



**CREATIVE ARTS:  
FINE ARTS AND MUSIC**

**TEACHERS' GUIDE**

**PRIMARY 2**

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## FOREWORD

*Dear Teacher,*

Rwanda Basic Education Board is honored to present Creative Arts (Fine Arts, Crafts and Music) Teacher`s guide, Primary Two which serves as a guide to competence-based teaching and learning to ensure consistency and unity in the learning of Fine arts, Crafts and Music subjects. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of supporting teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers` instructive methods, the assessment strategies and the instructional materials available.

We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher.

In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which develop critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 main parts:

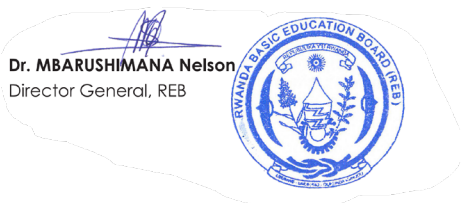
**part 1:** Starts with general introduction and explains the structure of this book and gives you the methodological guidance.

**part 2:** Provides the sample lesson plans as reference for your lesson planning process.

***part 3: Provides details on teaching guidance for each concept.***

As the Primary One's learners are not able to use learners' book themselves, this teacher's guide contains the answers for all activities given to learners. So, as Creative Arts teacher, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.





## ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in development of this Creative Arts (Fine Arts and Music) Teacher's guide for Primary Two. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different people and all other individuals whose efforts in one way or the other contributed to the success of translation, illustrations and image antiplagiarism, designing and layout of this Teacher's guide textbook.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the department of curriculum who were involved in the whole process of in-house textbook writing.



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# PART ONE: FINE ART



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## **PART ONE: GENERAL INTRODUCTION**

### **1.0. About the teacher’s guide**

This book is a teacher’s guide for Creative Arts (Fine Art & Crafts) in Lower Primary Two. It is designed to accompany Lower Primary Student’s book and intends to help teachers in the implementation of competence-based curriculum specifically Creative Arts (Fine Art & Crafts and Music) syllabus. As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes’ contexts and prepare accordingly.

### **1.1. The structure of the guide**

This section provides a paragraph presenting the guide: overall structure; the structure of a unit and the structure of a lesson. A brief explanation is given on each component to guide the users.

### **1.2. Methodological guidance**

#### **1.2.1. Developing competences**

Since 2015, Rwanda shifted from knowledge -based to a competence-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children’s learning achievement and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learner knows. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities spread in learner centered rather than the traditional instructive approach. A Learner is evaluated against some set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas

and situations in life. Below are examples of how generic competences can be developed in Creative Arts -Fine Art and Crafts.

### **Critical Thinking and problem solving**

These activities require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, taking decisions, allocating tasks, disagreeing constructively etc.

- Observe and analyze example; mark out areas in the school and get different groups to record still life and nature living like insect, persons, animal, and bird life.
- Identify a problem and design a approach to collect the information needed to solve the problem.
- Make basic art equipments out of local available materials

### **Research and problem solving**

In the subject of Creative Arts (Fine Art & Crafts and Music), you should get more information from:

- Using internet and a Library
- Creating a School Library
- Collecting data through observation
- Looking for art materials from nearest environment

### **Creativity and Innovation**

This will be seen as long as learners do the following:

- Drawing and painting.
- Designing a Poster, motifs, and pattern, clay object and weaving crafts.
- Write and Design different items from letter styles and illustrations.
- Making practice in this subject.
- Invent new ways of doing creative things.
- Identify a problem which requires data collection to solve.
- Identify local problems and devise ways to resolve them.

### **Communication Skills**

- Telling a story related to the lesson of Creative Arts (Fine Art & Crafts and Music) needed to be studied.
- Presenting ideas verbally or in writing.
- Writing letters styles for different purposes.
- Reading text related to Creative Arts (Fine Art & Crafts and Music).



## **Teamwork, Cooperation, Personal and Interpersonal management and life skills;**

- Work in pairs: particularly useful for shared reading and comprehension in lower grades but also for planning research, problem solving, planning experiments. etc.
- Small group work
- Large group work
- Data collection from the environment
- Collect community photographs and artworks to make a class of the local community.

## **Lifelong Learning**

- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfillment.
- Seek out colleague who is more knowledgeable in areas that need personal improvement and development.
- Exploit all opportunities available to improve knowledge and skills in Creative Arts (Fine Art & Crafts and Music).

### **1.2.2 Addressing cross- cutting issues.**

Among the changes in the competence-based curriculum, there is the integration of cross -cutting issues as an integral part of the teaching and learning process. The eight cross-cutting issues identified in the national curriculum framework are the following:

- Gender
- Peace and values education
- Financial education
- Standardization culture
- Inclusive education
- Environment and sustainability
- Genocide studies

Some cross-cutting issues may seem specific or particular in Creative Arts (Fine Art & Crafts and Music) but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

This book of Creative Arts (Fine Art & Crafts and Music) has some learning activities through which some cross - cutting issues will be developed as shown in the table below:

Cross-cutting issues	Learning activities that develop cross cutting issues in Creative Arts (Fine Art & Crafts and Music)
Environment and sustainability	<ul style="list-style-type: none"> <li>• Through still life and nature discussion and learning activities like drawing, and painting.</li> <li>• Making motifs and patterns with different techniques.</li> <li>• Designing different posters.</li> <li>• Making different objects through modeling.</li> </ul>
Gender	<ul style="list-style-type: none"> <li>• Involving both girls and boys in all activities: No activity is reserved only to girls or boys. Teachers should ensure equal participation of both girls and boys during the tasks given in this subject as well as during cleaning of workshop or class.</li> </ul>
Financial education	<ul style="list-style-type: none"> <li>• Using materials, tools and equipment of drawing, painting, ceramic and weaving in proper way to safeguard their durability.</li> <li>• Making different objects that can be sold</li> </ul>
Genocide studies	Through history of art in Rwanda
Inclusive education	Involving all learners in all activities without any bias. Eg: allow a learner with physical disability (using wheelchair) to take notes or lead the team during the tasks of drawing or other artistic activity.
Standardization culture	Through making quality artworks/objects which are attractive to the community.

### **1.2.3. Attention to special educational needs specific to this subject**

In the classroom, learners learn in different ways depending on their learning speed, needs or any other special problem they might have. However, the teacher has the responsibility to know how to implement his/her methodologies and approaches in order to meet the learning needs for each student in the classroom. Also, teachers need to understand that learners with special needs, need to be taught differently or need some accommodations to improve the learning environment. This will be done depending on the subject and the nature of the lesson.

In order to create a good learning atmosphere, teachers need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and exercises, outdoor activities, and practical works).
- Maintain an organized classroom (or art rooms) and limit distraction. This will help learners with special needs to stay on track during lesson and follow instruction easily.
- Vary the speed of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding lengthy or several instructions at once. It is better to use simple, concrete sentences in order to enable them understand what you are asking.
- Use clear simple language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this approach.
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and audio signs.

Below are general strategies related to each main type of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not complete because each learner is unique with different needs and that should be handled differently.

### **Strategy to help a learner with developmental impairment:**

Use simple words and sentences when giving instructions;

- Use real objects that the learner can feel and handle. Rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- Slowly give the learner less help.
- Let the learner work in the same group with those without disability.

### **In the subject of Creative Arts (Fine Art & Crafts and Music), you should get more information from:**

- Using internet and a Library
- Creating a School Library
- Collecting data through observation
- Looking for art materials from nearest environment

### **Strategy to help a learner with visual impairment:**

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development;
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the learner has some sight, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow him/ her to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible.

### **Strategy to help a learner with hearing impairment:**

Strategies to help learners with hearing disabilities or communication difficulties.

- Always get the learner' s attention before you begin to speak.
- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication use the same signs yourself and encourage other learners to also use them.

- Keep background noise to a minimum.

### **Strategies to help a learner with physical disabilities or movement difficulties:**

- Adapt activities so that learners who use wheelchairs or other movement aids, or other learners who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adjusting furniture e.g. The height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair.
- Get advice from parents or a health professional about helpful devices.

### **Revision of assessment strategies:**

Each unit in the teacher’s guide provides additional activities to help learners achieve the key unit competence. Results from assessment tell the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all types of learners; slow, average and gifted learners respectively.

- Easy activities should be given to learners with physical disability and mental disabilities.
- Use tangible materials and textual for learners with visual impairment.

During the assessment activities of this subject of Creative Arts (Fine Art & Crafts and Music) Creative Arts (Fine Art & Crafts and Music), teacher has to take into consideration the visual impaired learners. So, the tasks to be given can consider the level of visual impairment of learners in the classroom.

### **1.2.4. Guidance on assessment**

Assessment is an important part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ continuous/ formative assessment aims to improve learners’ learning and teacher’s teaching whereas assessment of learning/summative assessment aims to improve the whole school’s performance and education system in general.

#### **1.2.4. a. Continuous/ formative assessment**

An ongoing process arises out of interaction during teaching and learning process. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process.

The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses suitable competence-based assessment approaches and methods.

In this subject of Creative Arts (Fine Art & Crafts and Music), there are learning activities which help learners to acquire knowledge and skills in right ways. This helps learners for learning progress on different lessons.

This type of assessment is done earlier to or during instruction and is intended to inform teachers about the learners’ previous knowledge and skills, in order to assist with planning.

It is used to make decisions about different aspects, which includes learners' grouping, unit and lesson plans and instructional strategies.

The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus, and from this, the teacher will gain a picture of the whole progress of the learner. The teacher will use one or a combination of the following:

- (a) observation
- (b) pen and paper
- (c) oral questionings

#### **1.2.4. b. Summative assessment**

The assessment can serve as summative or formative depending on its purpose. The end unit assessment will be considered as summative when it is done at end of unit.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what changes need to be done.

The assessment done at the end of the term, end of year, is considered as a summative assessment so that the teacher, school and parents are informed of the achievement of educational objectives and think about improvement strategies. There is also an end of level/ cycle assessment in form of national examinations.

Assigning students grades is an important component of teaching for ending unit assessment as well as final term exams. Assessments are emphasized on:

- Skills
- knowledge
- Value
- Attitudes

#### **1.2.5. Students' learning styles and strategies to conduct teaching and learning process**

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are:

the uniqueness of subjects, the type of lessons; the particular learning objectives to be achieved, the allocated time to achieve the objectives, the instructional available materials, the physical/sitting arrangement of the classroom, the individual learners' needs, the abilities and learning styles.

There are mainly four different learning styles as explained below.

## **Active and reflective learners**

Active learners tend to retain and understand information best by doing something actively with it, discussing or applying it and explaining it to others. Reflective learners prefer to think about it quietly first.

## **Sensing and natural learners**

Sensing learners tend to like learning facts whereas intuitive learners often prefer discovering possibilities and relationships. Sensing learners often like solving problems by well-established methods and dislike complications and surprises, while intuitive learners like innovation and dislike repetition.

## **Visual and verbal learners**

Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations, etc. Verbal learners get more out of written words and spoken explanations.

## **Progressive and global learners**

Progressive learners tend to gain understanding in direct steps, each step following logically the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

Additional activities can be added for learners who are quick and extensional activities for those who are slow.

### **1.2.6. Teaching methods and techniques that promote the active learning**

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

## **What is Active learning?**

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

### **The role of the teacher in active learning**

The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and individual work activities.

- He/she encourages individual, peer and group evaluation of the work done

in the classroom and uses suitable competence-based assessment approaches and methods.

- He provides supervised opportunities for learners to develop different competences by giving tasks that develop critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

### **The role of learners in active learning**

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning.

A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print or online documents and resourceful people, and presents his findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities

#### **1.2.7. Main steps for a lesson in active learning approach**

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are the main part and their small steps:



### **a. Introduction**

Introduction is a part where the teacher makes connection between the current and previous lesson through suitable method. The teacher opens short discussions to encourage learners to think about the previous knowledge and connect it with the current instructional objective. The teacher reviews the previous knowledge, skills and attitudes, which have a link with the new concepts to create good foundation and logical sequencings.

### **b. Development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

#### **b.1. Discovery activity**

##### Step 1

- The teacher discusses convincingly with learners to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to start collaborative learning, to discover knowledge to be learned).

##### Step 2

- The Teacher let the learners work collaboratively on the task
- During this period the teacher refrains to intervene directly on the knowledge.
- He/she then monitors how the learners are progressing towards the knowledge to be learned and improve those who are still behind (but without communicating to them the knowledge) .

#### **b.2. Presentation of learners' productions**

- In this period, the teacher invites representatives of groups to present the students' productions/findings.
- After three/four, an acceptable number of presentations, the

teacher decides to engage the class into exploitation of the learners' productions.

### **b.3. Exploitation of learner's productions**

- The teacher asks the learners to evaluate the productions which ones are correct, incomplete or false.
- Then the teacher judges the reasoning of the learners' products, corrects those that are false, completes those that are incomplete, and confirms those that are correct.

### **b. 4. Institutionalization (summary/conclusion and examples)**

The teacher summarizes the learned knowledge and gives examples that illustrate the learned content.

### **b.5. Exercises / Application activities**

- Exercises of applying processes and products/objects related to learned unit/subunit. Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of the teacher is to monitor the fixation of process and product/object being learned

### **c. Assessment**

In this step, the teacher asks some questions to assess achievement of instructional objective.

- During the assessment activity, learners work individually on the task/activity.
- The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on the next steps for the whole class and individuals.
- In some cases, the teacher can end with a homework assignment.

## PART TWO: SAMPLE LESSON PLAN

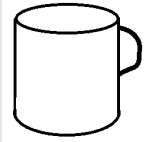





The teacher’s guide provides more than one lesson plan taking into consideration the type of lesson in the subject using the CBC format.

Teaching requires good preparation to be effective. This is the only way that learning can be improved and assured. The teacher will find his/her work easier if she/he goes to class well prepared with the lesson content organized in logical way. Even the experienced Creative Arts (Fine Art & Crafts and Music) teacher needs a lesson plan in order to use the lesson time effectively. Below is a sample of a lesson plan.

**School name:** ..... **Names of teacher:** .....  
.....

Term	Date:	Content	Year	Unit	Lesson	Duration	Number of learners
1	.../... /20...	CREATIVE ART (Fine Arts and Craft)	P 2	1	2	40 mn	40
<b>L e a r n e r s with special aducational needs</b>	<ul style="list-style-type: none"> <li>• learners with hearing impaiement</li> <li>• teacher uses sign language.</li> <li>• The teacher speaks loudly and openly.</li> </ul>						
<b>Unit</b>	Drawing and painting still life and nature.						
<b>Key unit competence</b>	To be able to draw and paint still life and nature using shapes and forms.						
<b>Lesson title</b>	Drawing and painting different materials with basic shapes (quadrangle, triangle, circle e.g. cup, brick, stone)						
<b>Instructional Objectives</b>	Using drawing paper, a pencil, colored pencil, the learner will be able to draw objects with the following shape:  (a cup, a brick, a stone etc...) and paint them correctly using different colors.						

<b>Learning and teaching environment</b>	The lesson will be done in classroom or outside and this will depends on the weather situation.			
Teaching and learning materials	<b>Drawing and painting materials.</b>			
<b>References</b>	<i>Arts ad creative syllabus, lower primary level, REB, Kigali, 2015, page 59</i>			
<b>Stages and timing</b>	<b>Description of teaching and Learning activities</b>	<b>Generic competence</b>		
<b>Introduction: 5mn</b>	Learners will be drawing and <b>painting</b> objects with basic shapes like circle , rectangle and triangle while teacher will be guiding and facilitating learners.	<b>Generic competence</b>  <i>Critical thinking this happen while thinking correct answer the asked.</i>  <b>Cross cutting issues:</b>  <b>Gender</b> is promoted while boys and girls are encouraged and given equal chances to provide the answer to the asked questions.		
	<table border="1"> <thead> <tr> <th><b>teacher's activities</b></th> <th><b>Learner's activities</b></th> </tr> </thead> <tbody> <tr> <td>- Ask learners to give objects with the shape of rectangle, trangle and circle.</td> <td>-Learners to give objects with the shape of rectangle, trangle and circle.</td> </tr> </tbody> </table>		<b>teacher's activities</b>	<b>Learner's activities</b>
<b>teacher's activities</b>	<b>Learner's activities</b>			
- Ask learners to give objects with the shape of rectangle, trangle and circle.	-Learners to give objects with the shape of rectangle, trangle and circle.			

<p><b>Lesson Development: 25 mn</b></p>	<p>-Distributes drawing and <b>painting</b> materials to the learners.</p> <p>-demonstrate drawing and <b>painting</b> objects with basic shapes .</p>   <p>-Ask learners to draw and <b>paint</b> objects with basic shapes.</p> <p>- Guide learners by providing facilitation where necessary.</p>	<p>-Learners follow instructions from a teacher.</p> <p>Learners observe teacher while making -demonstration on how to draw and <b>paint</b> objects with basic shapes.</p> <p>-learners start making their own drawings and <b>painting</b>.</p>    <p>Drawn objects with basic shapes</p>  <p>Painted objects with basic shapes Learners will put detail while finishing their works.</p>	<p><b>Generic competence</b></p> <p><i><b>Critical thinking</b> is developed in learners when they are thinking about ways of making good drawings and while thinking good colours to paint drawn objects.</i></p> <p><b>Cross cutting issues</b></p> <p><b>Financial education:</b> this will be integrated when learners will be doing their work keeping in mind that they must not miss use material as they are taught and they come up managing them for long use.</p>
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<p><b>Conclusion and assessment: 10mn</b></p>	<p>-Ask learners to display their work and share ideas.</p> <p>-Appreciating the works of learners</p>	<p>-Displaying their work and selecting the best work.</p> <p>-Making hygien of materials before keeping them.</p>	<p><b>-Critical thinking</b> while appreciating the beauty of the objects.</p> <p>Interact using language of instruction.</p> <p><b>Cross cutting issues</b></p> <p><i>-Environment and stainability: this will be integrated while learners are making hygien after finished their work they prefer to remain their class and used material s cleaned and well stored</i></p>
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**Teacher’s assessment: - Evaluate whether the objectives settled above were attained**

- Assessment using the main topics that can lean to the success of your objectives
- Show where you have to improve

# UNIT ONE: DRAWING AND PAINTING STILL LIFE AND NATURE.

# 1

## 1.2 Key unit competence

To be able to draw and paint still life and nature using shapes and forms.

## 1.2 Generic competence

The teacher shows the learners the suitable method that is used in drawing and decorating different pictures of still life objects and the nature. Learners, during this activity, they discover the beauty of nature. Then after, expose their works and comments on them, sharing views by showing respect among them.

## 1.3 Cross cutting issues

Environmental protection, when learners draw still life objects and environment like plants, animals, and insects.

Financial education is also applicable in this unit, when the learner takes into consideration the value of objects because they cost money and that they should be protected.

## 1.4 Introduction of the unit.

To introduce this unit, the teacher asks learners to give objects from our environment which have these elements of art, shape and form once learners finish to give examples teacher promises them to study basic methods of drawing objects with these basic elements.

## 1.5 List of lessons

Lesson	Objectives	Number of periods
1	Drawing and painting different materials with basic shapes (quadrangle, triangle, circle e.g. cup, brick, stone) <ul style="list-style-type: none"> <li>• Be familiar with different shapes of objects</li> <li>• Use different colors to <b>paint</b></li> <li>• Love of environment protection</li> </ul>	3
2	<ul style="list-style-type: none"> <li>• Drawing and Painting objects from the surroundings with simple shapes:</li> <li>• Things:(house, car, table, chair)</li> <li>• Plants: (tree, leaf)</li> <li>• Animals: (fish, rabbit, tomcat)</li> <li>• A person</li> </ul> <ul style="list-style-type: none"> <li>• Use of various colors according to the objects</li> <li>• Paint objects correctly</li> <li>• Paint plants correctly</li> <li>• Decorate animals correctly</li> <li>• Decorate a person</li> <li>• Appreciate the beauty of objects</li> </ul>	4
3	Use of color mixture <p>Make the mixture of colors to give another color while decorating fruits, vegetables, etc....</p>	3
4	Drawing through imitation objects from the surroundings by mixing colours and applying them <ul style="list-style-type: none"> <li>• Draw and decorate surrounding and others which have different shapes</li> <li>• Love of the nature and environment protection</li> </ul>	3
Assessment	Ensure that each student is able to draw imitating different shapes and volumes and using colors still life and nature objects	1



# Lesson one: Drawing and Painting different things with basic shapes

## Learning objectives

The learner will be able to draw shapes and volumes and use different colors related to them.

### a. Learning and Teaching materials

- Drawing or bring objects and others which have shapes and volumes like a brick, a cup, a stone, etc....
- A pencil
- Drawing paper
- Charpeners
- Simple shapes made from paper

### b. Methodology

#### Introduction

- Teacher brings pictures that have been drawn by others and show them to the learners for discovering basic shapes found on these drawings.
- Learners will say basic shapes appear on the drawings that teacher have brought.
- Teacher will ask learners to link drawing with real objects they have such as a stone, a cup, a brick, etc.....

#### Lesson Development

##### Step one

- Teacher distributes drawing and Painting materials to the learners and give them instructions.
- Teacher demonstrates how to draw objects they have which have simple shapes.
- Learners after making observation from teacher's demonstration they start drawing their own images.



Drawing of a stone



1.2. Drawing of a cup



1.3. Drawing of a brick

## Step two

- For painting drawn images teacher demonstrate how to paint them using water colours as most they are suitable colour to be used for lower primary learners. They may prefer to use even colour pencil, crayons, pastel and gouache if they don't have water colors they may use them. Remember that oil paint is not suitable for lower primary learners.
- Learners start painting their drawings following the model of their teacher.



1.4. A Painted stone



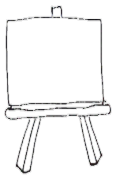
1.5. A Painted cup



1.6. A Painted brick

## Assessment

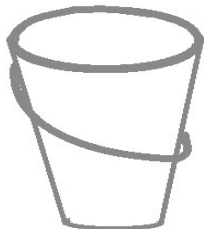
- For evaluation, teacher asks the learners to draw and paint a board and bucket.
- Learners start drawing and painting.



1.7. Drawn black board



1.8. Painted blackboard



1.9. Drawn bucket



1.10. Painted bucket

## Lesson Two: Drawing and painting objects from the surroundings with simple shapes:

- Things:(house, car, table, chair)
- Plants: (tree, leaf)
- Animals: (fish, rabbit, tomcat)
- A person

### a. Learning objectives

#### Draw different volume objects

- Draw using pencils of different colors
- Appreciate the beauty of objects

### b. Teaching and Learning materials

- A pencil and colored pencils
- Drawing paper
- Charpeners
- Puppets of house, a car, a table, a chair, etc
- Brushes
- waterpaints

### c. Methodology

#### Introduction

- Teacher shows learners pictures drawn by others and ask them to observe and name objects drawn.
- Learners observe pictures and say names of objects drawn.

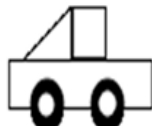
#### Lesson Development

#### Step one

- Teacher distributes drawing and Painting materials to the learners and give them instructions.
- Teacher demonstrates how to draw objects they have which have simple shapes.
- Learners after making observation from teacher’s demonstration they start drawing their own images.



1. 11. House



1.12. Car



1.13.Table



1.14.Chair

**2.2. Plants: A leaf, a tree**



*1.15. The picture of a leaf*

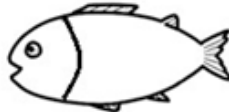


*1.16. The picture of a tree*

**2.3. Animals (a rabbit, a fish, a cat)**



**1.17. The picture of a rabbit**

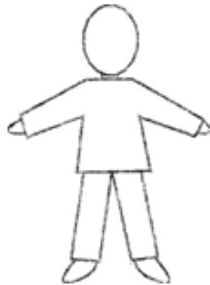


**1.18. The picture of a fish**



**1.19. The picture of a cat**

**2.4. A picture of a person**



**1.20. The image of a person**

**Step two**

- Teacher distributes drawing and Painting materials to the learners and give them instructions.
- Teacher demonstrates how to draw objects they have which have simple shapes.
- Learners after making observation from teacher's demonstration they start drawing their own images.



1.21. A painted house



1.22. A painted car



1.23. A painted table



1.24. A painted picture of chair

**a. Plants: a leaf, a tree**



1.25. A painted picture of leaf

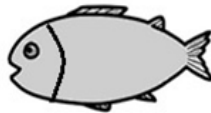


1.26. A painted picture of tree

**b. Animals: A rabbit, a cat and fish**



1.27. Painted rabbit



1.28. Painted fish



1.29. Painted cat

**c. A complete picture of a person**



1.30. A painted picture of a person

**Assessment**

- Teacher asks learners to display their art works so that together they select the best and appreciate every one who have participated.
- Learners display their work.
- Learners gather used materials for making their hygien and keep the class clean.

## Lesson three: Using mixture of colors

### a. Learning objectives

- Be able to mix basic colors to obtain others and use them in shading / painting.
- Be able to use various Paints and relate them to the elements of the nature.
- Love and protect environment.

### b. Teaching and Learning materials

- Various colors of paint
- Small brushes used to mix Paint
- Bowls to be used to mix Paint such as a plate, a cap, etc that are found in the surrounding.

### c. Methodology

#### Introduction

Inviting learners to mention the colors which they know

#### Lesson Development

##### Step one

To make a mixture of two basic colors:

- Mixing yellow and red colors to get orange color
- Mixing yellow and blue colors to get green color.
- Mixing red and blue colors to get purple color.
- Mixing orange and a little black colors to get brown color.
- Mixing white and a little black colors to get grey color.



1.3.1. Yellow and red colors give orange color

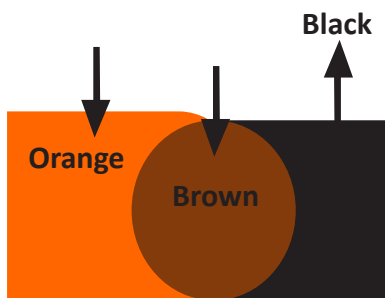


1.3.2. Yellow and blue colors to give green color

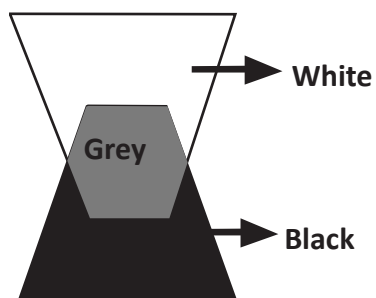


1.3.4 Red and blue give purple color

## Black



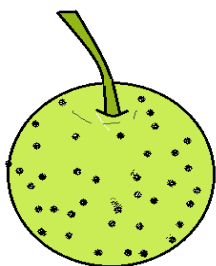
1.3.4 Orange and Black colors give brown color



1.3.5. White and black colors give grey color

## Step two

Using obtained colors to paint fruits and vegetables



## Assessment

1. Presenting drawings and evaluating learner's performance and sharing views in respect and appreciating the beauty of the objects.
2. Inviting learners to mix two colors to get another color.

## Lesson Four: Drawing through imitation objects from the surroundings by mixing colours and applying them

### a. Learning objectives

- Draw imitating surrounding
- Paint imitating surrounding
- Appreciating the nature

### b. Teaching and Learning materials

- A pencil
- Colored pencils and Paint

- Drawing paper
- Charpeners
- Rabbons
- Water colors

### **c. Methodology**

#### **Introduction**

Getting outside the classroom and observing objects in the nature.

#### **Lesson Development**

##### **Step one**

Drawing imitating objects from the surrounding.

##### **Step two**

Painting related to drawing objects

#### **Assessment**

1. Presenting the pictures and sharing views in respect and appreciating the beauty of the objects.
2. Ensuring that each learner is able to draw using shapes and volumes and applying colors of still life things and the nature.

### **1.6 End of unit 1 assessment**

- Draw and Paint the following objects: a picture of a brick, a picture of a table, a picture of a car.
- Draw and Paint the the folloing plants: a picture of a tree, a picture of a flower.
- Draw and Paint a picture of any animal on your choice.
- Draw and Paint a picture of a person.

### **1.7 Additional activities**

- Draw and paint a picture of a cupboard.
- Draw and Paint a picture of a tomato.
- Draw and Paint a picture of a bird.
- Draw and Paint pictures of a father, a mother and her children.
- Draw and Paint a picture of a bottle.
- Draw and Paint a picture of a plum.
- Draw and paint a picture of a cut orange.
- Draw and Paint a picture of a mortar.



## UNIT TWO: PRINT- MAKING USING DIFFERENT MATERIALS FROM THE SURROUNDINGS

# 2

### 2.1. Key unit competences

To be able to design images of objects using different materials from the surroundings.

### 2.2. Generic competences

Within this unit, the teacher has to guide learners in order to help them to be familiar with the application of print making and decoration to the objects met on his/her village. Let them apply print making and decorating objects in surroundings. They discover the beauty of the objects after print making and decorating them. Then after, the teacher guides them to present their works and share views in respect.

### 2.3 Cross cutting issues

To ensure that learners with physical disabilities are able to copy others using another part of his/her body. For example: a learner who does not have hands can use his/her foot to decorate.

Environmental protection, when learners are applying print making and decorating papers using such as leaves, plants, etc

Financial education is also applicable in this unit, when the learner takes into consideration the value of objects because they cost money and that they should be protected.

### 2.4 How to introduce the lesson?

To introduce the lesson of print making and decorating, the teacher can collect learning and teaching materials such as a piece of cloth, drawing paper and other print made simple pictures improved to the level of children. Then the teacher tells the learners that they will imitate the pictures.

## 1.5 List of lessons

	Lesson	Objectives	Number of periods
1	copy images on simple materials like paper using leaves, hand, maize stem and coin.	<ul style="list-style-type: none"> <li>• Use different techniques of making print and decorating</li> <li>• Print making in a picture of a coin</li> <li>• Print making on paper used in picture of a foot or a hand</li> <li>• imitate the pictures made by others</li> <li>• Respect and protect the nature</li> </ul>	1
2	- Make Different decorations using print making materials and tools with different shapes.	<ul style="list-style-type: none"> <li>• Print making using various tools</li> <li>• Respect and protect tools and materials</li> </ul>	1
3	- Copy Pictures on small Fabrics inspired from the surrounding.	<ul style="list-style-type: none"> <li>• Apply print making using piece of clothes</li> <li>• Apply print making using pictures related to the nature and a piece of cloth</li> <li>• Appreciate the beauty of the objects</li> </ul>	1
4	- Study and use of pictures related to the environment.	<ul style="list-style-type: none"> <li>• Study the beauty of the objects</li> <li>• Respect and Protect different materials and tools</li> </ul>	1
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Ensure that the learner is able to apply print making and decorating using different objects in his/her surroundings ( a coin, a cap, a leaf, a maize stem)</li> <li>• Ensure that a learner respects and protect materials and tools</li> </ul>	1

## Lesson one: print images on simple materials like paper

### a. Learning objectives

- Apply print making using different object from the surrounding.
- Apply print making on his or her self choice using simple tools like a hand, a foot, a coin, a leaf, a maize stem, etc

### b. Learning and Teaching materials

- A leaf
- A maize stem
- A coin, etc

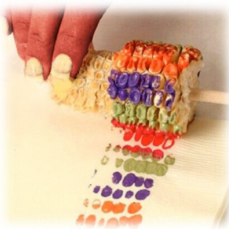
### c. Methodology

#### Introduction

- Teacher takes pictures of persons who are making print making and show to the learners and asks them materials and method that are being used.
- Learners mentioned that method to be used is print making for materials they will say different materials.

#### Lesson Development

- Teacher distributes printing materials to the learners and give them instructions
- Teacher demonstrates how to make printing.
- Learners start making print by Soaking the maize stem into the paint and make print on the paper.
- Some learners may choose making printing by putting the paper on the coin and using a pencil to make print the coins.
- Soaking the hand or foot into the paint and applying print making on a paper.



2.1. A picture made using a maize stem



2.2: printing using coin

## Assessment

- Learners Present the pictures and sharing views in respect and appreciating the beauty of the objects
- Ensuring that each learner is able to make various decorative objects using different tools used in print making and in different images.

## Lesson Two: Make Different decorations using print making materials and tools with different shapes.

### a. Learning objectives

- Print making using rooted crops or other objects met in their communities. For example: Carrot, aubergines, slippers, bodaboda, and Paint.

### b. Teaching and Learning materials

- Water colours or Paint which can be removed by water.
- Paper
- A carot or aubergine shaped differently that can help to make print
- Bodaboda
- Avocado seed
- Banana skin [Ikivovo]



2.2. Painted apple cut into two, and the paint



2.3. Different tools that can be used

### c. Methodology

#### Introduction

- Teacher takes pictures of persons who are making print making and show to the learners and asks them materials and methods that are being used.

- Learners mentioned the methods to be used in print making for materials given .

### Lesson Development

- Teacher distribute to the learners different materials and tools that can be used in print making.
- Teacher demonstate print making.
- The learner has to cut an apple so as to give a beautiful picture and then after, he/she Paint it or puts it into the paint bowl. He/she print makes the picture on a paper or on a piece of cloth.



### 2.4. Decoration made using Paint and various objects

#### Lesson Three: Decorating on a piece of cloth

##### a. Learning objectives

Decorating on a piece of cloth using materials in the surrounding (example: using a bottle top).

##### b. Teaching and Learning materials

- Paint
- A piece of cloth
- A bottle top
- A nail
- A stone (or a hammer) use to fix the the nail in the bottle top

##### c. Methodology

###### Introduction

- Teacher shows to the learners some print made by others and ask them used materials.
- Learners observe pictures and mention used materials.

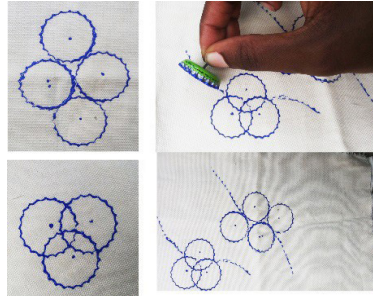
###### Lesson Development

- Teacher distribute to the learners different materials and tools that can be used in print making.

- Teacher demonstrate print making.
- The learner can put the bottle top into the paint bowl and press the top on the piece of cloth many times, either in one color or many.



2.5. Nailed bottle tops



2.6 Printing using bottle tops on a piece of cloth

## Assessment

- Presenting the artworks and sharing views in respect and appreciating the beauty of objects.
- Make hygienic of used materials and working place.

## Lesson Four: Analysing the use of pictures related to the surroundings

### a. Learning objectives

- Analyse and use of pictures related to the surrounding.
- Observe and draw a picture of an object outside of the classroom related to the environment.

### b. Learning and Teaching materials

- Paint
- Paper to use in making decoration or pieces of cloth.
- An Irish potato, a potato, a banana, an avocado seed shaped differently so as to a beautiful picture.

### c. Methodology

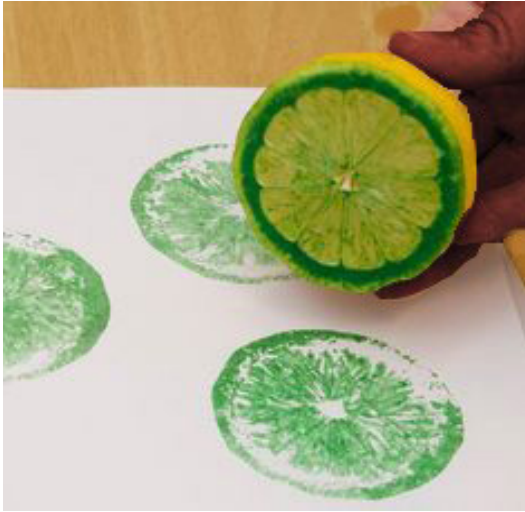
#### Introduction

- Inviting learners to get outside and make an observation on the nature (school garden).

- Inviting them to observe the nature and comment on it.

## Lesson Development

Print making the picture of objects using various objects.



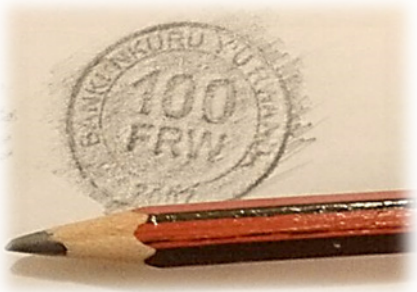
1.4 A primaking picture done usind a lemonade or an orange

## Assessment

- Presenting artworks and sharing views in respect and appreciating them
- Insuring that each student is able to primake decoration using different materials

## 2.6. End of unit Two assessment

- Print making a picture using a hand or foot on a paper.
- Print making a picture on a paper using carrot, or aubergine and paint.
- Print making a picture on a piece of cloth using a bottle cap and paint.
- Prin tmaking a picture of one of the elements of the nature, using any material of your choice.
- Prin tmaking a picture on a paper using the coin.



2.8 Print making a picture on a paper using the coin.

- Printmake a picture on a paper using one of the following materials: The thumb, the hand or the foot.



1.5 A picture made using the foot or the hand



### 3.1 Key unit competences

To be able to create clay figures and forms using red soil (inombe) and clay.

### 3.2 Generic competences

Within this unit, the teacher has to guide learners in order to teach them how to make different objects from clay red soil (inombe) following the steps given by the teacher. Let them make different objects that are found in their villages. While making those materials from clay red soil (inombe) or original clay. Learners discover the beauty of the objects in their environment. Then after, the teacher guides them to present their works and share views in respect.

### 3.3 Cross cutting issues to be addressed

While making objects from clay, learners develop the culture of environmental protection, financial education where learners take into consideration the importance of materials and tools, thus they should be expended carelessly.

Taking care of every learner especially focusing on the specificity of each learner

### 3.4 How to introduce the lesson?

To introduce this unit about modeling thick pictures, using clay red soil (inombe) or original red soil (inombe), the teacher can bring simple objects of various learning and Teaching materials, i.e different simple materials adapted to the level of learners, and then asks them which materials they are made of, he/she tells them that they are going to proceed likewise.

### 3.5 Lost of lessons

	Lesson	Objectives	Number of periods
1	Preparing clay or Red soil (inombe) before Modeling figures.	<ul style="list-style-type: none"> <li>• Mention different materials that are used to make and prepare pictures from the clay</li> <li>• Respect and protect materials and tools from dirty</li> </ul>	1
2	Modeling figures using clay or red soil (banana, Irish potatoes., tomato, guava, avocado)	<p>Apply the manner of making objects from clay red soil (inombe ) or original clay</p> <p>Use of clay or clay red soil (inombe ) to model different objects</p> <p>Imitate by making objects made by others</p>	1
3	Modeling figures of objects select freely from environment using clay, plasticine or red soil.	Create thick pictures using different materials	1
	Assessment	Evaluate and monitor that the learner is able to model fiffereent thick pictures from the clay	1

•

#### **Lesson 1: Preparing clay or Red soil (inombe) before modeling figures.**

##### **a. Learning objectives**

- Mix the mud or clay
- Prepare original clay or clay red soil (inombe ) to make thick picture.

## b. Teaching and Learning materials

- Mud or clay
- A Wooden handle
- Water
- A bucket
- Material to use while modeling picture
- A hoe

## c. Methodology

### Introduction



3.1: crashing



3.2: sorting



3.3: Wedging and kneading

Keeping the clay or mud in order to save its quality to be used in the following lesson.

Using specific materials like plastic sacks, woolen sacks, buckets and other materials that are not harmful to the learners.

### Assessment

The assessment is done in groups ensuring that a learner can mix and separate the clay/t mud from waste or stones.

## **Lesson Two: Modeling figures using clay or red soil (bananas, Irish potatoes., tomatoes, guavas, avocados)**

### a. Learning objectives

- Model thick pictures
- Make from clay or mud imagiative picture met in surrounding: a banana, an Irish potato, a tomato, a goyava, an avocado, etc

### b. Teaching and Learning materials

- Mud or clay
- A Wooden handle

- Water
- A bucket
- Material to use while modeling picture
- A hoe

### c. Methodology

#### Introduction

Teacher shows to the learners some modeled objects made by others.

Learners observed objects modeled by others.

#### Lesson Development

- Teacher distributes materials for modeling.
- Teacher gives instructions to the learners.
- Learners start modeling their own forms.



3.4. Modeling a fruit



3.5. A picture of modeled fruit

#### Assessment

- Presenting artworks and sharing views in respect and appreciating the beauty of the objects.
- Ensuring that each learner is ready to model imaginative objects met in the surrounding (a banana, irish potatoes, a tomato, a goyave, an avocado, etc).
- Keep class and used materials cleaned.

## **Lesson Three: Modeling figures of objects select freely from environment using clay, plasticine or red soil.**

### **a. Learning objectives**

- Use clay and red soil (inombe) to model figure on your choice Imitate figures made by others

### **b. Learning and Teaching materials**

- Clay or mud
- A table

### **c. Methodology**

#### **Introduction**

- Teacher shows to the learners some modeled objects made by others.
- Learners observed objects modeled by others.

#### **Lesson Development**

- Teacher demonstrates how to model.
- Medeling forms on their own choice inspired from surrounding.

#### **Assessment**

- Ensuring that each learner is able to imagine a picture and model it and examine his/her level of creation and innovation.
- Presenting their artworks and sharing views in respects and appreciating the beauty of the pictures.

## **Lesson Four: Analyze and use of pictures related to the environment.**

### **a. Learning objectives**

- Analyse the use of pictures related to the environment.
- Observe an object from environment, outside the classroom and draw it.

### **b. Teaching and Learning materials**

- prepared clay or mud
- A material which is used to model objects
- A object to be observed like a banana, irish potato, a tomato, a goyava, an avocado. etc

### **c. Methodology**

## Introduction

- Inviting learners to choose one object to model.

## Lesson Development

Modeling a picture of an objects used in the surrounding



3.6 Pictures showing how a cup is modeled

## Assessment

- Presenting artworks and sharing views in respect and appreciating the beauty of the objects.

### 3.6 End of unit 3 assessment

- Ensuring the level of performance of students in modeling a thick picture.
- Ensuring the quality of modeled pictures and the level of performance in innovation.

### 3.7. Additional activity

- Choosing and modeling fruits and different materials.

## UNIT FOUR: WEAVING USING MATERIALS AND TOOLS FROM THE SURROUNDING

# 4

### 4.1 Key unit competences

To be able to weave using different materials and tools from the surroundings.

### 4.2 Generic competences

In this unit, the teacher has to guide learners and helps them to know how to weave different objects following the instructions such as making a ball, a small basket etc while making different objects, they use different materials met in their surrounding, they discover the beauty of the nature. Then, the teacher helps them to present their work and sharing views in respect.

### 4.3 Cross cutting issues to be addressed

Apply how to protect environment when learners are weaveting and making different materials. Learn how to manage their properties when they use materials made themselves. Learners take into consideration the importance of materials and tools; thus they should be used carelessly. The teacher takes care of every learner especially focusing on the specificity of each learner.

### 4.4 How to introduce the lesson?

To introduce the lesson of weaving, the teacher can collect learning and teaching materials such as simple textile made decoration materials that are improved to the level of children. Then the teacher tells the learners that they will imitate the pictures. They share views about the importance of textile made materials in daily life.

## 4.5 List of lessons

N <sup>o</sup>	Lesson	Objectives	Number of periods
1	Choosing materials and tools related to what he/she wants to weave.	Mention the materials used in weaveting	1
2	Weave Different objects eg, sacs  Baskets, tats, hats ropesetc	Use of a bucket or different grasses and strings to weave different materials  imitate the objects made by other in weaving.	1
3	Used in daily life(bag, van, mat, hand-woven bag, ).	Design him/herself woven materials using different tools and materials found in his/her community.  Respect and protect materials and keep the clean.	1
4	<b>Assessment</b>	Ensure that each learner is able to weave different objects using different materials found in her/his community	1

### Lesson one: Materials used in weaving

#### a. Learning objectives

Mention the materials used in weaveting

#### b. Teaching and Learning materials

- Fibers (reedsurukangaga, ubunyundo, ubusuna, ubuhivu, ishingwe, intamyi, imamfu, intaratare, imigano, iminaba, imigwegwe, urufunzo, imivumu, ibirere)

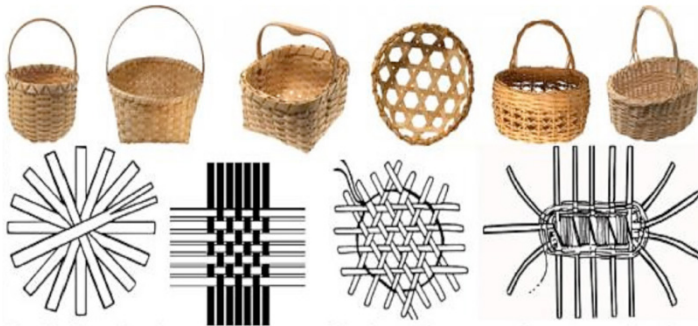


- Niddles
- Threads
- A knife
- A pair of scissors
- Hitting stone / stick
- Water

### c. Methodology

#### Introduction

- Teacher brings different materials that have been weaved by others and ask learners to observe them.
- Teacher asks learners to mention weaved objects and name used materials for weaving observed objects.
- Learners name materials used like woven hand bag, hats, sacks, basket, mat,, ropes , etc



4.1. Different weaved materials

#### Lesson Development

- Teacher distributes different materials for weaving to the learners.
- Teacher asks learners what a person can weave from those materials
- Each learner says what he or she can weave from materials they have.

#### Assessment

The teacher insures that learners understand the importance of weaving materials by asking some questions about them.

## Lesson two: Weaving different materials

### a. Learning objectives

- Design different materials like a woven hand bag
- Design or imitate the decorations made by other persons in various weaving styles.

### b. Teaching and Learning materials

- Banana fibres
- Reeds and bamboos
- Imikaranka
- Scissors
- Knife

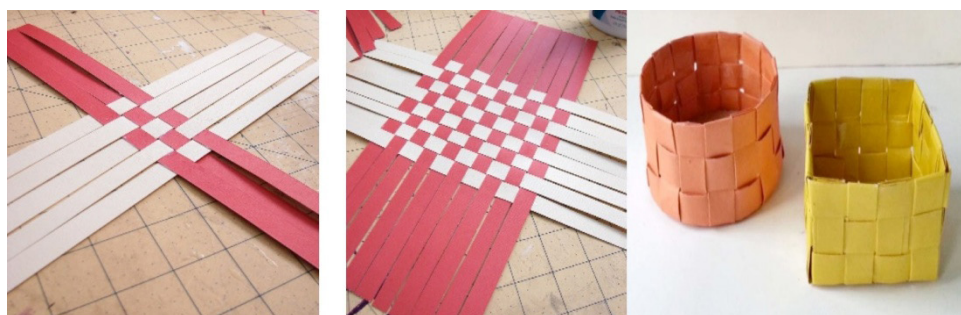
### c. Methodology

#### Introduction

- Teacher brings different materials that have been woven by others and ask learners to observe them.
- Teacher asks learners to mention woven objects and name used materials for weaving observed objects.
- Learners name materials used like woven hand bag, hats, sacks, basket, mat, ropes etc.

#### Lesson Development

- Teacher distributes different materials for weaving to the learners.
- Teacher demonstrates how to weave.
- Learners weave their own objects.



4.2. A picture showing how to cross materials

## Assessment

- Teacher asks learners to display their artworks and select best artwork and appreciate each participant.
- Making hygien at working place and used materials for long use.

## Lesson Three: How to weave different materials

### a. Learning objectives

- Weave different objects using different weaving materials found in the community.
- Design or imitate decoration made by others.

### b. Learning and Teaching materials

- Fibers
- Boxes
- Other materials found in the community

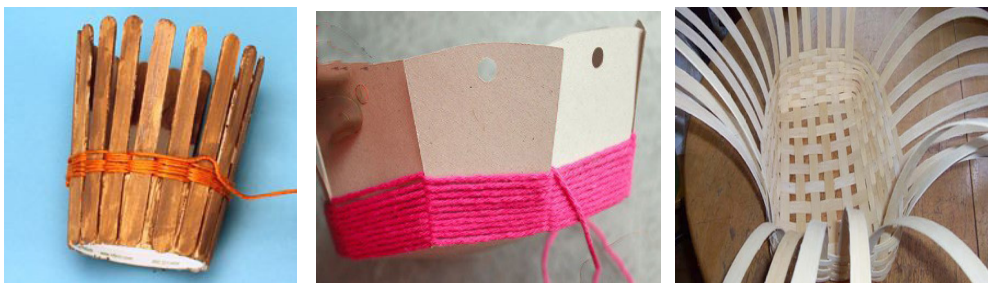
### c. Methodology

#### Introduction

- Teacher brings different materials that have been woven by others and ask learners to observe them.
- Teacher asks learners to mention woven objects and name used materials for weaving observed objects.

#### Lesson Development

- Teacher distributes different materials for weaving to the learners.
- Teacher demonstrates how to weave.
- Learners weave their own objects.



4.3. A picture of the object used to keep things

## **Assessment**

- Teacher asks learners to display their artworks and select best artwork and appreciate each participant.
- Making hygienic at working place and used materials for long use.

### **4.6 End of unit 4 assessment**

- Ask learners to weave decorations to put in the class.
- Weave a basket for daily purpose at home.

### **4.7 Additional activities**

- By their choice learners weave a bag that can help them to keep pens or other materials.

## UNIT FIVE: PUPPETRY AND COLLAGE OF DIFFERENT MATERIALS AND TOOLS

# 5

### 5.1. Key unit competence:

To be able to manipulate different materials and articles to create various puppets and collage works.

### 5.2 Generic competences

The teacher guides the learners and helps them to use and follow different methods that are used in various puppets and collage so as to obtain another element. Designing different puppets and collage help the learners to discover the beauty of the nature and be able to make themselves different materials instead of paying money to get them. Then, the teacher guides them to present their works and sharing views in respect.

### 5.3 Cross cutting issues to be addressed

Environment protection when learners design various puppets and collage of different tools and materials so as to obtain another element. Financial education also appears in this unit when the learners consider the importance of the materials thus they should be used carelessly. The teacher takes care of every learner especially focusing on the specificity of each learner.

### 5.4 How to introduce the lesson?

To introduce the lesson of designing puppets and collage, the teacher can collect learning and teaching materials, including simple puppets and collage decoration materials that are improved to the level of children. Then the teacher asks the learner what they are made of and tells the learners that they will imitate. Puppets which are in this unit are considered to serve as an example, vary them depending on the area where he/she Teaches.

## 5.5 List of the lessons

	Lesson	Objectives	Number of periods
1	- Basic materials and tools used in puppetry and collage)	Discover different materials used to make puppets and collage	1
2	- The process of making different puppets using different tools and tools.	Design different puppets using materials found in community	1
3	Different collages in pictures making on various tools(flower image and decorative flowers).	Discover dfferent methods used in making puppets and collage	1
	<b>Assessment</b>	Ensure that a learner is able to make puppets and collage using different materials so as to obtain onother element	1

### **Lesson 5.1: The process of making different puppets using different materials and tools**

#### **a. Learning objectives**

- Be able to make his/her own puppets.
- Show anf find materials used to make puppets.

#### **b. Learning and Teaching materials**

- A small box
- Bottle tops
- Sticks or wires
- A pair of scissors
- A toilet paper core



*5.1. Tops of bottle with a toilet paper core*

### **c. Methodology**

#### **Introduction**

- Teacher Invites learners to count puppets that they know
- Teacher asks learners to name materials that can be used for making puppets.
- Learners answer teacher's questions.

#### **Lesson Development**

- Teacher distributes to the learners materials to be used for making puppets.
- Teacher demonstrates how to make puppet and give instructions to the learners.
- Learners prepare materials that they are going to recycle into new puppets.
- Learners start making their puppets.
- Teacher guides and provide facilitation to learners while making puppets.



5.2. Puppets of cars made from different materials

## Conclusion

- Teacher asks learners to present their works for appreciating each participant and selecting the best puppets.
- Learners present their puppets.
- Learners clean area of working and tools used for long use.

## Lesson Two: Designing puppets and the ball

### a. Learning objectives

Be able to design different puppets made from different materials found in the community.

### b. Learning and Teaching materials

- Paper ( polythene papers )
- Sorghum stem
- Leftovers after cutting cloth
- 
- Dry Banana fibers
- Small boxes
- Scissor

### c. Lesson Development

#### Introduction

- Teacher asks learners to name materials that can be used for making puppet



of a ball.

- Learners answer teacher's questions.

### **Lesson Development**

- Different embroidery designs (chain stitch, cross stitch and stem)



5.4. The puppet of the ball

### **Assessment**

- Teacher tells learners to present their work and select the best performer.
- Learners present their work.
- Teacher together with learners they will appreciate all participants.
- Learners make hygien of working place used tools.

### **Lesson three: The process of making different puppets using different tools and materials.**

#### **a. Learning objectives**

**Collage of different elements to get another object.**

#### **b. Teaching and Learning materials**

- A pair of Scissors
- Papers of different colors
- Glue
- table

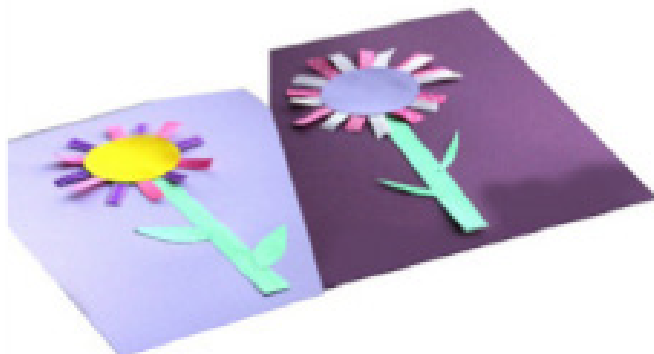
#### **c. Methodology**

## Introduction

- Teacher shows to the learners collage works made by others and asks them to observe materials used to make these collage works.
- Learners observe collage works and answering asked questions.

## Lesson Development

- Teacher distributes to the learners materials used for making collage and give them instructions.
- Teacher demonstrates how to make collage.
- Learners start making their own collage.



5.6. Picture of a stuck flower

## Assessment

- Teacher tells learners to present their work and select the best performer
- Learners present their work.
- Teacher together with learners they appreciate all participants.
- Learners make hygien of working place and used tools.

## 5.6 End of the unit 4 assessment

- Ask learners to make puppet of any animal they like.

- Ask learners to make collage of a house.

### **5.7. Additional activities**

- Using methods of cutting cloth and collage, make a picture of the candle.
- Using the methods of sticking, make a complete picture of the person.



### 6.1 Key unit competences

To be able to manipulate different tools and materials in various ways to make different embroidery patterns on textiles.

### 6.2 Generic competences

The teacher guides the learners and helps them to use and follow different methods that are used in modifying a picture on a piece of cloth. Let learners design different modified pictures. Within this activity, learners discover the beauty of the materials. Then, the teacher guides them to present their works and sharing views in respect.

### 6.3 Cross cutting issues to be addressed

Gender and equality is applicable when both girls and boys design textile decoration by modifying while it is a special woman activity. Financial education also appears in this unit because learners appreciate the objects made by them while they get them paying money. The teacher takes care of every learner especially focusing on the specificity of each learner

### 6.4 How to introduce the lesson.

To introduce the lesson of textile decoration, the teacher can collect teaching and learning materials such as simple needlework textile made decoration materials such as a letter or a number made on a piece of cloth and asks the learners to observe and tell how they see the material. Then the teacher tells the learners that they will imitate it. The teacher may also bring other examples that show the beauty of textile decoration made using tailoring techniques.

## 6.5 List of lessons

	Lesson	Objectives	Number of periods
1	Different embroidery designs (chain stitch, cross stitch and stem)	Different needlework designs (chain stitch, cross stitch and stem)  Care for the different materials and tools.	1
2	Different techniques and process used in needlework (satin stitch, button hole stitch and loop stitch)	Create simple different decorations Patterns used in needlework.  Explain the process of making patterns in needlework	1
3	Creating different designs and patterns on textiles in embroidery (flower, bird, any domestic material)	Create different patterns using the method of needlework ( sewing).	1
	Assessment	Ensure that each learner is able to weave, on a piece of cloth, a simple decorative objects	1

### **Lesson one: Different embroidery designs (chain stitch, cross stitch and stem)**

#### **a. Learning objectives**

Different needlework designs (chain stitch, cross stitch and stem)

#### **b. Teaching and Learning materials**

- A niddle
- A piece of cloth
- A pencil

- A pair of scissors



6.1. Picture of weaving materials

### c. Methodology

#### Introduction

- Show to the learners some needlework patterns on the cloth made by others and ask learners to share ideas on materials and methods for making artworks they have observed.
- Learners come up with materials used and name of artwork applied on cloth.

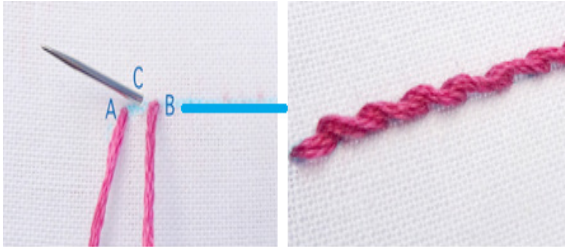
#### Lesson Development

- Teacher distributes different materials for needlework to the learners.
- Teacher demonstrates how to make needlework design using stitches and give them some instructions for safe work.
- Learners start using different stitches for designing their names on a cloth



6.2. The name which is written using a pencil

- Each learner weaves his/her name on a piece of cloth



**6.3: Stem stitch**



**6.4. A weaved name**

### Assessment

- Learners present needlework patterns they have made.
- Learners together with teacher they appreciate all participants and they select best performers.
- Learners make hygien of used materials and the place of working.

### **Lesson two: Different methods and process used in needlework (satin stitch, button hole stitch and loop stitch)**

#### **a. Learning objectives**

Weave a picture any still life material

#### **b. Teaching and Learning materials**

- A niddle
- A piece of cloth



- A pencil
- A scissor

### c. Methodology

#### Introduction

Teacher Invites the learners to tell home materials they have seen that have needlework designs

#### Lesson Development

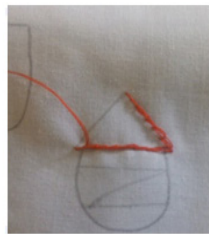
- Teacher distributes different materials for needlework to the learners.
- Teacher demonstrates how to make needlework design using stitches or button hole stitches and give them some instructions for safe work.
- Learners start using different stitches for design their names on a cloth



6.5:Satin stitch



6.6: Satin stitch of leaf



6.7: Satin stitches of basket



#### Assessment

- Learners present needlework patterns they have made.
- Learners together with teacher they appreciate all participants and they select best performers.
- Learners make hygien of used materials and the place of working.

## Creating different designs and patterns on textiles in needlework (flower, bird, and domestic materials)

### a. Learning objectives

- Create different patterns using the method of needlework.

### b. Teaching and Learning materials

- Threads or big yarns
- A niddle

- A piece of cloth
- A pencil
- A pair of scissor

### c. Methodology

#### Introduction

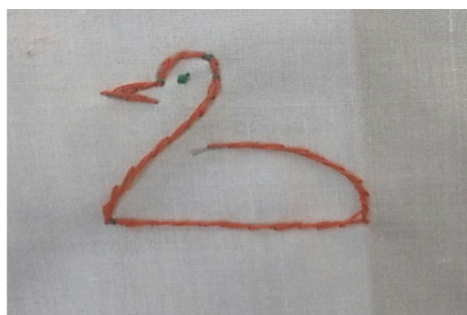
- Teacher invites the learners to observe a person who are putting needlework designs on cloths.
- Teacher asks learners names of objects to be sewed on cloths.
- Learners name objects to be sewed on cloths.

#### Lesson Development

- Teacher distributes different materials for needlework to the learners.
- Teacher demonstates how to make needlework design and give them some instructions for safe work.
- Learners start making needlework of different animals a cloth.



6.6. Picture of a duck



6.7. A picture of a weaveted duck

#### Assessment

- Learners present embroidery design they have made.
- Learners together with teacher they appreciate all participants and they select best performers.
- Learners make hygien of used materials and the place of working.

#### 6.6 End of the unit 6 assessment

- Making embroidery design of a small cup.
- Making embroidery design of word on his/her choice.
- Making embroidery design of any animal.

## **6.7. Additional activities**

- Making needlework design learner to weave the name of his/her country.

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# PART TWO: MUSIC



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## **PART ONE: GENERAL INTRODUCTION**

### **1.0. About the teacher’s guide**

This book is a teacher’s guide for Creative Arts-Music in Lower Primary Two. It is designed to accompany Lower Primary Learner’s book and intends to help teachers in the implementation of competence-based curriculum specifically Creative Arts (Fine Art, Crafts and Music) syllabus. As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes’ contexts and prepare accordingly.

### **1.1. The structure of the guide**

This section provides a paragraph presenting the guide: overall structure, the structure of a unit and the structure of a lesson. A brief explanation is given on each component to guide the users.

### **1.2. Methodological guidance**

#### **1.2.1 Developing competences**

Since 2015, Rwanda shifted from a knowledge based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children’s learning achievement and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what she/he is able to do using the knowledge, skills, values and attitudes acquired in a new or different given situation.

The competence-based curriculum employs an approach of teaching and learning based on separate skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learner knows. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes.

These competences are developed through learning activities disseminated in learner centered rather than the traditional instructive approach. Learner is evaluated against some set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic

competences which are transferable throughout a range of learning areas and situations in life. Below are examples of generic competences learners can gain from Creative Arts (Fine Art, Crafts and Music).

### **Critical Thinking and problem solving**

Music lesson will help learner to increase his/her critical thinking which will make him/her to be able to find solutions for different problems in his or her daily life.

### **Research and problem solving**

This ability will help learner to solve problem by using basic knowledge and explaining issues based on basic information.

### **Creativity and Innovation**

This ability will help a learner to be initiative to bring ideas based on basic knowledge, to be creative.

### **Communication Skills**

This ability will help a learner to communicate to each other freely and sharing ideas in proper verbal or written communication. So, teacher must make sure that the language is being used properly.

### **Teamwork, Cooperation, Personal and Interpersonal management and life skills**

This ability help a learner to work together in groups, in every kind of work with proper values respecting each other's right and ideas.

### **Lifelong Learning**

Gaining this ability will help a learner to update themselves without others help.

## **1.2.2 Addressing cross- cutting issues**

Among the changes in the competence-based curriculum, there is the integration of cross -cutting issues as an integral part of the teaching learning process. The eight cross-cutting issues identified in the national curriculum framework are the following: *Gender, Peace and values education, Financial education, Standardization culture, Inclusive education, Environment and sustainability, and Genocide studies.*

## **Peace and Values Education**

This will appear when teacher is teaching a song and learners are following carefully without disturbing.

## **Gender balance**

This appear when teacher form groups of both boys and girls and ensure equal participation of both during a given task.

## **Inclusive education**

In case there are children with different impairment, teacher must respect and take care of them as their colleagues and given them special assistance for whom it is needed.

## **Financial education**

Here the teacher shows the beneficial part of learning music by showing them examples of many artists who gain income from singing in different parties and ceremonies.

### **1.2.3 Careering students with special edicational needs**

In the classroom, learners learn in different ways depending on their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning needs of each learner in the classroom. Also, teachers need to understand that learners with special needs, need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teachers need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, outdoor activities, and practical works).
- Maintain an organized classroom ( art rooms) and limits distraction. This will help learners with special needs to stay on track during a lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller manageable tasks. Learners with

special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them to understand what you are asking.

- Use clear consistent language to explain the meaning ( demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory signs.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

### **Strategy to help a learner with developmental impairment:**

Use simple words and sentences when giving instructions.

- Use real objects that the learner can feel and handle. Rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that she/he can do already before moving on to something that is more difficult.
- Gradually give the learner less help.
- Let the learner work in the same group with those without disability.

In the subject of Creative Arts (Fine Art, Crafts and Music), you should get more information from:

- Using internet and a Library
- Creating a School Library
- Collecting data through observation
- Looking for art materials from nearest environment

### **Strategy to help a learner with visual impairment:**

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development

- Use simple, clear and consistent language.
- Use tactile objects to help to explain a concept.
- If the learner has some sight, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow him/ her to be as independent as possible.
- Plan activities so that learners work in pairs or groups when possible.

**Strategy to help a learner with hearing impairment:**

- Strategies to help learners with hearing disabilities or communication difficulties.
- Always get the learner’ s attention before you begin to speak.
- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication. Use the same signs yourself and encourage other learners to also use them.
- Keep background noise to a minimum.
- 

**Strategies to help a learner with physical disabilities or mobility difficulties:**

- Adapt activities so that learners who use wheelchairs or other movement aids or other learners who have difficulty in moving can participate.
- Ask parents/caregivers to assist with adjustable furniture e.g. The height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair.
- Get advice from parents or health professionals about assistive devices.

**Adaptation of assessment strategies:**

Each unit in the teacher’s guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners who are slow, average and gifted learners respectively.

- Easy activities should be given to learners with physical disability and mental disabilities.
- Use tangible materials and recorded materials for learners with visual impairment.

During the assessment activities of this subject of Creative Arts (Fine Art, Crafts and Music), teacher has to take into consideration the visual impaired learners. So, the tasks to be given can consider the level of visual impairment of learners in the classroom.

#### **1.2.4 Guidance on assessment**

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ continuous/ formative assessment intends to improve learners' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

#### **1.2.5 Continuous/ formative assessment**

An ongoing process arises out of interaction during teaching and learning processes. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process.

The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

In this subject of Creative Arts (Fine Art, Crafts and Music), there are learning activities which help learners to acquire knowledge and skills in right ways. This helps learners for learning progress on different lessons.

This type of assessment is done prior to or during instruction and is intended to inform teachers about the learners' prior knowledge and skills, in order to assist with planning. It is used to make judgments about different aspects, which includes learners' grouping, unit and lesson plans and instructional strategies.

The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus, and from this, the teacher will gain a picture of the all-round progress of the learner. This kind of assessment in this teacher's guide is of two types. Exercises that teachers give to the learners at the end of lesson and general assessment at the end of unit.

#### **1.2.6 Summative assessment**

The assessment can serve as summative or formative depending on its purpose.

The end unit assessment will be considered as summative when it is done at the end of the unit. When assessment is done in order to take decision in competence or what a learner is capable of doing. That assessment is measuring the level of the learner.

The first purpose of assessment is to see the level of learner and to see if the objective of the lesson is achieved. So, the assessment is prepared according to specific objectives of the lesson or according to the order of assessment in each topic.

The assessment done at the end of the term, end of year, is considered as a summative assessment so that the teacher, school and parents are informed of the achievement of educational objectives and think about improvement strategies. There is also an end of level/ cycle assessment in form of national examinations.

In this teacher's guide, there are problems of all lessons which were taught in all topics consisting year two program. During assessment, teacher should consider the following key points.

- Melody
- Rhythm
- Memorizing
- Selfconfidence in front of audience
- Correlation between feelings and message of song.

### **1.2.7 Learners' learning styles and strategies to conduct teaching and learning process**

There are different teaching styles and techniques that should be used and ways of achieving them. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects, the type of lessons, the particular learning objectives to be achieved, the allocated time to achieve the objectives, the instructional available materials, the physical/sitting plan of the classroom, the individual learners' needs, the abilities and learning styles.

There are mainly four different learning styles as explained below.

#### **Active and reflective learners**

Active learners tend to retain and understand information best by doing

something actively with it, discussing or applying it and explaining it to others. Reflective learners prefer to think about it quietly first.

### **Sensing and intuitive learners**

Sensing learners tend to like learning facts whereas intuitive learners often prefer discovering possibilities and relationships. Sensing learners often like solving problems by well-established methods and dislike complications and surprises, while intuitive learners like innovation and dislike repetition.

### **Visual and verbal learners**

Visual learners remember best what they see like pictures, diagrams, flow charts, time lines, films, demonstrations, etc. Verbal learners get more out of written words and spoken explanations.

### **Sequential and global learners**

Sequential learners tend to gain understanding in direct steps, each step following logically the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.” Additional activities can be added for learners who are quick and extensional activities for those who are slow.

## **1.2.8 Teaching methods and techniques that promote the active learning**

The different learning styles mentioned above can be catered for, if the teacher use active learning whereby learners are really engaged in the learning process.

### **What is Active learning?**

Active learning is a educational approach that engages learners in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

### **The role of the teacher in active learning**

The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.

- She/he encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment



approaches and methods.

- She/he provides supervised opportunities for learners to develop different competences by giving tasks that enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

### **The role of learners in active learning**

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning.

A learner engaged in active learning:

- Communicate and share relevant information with other learners through presentations, discussions, group work and other learner-centred activities (imitating, research and exploration).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting books , online documents , resourceful people and presents his findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Giving conclusions based on the findings from the learning activities.

### **1.2.9 Main steps for a lesson in active learning approach**

All the principles and characteristics of the active learning process mentioned above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process.

Below are those main parts and their small steps:

#### **a. Introduction**

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens

short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the previous knowledge, skills and attitudes, which have a link with the new concepts to create good foundation and logical sequencings.

## **b. Development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

### **Discovery activity**

#### **Step 1**

- The teacher discusses convincingly with learners to take responsibility of their learning.
- She/he distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual in order to help them to discover knowledge to be learned).

#### **Step 2**

- The teacher let the learners work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.
- S/he then monitors how the learners are progressing towards the knowledge to be learned and lift those who are still behind (but without communicating to them the knowledge).

### **Presentation of learners' productions**

- In this period, the teacher invites representatives of groups to present the learners' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the learners' productions.

### **Exploitation of learner's productions**

- The teacher asks the learners to evaluate the productions which are correct, incomplete or false.
- Then the teacher judges the reasoning of the learners' products, corrects those that are false, completes those that are incomplete, and confirms those that are correct.

### **Institutionalization (summary/conclusion/ and examples)**

The teacher summarizes the learned knowledge and gives examples that illustrate the learned content.

### **Exercises'/Application activities**

- Exercises of applying processes and products/objects related to learned unit/subunit. Exercises in real life contexts.
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of the teacher is to monitor the fixation of process and product/object being learned.

### **c. Assessment**

In this step, the teacher asks some questions to assess achievement of instructional objective.

- During the assessment activity, learners work individually on the task/activity.
- The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on the next steps for the whole class and individuals.
- In some cases, the teacher can end with a homework assignment.

## **PART TWO: SAMPLE LESSON PLAN**

The teacher's guide provides more than one lesson plan taking into consideration the type of lesson in the subject using the CBC format.

Teaching requires good preparation to be effective. This is the only way that learning can be enhanced and assured. The teacher will find his/her work easier if she/he goes to class well prepared with the lesson content organized in logical manner. Even the experienced Creative Arts (Fine Art, Crafts and Music) teacher needs a lesson plan in order to use the lesson time effectively.

**Below is a sample of a lesson plan**

School name ..... Academic year: .....

Teachers' Name.....

Term one	Date	Subject	Class	Unit	Topic	Timing	Number of learners
	.....	Play music instruments	P2	One	1 of 5	40 mn	.....
Learners with special educational			2 learners with physical disabilities 1 learner with hearing impairment				
Unit One			Performing Rwandan songs (accompanying) which are accompanied with claps				
Key unit competences			Performing Rwandan songs respecting their rhythm				
Lesson			Songs on hygiene				
Objectives of the lesson			Using pictures showing hygienic activities, the learner will be able to perform Rwandan song in audience correctly respecting the rhythm of the song.				
Learning and teaching environment			The lesson will be delivered in classroom				
Learning and teaching materials			Pictures showing hygiene activities; sweeping, mopping, rivers, garden conservation etc  Different audio equipments 2				
References			Creative Arts syllabus, lower primary level, page 20				
Stages and timing	Explaining briefly Learning and teaching activities						Competence and Cross cutting issues
	The teacher asks learners to join their groups and sing Rwandan traditional songs which are accompanied with claps. Then the teacher sings one of the song to teach that day.  Learners in their groups sing by explaining each other the words of that song.						
	Teacher's activities		Learner's activities				

<p>1. Introduction 7min</p>	<p>Ask learners to join their groups.</p> <p>Inviting learners to (choose) agree on a Rwandan traditional song accompanied with claps to sing it in their groups.</p> <p>Singing for learners the song to be taught at that day, singing it verse by verse.</p>	<p>joining the groups</p> <p>Singing Rwandan traditional song of their choice accompanying it with claps in their groups</p> <p>Listening and repeating what the teacher sings.</p>	<p>Inclusive education:</p> <p>Learners with physical disabilities are intergrated in groups with others and the teacher provides them special assistance depending on their abilities.</p> <p>While learners are performing the song in their groups, the teacher ask them to sing loudly in order to help the learner with hearing impairment to listen to the song so that he/she can repeat it properly.</p> <p>Gender equality and equity:</p> <p>Learners are grouped according to their sex and the teacher provides them equal opportunies to give ideas without discrimination</p>
<p>• 2. Body of the lesson 23 min</p>			

<p>2.1. Activity one</p>	<p>The teacher ask learners to explain difficult words found in the song.</p>	<p>The teacher tries to explain difficult words found in the song they learnt.</p>	<p>Communicating with others:</p> <p>When learners are listening to the new song.</p> <p><b>Critical thinking and problem solving skills:</b></p> <p>Every learner striving to give rights answers</p>
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## 1.2 Activity Two

Helping each group to respect the rhythm of the song

Singing the song learnt and repeating it frequently accompanying with claps and dance

### Critical thinking and problem solving skills:

Every learner striving to perform well the song and memorizing it.

### Inclusive education:

Learners with physical disabilities use other parts of their body while performing the song together with their groupmates, using claps and movement.

<p>1.3 Conclusion Synthesis 5 min</p>	<p>Connecting groups and asking every group to sing alone</p> <p>Asking learners to imitate a group which performed well.</p>	<p>Each group sings in the way they prepared.</p> <p>Choosing and awarding the group which performed well.</p> <p>All learners sing the song together with claps and movement.</p>	<p>Cooperation: All learners sing together</p> <p>Critical thinking (discernment): This appears in choosing the best performing group.</p>
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# UNIT ONE: PERFORMING RWANDAN SONGS ACCOMPANYING WITH CLAPS



## 1.1 Key unit competences

Sing Rwandan songs respecting their rhythm.

## 1.2 Generic competences

Singing, imitating the melody, singing with others, respecting the rhythm of the song and singing in public.

Cooperating with others, living in harmony with others, self-confidence, and being able to speak in public.

## 1.3 General objectives

- Clapping various rhythms of Rwandan songs
- Fine-tuning the voice
- Allying the melody with claps respecting the rhythm of the song
- To have Rwandan values

## 1.4 Cross cutting issues to be considered

### 1.4.1 Peace and Values Education

This appears when learners are listening attentively to the teacher when teaching a song, and when they are singing in groups and making discussions in harmony.

### 1.4.2 Gender balance

This is seen when a teacher forms groups of learners and mixes boys and girls so that they sing together. The teacher invites learners to form groups without discrimination and give them the equal opportunities to give answers, views and assistance.

### 1.2.3 Inclusive education

They are some learners who are not able to imitate the rhythm of the song due to different physical disability. The teacher forms the group and they do what they are able to do, and provides them special assistance in their groups. During the assessment, the teacher gives them the opportunity to sing even if they can not sing correctly, the teacher encourages them.

There also other learners who are shy to sing in public, they are also grouped together with others while singing and the teacher encourages them during assessment, teacher appreciate what they tried to do.

### 1.5 How to introduce the unit?

The teacher introduces the lesson by giving an exercise of singing. They can sing one by one or in small groups, and then sing a song which is commonly known or learnt in the last units.

### 1.6 List of Lessons of unit one

Content	General objectives	
Number of periods		
1. Singing songs which are accompanied by claps about hygiene.	Clapping in variousway Rwandan songs.	1 period
2. Singing songs which are accompanied by claps about security (at home, in the street, at school)	Accompanying the melody with claps respecting the rhythm of the song	1 period
3. Singing songs which are accompanied by claps about health and child's right		1 period
4. Singing songs which are accompanied by claps about labor and games		1 period
5. singing gospel songs which are accompanied by claps		1 period
6. Assessment		1 period



## 1.7 Plan of activity

### Introduction

- The teacher shows learners pictures or photos s/he has prepared according to the lesson.
- Asking learners to comment on the pictures or photos and asking them different questions leading to the new lesson.

### Body of the lesson

- Listening attentively to the new song: The teacher sings the new song once slowly, showing possible emotions. (as much feelings as possible).
- Singing the song once again and asking learners to listen carefully words which are in the song and its rhythm.
- Observing and imitating the rhythm of the song, the teacher shows how the song is sang respecting the rhythm.
- Inviting the learners to list difficult words that are in the song.
- Explaining difficult words, some given by the learners and others prepared by the teacher.
- Explain briefly to each other what the song is about.
- Imitating the new song. The teacher sings one verse and then s/he ask the learners to repeat it. At the end, s/he invites the learners to perform the whole song together with him/her.
- The teacher invites learners to sing the song alone, then after they sing respecting its rhythm.

### Assessment

Performing the song: the teacher assesses whether the learner can perform the song by imitating what is being said in the song and respecting its rhythm. The teacher invites the learners, one by one to sing the verse of the song. They can also perform the song in their groups and after the whole class.

## Lesson one: Songs about hygiene

### a. Specific objectives

- Imitat the melody and lyrics of the song
- Perform the song accompanying it by claps and movement respecting its rhythm.
- Sing before an audience.
- Ensure hygiene wherever you are.

## **b. Learning and teaching materials**

- Pictures showing hygienic activities (sweeping, cutting bushes, collecting papers in the dustbin, mopping classrooms and home, etc).
- Audio equipments.

## **c. Methodology**

### **Introduction**

- The teacher helps learners to form and join the groups.
- Learners in their groups sing a song they know or they learnt previously.
- After, the teacher asks various questions that lead to the new lesson.

### **Examples:**

1. Why should we keep clean?

= To protect ourselves against diseases caused by lack of hygiene.

2. Mention the activities that you can do to show that maintain hygiene.

= Washing your body every day, washing clothes, sweeping and mopping at home.

### **Body of the lesson**

- Showing learners pictures or photos. The teacher shows learners pictures or photos related to hygiene in general using learning and teaching materials. Learners observe attentively what the teacher is showing them.
- The teacher asks learners to report what they are seeing on those photos or on those pictures.

### **Songs to be taught**

The teacher selects one of the following songs after listening and practicing them to choose one which is easy for learners.

#### **Song 1: Isuku ni ngombwa**

- 1) Isuku ni ngombwa bana  
b'u Rwanda,
- kuko ari yo soko y'ubuzima
- 2) Dusukure neza aho  
dutuye,
- isuku niyo soko y'ubuzima

3) tjugunye imyanda aho  
yagenewe

- isuku niyo soko y'ubuzima

4) Dusukure ishuli  
n'impande zaryo,

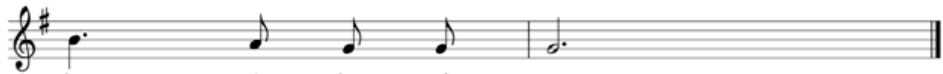
- isuku niyo soko y'ubuzima

### Isuku ni ngombwa

Injyana : ♩ · ♩ ♩



- |       |    |    |      |     |      |      |     |     |       |     |     |      |    |     |      |      |
|-------|----|----|------|-----|------|------|-----|-----|-------|-----|-----|------|----|-----|------|------|
| 1. I  | su | ku | ni   | ngo | mbwa | ba   | na  | b'u | Rwa - | nda | ku  | kw'a | ri | yo  | so - |      |
| 2. Du | su | ku | re   | ne  | za   | a    | ho  | du  | tu -  | ye  | i   | su   | ku | n'i | so - |      |
| 3. Tu | ju | gu | ny'i | mya | nda  | a    | ha  | bu  | ge    | ne  | we  | i    | su | ku  | n'i  | so - |
| 4. Du | su | ku | r'i  | shu | ri   | n'i  | mpa | nde | za -  | ryo | i   | su   | ku | n'i | so - |      |
| 5. Du | ka | ra | be   | mu  | nto  | ki - | mbe | re  | yo    | ku  | rya | i    | su | ku  | n'i  | so - |



- |    |     |    |    |     |
|----|-----|----|----|-----|
| ko | y'u | bu | zi | ma. |
| ko | y'u | bu | zi | ma. |
| ko | y'u | bu | zi | ma. |
| ko | y'u | bu | zi | ma. |
| ko | y'u | bu | zi | ma. |

- 

### Song 2: Tugire isuku

- 1) Dusukure mu ngo zacu, hahore hakeye igihe cyose
- 2) Dusukure ishuri ryacu, rihore rikeye igihe cyose
- 3) Dusukure imisarani, ihore isukuye igihe cyose
- 4) Dusukure ubusitani, buhore bubereye ijisho
- 5) Dusukure aho turi hose, tubikangurire n'abandi.

**Dusukure** Yahimbwe na Kabalira Sauvé Arsène

Injyana: 

1. Du - su - ku - re mu ngo za - cu,  
 2. Du - su - ku - r'i - ishu - ri rya - cu,  
 3. Du - su - ku - r'i - mi - sa - ra - ni,  
 4. Du - su - ku - r'u - bu - si - ta - ni,  
 5. Du - su - ku - re a - ho tu - ri ho - se,



1. ha - ho - re ha - ke - y'i - gi - he - cyo - se  
 2. ri - ho - re ri - ke - y'i - gi - he cyo - se  
 3. i - ho - r'i - su - ku - y'i - gi - he cyo - se  
 4. bu - ho - re bu - be - re - y'i - ji - sho.  
 5. tu - bi - ka - ngu - ri - re n'a - ba - ndi.

## Assessment

The assessment is done in two categories: questions related to singing and those related to the topic.

### a. Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit.

## Questions that lead to the theme of the song

### Song One: Isuku ni ngombwa

- Why is hygiene important?
- Mention different ways that you can use to maintain hygiene.

### Song Two: Dusukure

- According to this song, state different areas that people must keep clean.

## Lesson Two: Songs about security

### Specific objectives

- Imitate the melody and lyrics of the song.
- Perform the song accompanying it with claps and movement respecting

its rhythm.

- Sing before the audience.
- Ensure security wherever we are (at home, in the street and at school).

### **Learning and teaching materials**

- Pictures or photos showing activities of keeping security walking well on the road, crossing the road while respecting the rules, avoiding conflicts and fighting with others, informing the authorities in case of abuse. etc)
- Musical equipments.

### **Methodology:**

#### **Introduction**

- The teacher helps learners to form and join the groups.
- Learners join their groups and sing a commonly known or learnt song about security and maintaining it.
- After that, the teacher asks various questions that lead to the new lesson.

#### **Examples:**

1. What are the group of people in charge of security do you sometimes see in your village?  
= Police officers, soldiers, rescue squadetc
2. What are the acts you know that can disturb security?  
= Fighting with your colleague, insulting, robbery, drunkenness
3. How should a pupil walk on the street?  
= He must walk on pedestrian road avoiding walking or playing on the middle of the road.
4. What should you do before crossing the street?  
= You have to check both sides of the road (left ,right and left) whether there is no vehicle coming and then cross the road at right place.

#### **Body of the lesson**

- Showing learners pictures or photos. The teacher shows learners pictures or photos related to acts of kindness using learning and teaching materials (honesty and moderation).
- Learners observe carefully what teacher is showing them (attentively and curiously).

- The teacher asks learners to report what they see on those photos or pictures).

### Songs to be taught

The teacher selects one of the following songs after listening and practicing them to choose one which is easy for the learners.

#### Song 1: Tugire umutekano

Tugire umutekano, dukumira icyaha kitaraba

Buri wese abe ijisho rya mugenzi we,

Dutangira amakuru ku gihe kandi vuba.

**Tugire umutekano** Kazindutsi Jean Damascene

Injyana: 

Tu gi r'u mute - ka no du ku mi r'i cya - ha ki ta ra ba bu ri we se a b'i ji shoryamu



ge nzi we du ta ngi r'a ma ku ru ku gi ka ndi vu ba.

#### Song 2: Umutekano urambye

1. Buri wese nabe ijisho rya mugezi we  
Dukumire kandi icyaha mbere y'uko kiba  
Dutangira amakuru ku gihe  
Bityo tugire umutekano urambye.
2. Umutekano rwose ni ngombwa ibyo tubimenye!  
Tuzirikane kandi ko udahari ntacyo twageraho  
Nitwumve ibyo dusabwa ku gihe  
Bityo tugire unutekano urambye.

$\text{♩} = 80$  Injyana: 

**Umutekano urambye**



1. Bu-ri we - se na - be i - ji - sho rya mu - ge - nzi  
2. U-mu-te - ka - no rwo - se ni ngo - mbwa, i - byo tu - bi - me -



1. we, du-ku-mi - re - ka - ndi, i - cya - ha mbe - re y'u-ko - ki -  
2. nye! tu-zi-ri-ka-ne ka - ndi k'u-da-ha-ri nta - cyotwa - ge-ra -



1. ba du - ta - ngi - r'a - ma - ku - ru ku gi - he,  
2. ho. ni - twu - mv'i-bvo du - sa - bwa ku gi - he.



1. bi-tyo tu - gi - r'u - mu - te - ka - n'u - ra - mbye.  
2. bi-tyo tu - gi - r'u - mu - te - ka - n'u - ra - mbye.

### Assessment

The assessment is done in two categories: questions related to singing and those related to the topic.

### Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit (Curriculum).

### Questions that lead to the theme of the song

#### Song One: Tugire umutekano

- Estimate three things that we can do to maintain security.
- Why is security important?

#### Song Two: Umutekano urambye.

- Estimate three things that we can do to maintain sustainable security
- Do you think we can develop our country without security?

## Lesson three: Songs about health and child's rights

### a. Specific objectives

- Imitating the melody and lyrics of the song.
- Perform the song accompanying it with claps and movement respecting its rhythm.
- Singing in public.
- Preserving health and ensuring child's right.

### **b. Learning and teaching materials**

- Pictures showing different health care activities (sleeping under mosquito net, medical treatment, mutuelle de sante or other insurance cards, doing physical exercises, etc) .
- Pictures showing child's rights feeding him/her, giving school materials, talking and listening to her/him, etc).
- Audio equipments.

### **c. Methodology:**

#### **Introduction:**

- The teacher helps learners to form and join the groups.
- Learners join their groups and sing a commonly known or a learnt song about health and child's right.
- After that, the teacher asks various questions that lead to the new lesson.

#### **Examples:**

1. What can we do to stay healthy?

We have to eat balanced diet (energetic, protective and constructive food)

2. Give examples of: energetic food, protective food and constructive food

= Energetic food: Carbohydrate, like potatoes, cassavas, maize, etc

Protective food: vegetables, fruits, meat, beans, etc

Constructive food: eggs, meat, beans, etc

3. Give an example of child's right

= Right to eat, right to clothes, right to education, right to medical care, etc.

#### **Body of the lesson:**

- Showing learners pictures and photos: using learning and teaching materials, the teacher shows learners pictures or photos showing people in good health and child's right.



- Learners observe carefully what the teacher is showing them.
- The teacher invites them to comment (talk about what they observe) on those pictures or photos.
- Imitating a new song: The teacher sings one verse and then learners repeat at the end, s/he invites learners to perform the whole song together with him/her.
- The teacher invites learners to sing by themselves and then after they accompany the song with claps and movement respecting the rhythm.

### Songs to be taught


The teacher selects one of the following songs after listening and practicing (revising) them to choose one which is easy for learners (to learn).

#### Song 1: Amagara arasesekara ntayorwa.

1. Amagara araseseka ntayorwamuze tuyiteho tuyasigasire tuzaramba!
2. Niba turwaye tuiye kwamuganga; twivuze kare turamire ubuzima tuzaramba!
3. Turye neza buri muni na hose indyo yuzuye dukore na siporo tuzaramba!

#### Amagara arasesekara ntayorwa

Yahimbwe na: KAZINDUTSI Jean Damascene

Injyana: 



1. A ma ga ra a ra se se ka nta - yo rwa mu ze tu yi te ho  
 2. Ni - ba tu rwa - ye tu jye kwa mu ga nga twi vu - ze ka re  
 3. Turye ne za bu ri mu nsi na ho - se - i - ndyo yu zu ye



tu - ya si ga si re - tu za ra mba!  
 tu ta bu r'u bu zi ma - tu za ra mba!  
 du ko re na si po - ro - tu za ra mba!

#### Song 2 : Sida ni indwara mbi cyane

1. Yandura kwinshi bahungu, SIDA ni indwara mbi cyane
2. Yandura kwinshi bakobwa, SIDA ni indwara mbi cyane
3. Yandurira mu nshinge, SIDA ni indwara mbi cyane
4. Mu nshinge zidatetse, SIDA ni indwara mbi cyane
5. Yandurira no mu busambanyi ntigira umuti ntigira n'urukingo

**SIDA** *Sylvestre NTABAJANA*

*Allegro*

Si da n'i ndwa ra mbi cya ne Si da n'i ndwa ra mbi cya ne

1.Yandu ra kwinshi ba ko . bwa 3.Yandu ri ra mu nshinge 4.Munshinge zi da te tse  
2.Yandu ra kwinshi ba hu . ngu

5.Yandu ri ra no mu bu sa mba nyi nti gi r'u mu ti nti gi ra n'u ru ki ngo

*Fine*

### Song 3: Uburenganzira bw'umwana

1. Ayi mama we, umwana, akwiye kugira uburenganzira.
2. Umwana akwiye, uburenganzirabwo kuvuzwa igihe arwaye.
3. Umwana akwiye, uburenganzira bwo kugaburirwa igihe ashonje.
4. Umwana akwiye uburenganzira Bwo kujyanwa mu ishuri kwiga.
5. Umwana ufite ubumuga akwiriye uburenganzira nk'abandi bana bangana.

#### Uburenganzira bw'umwana

Yahimbwe na: KAZINDUTSI Jean Damascene

Injyana:

1. A - yi ma ma we - u mwa - na - a kwi - ri

2. U - mwa na - a kwi ri ye - u bu re nga nzi

3. U - mwa - na - a kwi ri ye - u bu re nga nzi

4. U - mwa - na - a kwi ri ye - u bu re nga nzi

5. U mwa - nau fi teu bu mu ga a kwi ri ye - u bu re nga nzi

ye - ku gi r'u bu re - nga nzi ra

ra bwo ku vu - zw'i gi h'a rwa - ye

ra bwo ku ga bu ri rw'i gi h'a sho - nje

ra bwo ku jya nwa mw'i shu ri kwi ga

ra - nk'a ba - ndi ba na ba nga na

## Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

## Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit (Curriculum).

### Questions related to the theme of the song

1. Amagara araseseka ntayorwa:
  - According to the song, list any three acts that we can do in order to stay healthy.
2. SIDA
  - Why is HIV/AIDS a dangerous disease?
  - Estimate three ways in which HIV/AIDS is transmitted from a person to another.
  - How can you prevent HIV/AIDS?
3. Uburenganzira bw'umwana:
  - State the child's rights that are mentioned in this song.
  - List other child's rights that are not mentioned in the song.

## Lesson four: Songs about labor and sports

### a. Specific objectives

- Imitating the melody and lyrics of the song.
- Perform the song accompanying it with claps and movement respecting its rhythm.
- Singing in public.
- Love of labor and sport.

### b. Learning and teaching materials:

Pictures or photos showing people at work (cultivating, building houses, repairing cars, a person sitting in the office. etc)

- Pictures or photos showing people who are playing.
- Audio equipments.

### c. Methodology

#### Introduction:

The teacher helps learners to form and join the groups.

- a. Learners joins their groups and sing a commonly known or learnt song about to the labor and games.
- b. After, the teacher asks various questions that lead to the new lesson

#### Examples:

1. Why is it important to like labor?  
= Because from the labor we gain more for our living condition.
2. Give examples of economic activities.  
= Farming, trading, mechanics, arts, musics production, carpentry etc
3. How do we call a person who does not meet his responsibilities?  
= A lazy person

#### Body of the lesson

- Showing learners pictures or photos. The teach shows learners pictures or photos showing acts of kindness using learning and teaching materials, learners observe carefully what the teacher is showing them.
- The teacher invites them to talk about what they observe on the pictures.

#### Songs to taught

The teacher selects one of the following songs after listening and practicing (revising) them to choose one which is easy for learners and what he/she wishes learner to understand (to learn).

**Attention:** while singing this song, learners join their hands in claps with their colleagues on their left and right sides.

#### Song 1: Nkunda umurimo

Nkunda umurimo kuko ari ingenzi,

Mbyuka kare ngakora, nkiteganyiriza ejo hazaza

Nzihatira kuba intwari ku murimo dukunde umurimo ni ingenzi !

Nkunda umurimo

KAZINDUTSI Jean Damascene



Nku nd'umu ri mo ku kw'ar'i - nge - nzi mbyu ka ka re ngako ra -  
nki te ga nyi ri za e jo ha za - za nzi ha ti ra ku bi nwa -  
ri ku mu ri mo du ku nd'u mu ri mo ni - nge nzi!

**Song 2: Kanyamanza keza**

1. Mbega Kanyamanza keza ko mbona wishimye ni ki cyabiguteye ngo natwe tugufashe!
2. Erega niko mpora mwa banyeshuri mwe iyo mbona mukina numva nabakinamo
3. Ujy'uza twikinire ntabwo bibujijwe wenda wazatwigisha kuguruka nkawe

**Mbe Kanyamanza keza!**

*Yahimbwe na M. Canisius*





1. Mbe ka nya ma nza ke za ko mbo na wi shi mye  
2. E re ga ni ko mpa ra mwa ba nye nshu ri mwe  
3. U jy'u za twi ki ni re nta bwo bi bu ji jwe  
n'i ki cya bi gu te ye ngo na twe tu gu fa she?  
i yo mbo na mu ki na nu mva na ba ki na mo!  
we nda wa za twi gi sha ku gu ru ka nka we!

**Song 3: Dukine**


1. Dukine, dukine, muze dukine, gukina ni byiza, gukina ni byiza.
2. Mu byo dukina harimo nk'ubute, agati na biye ndetse n'umupira.
3. Mu byo dukina harimo umugozi, hari mabigibigi ndetse n'ikibariko.
4. Iyo dukina, tuba twunze ubumwe, bigatuma twese tuba incuti nziza!

**Dukine**

Injyana:  Yahimbwe na Kabalira Sauvé Arsène



1. Du - ki - ne,      du - ki - ne,      mu - ze      du - ki - ne,  
 2. Mu - byo      du - ki - na,      ha - ri - mo      nk'u - bu - te,  
 3. Mu - byo      du - ki - na,      ha - ri - m'u      mu - go - zi,  
 4. I - vo      du - ki - na,      tu - ba twu      nz'u - bu - mwe,



1. gu - ki - na      ni - byi - za,      gu - ki - na      ni byi - za  
 2. a - ga - ti      na bi - ye,      nde - tse n'u - mu - pi - ra.  
 3. ha - ri ma - bi - gi - bi - gi,      nde - tse n'i - ki - ba - ri - ko  
 4. bi - ga - tu - ma      twe - se,      tu - b'i - ne - ti      nzi - za.

#### Song 4: Muze dukine

Muze dukine, muze dukine, kuko gukina ari byiza (x2)

Bituma dusabana, bigatuma turuhuka,

Bigatuma tugira ubuzima bwiza,

Bigatuma twunguka ubumenyi bushya,

Bigatuma twiga no koroherana.

**Muze dukine**

Yahimbwe na Kabalira Sauvé Arsène



Mu-ze du-ki-ne,      mu-ze du-ki-ne,      ku-ko gu-ki-na-ri byi - za;



bi-tu-ma du-sa - ba - na,      bi-ga-tu-ma tu - ru - hu - ka,      bi-ga-tu-ma tu - gi -



r'u - bu - zi - ma bwi - za      bi - ga - tu - ma - twu -      ngu - k'u - bu - me - nyi bu -



nshya;      bi - ga - tu - ma twi - ga no ko - ro - he - ra - na.

## Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

## Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit (Curriculum).

### Questions related to the theme of the song

1. *Nkunda umurimo*:
  - Give examples of jobs you know.
  - Why is it important to work? why should we love work?
  - In Kinyarwanda they say “umurunga w’ iminsi ari umurimo”. What does it mean?
2. *Kanyamanza keza*:
  - Why is akanyamanza happy?
  - Give other names of birds you know.
3. *Dukine*:
  - Is it important to play? Give the reason.
  - Give different games which children like to play and explaining their impotances.
4. *Muze dukine*:
  - What are your advice to a child who does not like playing or watching photos?

## Lesson Five: Songs about religion

### a. Specific objectives

- Imitating the melody and lyrics of the song.
- Performing the song accompanying it with claps and movement respecting its rhythm.
- Singing in public.
- Respecting God.

### b. Learning and teaching materials

- Pictures showing different religious activities (cross, church, mosque, people who are praying, Rosary. etc)

- Audio equipments.

### c. Methodology

- **Introduction:**
  - The teacher helps learners to form and join the groups.
  - Learners in join their groups and sing a commonly known or learnt song about religion.
  - After, the teacher asks various questions that lead to the new lesson.

#### Examples:

1. Why should we respect God?
  - = Because He created us, He created the Earth, He created concrete and abstract things.
2. Give real examples which shows that God is powerful
  - = People, the sun, the moon, stars, trees, birds, sky. etc

#### Body of the lesson

- Showing learners the pictures and photos. The tacher shows learners pictures or photos illustrating religious activities using learning and teaching materials.
- Learners observe carefully what the teacher is showing them.
- The teacher invites them to talk about what they observe on the pictures.

#### Song to be taught

The teacher selects one of the following songs after listening and practicing (revising) them to choose one which is easy for learners and what s/he wishes learner to understand.

#### Song 1: Nzakorera Imana

Iyo mbyutse mu gitondo nshimira Imana yandinze,

Bigatuma mparanira iteka kuyishakashaka no kuyikorera.



## Nzakorera Imana

Yahimbwe na: KAZINDUTSI Jean Damascene

Injyana: 

I yo mbyutse mu gi to ndo nshi mi r' l ma - na ya ndi nze bi ga tu mampa ra



ni r'i te ka ku yi sha ka sha ka no ku yi ko re ra.

## Song 2: Imana irakomeye

1. Hagenimana, Habyarimana, Harerimana, Hakuzimana.
2. Hatungimana, Hatangimana, Hagabimana, Hafashimana.
3. Habonimana, Harorimana, Havugimana, Hashakimana
4. Haratwimana, Haganzimana, Hagumimana, Harindimana
5. Habashimana, Hashimimana, Hakizimana, Hategekimana. Dukundimana, Dushimimana, Dusengimana, Imana irakomeye.

**Imana irakomeye** Yahimbwe na Kabalira Sauvé Arsène

Injyana: 

1. Ha - ge - ni - ma - na,	Ha - bya - ri - ma - na,
2. Ha - tu - ngi - ma - na,	Ha - ta - ngi - ma - na,
3. Ha - bo - ni - ma - na,	Ha - ro - ri - ma - na,
4. Ha - ra - twi - ma - na,	Ha - ga - nzi - ma - na,
5. Ha - ba - shi - ma - na,	Ha - shi - mi - ma - na.



1. Ha - re - ri - ma - na,	Ha - ku - zi - ma - na
2. Ha - ga - bi - ma - na,	Ha - fa - shi - ma - na.



Du - ku - ndi - ma - na,	Du - se - ngi - ma - na.
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## Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

## Singing

- The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit(Curriculum).
- The teacher assesses whether the learner knows to sing by asking one by one to sing one verse of a song. They may also sing it in groups.

### Questions related to the theme of the song

1. Nzakorera Imana:
  - Why do you praise the lord in the morning?
  - What do you plan to do for Him?
2. Imana irakomeye:
  - What is the relationship between the names that are mentioned in this song?
  - From this song, mention the names which shows the following:
    - God is the only provider
    - God is the only protector
    - God is the only savior
    - God is the only one to love
    - God is the only one to worship

### Summary of unit one

- In this first unit the key unit competences intended for (of this unit) is to sing Rwandan songs respecting their rhythm. The general objectives which are in all lessons (this unit) are the following:
  - Clapping respecting the rhythm of the Rwandan song.
  - Allly the claps with the melody respecting the rhythm of the song.
- Songs about hygiene accompanied by the claps encourage learners to maintain hygiene (wash the body), like washing their body daily, wash their hands after coming from (having) toilets, wash clothes regularly, cleaning their homes and the surrounding areas in orde to prevent diseases caused by lack of hygiene.
- Song about security at home, on the road, and at school, include culture of preserving your own and others security, going well on the road avoiding accidents that kill people. includes culture of being honesty, showing devotion, being humble, apologizing and developing the culture of forgiveness and informing others when you meet the situation that can cause insecurity.
- Songs (related to) about the health and child’s rights, include encouraging every body to take care to his/her own life and others, eating balanced diet, knowing and understanding child’s rights, such as right to medical care, right to education, right to be fed, right talk to his/her parents. etc

- Songs (related to) about the labor and sport encourage learners to show love and develop work in order to gain profit in their daily life, to know and understand the importance of sports, include enjoying with others, developing physical fitness which improves on their health.

### **General assessment ending unit one**

Assessment Measurement: To ensure that the learner is able to perform the song allying it with claps and movement.

### **General Assessment:**

1.
  - Sing perfectly the song that you have learnt about HIV/AIDS accompanying it with claps.
  - Why is HIV/AIDS a (bad) dangerous disease?
  - Mention different ways in which HIV/AIDS is transmitted from a person to another.
  - How can you prevent HIV/AIDS?
2. Sing one of the songs that you have learnt about religion accompanying it with claps and movement.
3.
  - Sing the following songs about child's right accompanying them with claps.
  - Ayi mama we, umwana, akwiye kugira uburenganzira.
  - Umwana akwiye, uburenganzira bwo kuvuzwa igihe arwaye.
  - Umwana akwiye, uburenganzira bwo kurya igihe ashonje.
  - Gukina n'abandi bana no kwambikwa, kujyanwa mu ishuri nabyo arabikwiye Umwana ufite ubumuga akwiriye uburenganzira nk'abandi bana bangana.
  - State the child's rights that are mentioned in this song?
  - State other child's rights that are not mentioned in this song?

### **Expected answers**

1.
  - The teacher ensures that the learner sings well the song accompanying it with claps and dance.
  - Because it is a disease that has no remedy and no vaccine.
  - Adultery, blood contact, sharing sharp objects like razor blades, niddle. etc
  - Avoid adultery, avoid sharing sharp objects, protecting your body against one's blood contact.
2. The teacher ensure that the learner sings well the song about religion

accompanying it with claps and movement.

- The teacher ensure that the learner sings well the song about to child's rights by using claps and dancing it.
- Right to medical care, right to eat, right to clothing, right to play, right to education.
- Freedom of speech, Right to visit his/her colleagues, right to church, and any other the teacher consider as true. etc

**Note:** On these proposed answers, the teacher may add on others and accept those proposed by learners in case s/he finds that they match to the questions asked.

## 1.8 Additional activities

### Consolidation activities:

The following activities given to the child who is not able to fine tune the melody or mismatching claps and rhythm of the song. The teacher tries to sing with them clapping they hands in the rhythm of the song, step by step he/she ask them to repeat. Using claps, perform the the song "Nzakorera Imana" (refer to lesson Five).

This activity is given to the learners who present some difficults to memorize the song: the teacher invites the learner to sing a small verse of a song repeating it till he memorizes the whole song.

Sing the song "**Muze dukine**" (refer to lesson Four, song three)

This activity is given to the learners who are afraid of singing in public. The teacher invites or asks the learner to sing for him/her, by doing it well the teacher asks him or her to sing in the group, by doing it well he/she asks learner to sing in front of the whole class.

Sing the songs about the love of the labor that you learnt in this term.

This activity is given to the learners who show difficults to imitat what is being said in the song or showing their feelings related to the song: here, the teacher invites like four learners, and then he/she asks the learner who is supposed to do this activity to sing a song about playing and ask them to do gestures of what they are singing.

Sing the song "**Dukine**" about the love of sport and its benefits.

**Answers:**

For these questions, the teacher ensures whether the instructions in the beginning of each question are fulfilled and emphasizes where it is necessary.

**Extended activities**

1.

- a) Perform the song “SIDA” (Lesson Two, song Two) showing gestures and respecting its rhythm and movement.
- b) Explain different ways of HIV/AIDS transmission.

2.

- a) Explain briefly the way in which you can use to prevent HIV/AIDS.
- b) What are your pieces of advice towards children who develop bad behavior that can lead to HIV/AIDS contamination?

**Answers:**

1.

- a) The learner performs the song showing his/her feelings (dancing, smiling, clapping hands, etc).
- b) Different ways of HIV/AIDS transmission:
  - Adultery.
  - Being raped by a person who lives with HIV/AIDS virus.
  - Sharing sharpen objects such niddles, razor blades, used by others.
  - A pregnant woman while giving birth.
  - Transfusion of untested blood to a person in need.

2.

- a) According to this activity, the teacher ensures that a learner is giving his/her own answers after a deep thinking. The answers are the following:
  - Avoid adultery
  - Avoid reutilazing non treated sharp objects used by others.

- A pregnant woman has to use anti Retrovirus drugs as prescribed by the doctor.
- Blood testing before transfusion to a critically ill patient.
- Advising learners to avoid begging.
- Avoid attending night clubs.
- Earlier going back home after class.
- Avoid using drugs and alcohol.

## UNIT TWO: SINGING THE SONG USING SOUNDING INSTRUMENTS

# 2

### 2.1 Key unit competence

Accompanying songs with sounding instruments.

### 2.2 Generic competences

Inviting learners to sing commonly known songs accompanying them with sounding instruments. Asking them where sounding instruments are used to accompany the songs.

### 2.3 General objectives

- Allying the song with dance.
- Accompanying the song with different sounding instruments.
- Fine tune the voice.
- Show Rwandan values.

### 2.4 Cross cutting issues to be considered

#### 2.4.1 Peace and Values Education

This appearing when learners are listening attentively to the teacher when teaching a song and when they are singing in groups and making discussions in harmony.

#### 2.4.2 Gender balance

This is perceived when teacher form groups of learners and mixes boys and girls so that they sing together. The teacher invites learner to form groups without discrimination and give them the equal opportunities to give answers, views and assistance.

### 2.4.3 Inclusive education

They are some learners who are not able to imitate the rhythm of the song due to different physical disabilities. The teacher forms the group and they do what they are able to do, and provides them special assistance in their groups. During the assessment, the teacher gives them the opportunity to sing even if they can not sing correctly, the teacher encourages them.

There also other learners who are shy to sing in public, they are also grouped together with others while singing and the teacher encourages them during assessment, teacher appreciate what they tried to do.

#### How to introduce the unit

The teacher introduces the lesson by giving an exercise of singing. They can sing one by one or in small groups, and then sing a song which is commonly known or learnt in the last units.

### .5 Lessons

No	Content	General Objectives	Number of periods
1.	Songs about politeness	Accompanying the song with different sounding instruments	1period
2.	Songs about hygiene		1period
3.	Songs about the unity and reconciliation and Environment	Allying the song and with dance	1period
4.	Songs about Rwandan culture	Imitating the melody and singing correctly in public	1period
5.	Religious songs		1period
6.	Assessment		1period

### 2.6 Plan of activity

#### Introduction

- Showing learners pictures or photos: The teacher shows learners pictures



or photos s/he has prepared according to the lesson.

- Asking learners to comment on the pictures or photos and asking them different questions that leads to the new lesson.

### **Body of the lesson**

- listening attentively to the new song. The teacher sings the new song once slowly, showing possible emotions. (as much feelings as possible)
- Singing the song once again and asking learners to listen carefully words which are in the song and its rhythm.
- Observing and imitating to the rhythm of the song: the teacher shows how the song is sang respecting the rhythm.
- Inviting learners to list difficult words that are in the song.
- Explaining difficult words which are given by the learners and others prepared by the teacher.
- Explain briefly to each other what the song is about.
- Imitating the new song: The teacher sings one verse and then s/he asks the learners to repeat it. At the end, s/he invites the learners to perform the whole song together with him/her.
- The teacher invites learners to sing the song alone, then after they sing respecting its rhythm.

### **Assessment:**

Performing the song: The teacher assesses whether the learner can perform the song by imitating what is being said in the song and respecting its rhythm. The teacher invites the learners, one by one to sing the verse of the song. They can also perform the song in their groups and after the whole class.

## **Lesson one: Songs about Politeness**

### **Specific objectives**

- Allying the melody and sounding instruments respecting the rhythm of the song.
- Fine tune the voice.
- Singing in public.
- Show politeness.

### **Learning and teaching materials**

- Pictures or photos showing acts of politeness (greeting people, leaving the place for old people, helping tired people, etc)

- Various sound instruments used in music (drum, can, jerry can, ...).
- Audio equipments.

### **Methodology:**

Introduction:

- The teacher helps learners to form and join the groups.
- Learners in their groups sing the song about politeness.
- After, the teacher asks various questions that lead to the new lesson.

Examples:

1. Mention all the elements that characterize a polite child.

= Showing respect, being wise, he replays correctly and honestly.

2. How can you help your colleague of the same generation who behaves badly?

= Serving him/her as an example, giving him/her pieces of advice.

### **Body of the lesson**

- Showing learners pictures or photos. The teacher shows learners pictures or photos showing acts of politeness in general using learning and teaching materials. Learners observe attentively what the teacher is showing them.
- The teacher invites learners to report what they see on the photos or on the pictures.

### **Songs to be taught:**

The teacher selects one of the following songs after listening and practicing (revising) them to choose one which is easy for learners (to learn).


(using equipments used to play the music)

#### **Song 1: Gira ikinyabupfura**

Gira ikinyabupfura mwana w' u Rwanda, gira ikinyabupfura.

Aho unyura hose mwana w' u Rwandaiheshe agaciro.

Ubaha abo mu ngana n' abakuruta, abo uruta bese nabo ujye ububaha, nibigera ku barezi n' ababyeyi ubigire akarusho

Injyana: 


Gi-r'i - ki-nya-bu-pfu-ra, Mwa - na-w'uRwa - nda, gi - r'i - ki-nya-bu - pfu - ra.

5 A-h'u-nyu-ra ho - se, Mwa - na w'uRwa - nda i - he-sh'a-ga - ci - ro.

9 U - ba-h'a-bo mu - nga-na n'a-ba-ku-ru-ta, a - b'u-ru-ta bo-se na-bo u-jy'u-bu-ba-ha,

13 ni - bi - ge - ra ku ba - re - zi n'a - ba - bye - yi,

15 u - bi - gi - r'a - ka - ru - sho.

## Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

## Singing

The teacher assesses learners on singing following the assessment guidelines provided in the introduction of this unit.

## Questions related to the theme of the song

1. Who can tell me the message of this song?
2. What lesson have you learnt from this song?

## Lesson Two: Songs about hygiene

### Specific objectives:

- Ally the melody and sounding instruments respecting the rhythm of the song.
- Fine tune the voice.
- Singing in public.
- Maintain hygiene wherever you are.

### Learning and teaching materials:

- Pictures showing hygienic activities (washing body, sweeping, cutting bushes, collecting papers in the dustbin, mopping, cleaning the classroom, etc)
- Various sounding instruments (drums, cans, jerrycan, etc)
- Equipments used in music.

### Methodology:

#### Introduction:

- The teacher helps learners to form and join the groups.
- Learners in their groups sing the song about hygiene that they know.
- After that, the teacher asks various questions that lead to the new lesson.

#### Body of the lesson

- Showing learners pictures or photos. The teacher shows learners pictures or photos showing hygienic activities (politeness acts) in general using learning and teaching materials. Learners observe attentively what the teacher is showing them.
- The teacher invites learners to report what they see on the photos or on the pictures.

#### Songs to be taught:

- The teacher selects one of these song listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.
- The teacher invites the learners to sing the song using sounding instruments.
- The teacher asks learners the message which is in the song.
- The teacher teaches the following song after listening and practicing it very well using equipments used to play music.

## Song 1: Isuku rusange

1. Isuku ni ngombwa bana b' u Rwanda, kuko ariyo soko y' ubuzima.
2. Dusukure neza aho dutuye, isuku ni isoko y' ubuzima
3. Tujugunye imyanda aho yagenewe isuku ni isoko y' ubuzima
4. Dusukure ishuri n'impande zaryo, isuku ni isoko y' ubuzima

### Isuku ni ngombwa

Yahimbwe na: KAZINDUTSI Jean Damascene

Injyana : 



1. I su ku ni ngo mbwa ba na b'u Rwa - nda ku kw'a ri yo so -  
2. Du su ku re ne za a ho du tu - ye i su ku n'i so -  
3. Tu ju gu ny'i mya nda a ha bu ge ne we i su ku n'i so -  
4. Du su ku r'i shu ri n'i mpa nde za - ryo i su ku n'i so -  
5. Du ka ra be mu nto ki - mbe re yo ku rya i su ku n'i so -



ko y'u bu zi ma.  
ko y'u bu zi ma.  
ko y'u bu zi ma.  
ko y'u bu zi ma.  
ko y'u bu zi ma.

## Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

### Singing

The teacher assesses learners on singing following the assessment guidelines provided in the introduction of this unit.

### Questions related to the theme of the song

Why is necessary to maintain hygiene?

According to the song, give two places where it necessary to keep clean.

## Lesson Three: Songs about the unity and reconciliation and environment

### Specific objectives

- Ally the melody and sounding instruments respecting the rhythm of the song.
- Fine tune the voice.
- Singing in public.
- Have the culture of unity and reconciliation and environmental protection.

### Learning and teaching materials

- Pictures or photos showing the culture of unity and reconciliation (requesting apologizing and forgiving, hugging, children showing act of commitment, etc)
- Pictures showing different environmental elements.
- Various sounding instruments (drums, cans, jerrycan, etc)
- Audio equipmet.

### Methodology

#### Introduction:

- The teacher helps learners to form and join the groups.
- Learners-join their groups and sing the song they know about hygiene.
- After that, the teacher asks various questions that lead to the new lesson (Unity and reconciliation and environment).

#### Examples:

1. What are the importance of unity and reconciliation?  
= *It helps people to live in peace.*  
= *It helps to prevent conflicts.*  
= *It serves as a mediation among people.*  
= *It helps to unite families.*
2. Give any three examples of environmental elements you know.  
= *Trees, animals, rivers, lakes, mountains, etc*
3. What are the importance of trees?

*= Trees give wood, from trees we make furniture, they t help in rain formation, trees protect soil against erosion, they also give air, ...*

### **Body of the lesson**

- Showing learners pictures or photos: the teacher shows learners pictures or photos showing people in the scene of the unity and reconciliation or environment elements using learning and teaching materials. Learners observe attentively what the teacher is showing.
- The teacher invites learners to report what they see on the photos or on the pictures.

### **Songs to be taught:**

- The teacher selects one of these song listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.
- The teacher invites the learners to sing the song using sounding instruments.
- The teacher asks learners the message which is in the song.
- The teacher teaches the following song after listening and practicing it very well using equipments used to play music:

#### **Song 1: Ubumwe ni bwiza**

1. Muze tuburirimbe, ducinye akadiho, duhore twishimye, duharanire ubumwe, ubumwe mu bantu, **ubumwe, ubumwe.**
2. Ubumwe ni ngombwa, mu bana b' uRwanda, ubumwe ni bwiza. Bujye buturanga, aho turi hose, **ubumwe, ubumwe.**
3. Tubutoze abandi, tubane twishimye, dusabane, dufatanye mu rukundo, kubaka u Rwanda, **mu bumwe, mu bumwe.**

## Ubumwe ni bwiza

*Yahibwe na NTABA/YANA Sylvestre*

Mu ze tu ri ri mbe du c'i ny'a ka di ho  
 U bu mwe ni ngo mbwa mu ba na b'U Rwa nda  
 Tu bu to z'a ba ndi tu ba ne twi shi mve

du ho re twi shi mye du ha ra ni reu bu mwe  
 u bu mwe ni bwi za bu jye bu tu ra nga  
 du sa ba ne du fa ta nve mu ru ku ndo

u bu mwe mu ba ntu u bu mwe u bu mwe  
 a ho tu ri ho se u bu mwe u bu mwe  
 ku ba kau Rwa nda mu bu mwe mu bu mwe

### Song 2: Bidufitiye akamaro

Ibidukikije bidufitiye akamaro.

Tubifate neza bidufatiye runini:

Ntitwabaho nta mazi, ntitwabaho nta mwuka, ntitwabaho nta butaka,  
 ntitwabaho nta bimera,

Injyana: **Bidufitiye akamaro** *Yahimbwe na Kabalira Sauvé Arsène*

I - bi - du - ki - ki - je, bi - du - fi - ti - y'a - ka - ma - ro. Tu - bi - fa - te ne - za, bi -

7  
 du - fa - ti - ye ru - ni - ni: nti - twa - ba - ho nta ma - zi, nti - twa - ba - ho

12  
 nta - mwu - ka, nti - twa - ba - ho, nta bu - ta - ka, nti - twa - ba - ho

16  
 nta bi - me - ra i - nya - ma - swa na zo zi - du - fi - ti - y'a - ka - ma - ro!

### Song 3: Ibyiza by'iwacu

Karisimbi na Muhabura ni ibirunga byacu

Nyiragongo na Sabyinyo ni ibirunga byacu

Karisoki na Bisoke ni ibirunga byacu.



Nyabarongo n'Akagera ni imigezi yacu

Sebeya na Rukarara ni imigezi yacu

Akanyaru na Mbirurume ni imigezi yacu

Mugesera na Muhazi ni ibiyaga byacu

Kivu, Burera na Ruhondo, Nasho na Rwanyakiziga ni ibiyaga byacu

Nyungwe, Gishwati Mukura ni amashyamba yacu

Akagera n'ibirunga ni pariki zacu nayo twitereye iwacu

Huye, Jari, Sekinnyage ni imisozi yacu Saruheshyi, Mont Kigali Nyakizu, na Rebero.

IBYIWACU NTAMBARA Jean

1. Ka ri si mbi Mu ha bu ra n'i bi ru nga bya cu Nyi ra go ngo  
2. Nya. ba ro ngo n'A ka ge ra n'i mi ge zi ya cu Se be ya na  
3. Mu ge se ra na Mu ha zi n'i bi yan ga bya cu Ki vu Bu re  
4. Nyu ngwe Gi shwa ti Mu ku ra n'a ma shya mba ya cu A ka ge ra  
na Sa byi nyo n'i bi ru nga bya cu Ka ri so ke na Sa byi nyo  
Ru ka ra ra n'i mi ge zi ya cu A ka nya ru Mbi ru ru me  
ra Ru ho ndo n'i bi ya ga bya cu Na sho na Rwa nya ki zi nga  
n'i bi ru nga n'a ma shya mba ya cu n'a yo twi te re yei wa cu  
n'i bi ru nga bya cu  
n'i mi ge zi ya cu  
n'i bi ya ga bya cu  
n'a ma shya mba ya cu

#### Song 4: Twite ku bidukikije

1. Muze mwese twite kubidukikije bidufitiye akamaro, twirinde kubyangiza, ahubwo tubisigasire.
2. Mu bidukikije twavuga nk' amashyamba aduha umwuka mwiza, akurura imvura hose, nimuze tubisigasire.
3. Niba utemye igiti tera n' ibindi bibiri, ufate neza ubutaka, teraho ibyatsi birwanya isuri, nimuze twite kubidukikije.
4. Mu byiza by' u Rwanda harimo n' ibirunga bicumbikiye ingagi, zikurura bamukerarugendo, nimuze tuzisigasire.

### Twite ku bidukikije

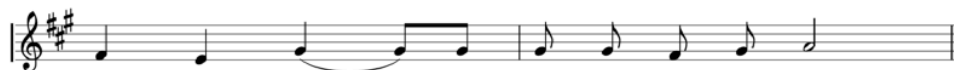
Yahimbwe na: KAZINDUTSI Jean Damascene



1. Mu - ze - mwe - se twi te ku bi du ki ki je
2. Mu - bi du ki ki je twa vu ga nk'a ma shya - mba
3. Ni - b'u te my'i gi ti te - r'i bi ndi bi bi ri
4. Mu byi za by'u Rwa - nda ha ri mo n'i bi ru - nga
5. Du fa ta nye twe - se twi te ku bi du ki ki je



- bi du fi ti y'a ka ma ro twi ri - nde - ku bya - ngi za a  
 a du h'umwu ka mwi - za a ku ru ra - i mvu ra ho se ni  
 u fa te ne z'u bu ta ka te ra h'i bya tsi bi rwa ny'i su ri ni  
 bi cu - mbi ki y'i nga gi zi ku ru ra ba mu ke ra ru ge ndo ni  
 bi. du fi ti y'a ka ma ro twa ma ga ne - a ba bya - ngi za ni



- hu bwo tu - bi si ga si re.  
 mu ze tu - ya si ga si re.  
 mu ze twi te ku bi du ki ki je.  
 mu ze tu zi si ga si re.  
 mu ze tu bi si ga si re.

## Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

### Singing

The teacher assesses learners on singing following the assessment guidelines provided in the introduction of this unit.

### Questions related to the theme of the song

#### 1. *Ubumwe ni bwiza*

- a) What message have you gained from this song?
- b) What can you do for your colleague who has betrayed you?

Explain briefly.

- c) What can you do for your colleague who betrayed you when s/he comes to ask you pardon?

2. ***Bidufitiye akamaro:***

- a) Give an example of environmental element which is located near your home or your school.
- b) Explain briefly the importance of environment (like water, plants and animals).

3. ***Ibyiza by'iwacu:***

- a) What message have you gained from this song?
- b) Give touristic things meet in Rwanda that are mentioned in this song.  
Volcanoes, forests, lakes, mountains, rivers, etc
- c) According to the song, mention the importance of environment.

4. ***Twite ku bidukikije:***

- a. What message have you gained from this song?
- b. Give touristic things in Rwanda that are mentioned in this song?  
Volcanoes, forests, lakes, mountains, rivers, etc
- c. According to the song, mention the importance of environment.

## **Lesson Four: Songs about Rwandan culture and health**

### **Specific objectives**

- Ally the melody and sounding instruments respecting the rhythm of the song.
- Fine tune the voice.
- Singing in public.
- Love and preserve Rwandan culture and take care of health.

### **Learning and teaching materials**

- Pictures or photos showing some of the element of Rwandan culture (coat of arms, spears, traditional house, Churn, baskets, etc)
- Pictures or photos showing different activities of health preservation (Preparing balance diet, cleaning, having medical care, insurance card, etc)
- Various sounding instruments (drums, cans, jerry can, etc)
- Audio equipment.

## Methodology:

### Introduction

- The teacher helps learners to form and join the groups.
- Learners join their groups and sing the song they know, about Rwanda culture or environment.
- After that, the teacher asks various questions that lead to the new lesson.

### Examples:

1. Give examples of rwandan traditional furniture.  
= *Coat of arms, spears, baskets, Rwandan traditional plate, churn, etc...*
2. What characterize a healthy person?  
= *Staying healthy, growing well*

### Body of the lesson

- Showing learners pictures or photos: using learning and teaching materials, the teacher shows learners pictures or photos showing of Rwandan traditional materials and characteristics of healthy people. Learners observe attentively what the teacher is showing them.
- The teacher invites learners to report what they see on the photos or on the pictures.

### Songs to be taught

- The teacher selects one of these song after listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.
- The teacher invites the learners to sing the song using sounding instruments.
- The teacher asks learners the message which is in the song.

### Song 1:

#### Nzakorera u Rwanda

Nzakorera u Rwanda

N z a h a r a n i r a  
kurwubaka

Nzabana n'abandi mu mahoro

**Turuteze imbere.**

1. Nzaharanira kurwubaka

Nzarwanya ubunebwe

Nzahora mbwira abandi

Gukorana umwete.

2. Nzaharanira kurwubaka

Nzarwanya icyaruhungabanya

Nzafatanya n' abandi

Kururwanira ishyaka.

3. Nzaharanira kurwubaka

Nzaruvuganira hose

Nzamazana ikibi cyose

Cyatuma ruhungabana.

4. Nzaharanira kurwubaka

Mbungabunga ibidukikije

Nzamazana ba rutwitsi

N'abashimuta inyamaswa

## Nzakorera u Rwanda

*Yahimbwe na Sylvestre NTABAJYANA*

Nza ko re r'u Rwa nda nza ha ra ni ra ku rwu ba ka  
nza ba na n'a ba ndi mu ma ho ro tu ru te z'i mbe re

1. Nza ha ra ni ra ku rwu ba ka nza rwa ny'u bu ne bwe  
2. Nza ha ra ni ra ku rwu ba ka nza rwa ny'i cya ru hu nga ba na  
3. Nza ha ra ni ra ku rwu ba ka nza ru vu ga ni ra ho se  
4. Nza ha ra ni ra ku rwu ba ka mbu nga bu ng'i bi du ki ki je

nza ho ra mbwi r'a ba ndi gu ko ra na u mwe te  
nza fa ta nya n'a ba ndi ku ru rwa ni ri ra  
nza ma ga n'i ki bi cyo se cya tu ma ru hu nga ba na  
nza ma ga na ba ru twi tsi n'a ba shi mu t'i nya ma swa

## Song 2: Ubuzima busigasiwe

Ubuzima busigasiwe buha nyirabwo kuramba, kuko nta ndwara ziba zimurangwaho ngo zimutware ubuzima.

Nimucyo tubusigasire, turangwe no kugira isuku, turye neza, dukore siporo

### Ubuzima busigasiwe

*Yahimbwe na Kabalira Sauvé Arsène*

1. U-bu-zi-ma bu-si-ga-si-we, bu-ha-nyi-ra-bwo ku-ra -  
2. Ni-mu-cyo tu-bu-si-ga-si-re, tu-ra-ngwe no ku-gi-r'i-su -

1. mba, ku-ko nta ndwa - ra zi - ba zi - mu - ra - ngwa-ho,  
2. ku, tu-rye ne - za, du-ko-re si - po - ro nde-tse

1. ngo zi - mu - twa - r'u - bu - zi - ma.  
2. du - ta - nge na mi - tu - we - li.

### Song 3: Ubuzima bwiza

Tugire ubuzima bwiza, turye neza buri gihe indyo yuzuyemo intungamubiri z'amoko yose

Ibitera imbaraga, n'ibubaka umubiri

Ibirinda indwara byongera ubudahangarwa bw'umubiri

**Ubuzima bwiza**  
Yahimbwe na: KAZINDUTSI Jean Damascene

Injyana: 



Tu gi r'u bu zi ma bwi - za tu rye ne za bu ri gi he i ndyo

yu zu ye m'i ntu ngamu bi ri z'a mo koyo se i bi te r'i mba ra ga

n'i byu ba k'u mu bi ri i bi ri nd'indwa ra byo - nge r'u bu da ha nga -

rwa bw'u mu bi ri.

#### Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

#### Singing

The teacher assesses learners on singing following the assessment guidelines provided in the introduction of this unit.

#### Questions related to the theme of the song

##### 1. *Nzakorera u Rwanda*

According to the song, give at least two things which show patriotism to Rwanda.

***Ubuzima busigasiwe:***

- a) Give the importance of preserving health.
- b) According to the song, give four important things that we can do to protect our health.

2. **Ubuzima bwiza:**

- a) What message have you gained from this song?
- b) Give examples of food that compose a balanced diet stated in this song.

## Lesson Five: Religious songs

### Specific objectives

- Ally the melody and sounding instruments respecting the rhythm of the song.
- Fine tune the voice.
- Singing in public.
- Respecting and loving God.

### Learning and teaching materials:

- Pictures or photos showing different religious activities (the church, mosque, the cross, people who are praying, etc)
- Various sounding instruments (drums, cans, jerrycan. etc)
- Audio equipment.

### Methodology

#### Introduction:

- The teacher helps learners to form and join the groups.
- Learners join their groups and sing a gospel song they know .
- After that, the teacher asks various questions that lead to the new lesson.

#### Examples:

1. What do people do at church or in mosque?  
= *Praying God/Allah*
2. On what day do you go to pray God, in your religion?  
= *On Sunday Catholics and Protestants), on Saturday (7<sup>th</sup> Day Adeventists), on Friday (Muslims).*



## Body of the lesson

- Showing learners pictures or photos: using learning and teaching materials, the teacher shows learners pictures or photos showing religious culture and characteristic of a healthy person. Learners observe attentively what the teacher is showing them.
- The teacher invites learners to report what they see on the photos or on the pictures.

## Songs to be taught:

- The teacher selects one of these song listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.
- The teacher invites the learners to sing the song using sounding instruments.
- The teacher asks learners the message which is in the song.

## Song: Imana isumba byose

Duhore dusenga dushimira Imana, niyo dukesha byose, niyo bugingo Imana isumba byose, Imana iradukunda Imana niyo mahoro.

**Imana isumba byose**

*Allegretto* Sylvestre NTABAJYANA

Du ho re du se nga du shi mi rel ma na ni yo du kesha byo  
se ni yo Nyi ru bu gi ngo I ma na i su mba byo se  
I ma na i ra du ku nda  
I ma na ni yo ma ho ro

## Assessment

The assessment is done in two categories: Questions related to singing and issues those related to the topic.

## Singing

The teacher assesses learners on singing, following the assessment guidelines

provided in the introduction of this unit.

### Questions related to the theme of the song

Why is it Important to thank God?

### Summary of the Unit

- The key unit competences intended for is to accompanying a song with sounding instrument.
- The general objectives of this unit are the following:
- To ally the song with dance.
- Imitat the melody and singing perfectly in public.
- Accompanying the song with sounding instruments.
- Songs about politeness accompanied by sounding instruments, encourage learners to practice acts of kindness such as respecting, being wise, greeting people, work attentively etc
- With regard to the songs about unity and reconciliation accompanied by claps and sounding instrument, includes having culture of tolerance, apologizing and forgiving, living in harmony and avoiding conflicts. While the songs about environment include taking care and protecting environment.
- Regarding to the songs about Rwandan culture and health, include protecting and preserving Rwandan culture and take care of our health by eating balanced diet and preventing diseases caused by malnutrition.
- The religious songs include having culture of praying, loving God, developing friendship and striving for the unity that characterizes Christians.
- The general assessment of this unit has to be based on the key unit competences intended for which are: “Perfoming the song using sounding instruments”.

### General assessment ending the second unit

- a) Sing a song you learnt about politess using any sounding instrument
- b) Mention the message you gained from this song

Perform the song ***Isuku ni ngombwa***, following the rhythm given by this sounding instrument Rwandan Children,

Isuku ni ngombwa bana b’ u Rwanda kuko ari isoko y’ ubuzima

Dusukure neza aho dutuye isuku n’ isoko y’ ubuzima

Tujugunye imyanda ahabugenewe isuku n' isoko y' ubuzima

Dusukure ishuri n' impande zaryo isuku n' isoko y' ubuzima

dukarabe muntoki mbere yo kurya isuku n' isoko y' ubuzima

### Questions:

- a) Why is it important to ensure hygiene?
- b) Mention different places which we have to ensure that they are always clean.

*Perform the song that you have learnt about unity and reconciliation respecting its rhythm.*

### Questions:

- a. Give an example of the elements of environment that are located near your living place or near your school.
- b. Give brief explanation on the importance of environment.

*Perform sing properly a song you have learnt about environment using sound instruments to accompany it.*

- a. Give various activities that we have to do stay healthy.
- b. Accompany the song [Ubuzima bwiza] with a sounding instrument.

*Perform the song "Imana isumba byose" respecting its rhythm.*

*Perform any religious song that you know using a sounding instrument.*

### Expected answers

1.
  - a. The learner performs a song about politeness that s/he have learnt, the teacher ensures that the learner sings correctly respecting the rhythm and using a sounding instrument.
  - b. Showing politeness wherever we are:
    - respecting old people.
    - respecting teachers and parents.
2. *The teacher uses a sounding instrument that s/he have prepared while the learner is performing the song **ISUKU NI NGOMBWA**. The teacher ensures that the learner is following the rhythm provided by the sounding instrument.*

- a. Because it is the source of life.
  - b. At home, at school, in the garden, in toilette etc
3. The learner sings one of the songs learnt about unity and reconciliation and the teachers ensures that the learner is respecting the rhythm of the song without mismatching it with the sounding instrument s/he has.
  - a. Mountains, water, plants, air, animals etc
  - b. The importance of environment.

Mountains (Volcanoes) and animals attract tourists.

Water: we drink it, we use it for cooking, we use it for washing our hands, domestic animals drink water, we use water for watering plants etc

Plants: we use plants to feed our animals, plant serve as food for people

Air: For respiration

**NB:** The teacher can add other answers either given by the learners or provided by her/him when they are related to the question.

## 2.7 Additional activities

### Consolidation activities

- Perform any song that you learnt in your class about politeness by using the claps or a sounding instrument.
- The following activity is given to the child who is not able to ally the song and the rhythm using claps.
- The teacher tries to sings with them accompanying the song with claps and sounding instruments step by step s/he ask them to repeat.
- Sing the song that you learnt in this term about health.

This activity is given to the learners who are afraid of singing in public. The teacher asks the learner to sing for him/her, after doing it well, the teacher asks him or her to sing in the group, by doing it well he/she asks learner to sing in front of the whole class.

### Answers

The teacher ensures that the instructions given above are respected.

### Extended activities

1.
  - a. Perform the song “**Iby’iwacu**” (Lesson three, Song three) using one of

- sounding instruments and respecting its rhythm.
- b. Mention the names of Volcanoes that you know.
  - c. What is the importance of Volcanoes to Rwanda in general?
- 2.
- a. Give the examples of Rwandan Lakes which are mentioned in this song.
  - b. What are the importance of Lakes to socio/economic development?
3. How can we protect the Rwandan touristic elements?

### Answers

- 1.
- a. The learners perform the song showing emotions that are in the song (*smiling, clapping, accompanying the song with sounding instrument*).
  - b. The names of Volcanoes which are located in Rwanda are the following:
    - *Kalisimbi, Muhabura, Gahinga, Bisoke na Sabyinyo*
  - c. Volcanoes are the homes of gorillas and they attract tourists who come to visit them and give us foreign currency.
    - *Forests in volcanoes give us fresh air that we breath and attract the rain*
2. a) Lakes in our country are:
- *Kivu, Burera, Ruhondo, Rwanyakizinga, Muhazi, Mugesera, Cyohoha. Lakes are used for water transport.*
  - *They are home for fish which we eat and we gain better health, improve the standards of living of fishermen with their families and attract tourists.*
3. According to this activity, the teacher ensures that a learner is giving his/her own answers after a deep thinking. Some of answers to these questions:
- *Avoid soil erosion by planting grasses.*
  - *Giving information in case poaching and grazing.*
  - *Avoid throwing waste into rivers, lakes or streams because they are harmful to the living things which live in water.*



## UNIT THREE: SINGING RWANDAN SONGS ACCOMPANIED BY UMUDIHO (RAPID DANCE)

# 3

### 3.1 Key unit competences

Match the song with its rhythm.

### 3.2 Generic competences

Singing the song, imitating the listened melody correctly, singing with others, respecting the rhythm of the song and singing in public.

Cooperating with others, living with others in harmony, develop self confidence, being able to speak in public and developing the culture of unity and reconciliation.

### 3.3 General objectives

- Allying the melody, steps, and time signature.
- Discovering the rhythm of different songs and dances.
- Singing and dancing in public respecting the movement and the rhythm of the song and melody of the song.
- Show values/ showing acts of politeness.

### 3.4 Cross cutting issues to be considered

#### 3.4.1 Peace and Values of Education

This appears when learners are listening attentively to the teacher when teaching a song and when they are singing in groups and making discussions in harmony.

#### 3.4.2 Gender balance

This appears when teacher form groups of learners and mixes boys and girls so that they sing together. The teacher invite learners to form groups without discrimination and give them the equal opportunities to give answers, views and assistance.

### 3.4.3 Inclusive education

They are some learners who are not able to imitate the rhythm of the song due to different physical disabilities. The teacher forms the groups and they do what they are able to do, and provides them special assistance in their groups. During the assessment, the teacher gives them the opportunity to sing even if they can not sing correctly, the teacher encourages them.

There are also other learners who are shy to sing in public, they are also grouped together with others while singing and the teacher encourages them during assessment, the teacher appreciates what they tried to do.

#### How to introduce the unit?

The teacher introduces the lesson by giving an exercise of singing. They can sing one by one or in small groups, and then sing a song which is commonly known or learnt in the last units.

### 3.5 List lessons in third unit

No	Content	General objectives	Number of periods
1.	Songs about politeness accompanied by umudiho or umushayayo	-Allying the melody, steps and arms.  Singing and dancing in public and showing acts of politness	1 period
2.	Songs about hygiene and environment accompanied by umudiho or umushayayo		1 period
3.	Songs about unity and reconciliation accompanied by umudiho or umushayayo		1 period
4.	Songs about Rwandan culture accompanied by umudiho and umushayayo		1 period
5.	<i>Religious songs accompanied by umudiho or umushayayo</i>		1 period
6.	Assessment		1 period



### 3.6 Plan of activity

#### Introduction

- Showing learners pictures or photos. The teacher shows pictures or images s/he has prepared according to the content.
- Inviting learners to comment on the pictures or photos and asking different questions that lead to the new lesson.

#### *Body of the lesson*

- listening attentively to the new song. The teacher sings the new song once slowly, showing possible emotions. (as much feelings as possible).
- Singing the song once again and asking learners to listen carefully the words which are in the song and its rhythm.
- Observing and Imitating the rhythm of the song. The teacher shows how the song is sang respecting its rhythm.
- Inviting the learners to list difficult words that are in the song.
- Explaining difficult words, some given by the learners and others prepared by the teacher.
- Explain briefly to each other what the song is about.
- Imitating the new song. The teacher sings one verse and then s/he asks the learners to repeat it. At the end, s/he invites the learners to perform the whole song together with him/her.
- The teacher invites learners to sing the song alone, then after they sing respecting its rhythm.

#### **Assessment:**

Perfoming the song: the teacher assesses whether the learner can perform the song by imitating what is being said in the song and respecting its rhythm. The teacher invites the learners, one by one to sing the verse of the song. They can also perform the song in their groups and after the whole class.

### **Lesson one: Songs about politeness**

#### **Specific objectives**

- Imitate what is being said in the song.
- Stretching arms and fine-tuning the voice.
- Developing self confidency and singing in public.

- Allying the song and rhythm.
- Show acts of politeness.

### **Learning and teaching materials**

- Pictures or photos showing acts of politeness (greeting people, leaving the place for old people, not disturbing others while speaking helping tired people, etc)
- Audio equipment.

### **Methodology**

#### **Introduction:**

1. The teacher helps learners to form and join the groups.
2. Learners join their groups and sing a song that they know.
3. After, the teacher asks various questions that lead to the new lesson.

#### **Examples:**

1. State all things that characterize a polite child.  
S/he is wise, s/he respects others, s/he doesn't disobey s/he replies honestly.
2. How can you help a person of the same generation as yours who has bad manners?

To serve him as a model in terms of behavior, to provide him/her some pieces of advice.

### **Body of the lesson**

- Showing the pictures or photos: the teacher shows the pictures or photos showing acts of politeness, using learning and teaching materials. Learners observe attentively what the teacher is showing them.
- The teacher invites learners to report what they see on the pictures

#### **Song to be taught:**

The teacher selects one of these song listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.

#### **Song: Ikinyabupfura ni ingenzi**

*Inyikirizo: Ikinyabupfura ni ingenzi, tukigire twese, bizatugirira akamaro.*

Turangwe no kumvira ababyeyi, twubahe n'abarimu

Turangwe no kubaha abaturuta ndetse n’abo tungana

### Ikiyabupfura ni ingenzi

Jnyana: (Umudiho) Kabalira Sauve Arsene

I - ki - nya - bu - pfu - ra n'i - nge - nzi. Tu - ki - gi - re twe -  
se bi - za - tu - gi - ri - r'a - ka - ma - ro.  
1. Tu - ra - ngwe no ku - mvi - r'a - ba - bye - yi, twu - ba - he n'a - ba - ri - mu.  
2. Tu - ra - ngwe no ku - ba - h'a - ba - tu - ru - ta, nde - tse n'a - bo tu - nga - na.  
3. Tu - ra - ngwe no kwi - he - sh'a - ga - ci - ro, no gu - ci - sha ma - ke.

### Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

### Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit.

### Questions related to the the theme of the song

#### Ikiyabupfura ni ingenzi

1. What acts that characterize a polite child?
2. According to the song you learnt, state the importance of being polite?

## Lesson two: Songs about hygiene and environment

### Specific objectives

- Stretching arms and fine-tune the voice.
- Develop self confidency and singing in public.
- Allying the song and rhythm.
- Maintain hygiene and protect environment.

## Learning and teaching materials

- Pictures or photos showing hygienic activities and environmental protection (a child who is washing his/herself the body, washing clothers, sweeping, cutting bushes around home, planting trees, watering trees, flowers, avoid playing in the garden, etc)
- Audio equipment

## Methodology

### Introduction:

- The teacher helps learners to form and join the groups.
- Learners join their groups and sing a song that they know and about hygiene and environment.

After, the teacher asks various questions that lead to the new lesson.

### Examples:

1. Mention the benefits of maintain hygiene  
*= Protect us from diseases caused by poor hygiene, they give us value.*
2. What are the activities showing the hygiene that you have to maintain?  
*= bathing everyday, washing your clothes, cutting bushes and grasses around your home, cleaning the compound, mopping, etc*
3. What is environment?  
*= The environment is every thing around us.*
4. Give examples of environment  
*= Forests, rivers, mountains, lakes, houses etc.*

## Body of the lesson

- Showing learners pictures or photos: the teacher shows the pictures or photos showing hygienic activities and environmental protection, using learning and teaching materials. Learners observe attentively what the teacher is showing.
- The teacher invites learners to report what they see on the pictures.
- Using teaching and learning materials, the teacher asks different questions that lead to the new lesson.

### Songs to be taught:

The teacher selects one of these song listening (using equipments used to play

the music) and practicing them, to see the one which is suitable for the time allocated.

### Song 1: Gira isuku

Gira isuku munyarwanda, kuko ari yo soko y'ubuzima

Ni ukuvuga ko iyo urangwa n'isuku, uba wikingiyeye indwara nyinshi

1. Isuku irage ituranga aho turi hose tuyigire

Irangwe aho tuba mu ngo zacu, ndetse n'inkengero zaho zose.

2. Umubiri nawo kandi buri gihe tuwugirire isuku.

Ni ngombwa kunyura hose ukeye, nibwo uzaba umuntu ukwiye agaciro

**♩ = 80** **Gira isuku** Yahimbwe na Kabalira Sauvé Arsène

1. Gi - ri - su - ku Mu - nya - rwa - nda, ku - k'a - ri yo so -  
2. I - su - k'i - ra - jy'i - tu - ra - nga, a - ho tu - ri ho -  
3. U - mu - bi - ri na wo ka - ndi, bu - ri gi - he tu - wu -

1. ko y'u - bu - zi - ma. N'u - ku - vu - ga k'i - you - ra - ngwa n'i su - ku,  
2. se tu - yi - gi - re. I - ra - ngw'a - ho tu - ba, mu ngo za - cu,  
3. gi - ri - ri - su - ku. ni ngo - mbwa ku - nyu - ra ho - s'u - ke - ye,

1. u - ba wi - ki - ngi - y'i - ndwa - ra nyi - nshi.  
2. nde - tse n'i - nke - nge - ro za - ho zo - se,  
3. ni bw'u - za - b'u - mu - nt'u - kwi - y'a - ga - ci - ro.

### Song 2: Ibidukikije

Ibidukikije ni ingirakamaro muze tubibungabunge

1. Turwanyeye ba rutwitsi, tubarwanyeye.

2. Turwanyeye ba rushimusi, tubarwanyeye.

3. Dutere ibiti byinshi, tubitere.

## Ibidukikije

Sylvestre NTABAJYANA

I bi du ki ki je n'i ngi ra ka ma ro mu ze tu bi bu nga bu

nge 1.Turwanye ba ru twi tsi, tu ba rwa nye 2.Turwanye ba ru shi

mu si, tu ba rwa nye 3.Dute r'i bi ti byi nshi tu bi te re

### Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

#### Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit.

#### Questions related to the theme of the song

##### 1. *Gira isuku:*

- Why should we maintain hygiene wherever we are?
- Mention three different areas that we should keep clean.

##### 2. *Ibidukikije:*

- Why should we protect our environment?
- Give examples of human activities that can damage the environment.
- State at least three things that you can do to protect the environment.
- What can you do when you meet a person who is damaging environment?

## Lesson Three: Songs about unity and reconciliation

### Specific objectives

- Imitating what is being said in the song.
- Stretching arms and fine tuning the voice in the song.
- Allying the song and rhythm.
- Develop values that lead to the unity and reconciliation.

### Learning and teaching materials:

- Pictures or photos showing acts of unity and reconciliation (building house for a person, apologising, giving a hug as sign of pardon, serving as a mediator among persons, etc)
- Audio equipment.

### Methodology

#### Introduction

- The teacher invites learners to sing a song that they know and about unity and reconciliation. Learners can sing together if it is a song commonly known or one of them who knows that song can sing for her/his colleagues.
- The teacher helps learners to form and join the groups.
- After, the teacher asks various questions that lead to the new lesson.

#### Examples:

1. How do you do when your colleague betrays you?

= I feel angry, I feel unhappy, I discipline him/her.

2. What can you do to reconcile with your friend?

- = I apologise to him/her.

3. How should you behave towards a person who is apologizing to you?

= I forgive hime/her.

#### Body of the lesson:

Learners join their groups and sing a song they know or they have learnt.

- Showing learners pictures or photos: the teacher shows learners pictures or photos showing acts of unity and reconciliation using learning and teaching materials. Learners observe attentively what the teacher showing them.
  - The teacher invites them to report on what they observe on the

pictures.

### Songs to be taught

The teacher selects one of these song listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.

#### Song 1: Turi abavandimwe

Banyarwanda twese turi abavandimwe

Abato n'abakuru, turangwe n'imbabazi kandi turwanye inzangano

Tugire umutima n'umuco w'ubwiyunge

1. Twirinde amacakubiri, tugire umutima n'umuco w'ubwiyunge
2. Turwanye icyazana inzangano, tugire umutima n'umuco w'ubwiyunge
3. Twimakaze umuco w'amahoro, tugire umutima n'umuco w'ubwiyunge
4. Twubake inganzo y'amahoro, tugire umutima n'umuco w'ubwiyunge

**Turi abavandimwe**

Injyana:  Mwizerwa Bonaventure



A banya-rwa-nda twe-se - tu-ra ba - va - ndi - mwe, mu - ze ba - va - ndi - mwe

a - ba - to - n' - aba - ku - ru tu - rangwen'i - mba - ba zi ka - ndi tu - rwa - ny'i - nzanga - no

tu - gi - r'u - mu - ti - ma n' - u - mu - co w'u bumwen'u - bwi - yu - nge

1. Twi - ri - nd'a - ma - ca - ku - bi - ri tu - gi - r'u mu - ti - ma

2. Tu - rwa - ny'i - cya - za - n'i - nza - nga - no " " " "

3. Twi - ma - ka - z'umu - co wi - mba - ba - zi " " " "

4. Twu - ba - k'i - nga - nzo y'a - ma - ho - ro " " " "

(1...4) n' - u - mu - co - wu - bu - mwe - n'u - bwi - yu - nge

### Assessment



The assessment is done in two categories: Questions related to singing and those related to the topic.

### **Singing**

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit.

#### **Questions related to the theme of the song “Turi abavandimwe”**

- a) What actions that show unity and reconciliation?
- b) Give examples of actions that can generate conflicts among people.
- c) Give examples of actions that show harmony among the people.
- d) What should you do when you have betray your colleague?

## **Lesson Four: Songs about Rwandan culture**

### **Specific objectives**

- Imitate what is being said in the song.
- Stretching arms and fine-tuning the voice in the song.
- Allying the song and rhythm.
- Show Rwandan culture.

### **Learning and teaching materials**

- Pictures or photos showing Rwandan culture activities (wearing decently, dancing Rwandan dances (intore zihamiriza), welcoming people and other acts of politeness, etc).
- Audio equipment.

### **Methodoly**

#### **Introduction:**

- The teacher invites learners to sing a song that they know and about unity and reconciliation. Learners can sing together if it is a song commonly known or one of them who knows that song can sing for her/his colleagues.
- The teacher helps learners to form and join the groups.
- After, the teacher asks various questions that lead to the new lesson.

#### **Examples:**

1. Mention some characteristics of Rwandan culture.  
Dancing, guhamiriza (intore's dance), mutual assistance, patriotism, welcoming each other, wearing (imikenyerero n' imyitero: Rwanda women traditional styles), one laguange, wedding etc .
2. According to the characteristics of Rwandan culture, what can show you that a person has deviated from culture.  
= Wearing badly, being talkative/disturbency, using drugs etc.

### **Body of the lesson**

- Showing learners pictures or photos: the teacher shows the pictures or photos showing Rwandan culture using learning and teaching materials he/she will use. Learners observe attentively what the teacher is showing.
- The teacher invites them to report on what they observe on the pictures.
- After, the teacher asks various questions that lead to the new lesson:

### **Examples:**

What are you seeing on these pictures or photos demonstrating Rwandan culture?

### **Songs to be taught:**

The teacher selects one of these song after listening (using equipments used to play the music) and practicing them, to see the one which is suitable for the time allocated.

### **Song: Umuco w'iwacu**

Dukunde umuco w'iwacu udutoza ubupfura n'indangagaciro by'umuco nyarwanda bigatuma tugira agaciro mu bantu

1. Mu muco w'iwacu, harimo gutabarana, harimo gufashanya tukabana mu mahoro.
2. Mu muco w'iwacu, harimo kugira isuku, harimo no kubyina ndetse no guhamiriza.
3. Mu muco w'iwacu, harimo no gusangira, harimo gutarama tukunguka ubumenyi
4. Mu muco w'iwacu, harimo kugira urugwiro, harimo gukundana tukakira neza abatugana.
5. Mu muco w'iwacu harimo no kwambara neza harimo kwiyubaha tukihesha agaciro.

## Umuco w'iwacu

Kazindutsi Jean Damascene

Inyikirizo (Ririmba mu rugero ucinya akadiho!)

Inyana: 

Du ku nd'umuco w'i wa cu u du to z'u bu pfu ra n'i ngaga ci ro



by'u mu co nyarwa nda bi ga tu ma tu gi ra a ga ci - ro mu ba ntu.

Intero:



1. Mumu co w'i wa cu - ha ri mo gu ta ba ra na - ha ri mo gu fa sha
2. Mumu co w'i wa cu - ha ri mo ku gi r'i su ku - ha ri mo no ku byi
3. Mumu co w'i wa cu - ha ri mo no gu sa ngi ra - ha ri mo gu ta ra
4. Mumu co w'i wa cu - ha ri mo ku gi r'u ru gwi ro ha ri mo gu ku nda
5. Mumu co w'i wa cu - ha ri mo no kwamba ra ne za ha ri mo kwi yu ba



nya tu ka ba - na mu ma ho ro.  
na - nde tse no gu ha mi ri za.  
ma - tu ku - ngu k'u bu me nyi.  
na tu ka ki ra ne - z'a ba tu ga na.  
ha tu ki he - sh'a ga ci - ro.

### Assessment

The assessment is done in two categories: Questions related to singing and those related to the topic.

#### Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit.

#### Questions related to the theme of the song

##### 1. *Dukunde umuco w'iwacu*

- According to this song, enumerate different things that characterise Rwandan culture.
- Which of them characterize Rwandan culture in your living place?
- From the song you learnt, what are the benefits of Rwandan culture?
- Is it necessary to hang on Rwandan culture? Explain.

- Give a concrete example that shows a person who deviated from the Rwandan culture:

Wearing styles

His/ her behavior

- Give all characteristics of a child who behaves badly and a child who behaves well.

## Lesson five: Religious songs

### Specific objectives

- Imitating what is being said in the song.
- Stretching arms and enhancing the melody of the song.
- Develop self confidence and sing in public.
- Allying the song and rhythm.
- Show respect to God.

### Learning and teaching materials

- Pictures or photos showing God's creatures (human being, the moon, the stars, the earth, animals, trees, flowers, etc)
- Audio equipment.

### Methodology:

#### Introduction:

- The teacher helps learners to form and join the groups
- The teacher invites learners to sing the gospel song that they know without considering the religion. Learners can sing in group or one by one. Then after, the teacher asks various questions that lead to the new lesson:

#### Examples:

1. Who created all things that you see: human beings, the Earth, trees, moon, solar, etc  
= *It is the God*
2. Why do people every day go to pray God?  
= They go to pray to thank Him about good things that He does for them everyday.
3. Do all people pray in the same religion? Why?  
= No, because there are so many ways that people use to pray or

praise the lord according to the evangelist who preceded them.

### Body of the lesson

- Showing learners pictures or photos: the teacher shows learners pictures or photos showing God's creatures using learning and teaching materials. Learners observe attentively what the teacher is showing them.
- The teacher invites them to report on what they observe on the pictures.

### Songs to learn

#### Song 1: Imana iradukunda

*Imana ni nziza Imana ni nziza*

*Isumba byose iradukunda*

1. Niyo yaremye isi n'ijuru, Imana iradukunda.
2. Niyo mahoro niyo mizero, Imana iradukunda.
3. Nzayikorera nzayibyinira, Imana iradukunda.

Yahimbwe na Sylvestre NTABAJYANA

I ma na ni nzi za I ma na ni nzi za

I su mba byo se I ra du ku nda

1. Ni yo ya re mye  
2. Ni yo ma ho ro  
3. Nza yi ko re ra

Tutti

i si n'i ju ru I ma na i ra du ku nda  
ni yo mi ze ro I ma na i ra du ku nda  
nza yi byi ni ra I ma na i ra du ku nda

#### Song 2 : Imana ni nziza

Imana ni nziza, Imana ni nziza niyo

Rukundo rwahebuje, Imana ni nziza we!

1. Ni yo nyir'impuhwe nyinshi, Imana ni nziza we!

Ni nyir'imbabazi nyinshi, Imana

ni nziza we! ni yo nyir'ubuntu  
bwinshi, Imana ni nziza we!

2. Ni yo dukesha ubu buzima, Imana ni nziza we!

Ni yo dukesha kuramba, Imana ni nziza we!

Niyo dukesha kuramuka, Imana ni nziza we!

**Imana ni nziza**

Injyana: Umudiho Kabarira Sauve Arsene

I - ma - na ni nzi - za! I - ma - na ni nzi - za

5 ni Yo Ru - ku - ndo rwa - he - bu - i'l - ma - na ni nzi - za we! Fin

9

1. Ni Yo Nyi - r'i - mpu-hwe nyi - nshi, I - ma - na ni nzi - za we!  
 Ni Nyi - r'i - mba - ba - zi nyi - nshi, " " " " " "  
 Ni Yo Nyi - r'u - bu - ntu bwi - shi, " " " " " "

2. Ni Yo du - ke - sh'u - bu bu - zi - ma, I - ma - na ni nzi - za we!  
 Ni - Yo du - ke - sha ku - ra - mba, " " " " " "  
 Ni Yo du - ke - sha ku - ra - mu - ka, " " " " " "

## Assessment

The assessment is done in two steps categories: Questions related to singing and those related to the topic.

### Singing

The teacher assesses learners on singing, following the assessment guidelines provided in the introduction of this unit.

### Questions related to the theme of the song

- **1. God is good**
  - a. Why do we say that God is Good?
  - b. Mention different things that show that God is good.

## 2. *God loves me*

- a. According to the song learnt, mention different things that show that God loves people.
- b. According to what God did for you and the love he loves people, what can you do to praise God?

### Summary

- The key unit competence of the unit three is to sing Rwandan songs respecting the movement rhythm. The general objectives which are in this unit are the following:
- Allying the melody, steps and arms time signature.
- Singing and dancing in public respecting the movement and rhythm of the song.
- Showing acts of politeness.
- In songs accompanied by “umudiho” about politeness, including attitudes and acts that have to characterize an educated and polite person such as kindness, showing respect to everyone, avoiding informal language, etc
- This is accompanied with singing the songs respecting their rhythm and movement.
- In songs about hygiene and environment: includes to maintaining hygiene wherever we are like washing our body every day, washing hands after coming from toilet, washing clothes everyday, cleaning home and around preventing from diseases caused by poor hygiene, taking care and protecting our environment including forest, rivers, animals and their place, by avoiding to throw wastes everywhere.
- In songs about unity and reconciliation, these songs include the culture of kindness, being honest, being simple, the culture of forgiveness, not to be overwhelmed by grief or anger for one who betrayed you, being wise and creating culture of asking and giving pardon.
- Within the songs about Rwandan culture, there is having and preserving Rwandan culture, correlating other cultures in the country with the culture of your living place, having politeness as a Rwandan child.
- With regard to Religious songs include knowing that God is the creator of all things, and no one can be an enemy of others because of how he/she looks like, his/her size because each and every person is created in an image of God and no one has chosen to be born in the area where s/he lives.

## General assessment

1. Which activities that characterize a polite child?
2. According to the song, you have learnt, give the importance of being polite.
3. How does a good educated child answer in the classroom?
4. How does a child who is polite behave when s/he is with old people?
5. Mention different things that characterize a polite child and an impolite one.
6. Why is it important to maintain hygiene wherever we are?
7. Perform a song we learnt about unity and reconciliation.
8. Why is it important to protect our environment?
9. Give examples of human activities that are harmful to the environment.
10. According to the song we learnt, mention different things show that God loves people.

## Possible solutions

1. Being wise, not being stubborn, respond when is pointed to, not disturbing others while they are speaking, greeting others, showing respect to parents.
  2. A polite child is trusted and valuable among others.
  3. S/he responds gently and in politeness avoiding informal languages.
  4. S/he pays attention to the advices given to him/her, s/he respect them, s/he can request for explanations politely.
  5. (a) *A polite child:*
    - shows respect.
    - avoids vagrancy.
    - helps parents at home (simple works depending on her/his age).
    - returns home directly after class.
    - loves her/his colleagues.
    - gets advices from parents.
- (a) *An impolite child:*
- disobeys everybody.
  - is vagrancy.
  - commits robbery.



- uses informal language.
  - insults everybody etc
6. Maintaining hygiene protects us against diseases caused by lack of hygiene.
  7. The teacher ensures that learners perform the song respecting the rhythm.
  8. Environment is very important for us because: it provides us air, it attracts the rain, it serves as a home for living things (all types of animals), it attracts tourists who pay foreign currency, it helps to clean the sky. From environment, we make different things, etc
  9. Deforestation and forest burning, throwing waste in unplanned place, killing animals and poaching, throwing waste into rivers and lakes, dropping human feces (having pee) anywhere, overgrazing etc
  10. God forgives us when we sin, He sent his son Jesus to save us, He promises us everlasting life when we do not commit sins, he gives us life, God is generous, He created us in his image, He gave us knowledge and spirit.

**NB:** The teacher can add other answers either given by the learners or provided by her/him when they are related to the question.

### **3.7 Additional activities**

#### **Consolidation activities**

Sing any religious song that you have learnt in the class.

The following activity is given to the child who is not able to perform the song or to ally the song with its movement. The teacher tries to sing with her or him step by step he/she invite learner to repeat.

Sing the song “**Ibidukikije**” (refer to lesson two, song Two)

This activity is given to the learners who present some difficulties to memorize the song: the teacher invites the learner to sing a small verse of a song repeating it till he memorizes the whole song:

#### **Sing the song that you have learnt about politeness:**

This activity is given to the learners who are afraid of singing in public: the teacher invites and asks the learner to sing for him/her, by doing it well the teacher asks him or her to sing in the group, by doing it well he/she asks learner to sing in front of the whole class.

Sing the song “**Gira umunsi mwiza**” the song which is about ceremonies of birthday.

This activity is given to the learners who show difficulties to imitate what is being said in a song or showing possible emotions in the song: the teacher invites four learners to sit in front of others, then asks that learner to sing a song about birthday ceremonies by saying the names of those children facing and touching them.

**Answers:**

The teacher ensures the instructions mentioned at the beginning of each question are respected.

**Extended activities**

1.
  - a) Sing a song “*Tubungabunge ibidukikije*” (Lesson Two, song Two) imitating the message and respecting the movement.
  - b) Explain what you can do to protect the environment at your place.
2.
  - a) What can you do when you see a person (people) who is damaging environment?
  - b) Give an example of environmental elements located near your home that have to be conserved.

**Answers:**

1.
  - a. The learner sings the song showing all possible emotions in the song (dancing, smiling, clapping, etc).
  - b. Some activities done to protect our environment:
    - Planting trees/ Aforestation.
    - Preparing the garden at home, at school and elsewhere if possible.
    - Avoid throwing waste everywhere.
    - Avoid dropping human feces everywhere.
    - Protecting the soil against erosion by planting trees.
    - Giving information when you meet a person damaging environment like forest burners, overgrazing and poaching.
2.
  - a. According to this activity, the teacher ensures that a learner is giving his/her own answers after a deep thinking. Some of the answers to these questions:

- Explaining the importance of environment and giving informing on time.

b.

- Forests
- Rivers
- The garden in which trees are planted

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- This book is a teacher's guide for Creative Arts/Music in *Lower Primary Two*. It is designed to help teachers in the implementation of competence-based curriculum specifically Creative Arts (Fine Art, Crafts and Music) syllabus, and was adopted by the Ministry of Education in April 2015. The content of this book is a combination of attitudes and values from Rwandan culture, which are provided in the curriculum.
- This book will help the music teacher as one of learning and teaching materials S/he will need to teach Creative Arts/ Music. It is structured in a way that the teacher starts from what is known by the learner, what S/he can see in his/her daily life and this helps the learner to discover new things. The learner is given the main role in activities that lead him/her to skills, attitudes and values which will help him/her to better change, having what to do which can contribute to his/her development, and to society as a whole.

