and perform simple traditional rhythms or songs.

Rationale

Introducing learners to Zambian traditional music helps preserve cultural heritage, enhances musical literacy, and develops an appreciation for

indigenous arts. It encourages learners to participate in cultural activities while fostering creativity and rhythm skills.

Prior Knowledge

Learners should know:

Basic rhythm patterns (clapping, tapping).

Familiarity with songs and dances from their local communities.

Simple instruments such as drums, rattles, or sticks.

References

Zambian CBC Expressive Arts Curriculum 2024

Grade 4 Expressive Arts Teachers' Guide

Zambian Music and Cultural Heritage Materials

Learning Environment Set Up

Open classroom or hall with space for movement and instrument use.

Drums, rattles, shakers, and other simple traditional instruments.

Audio samples of authentic traditional music.

Visual aids showing traditional dance or musical scenes.

Expected Standard

Identify at least 3 types of authentic Zambian traditional music.

Recognize basic rhythms and instruments used in traditional music.

Perform a simple song or rhythm inspired by Zambian traditional music.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds),

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTI ON	Steps/Introduction 1. Greeting: Teacher greets learners and engages them with a short clapping game. 2. Engagement Question: "Have you heard music or songs that our grandparents sang? What instruments did they	Learner's Role: Listen attentively. Share examples of music or songs from their communities. Teacher's Role:	Assessment Criteria Ability to identify types of traditional Zambian music. Accuracy in performing simple rhythms or songs.

	use?” 3. Introduction of Concept: Teacher explains that traditional Zambian music is part of our cultural heritage, often used in ceremonies, storytelling, and celebrations. Examples include Kalindula, Makishi, Chilimba, and Bemba songs.	Introduce the concept and importance of traditional music. Play short audio clips or demonstrate a song using instruments.	Participation and collaboration in group activities. Creativity in adapting traditional music elements.
LESSON DEVELOPMENT	Development/ Exploration 1. Teacher demonstrates simple traditional rhythms using drums or claps. 2. Learners practice clapping or tapping rhythms individually, then in groups. 3. Groups perform short traditional-	Learner’s Role: Observe, listen, and repeat rhythms. Participate actively in group performances. Discuss and identify features of traditional music. Teacher’s Role: Guide learners in	Assessment Criteria Ability to identify types of traditional Zambian music. Accuracy in performing simple rhythms or songs. Participation and

	inspired songs or rhythmic patterns. 4. Teacher encourages discussion on characteristics of traditional music, such as repetition, call-and-response, and use of natural instruments. .	performing rhythms accurately. Correct mistakes in timing, posture, or clapping. Highlight cultural and musical significance of traditional music	collaboration in group activities. Creativity in adapting traditional music elements.
EXERCISE/ APPLICATION	Application/Task Activity 1: Learners form small groups and create a short rhythm or song inspired by Zambian traditional music. Activity 2: Groups perform their creation for the class, demonstrating	Extension: Learners can write down or notate the rhythm pattern using simple symbols.	Assessment Criteria Ability to identify types of traditional Zambian music. Accuracy in performing simple rhythms or songs.

	instruments, voice, and body movements.		Participation and collaboration in group activities. Creativity in adapting traditional music elements.
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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