

Creative Arts

for Rwanda Primary schools

Teacher's Guide

Book Five

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A black and white composite image. The top half shows a close-up of a hand holding a pencil, writing on a sheet of music with a treble clef and notes. The bottom half shows a group of African men in traditional white clothing and beaded necklaces, playing large drums and holding wooden staffs. The background is a bright, cloudy sky.

Part 1

Music Dance and Drama



Part 1: Music Dance and Drama

Introduction

General guidance to teachers

Creative Arts is a skill-based subject which greatly involves learners in practical work. The content for Primary Five Music Dance and Drama is divided into three units of six periods each made up of 40 minutes. These are named as; Singing in tune with some expressions, performing *Intore* according to *Umurishyo w'ingoma* and composing a short song in Kinyarwanda. Since Creative Arts as an area of study is competence based, that is to say, it aims at acquiring knowledge and understanding it, skills, values and attitudes. The units in the Learner's Book require you to guide learners to participate in different activities effectively. They will need your guidance in the following approaches of learning:

- 1. Group work:** You should form groups according to the class sizes, the teaching space, available materials and the nature of activity to be done. For small classes, you can afford small groups as compared to large classes. Try your best to mix learners with different learning abilities and gender as you form groups. The composition of the groups should keep changing in order to give learners chance to interact and share with different members.
- 2. Discussions:** Learners gain a lot from each other as they get involved in discussions. However, sometimes learners get over excited for the music performance lessons which may make the class disorganised so you must be equally active in classroom control and management more so when they move out. The instructions should be made clear to the learners before discussions begin. You also have the task to encourage learners to talk freely and respect each other's opinions.

- 3. Performance:** Every subunit is marked by a theme through which learners will do performance activities in order to acquire the skills of singing with expressions, dance *intore* according to *umurishyo w'ingoma* and composing and performing some songs in Kinyarwanda. Do not always forget that performance skills vary in developing from one person to another so always give equal attention even to time takers. If possible you can invite a skilled performer from your community to come and present some music and dance to the learners for inspiration and better understanding. However, you are the one to guide the discussion after these sessions because you are the one who knows the objective you wish to achieve.
- 4. Fieldwork:** Since Music, Dance and Drama is a cultural product, it already exists in our communities. Therefore learners have the task at the end of every subunit of a particular theme to find out more from the community the type of music and dance learnt. You guide learners on how to organise their findings in short written notes and electronic recordings if possible. This could be even by use of a phone. Give chance to get feedback of their findings in class or individually to you during their free time.
- 5. Use of tools and materials:** Materials play a very important role in developing learners' skills in music. Try out the use of these materials first before introducing them to learners in order to avoid possible embarrassments when you fail to use them in class. You can also invite a colleague who knows the application of a material to help you in the use of instruments, computer, and other electronic devices. Try as much as possible to use songs and dance styles from the local environment as long as they are on the listed themes in the syllabus to supplement the ones in the learners' books. Make sure the results remain the same as the syllabus demands.

Guidance on assessment both formative and summative

There will be composition and performances of music and *intore* dance by both individuals and groups of learners. For the case of group activities, all participants share the mark or grade. All learners in a particular group should be actively involved in order to share the mark.

A cumulative grade should be compiled for each learner's performance exercise (in form of portfolio) as part of continuous assessment. The marks/grades should be awarded according to what the learner can do. You do this through observation of what the learner does and using an assessment sheet awards a mark. For example award a given mark for composition, singing, participation, taking a lead role in the song, playing of the instrument, singing with expressions, discipline and the general output of the performance whether excellent, very good and good. However, avoid negative comments such as poor, you have no talent etc. and at the final stage of the artwork. For summative evaluation, learners should be assessed individually in order to judge their skills acquisition; this should be done by assessing the steps involved and the appearance of the final work.

Sample assessment sheet

Name:.....

Class:.....Date.....

Guidelines	Comments	Marks
1. Singing in tune with expressions		$\frac{x}{35}$
2. Taking a lead role in a group presentation		$\frac{x}{10}$
3. Participation in group work		$\frac{x}{10}$
4. Handling of the instrument		$\frac{x}{10}$
5. Playing of the instrument		$\frac{x}{10}$
6. Discipline		$\frac{x}{10}$
7. General output		$\frac{x}{10}$
8. Time management		$\frac{x}{10}$
9. Composition skills		$\frac{x}{05}$
Total		$\frac{x}{10}$

100

Guidance on grading and reporting

The grading and reporting should follow the school's programme. The mark for each item in the performance can change depending on your objectives but finally you should come out with the average marks which include the end of term summative assessment results.



Content Map for Music Dance and Drama

Unit	No. of Periods	Topics	How it will be done	Equipment needed
1	6	<ul style="list-style-type: none"> Singing in tune with some expressions 	<ul style="list-style-type: none"> Group work In pairs Individually Role play/ Research and project 	<ul style="list-style-type: none"> Songs on CDs both audio and visual, books, pens and pencils.
2	6	<ul style="list-style-type: none"> Perform Intore according to <i>umurishyo w'ingoma</i>. 	<ul style="list-style-type: none"> Group work In pairs Individually 	<ul style="list-style-type: none"> <i>Imigara</i> (head laces), <i>incunda</i> (dancing ropes), <i>amayugi</i> (rattles), <i>amacumu</i> (spears), <i>ingabo</i> (shields), <i>inkindi</i> (dancing ribbons) <i>ingoma</i> (drum)
3	6	<ul style="list-style-type: none"> Compose a short song in Kinyarwanda 	<ul style="list-style-type: none"> Group work In pairs Individually Role play 	<ul style="list-style-type: none"> Songs on CDs both visual and audio, books, pens and pencils.

	Activities to do	Skills to practise	What to learn
	<ul style="list-style-type: none"> • In groups, learners choose a song and discuss the lyrics of the song to realise the theme. Let each group explain the themes to other groups. • In groups, let them learn the melody of the song so that the lyrics are memorised. • Learners will perform the songs to their peers. • In groups, let them sing the chosen song with emotional expression and practise the song so that it can be performed to the class. 	<ul style="list-style-type: none"> • Rehearse the melody of the songs. • Performing it before an audience. • Singing songs with emphasis on emotion and control. 	<ul style="list-style-type: none"> • Use the various tempos and emotional expressions when singing. • Rehearse the melody of the songs and the audience. • Sing songs with emphasis on and emotion and control
	<ul style="list-style-type: none"> • Learners watch and observe intore dancers perform on the screen or live. • Learners observe on the screen or performance by drummers. • Individually and then in groups learners imitate what they have seen. • Learners accompany umuhamirizo with umurishyo w'ingoma and ibyivugo. 	<ul style="list-style-type: none"> • Playing drums in different styles. • Dancing with agility and balance. • Dancing while matching the body movement with umuhamirizo and umurishyo w'ingoma. 	<ul style="list-style-type: none"> • Differentiate types of imihamirizo dances. • Differentiate types of <i>imirishyo y'ingoma</i>. • Play drums in different styles • Dance matching body movement with <i>umuhamirizo</i> and <i>umurishyo w'ingoma</i>
	<ul style="list-style-type: none"> • Writing lyrics individually in Kinyarwanda. • Discussing lyrics with peers. • Creating a melody with the lyrics • Rehearsing the song in groups. • Individually or in groups perform it in front of the audience. 	<ul style="list-style-type: none"> • Composing lyrics with rhyme and rhythm. • Give a melody to the lyrics • Performing the song in front of an audience. 	<ul style="list-style-type: none"> • Explain the meaning of the lyrics of a song • Identify the structure of a song. Compose lyrics with rhyme and rhythm • Give a melody to the lyrics • Perform the song in front of an audience. Enjoy performing short songs individually and with others.

Sample Lesson Plan

School Name: G.S Rwempasha

Teacher's name: Shema John

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
1	14/02/2017	Creative Arts	P.5	One	1 of Unit 1	40 mins	45
Type of Special Educational Needs and number of learners				One blind girl and two deaf children			
Unit title		Singing in tune with some expressions					
Key unit competence:		Learners should be able to sing in tune with emotional expressions					
Title of the lesson		Lesson 1: Singing in tune songs on the theme of church music with expressions					
Instructional Objective		By the end of this unit, learners should be able to; <ul style="list-style-type: none"> • Use the keyboard or any other music instrument. • Use various tempos/speed and emotional expressions when singing correctly. 					
Plan for this Class (location: in / outside)		Lesson will be conducted in class and the organisation format is in groups.					
Learning Materials (for all learners)		Materials required: <ul style="list-style-type: none"> • Learners' books and exercise books, music pencils and pens audio-visual DVD. • Materials for the blind. 					
References		<ul style="list-style-type: none"> • Rwanda Education Board, Kigali The Upper Primary Level Creative Arts Syllabus. Kigali 2015; page 28) Rwanda Education Board, Kigali • Oyire D. et al, (2016) Creative Arts for Rwanda Primary Schools Book 5, Fountain Publishers Ltd, Kampala 					

Timing for each step	Description of teaching and learning Process		Generic competences and cross cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 minutes.	Procedure: Pre-lesson activity In small groups <ul style="list-style-type: none"> • Ask learners to sing their favorite songs about hard work and success in Kinyarwanda using activity 1 • Pick one of the learners to sing his/her song and briefly ask the class to discuss whether the expressions she/he uses are appropriate according to the message in the song. 	<ul style="list-style-type: none"> • Learners will sing their favourite songs. • Learners discuss different emotional expressions such as happy, praising, prayerful, etc. 	Gender: <ul style="list-style-type: none"> • Mix girls and boys equally as you form groups. Cooperation: When they sing with each other they learn to cooperate. Inclusive education: <ul style="list-style-type: none"> • The blind learners should be given chance to express themselves as well.
Development of the lesson 30 minutes	Lesson activities Discussion <ul style="list-style-type: none"> • Guide learners to read the introduction about music composition and discuss more their own experience about the composers they know. • Give the blind girl chance to talk and control the discipline of other children. 	<ul style="list-style-type: none"> • Learners read the introductory notes and discuss them to further their understanding. 	I n t e r p e r s o n a l communication: <ul style="list-style-type: none"> • As they discuss they acquire communication skills such as talking- turn, listening to each other's views.

	<ul style="list-style-type: none"> • Guide them to use activity 2 and 3 to sing and compose a song on the theme of Church. • Guide learners to discuss the lyrics of the chosen song about church music and perform it in small groups. • Guide learners to compose their own music and then stage their composition performances by providing maximum classroom management. 	<ul style="list-style-type: none"> • Learners read the notes of the music composition in Activity 2 in the learners book. • Learners discuss the theme of church. • Learners compose their own music. • Learners sing the song from memory. Perform the song to their peers. Sing the song with emotional expression to the class. 	<p>Critical thinking: The process of sight singing will help learners to critically think as they interpret note values and pitching solfa.</p> <p>Cooperation: The skill is emphasised as they sing together.</p> <p>Creativity and innovation: The skill is acquired in the process of composing their own songs.</p>
<p>Conclusion</p> <p>5 minutes</p>	<p>Post lesson activity</p> <ul style="list-style-type: none"> • Give learners an assignment to find out at least two more songs in their communities about church, write the lyrics. • Use the researched songs to inspire their own composition of new songs. 	<ul style="list-style-type: none"> • Learners can sing songs with emotional expressions; make their collection of songs from the community about church. Use the songs as a beginning idea to compose their own songs. 	<p>Research and Life long learning: As learners collect songs from the community they will be learning more about composition from other existing musicians.</p>
<p>Teacher self-evaluation</p>	<p>The lesson was successfully taught though there is still need to work more on composing in order to acquire the skill competently. Strategy to achieve this is to find extra time after classes for the learners to work with them on their compositions.</p>		

UNIT I

Singing in tune with some expressions

Learning Objectives

By the end of this unit, learners should be able to;

- Use the various tempos/speed and emotional expressions when singing.
- Rehearse the melodies of the songs and perform them in front of an audience.
- Sing songs with emphasis on emotions and control.
- Increase self confidence and determination.
- Enjoy singing in public with others.
- Protect human life.
- Increase taste of music.

(Refer to: *The Upper Primary Level Creative Arts Syllabus. Kigali 2015; page 28.*)

Key competence

Learners should be able to sing in tune with emotional expression

◆ **Number of periods: 6**

Lesson 1: Singing in tune songs on the theme of church music with expressions

Competences

Learners;

- Use the various tempos/speed and emotional expressions when singing.
- Rehearse the melodies of the songs and performs them in front of an audience.
- Sing songs with emphasis on emotions and control.
- Increase self confidence and determination.
- Enjoy singing in public with others.
- Protect human life.
- Increase taste of music.

Tools and Materials required

- 🍏 Learners' books pages and exercise books, music books, pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Group work.
- Individual work.
- Fieldwork and basic research.

Additional notes

There could be many songs about church that learners know, so you could give learners chance to sing more of them for more practice. You also record the songs from the Learner's Book and others about genocide on an available electronic device and play it to learners in order to raise their interest and introduce them to information technology.

When you are forming groups always mind about special needs education; that is mix the blind, the deaf and dumb, lame and street children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Arouse learners' interest by asking them to identify the most current and most enjoyed hits played either on Rwanda radio or television stations using Activity 1 on page 5.
- ♣ Pick one of the learners to sing his/her song and briefly ask the class to express their feelings about the song and the learner's singing.

Lesson activities (25 minutes)

Divide learners in small groups and guide them to read the introduction about composition.

- « Guide them to use Activity 2 on page 6 to sing church music from memory.
- « Guide learners to discuss the lyrics of the chosen song about church using Activity 2 on page 6.
- « Guide the next stage of staging their composition performances by providing maximum classroom management.

Expected answers to Activity 2

1. The picture is about
 - Church music
 - A group of young musicians performing.
2. The roles played are by the people in the process of singing according to the picture are:
 - Dancing
 - Drumming
 - Singing
3. Answers will vary.

Post lesson activity (5 minutes)

Project work in small groups

Use Activity 3 and 4 on page 8 to give learners the assignment to identify other songs on the theme of church music and sing them in tune with expression. Give them a time frame to perform to the class.

Lesson 2: Singing songs about General health music with emotional expressions

Competences

Learners:

- Use the various tempos/speed and emotional expressions when singing.
- Rehearse the melodies of the songs and perform them before an audience.
- Sing songs with emphasis on emotions and control.
- Increase self confidence and determination.
- Enjoy singing in public with others.
- Protect human life.
- Increase taste of music.

Tools and Materials required

- Learners' books and exercise books, music books, pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- (Look for the commonly available tools and materials in the area).

Methods

The following methods could be used;

- Discussions.
- Group work.
- Individual work.
- Fieldwork and basic research.

Additional notes

There could be many songs about General health that learners know, so you give them chance to sing more for practical purposes. You also record the songs from the Learner's Book and others about General health on an available electronic device and play it to learners in order to raise their interest and introduce them to information technology.

When you are forming groups always mind about special needs education; that is mix the blind, the deaf and dumb, lame and children with other learning disabilities such as autism and dyslexia with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

Discussion in small groups

Guide learners to read the notes about general health in the Learners' Book page 9.

- ♣ Guide the interpretation of the picture in the Learners book using Activity 5 page 11.

Answers for Activity 5

These are the expected answers.

- Slashing their compound.
- Sweeping

Lesson activities (25 minutes)

- « Guide learners to sing from memory, page 8.
- « Divide learners and guide them to discuss the theme of general health using Activity 5 page 11.

Answers for Activity 6

1. What we should do to clean our bodies:
 - to bath.
 - to wash our hands.
 - to wash our clothes.
 - to brush our teeth.
 - to clean our environment.
 - by sweeping around, slashing and mopping cemented floors.

2. We have to wash hands when we:
 - are going to eat and after eating.
 - have visited the toilets.
 - have touched anything dirty.
3. Diseases suffered due to poor general health are:
 - Diarrhoea.
 - Dysentery.
 - Cholera.
 - Typhoid.

- ♣ Guide the singing from memory with expressions the song in the Learner's Book using Activity 7.

Post lesson activity (5 minutes)

- ♣ Use Activity 8 on page 12 to give learners an assignment to identify another song on the theme of General health and sing it in tune with expression. Give them a time frame to perform to the class.

Lesson 3: Singing songs about Peace Education with emotional expressions

Competences

Learners;

- Use the various tempos/speed and emotional expressions when singing.
- Rehearse the melodies of the songs and perform them before an audience.
- Sing songs with emphasis on emotions and control.
- Increase self confidence and determination.
- Enjoy singing in public with others.
- Protect human life.
- Increase taste of music.

Tools and Materials required

- 🍏 Learners' books and exercise books, music books, pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods:

The following methods could be used;

- Discussions.
- Brainstorming.
- Group work.
- Individual work.
- Fieldwork and basic research.

Additional notes

There could be many songs about Peace Education that learners know. Give learners chance to learn more songs about Peace Education. You also record the songs from the Learner's Book and others about Peace Education. Use an available electronic device and play it to learners in order to raise their interest and introduce them to information technology.

Procedure

Pre-lesson activity (10 minutes)

In small groups;

- ♣ Facilitate learners to read the notes provided about the meaning of Peace Education in the Learner's Book page 13.
- ♣ Guide the discussion of activity 9 in the Learner's Book.

Lesson activities (25 minutes)

- ♣ Divide learners in small groups and guide them to discuss the theme of Peace Education using activity 9, 10 and 11. Guide them to sing the song from the Learner's Book page 14 from memory and with expressions.

Answers to activity 10

1. Point out countries that are currently facing instabilities. As of 2017, these are:
 - South Sudan
 - Burundi
 - Syria
 - Iraq
 - Libya
2. The characteristics of peace in the song are
 - Love.
 - Respect each other.
 - Laugh.
 - Hug.

- No fighting each other.
- No abusing each other.
- 3. Things that should be done to encourage peace are:
 - Working together
 - Forgive each other.
 - Unite.
- 4. What is likely to happen when we don't keep peace:
 - Disagreements
 - Fights/violence.
 - Pain.
 - Suffering.
 - Death.
- 5. The benefits of peace are:
 - Enjoyment.
 - Development
 - Long life.
 - Security/protection/lack of fear

Post lesson activity (5 minutes)

- ♣ Use activity 12 on page 15 to give the learners the assignment to identify other songs on the theme of Peace Education and sing them in tune with expression. Give them a time frame to perform to the class.

Lesson 4: Singing songs about the theme of Values and Tolerance with emotional expressions rhythm

Competences

Learners;

- Use the various tempos/speed and emotional expressions when singing.
- Rehearse the melodies of the songs and perform them before an audience.
- Sing songs with emphasis on emotions and control.
- Increase self confidence and determination.
- Enjoy singing in public with others.
- Protect human life.
- Increase taste of music.

Tools and Materials required

- 🍏 Learners' books and exercise books, music books, pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Individual work.
- Fieldwork and basic research.

Additional notes

There could be many songs about Values and Tolerance that learners know. Give learners chance to learn more songs about values and tolerance. You can also record the songs from the Learner's Book and others about Patriotism on an available electronic device and play it to learners in order to raise their interest and introduce them to information technology.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Guide the discussion activity following the questions in the Learners book using Activity 13 on page 16.
- ♣ Guide the interpretation of the picture in the Learner's Book in Activity 13. These are the expected answers.
 1. The girl is helping the old woman by supporting her as she walks.
 - The girl is showing love.
 2. Words which refer to good behaviour:
 - Greeting.
 - Obedience.
 - Respect for each other.
 - Hard work work.
 - Love for one another.
 - Helping the needy.
 - Patience.
 - Forgiving one another.

Lesson activities (25 minutes)

- ♣ Divide learners in small groups and guide them to discuss the theme of Values and Tolerance using activity 14 on page 17 (Activity 13 in the Learner's Book).

1. Values mentioned in the song are:

- To be humble.
- To respect.
- To obey.
- Be polite.
- To say, “Thank you”.

2. **Benefits of Values and Tolerance are:**

- You are liked by many people.
- You are respected.
- It creates peace.
- You are easily served if you need help.

3. **What you miss if you have no values:**

- You may be hated.
- You lose respect.
- You may cause discomfort to yourself and others.
- You may not be helped too, when you need help.
- ♣ Guide the singing activity 14 on page 16.
- ♣ Guide learners to discuss the lyrics of the chosen song about Values and Tolerance.
- ♣ Guide the next step of staging their performances by providing maximum classroom management.

Post lesson activity (5 minutes)

- ♣ Give learners the assignment in the post activity to identify more songs about Values and Tolerance with a time frame to hand in their work. This activity is a take home not part of the 40 minutes lessons.

Lesson 5: Singing songs in tune with expressions

Competences

Learners;

- Identify songs on the themes given.
- Sing the songs about any of the themes studied tune with emotional expressions.
- Increase self confidence and determination.
- Increase mutual respect and enjoy singing with others and build unity in society.

Tools and Materials required

- 🍏 Learners' books and exercise books, music books, pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Individual work.
- Fieldwork and basic research.

Additional notes

Allow learners to find out other songs about the themes they have learnt that they know, in order to give them chance to practice singing in tune with emotional expressions. You also record some songs about the themes learnt above on an available electronic device and play it to learners in order to raise their interest and introduce them to information technology.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame, autistic and dyslexic children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Facilitate learners to recall the meanings of the themes learnt in the sub-sections above in the Learner's Book.

Lesson activities (25 minutes)

In small groups,

- ♣ Guide learners to memorise the meaning of the themes of church music, peace education, general health and value and tolerance.
- ♣ Divide learners and guide them to find any other song on one of the themes they have been learning.
- ♣ Guide the singing Activity 15.

Post lesson activity (5 minutes)

- ♣ Give learners the assignment in the post activity of identifying more songs about the themes learnt above. Use Activity 15 on page 18. Give a time frame to hand in their work. This activity is a take home not part of the 40 minutes lessons.

Lesson 6: Staging a concert performance using the songs researched about the other themes of General health, Peace Education, Values and Tolerance to sing in tune with emotional expressions.

Competences

Learners;

- Identify songs on the themes learnt in the entire unit
- Sing the songs the songs in tune with emotional expressions.
- Increase self confidence and determination.
- Increase mutual respect and enjoy singing with others and build unity in society.

Tools and Materials required

- 🍏 Learners' books pages and exercise books, music books, pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used:

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Individual work.
- Fieldwork and basic research.

Additional notes

Learners should have many songs on the themes of Church, General health, Peace Education, Value and Tolerance from which they will perform. This means the teacher needs to spare extra time to attend the rehearsals of the learners' groups early enough during the term before the concert day. If learners have recorded songs, prepare for them the playing electronic devices early enough. Do not forget the source of power that enables the device to work, that is, if you use a radio cassette find a power source such as battery cells, oxide batteries, power generators, solar panels fully charged and electric power readily available. Choose the most available and affordable technology.

Procedure

Pre-lesson activity (10 minutes)

In small groups;

- ♣ Guide learners in their small groups to select one song from any of the themes they have learnt then rehearse it in preparation for the concert.

Lesson activities (25 minutes)

In small groups,

- ♣ Guide learners to prepare the stage, in front of the class and perform their song, with clapping, matching and dancing to your classmates.
- ♣ After performing, guide members of the class to access what were most interesting and what they did not like in each other's performances.
- ♣ Guide learners in the direction of allowing positive comments that may encourage an improvement for a better performance rather than discourage.

Unit assessment

1. Singing with respect to emotions means singing with appropriate feeling. For example if the song is joyful, we show joy in our voice quality and on facial expressions and gestures.
 - ♣ A theme is an underlying topic in a song. In this unit the themes we have learnt are church, general health, peace education values and tolerance.
 - ♣ Some problems of general health around school could be,
 - Tall grass/bushy surrounding
 - Dirty classrooms and compound
 - Dirty latrines/toilets
 - Lack of water for washing hands, plates, cups and even bathing etc
2. How problems of General health are solved
 - Sweeping or even mopping the classes
 - Providing safe water storages like tanks, taps and small water cans.
3. The values needed in society are respect, honesty, trust, kindness, care and concern for others, forgiving each other.
4. Peace is needed in order for all of us to live longer
 - Enjoy life
 - Work and develop.
5. We miss enjoyment/comfort
 - We suffer due to lack of food and safety
 - It may even lead to death
6. People go to church to pray to God, worship and praise Him for hid blessings.
7. Music helps to worship, praise and explain church values, etc.
8. Guide learners to sing and compose songs about the themes discussed in Unit One using questions 10 and 11.

UNIT 2

Performing *Intore* according to *Umurishyo* *w'Ingoma*

Learning Objectives

By the end of this unit, learners should be able to;

- Differentiate types of *imihamirizo* dances.
- Differentiate types of *imirishyo y'ingoma*.
- Play drums in different styles.
- Dance matching body movement with *umuhamirizo* and *umurishyo w'ingoma*.

(Refer to: *The Upper Primary Level Creative Arts Syllabus. Kigali 2015; page 29*)

Key competence

Learners should be able to perform *Intore* (war dance)

◆ Number of periods: 6

Lesson 1: Introduction to Performing *intore* dance

Competences

Learners;

- Differentiate types of *imihamirizo* dances.
- Differentiate types of *imirishyo y'ingoma*.
- Play drums in different styles.
- Dance matching body movement with *umuhamirizo* and *umurishyo w'ingoma*.

Tools and Materials required

- 🍏 Learners' books and exercise books, *ingoma*(drums), pencils and pens audio or visual or audio -visual recorded songs, *intore* dances, recorder, DVD, CD and any other recording device such as a mobile phone, *imigara* (head laces) *incunda* (dancing ropes), *amayugi* (rattles), *amacumu* (speares), *ingabo* (shields), *inkindi* (dancing ribbons).
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.

Additional notes

Give learners chance to share all that they know about *intore* dance. Use some available electronic devices and play it to learners in order to raise their interest and introduce them to information technology.

When you are forming groups always mind about special needs education; in other words, mix the blind, the deaf and dumb, lame, autistic and dyslexic children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Arouse learners' interest by asking them to say what they know about dance. Use Activity 1 in the Learner's Book page 22 to help you to achieve this.

Answers for activity 1

1. Some dance types disco dance/jazz, traditional dance like *intore*.
2. Feelings could be, happy, sad, joyful, courage, fear etc:
 - ♣ Pick one learner to try out dancing of any dance they know using Activity 2 page 23.

Answers for Activity 2

1. Nine dancers: They are both men and women
2. Costume that they are wearing are
 - Head gear
 - Raffia skirts
 - Jingle bells on the legs

Note: They are also holding spears and shields

Lesson activities (25 minutes)

In small groups,

- ♣ Guide learners to learn about *Intore* dance using introduction notes in the Learner's Book page 22. This activity should take about.
- ♣ Guide learners to use Activity 2 on page 23 in interpreting the picture illustrations of the dancers.
- ♣ Guide them to learn about *intore* dance using notes from the Learner's Book page 21.
- ♣ Guide learners to dance the *intore* dance. Using Activity 3 on page 23.

Post lesson activity (5 minutes)

- ♣ Give learners the assignment in the post activity to visit a dancing troupe or ask some knowledgeable adults to find out more about the dance in terms of the number of the dancers, the other dances they perform apart from *intore*, costumes and props and functions where they perform and how they benefit. They should hand in their written report. This should have time frame to hand in their work.

Lesson 2: Performing intore dance with accompaniment

Competences

Learners;

- Differentiate types of *imihamirizo* dances.
- Differentiate types of *imirishyo y'ingoma*.
- Play drums in different styles.
- Dance matching body movement with *umuhamirizo* and *umurishyo w'ingoma*.

Tools and Materials required

- 🍏 Learners' books and exercise books, *ingoma* (drums), pencils and pens audio or visual or audio -visual recorded songs, *intore* dances, recorder, DVD, CD and any other recording device such as a mobile phone, *imigara* (head laces) *incunda* (dancing ropes), *amayugi* (rattles), *amacumu* (spears), *ingabo* (shields), *inkindi* (dancing ribbons).
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Group work.
- Individual work.
- Fieldwork and basic research.

Additional notes

Give learners chance to share all that they know about *intore* dance. Use some available electronic devices and play it to learners in order to raise their interest and introduce them to information technology.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame, children with autism and dylexia with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Arouse learners' interest by asking them to say what they know about *intore* dance accompaniments. Use the notes about the *intore* accompaniment in the Learner's Book page 22.

Lesson activities (25 minutes)

In small groups,

- ♣ Divide learners in small groups and guide them to learn about *intore* drums using on notes in the learners book.
- ♣ Playing drums/practical work.
- ♣ Guide learners to Activity 4 on page 25 to learn to play the drums and perform *intore* with this accompaniment.

Post lesson activity (5 minutes)

- ♣ Give learners an assignment in the post activity to watch a recorded or live performance of *Intore* dancers and imitate them. Let the various groups present. Use Activity 5 on page 26.
 - ♣ **Answers for questions 5 and 6 activity 5**
5. A person who records dance using a video camera is called a videographer.

6. We record our creative artworks for: Future reference, entertainment, to enable others to learn from them.

Lesson 3: Performing *intore* dance according to *umurishyo w'ingoma*

Competences

Learners;

- Differentiate types of *imihamirizo* dances.
- Differentiate types of *imirishyo y'ingoma*.
- Play drums in different styles.
- Dance matching body movement with *umuhamirizo* and *umurishyo w'ingoma*.

Tools and Materials required

- 🍏 Learners' books and exercise books, *ingoma* (drums), pencils and pens audio or visual or audio -visual recorded songs, *intore* dances, recorder, DVD, CD and any other recording device such as a mobile phone, *imigara* (head laces) *incunda* (dancing ropes),
- 🍏 (Look for the commonly available tools and materials in the area).

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Additional notes

Learners need to practice a lot in order to acquire and perfect the dancing skills. So use this lesson again to teach them *intore* dance. However, apply new motifs, levels and dance patterns (choreography). Use some available electronic devices such as video recordings of *intore* dancers by different dance troupes and play it to learners in order to raise their interest to learn more. When you are forming groups always mind about special needs education; that is mix the blind, the deaf and dumb, lame and children with other learning disabilities like dyslexia and autism together normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Arouse learners' interest in preparation to dance *intore* by showing them a video of dancers, dancing to the accompaniments.

Lesson activities (25 minutes)

- ♣ In small groups, guide learners to play the drums and dance *intore* with this accompaniment. Use Activity 5 page 26 in the Learner's Book.

Post lesson activity (5 minutes)

- ♣ Give learners an assignment in the post activity to visit a dancing troupe to find out more about the accompaniment of the dance by use of drums and any other instruments. They should hand in their written report. It should have a time frame. Use Activity 6 page 26 in the Learner's Book.

Lesson 4: Staging a concert performance of *intore* according to *umurishyo w'ingoma*.

Learner;

- Differentiate types of *imihimirizo* dances.
- Differentiate types of *imirishyo y'ingoma*.
- Play drums in different styles.
- Dance matching body movement with *umuhamirizo* and *umurishyo w'ingoma*.

Tools and Materials required

- 🍏 Learners' books and exercise books, *ingoma* (drums), pencils and pens audio or visual or audio -visual recorded songs, *intore* dances, recorder, DVD, CD and any other recording device such as a mobile phone , *imigara* (head laces) *incunda* (dancing ropes), *amayugi* (rattles), *amacumu* (speares), *ingabo* (shields), *inkindi* (dancing ribbons).
- 🍏 (Look for the commonly available materials in the area)

Methods

The following methods could be used:

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Divide learners in small groups and guide them in their small groups to prepare an *intore* dance in preparation for the concert. Use extra time after classes.

Lesson activities (25 minutes)

- ♣ Guide learners to prepare the stage, in front of the class or outside for other learners and teachers to provide an audience.
- ♣ Let them perform to an audience, at least 5 minutes for each group.
- ♣ After performing, guide members of the class to access what they found most interesting and what they did not like in each other's performances.
- ♣ Guide learners in the direction of allowing positive comments that may encourage an improvement for a better performance rather than discourage.

Post lesson activity (5 minutes)

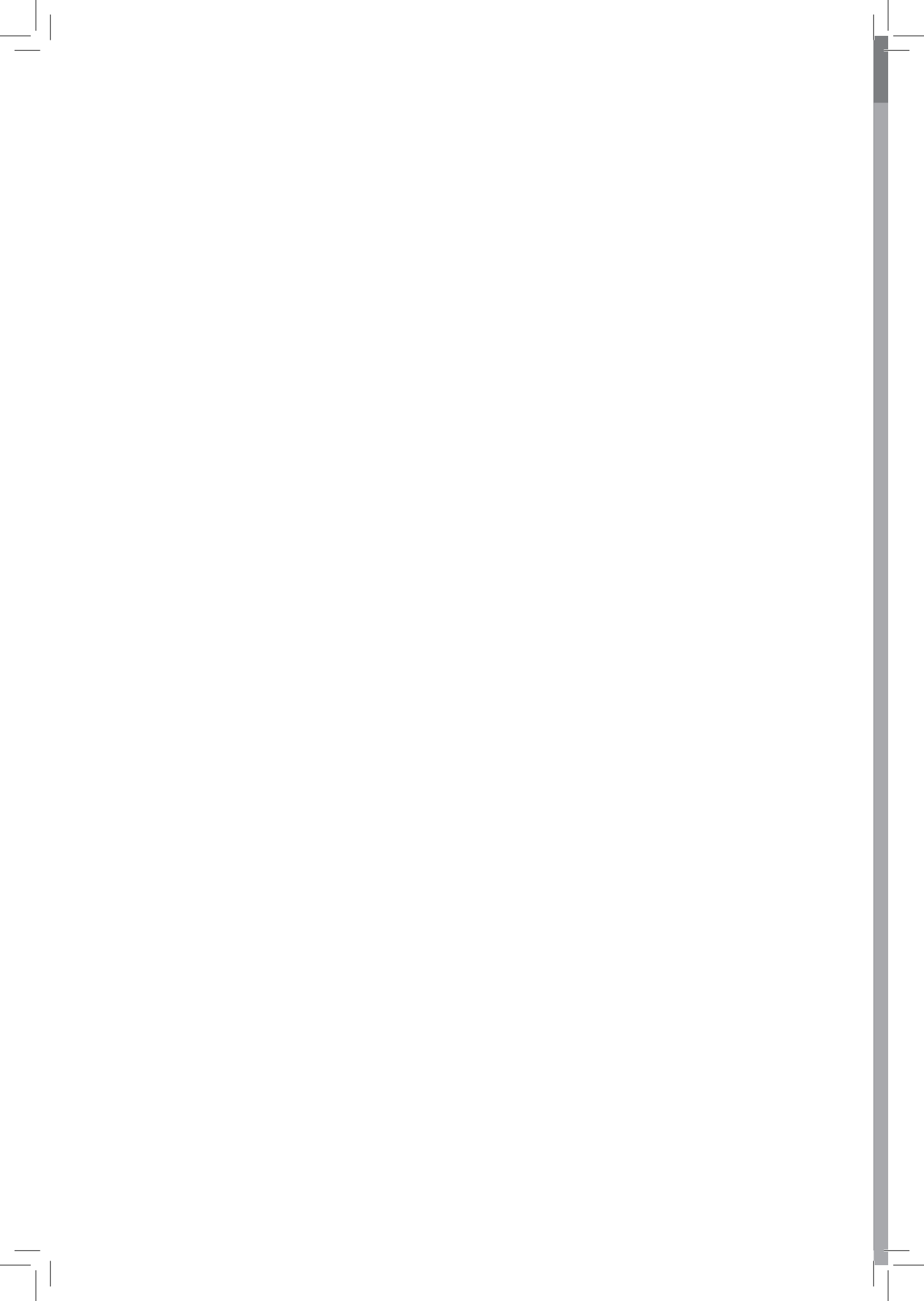
- ♣ Give learners the assignment in the post activity to visit a dancing troupe to find out more about the accompaniment of the dance by use of drums and any other instruments. They should hand in their written report. It should have a time frame.

Unit assessment

Performing *intore* according to *imirishyo y'ingoma*

1. Dance is any form of movement that is intended to express our inner feelings of joy, sadness, love, courage or even fear.
2. The message conveyed by *intore* dance is the tradition victory from war by the king's warriors.

3. Learners should summarise what they have learnt about *intore* dance in terms of its origin, where it used to be performed, the performers, how and where it is performed today. They should also summarise the roles played by *imirishyo y'ingoma* in the *intore* dance.
4. The changes that have occurred are that the *intore* is now days performed by both men and women.
5. It is performed at school, public places, and museums and even outside Rwanda as a cultural performance and a tourist attraction.
6. It is important to record the *intore* dance on an electronic media, so that its motifs may not be forgotten after along time, for study purposes, to sell the CD's for more income to those who cannot afford to attend live shows.



UNIT 3

Composing a short song in Kinyarwanda

Learning Objectives

By the end of this unit, learners will be able to;

- Explain the meaning of the lyrics of a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song in front of an audience.
- Enjoy performing short songs individually and with others.

(Refer to: The Upper Primary Level Creative Arts Syllabus. Kigali 2015; page 30)

Key competence

Learners should be able to compose a short song in Kinyarwanda and perform it.

◆ **Number of periods: 6**

Lesson 1: Composing and performing a song about the theme of Hard work and Success in Kinyarwanda.

Competences

Learners;

- Explain the meaning of the lyrics of a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song before an audience.
- Enjoy performing short songs individually and with others.

Tools and Materials required

- 🍏 Learners' books and exercise books, pens, audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Pair work.
- Individual work.
- Fieldwork and basic research.

Additional notes

There could be many songs about hard work and Success that learners know so allow them to sing some in order to get familiar with this theme. You can also use some recordings either visual or audio to aid you in teaching of this theme.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame, autistic children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Put learners in pairs.
- ♣ Introduce the learners to music composition using the introduction notes from the Learner's Book page 29 and 31.
- ♣ Use Activity 1 and the notes that follow this activity to conduct a discussion on the already composed music that learners are familiar with.

Answers for Activity 1 page 30

1 and 2

- Weddings.
- Independence days.
- Church festivals like ordination of priests, bishops.
- Visitation of leaders in our areas.
- Visits of leaders from other countries, etc.

Lesson activities (25 minutes)

In small groups

Discussion

- « Divide learners and use Activity 2 on page 31, to guide their discussion about the theme of Hard work and success.

Group work

- « Use Activity 3 on page 32 to guide learners to begin to compose their own songs in Kinyarwanda on the theme Hard work and success

Working in pairs

- « Let learners work in pairs, use Activity 4 on page 32 to guide the learners how to compose their own songs in Kinyarwanda on the theme Hard work and success.

Post lesson activity (5 minutes)

- ⇒ Use Activity 5 on page 33 to guide the learners to individually compose their own songs on the theme of hard work and success. Learners should use their small groups to perform their forms. This work is to be done during their free time.

Lesson 2: Composing and performing a song about the theme of Unity and Reconciliation in Kinyarwanda.

Competences

Learners;

- Explain the meaning of the lyrics of a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song in front of an audience.
- Enjoy performing short songs individually and with others.

Tools and Materials required

- 🍏 Learners' books and exercise books, pens, audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Additional notes

There are could be many songs about unity and reconciliation that learners know, so allow them to sing some in order to get familiar with this theme. You can also use some recordings either visual or audio to aid you teaching of this theme.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame, autistic children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Put the learners in pairs
- ♣ Introduce the learners to music composition using poems. Use the introduction notes from the Learner's Book page 33.

Lesson activities (25 minutes)

In small groups

Discussion

- « Use Activity 6 on page 35 to discuss the use of poems as the lyrics for music compositions.

Working in pairs

- « Use Activity 5 on page 33 to guide learners to compose their own songs in Kinyarwanda on the theme Unity and Reconciliation.

Post lesson activity (5 minutes)

Project work

⇒ Use activity 6 on page 39 to give learners a task to compose more songs on the theme of Unity and reconciliation during their free time. Learners should perform in their small groups.

Lesson 3: Composing and performing a song about the theme of Patriotism in Kinyarwanda

Competences

Learners;

- Explain the meaning of the lyrics of a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song in front of an audience.
- Enjoy performing short songs individually and with others.

Materials required:

- 🍏 Learners' books and exercise books, pens, audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Fieldwork and basic research.

Additional notes

There are could be many songs about patriotism that learners know, so allow them to sing some in order to get familiar with this theme. You can also use some recordings either visual or audio to aid your teaching of this theme.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame and children with other learning disabilities as autism and dyslexia with normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance

Procedure

Pre-lesson activity (10 minutes)

- ♣ Put the learners in pairs
- ♣ Introduce learners to music composition using poems.
Use the introduction notes in the Learner's Book page 33.

Lesson activities (25 minutes)

In small groups

Discussion

« Use Activity 7 on page 36 to discuss the theme of Patriotism.

Answers for Activity 7

1. Amavubi National soccer team of Rwanda.
2. Hillary Clinton Former USA secretary of state.
3. Nelson Mandela first African president of south Africa who fought against apartheid.

Working in pairs

« Use Activity 8 on page 36 to guide the learners to compose and perform their own songs in Kinyarwanda on the theme Patriotism. Show learners that working together makes composing easier.

Post lesson activity

Project work (5 minutes)

Use Activity 10 on page 37 to give learners a task to compose more songs on the theme of patriotism during their free time. Learners should use their small groups to perform.

Lesson 4: Composing and performing a song about the theme of Religion in Kinyarwanda

Competences

Learners;

- Explain the meaning of the lyrics of a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song in front of an audience.
- Enjoy performing short songs individually and with others.

Tools and Materials required

- 🍏 Learners' books and exercise books, pens, audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Additional notes

There are could be many songs about religion that learners know, so allow them to sing some in order to get familiar with this theme. You can also use some recordings either visual or audio to aid your teaching of this theme.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame, autistic and dylexic children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Put the learners in groups.
- ♣ Introduce the learners to music composition using the introduction notes from the Learner's Book page 37.

Lesson activities (25 minutes)

In small group

Performing

- « Use activity 10, page 39 to sing the song in tune, with emotional expressions.
- « Discussion

Use the questions that follow to enable the learners understand the theme of religion.

- « Working in pairs.
- « Use Activity 10 page 39 to guide learners to begin to compose their own songs in Kinyarwanda on the theme unit and perform their works. Show learners that working together makes composing easier.

Post lesson activity (5 minutes)

Project work

Individually

- ⇒ Use Activity 10 on page 39 to give the learners a task to compose more songs on the theme of Religion during their free time. Learner should use their small groups to perform their forms.

Lesson 5: Composing and performing a song about the theme of Patriotism in Kinyarwanda.

Competences

Learners;

- ⦿ Explain the meaning of the lyrics of a song.
- ⦿ Identify the structure of a song.
- ⦿ Compose lyrics with rhyme and rhythm.
- ⦿ Give a melody to the lyrics.
- ⦿ Perform the song in front of an audience.
- ⦿ Enjoy performing short songs individually and with others.

Tools and Materials required

- 🍏 Learners' books and exercise books, pens, audio or visual or audio-visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Additional notes

There are could be many songs about Patriotism that learners know so allow them to sing some in order to get familiar with this theme. You can also use some recordings either visual or audio to aid your teaching of this theme.

When you are forming groups always mind about special needs education; that is mixing the blind, the deaf and dumb, lame, dyslexic and autistic children with the normal ones. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance

Procedure

Pre-lesson activity (10 minutes)

- ♣ Put learners in pairs
- ♣ Introduce learners to music composition using poems.
Use the introduction notes from the Learner's Book page 35.

Lesson activities (25 minutes)

In small groups

Discussion

- « Use Activity 9, page 35 to discuss the use of poems as the lyrics for music compositions.

Working in pairs

- « Use Activity 9, page 36 to guide the learners to begin to compose their own songs in Kinyarwanda on the theme Patriotism and reconciliation and present them. Show learners that working together makes composing easier.

Post lesson activity (5 minutes)

Project work

- ⇒ Use Activity 9, page 37 to give the learners a task to compose more songs on the theme of Patriotism during their free time. Learners should perform in their small groups.

Lesson 6: Staging a concert using the learners' own composed songs on the themes of Patriotism, Unity and Reconciliation, Hard work and Success plus Religion

Competences

Learners;

- Explain the meaning of the lyrics of a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song in front of an audience.
- Enjoy performing short songs individually and with others.

Tools and Materials required

- 🍏 Learners' books and exercise books, pens, audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.
- 🍏 (Look for the commonly available tools and materials in the area)

Methods

The following methods could be used;

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Additional notes

Learners should have many composed songs on the themes of Patriotism, Unity and Reconciliation, Hard and work and success, Religion from which they will perform. This means that as a teacher you need to spare extra time to attend the rehearsals of learners groups early enough during the term before the concert day. If learners have recorded songs prepare for them the playing electronic devices early enough. Do not forget the source of power that enables the device to work that is, if you use a radio cassette find power source such as battery cells, oxide batteries, power generators, solar panels fully charged and electric power readily available. Choose the most available and affordable technology.

When you are forming groups always mix special needs children such as the blind, the deaf and dumb, lame and autistic, and dyslexic with other children. Control their varying habits and disabilities with pedagogical skills you have such as giving them chance to participate at their pace and with a high level of tolerance.

Procedure

Pre-lesson activity (10 minutes)

In small groups

- ♣ Using Activity 11 guide learners in their small groups to prepare a programme with a list of their songs in the order in which they will sing them.

Lesson activities (25 minutes)

In small groups

Performing music

- « Guide learners to prepare the stage, in front of the class and perform their song, with clapping, matching and dancing to their classmates.
- « After performing, guide members of the class to access what were most interesting and what they did not like in each other's performances.
- « Guide learners in the direction of allowing positive comments that may encourage an improvement for a better performance rather than discourage.

Post lesson activity (5 minutes)

Let learners continue with their composition in Activity 11. This activity is a take home.

Unit assessment on page 40 answers

Composing a short song in kinywarwanda

1. Composition means putting together the ideas you have in mind into a song.
2. Occasions that inspire composition:
 - « Feelings of joy, sadness, fear loneliness and love.
 - « Wedding ceremonies
 - « Church worship and praises

- « Political gatherings
 - « School speech days
 - « Baptism
 - « Independence days
 - « Anniversaries
3. Themes studied in this unit are
- « Hardwork and success
 - « Unity and reconciliation
 - « Patriotism
 - « Religion.
4. We work hard to:
- « Get food, money to buy clothing, pay fees, build houses, buy cars and assets such as land.
 - « To acquire education so that in future we may either be self employed or get a job.
5. People who do not work hard are poor and they suffer.
6. Unity and reconciliation is emphasized because of the historical background of Rwanda. It was characterised by discrimination, which later led to a genocide perpetuated against the Tutsi, so you have the need to forgive and ask for forgiveness in order to recover from the past and live peacefully again.
7. Patriotism is the love for one's country.
8. To be patriotic love your country by working hard, protecting the environment, not harming other people and participating in community activities such as Umuganda.
9. Religion is belief in God/gods
10. Those who don't know religion miss:
- « getting together as a group of believers
 - « miss blessings from God
 - « miss encouraging information and messages etc.





Part 2

**Fine Arts and
Crafts**



Part 2: Fine Art and Crafts

General Introduction

Section 1: Introductory sections to Teacher's Guide

A. General guidance to teachers

Fine Art and Crafts is a skill-based subject which greatly involve learners in practical work. The content for P5 is divided into six units with varying periods. These units require you to guide learners as they participate in the various activities. Learners will need your guidance in the following categories:

- 1. Fieldwork:** Learners have sessions where they are supposed to move out of class and study from their surroundings. During such sessions, guide learners on how to be observant, organised, respect their environment and keep discipline among themselves, their school and society.
 - 2. Group work:** Groups should be formed according to the class sizes, the teaching space, available materials and the nature of activity to be done. For small classes, you can afford small groups as compared to large classes. Try your best to mix learners with different learning abilities and gender as you form these groups. The composition of the groups should keep changing in order to give learners chance to interact and share with different members.
- **Discussions:** Learners gain a lot from each other as they get involved in discussions, however, sometimes these can be chaotic without the teacher's guidance. The instructions should be made clear to the learners before discussions begin. For example in most of the activities learners are expected to display and discuss their works with fellow **learners**. **In such instances, encourage** learners to talk freely and respect each other's opinions.

3. **Experiments:** In most of the activities learners will participate in trying out different methods and techniques and find out results on their own. In such instances learners should be given enough support and guidance. Some of the experiments require learners to use their past experience as they develop skills in the different areas. For such cases use as many examples as time allows and encourage learners to be open and confident.
4. **Sharing of tools and materials:** Tools and materials play a very important role in developing learners' skills in fine art and crafts. Try to experiment with these materials first before introducing them to learners in order to avoid possible embarrassments. Some of the materials require special attention by learners in order to avoid accidents. Besides, guide learners as they share materials in order to discourage selfishness and extravagancy. Try as much as possible to use materials from the local environment and where you can substitute the suggested materials, it is fine as long as the results remain the same.

List of equipment needed for the subject:

Since the subject of Fine Art and Crafts is a skill-based subject, it would be very difficult for one to teach without using tools and materials. The following tools and materials are necessary for the success of the teaching and learning of fine art and crafts:

- Papers of various ranges
- pencils in various grades
- pens
- rulers
- coloured pencils
- rubbers
- crayons
- charcoal
- pastels
- powder colours
- poster colours
- water colours
- cutters
- printing ink
- brushes
- wax
- waste papers
- tables
- found objects (e.g. stones and bottle tops)
- assorted objects from the environment
- tracing papers
- carbon papers
- letter sets
- computer
- clay
- waste papers
- wood glue
- table knives
- containers
- bowls
- plates
- polythene materials
- plastic containers
- cotton cloth
- dyes
- raffia or nylon threads
- heat sources
- basins

In case some of the required tools and materials are not available, you should research about the possible local tools and materials from the surroundings that could be used as substitutes. In some instances there are tools and materials which are common in some areas but rare in others. Study the unit before and plan substitutes for such tools and materials which are not available as suggested in the guide.

Guidance on assessment, both formative and summative

There will be artworks done by both individuals and groups of learners. For the case of group activities, all participants share the mark or grade. All learners in a particular group should be actively involved in order to share the marks. For activities which involve stages, it would be a good idea to assess each stage and then sum up the different marks at the completion stage. A cumulative grade should be compiled for each learner's practical work (in form of portfolio) as part of continuous assessment. The marks/grades should be awarded according to what the learner can do. The teacher does this through observation of what the learner does as a design process and at the final stage of the artwork. For summative evaluation, learners should be assessed individually in order to judge their skills acquisition; this should be done by assessing the steps involved and the appearance of the final work.

Guidance on grading and reporting

The grading and reporting should follow the school's programme.

Content Map for Fine Art and Crafts

	Unit 1 Drawing and painting still life and nature	Unit 2 Motifs, patterns and design process	Unit 3 Letter styles, illustrations and colour
Number of periods	5	2	3
Introduction	<ul style="list-style-type: none"> • Elements of drawing and colour. Materials and tools for drawing. Colour and its behavior • Methods for drawing and painting. The beauty of our surroundings • Appreciation of individual and group work. 	<ul style="list-style-type: none"> • Various motif patterns inspired from the surroundings. • Making designs using impression, stamping and stenciling. • How to use and care for different materials and tools. 	<ul style="list-style-type: none"> • Elements of graphic design. The process of making calligraphic works and posters. • The value of graphic works in communication.
Methodology	<ul style="list-style-type: none"> • Individual work, Group work followed by class discussions. 	<ul style="list-style-type: none"> • Individual work, group work followed by class discussions. 	<ul style="list-style-type: none"> • Individual work, group work followed by class discussions.
Materials and tools required	<ul style="list-style-type: none"> • Drawing pencils, paper coloured pencils, pastels, crayons, charcoal, chalk, powder colours, and water colours, paint. 	<ul style="list-style-type: none"> • Powder colours, pencils, cutters, paper, cloth, printing paste, sponge, plastic, wood. 	<ul style="list-style-type: none"> • Paper, pencils, rulers, rubbers, ink, poster colours, graphic software.

	Unit 4 Clay and methods of building clay figures	Unit 5 Transforming different wasted articles into craftworks	Unit 6 Fabrics, motifs and pattern
	3	3	2
	<ul style="list-style-type: none"> • The process of preparing clay. • Modeling figures and clay wares using coils and slabs. • Making different textural impressions on surfaces of clay figures. 	<ul style="list-style-type: none"> • Materials from the surroundings for making collage work. • How to create collage works. • How to protect the different materials and tools. 	<ul style="list-style-type: none"> • Materials and tools for embroidery. • Explain the process of making patterns in embroidery. • Create patterns using the technique of embroidery. • Appreciate the value of decoration in society.
	<ul style="list-style-type: none"> • Group work, individual work and class discussions. 	<ul style="list-style-type: none"> • Group work and class discussions, 	<ul style="list-style-type: none"> • Individual work and group activities.
	<ul style="list-style-type: none"> • Clay, sieve, table knives, tables, buckets, polythen materials. 	<ul style="list-style-type: none"> • Waste materials, cutters, paper, pencils, colours, card boards, glue. 	<ul style="list-style-type: none"> • Threads, scissors, fabrics, embroidery hoops or rings. Saw rulers and tape measure.

Activities	<ul style="list-style-type: none"> • Group discussion about lines, shapes, colours, materials and tools for drawing and painting. Individually draw and paint objects from nature and still life. • Draw from imitation and imagination. <ul style="list-style-type: none"> • Display and discussion of individual and group works. 	<ul style="list-style-type: none"> • In small groups identify patterns from the surrounding and how they are formed. • Make patterns by stamping and impressions as classroom activities. • In groups learners develop motifs and print them by use of a stencil. 	<ul style="list-style-type: none"> • Research about the letter types used in the surroundings. • Write using calligraphic hand. • In groups learners make poster designs. • Display and discussion of individual and group works.
Competences practiced	<ul style="list-style-type: none"> • Team work. • Survey. • Observation. • Drawing. 	<ul style="list-style-type: none"> • Creativity. • Printing on surfaces. 	<ul style="list-style-type: none"> • Estimation. • Letter construction. • Team work.
Language practice	<ul style="list-style-type: none"> • Learners discuss their work in groups and as a class. 	<ul style="list-style-type: none"> • Learners discuss their patterns and share ideas about the rhythm created. 	<ul style="list-style-type: none"> • Learners discuss the different types of letters in class.
Vocabulary acquisition	<ul style="list-style-type: none"> • Learners practice with the Elements of art, and some principles e.g. balance, patterns and rhythm. 	<ul style="list-style-type: none"> • Learners practice with the Elements of Art, and some principles e.g. balance, patterns and rhythm 	<ul style="list-style-type: none"> • Learners practice with the elements of Art, and some principles e.g. balance, patterns and rhythm.

	<ul style="list-style-type: none"> • Clay preparation as a class activity. Using coils to make pots. • Making simple sculpture from clay slabs. • Decoration of clay articles by impression and incision. 	<ul style="list-style-type: none"> • Identification and collection of waste materials for collage. • In groups, learners make collage articles. • Display and discussion of group works. 	<ul style="list-style-type: none"> • Group discussion and preparation of materials and tools for embroidery. • Individual practice with different stitches for embroidery. • In groups learners make embroidery patterns. Display and discussion of embroidery patterns.
	<ul style="list-style-type: none"> • Teamwork. • Manipulation of materials. 	<ul style="list-style-type: none"> • Research. • Creativity.. • Teamwork. 	<ul style="list-style-type: none"> • Team work. • Manipulation of materials.
	<ul style="list-style-type: none"> • Learners engage in discussions regarding clay preparation and the different forming methods. 	<ul style="list-style-type: none"> • Learners discuss their work in groups and as a class. 	<ul style="list-style-type: none"> • Learners share ideas about the different stitches and the embroidery designs created.
	<ul style="list-style-type: none"> • Learners practice with the Elements of Art. 	<ul style="list-style-type: none"> • Learners practice with the Elements of Art. 	<ul style="list-style-type: none"> • Learners practice with the Elements of Art.

Numeracy	<ul style="list-style-type: none"> • Estimation of the picture size in relation to the available space for drawing or painting. 	<ul style="list-style-type: none"> • Learners take measurements of the printing space. 	<ul style="list-style-type: none"> • Learners estimate the negative and positive space in their designs.
Study skills	<ul style="list-style-type: none"> • Learners should practice drawing and painting on their own. 	<ul style="list-style-type: none"> • Learners share materials as they make different articles. 	<ul style="list-style-type: none"> • Learner conduct research on the different letter fonts that exist on computer and the Internet.
Assessments	<ul style="list-style-type: none"> • Assess learners works using the elements of art and design. 	<ul style="list-style-type: none"> • The success of the artworks depend on achievement of the flow of the patterns and neatness. 	<ul style="list-style-type: none"> • Assess the consistence of letters and the message carried forward in the posters.
Learning outcomes	<ul style="list-style-type: none"> • Learners should be able to draw and paint pictures from observation, imitation and memorisation. 	<ul style="list-style-type: none"> • Learners are able to make various patterns and print them different on surfaces. 	<ul style="list-style-type: none"> • Learners are able to design various graphics using different materials and tools.

	<ul style="list-style-type: none"> • Estimation of the thickness of the clay articles. 	<ul style="list-style-type: none"> • Estimation of the picture space. 	<ul style="list-style-type: none"> • Learners estimate the thread spacing while making stitches.
	<ul style="list-style-type: none"> • Learner practice with clay to make articles. 	<ul style="list-style-type: none"> • Learners conduct research into the possible available materials from their surroundings. 	<ul style="list-style-type: none"> • Learners observe and practice with the different stitches to make artworks.
	<ul style="list-style-type: none"> • Success of the artworks depend on consistence in the manipulation of clay and the finishing of the work produced. 	<ul style="list-style-type: none"> • Judge the learners' work according to consistence and neatness. 	<ul style="list-style-type: none"> • Consider the neatness and consistence of stitches in the embroidery patterns.
	<ul style="list-style-type: none"> • Learners are able to manipulate clay to form an artwork. 	<ul style="list-style-type: none"> • Learners are able to produce a collage from wasted materials. 	<ul style="list-style-type: none"> • Learners are able to produce simple embroidery designs using stitches of their choice.

Section 3: Guidance to the teacher about how to use the Learner's Book

The Learner's Book is divided into six units, packed with activities. Some of these activities demand for the learners' reflection on their past experience and observation. The rest of the activities engage learners in experimentation with tools and materials to produce artworks. This requires your guidance regarding provision of the necessary tools and materials and how to carry out the practical work. A detailed description of how the units will be conducted is presented below.

Section 4: A Fine Art and Crafts sample Lesson plan

School name:.....

Teacher's name:.....

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class No.
1	20 /08/ 2017	Creative Arts	P5	One	1 of 6	40 mins	47
Type of Special Educational Needs and number of learners				One lame pupil			
Unit title		Drawing and painting Still life and Nature.					
Key unit competence		To be able to draw and paint different pictures using different elements by manipulating various materials and tools.					
Title of the lesson		Lesson 1: Materials and tools for drawing and painting.					
Instructional objectives		By the end of this unit, learners should be able to: <ul style="list-style-type: none"> • Draw and paint selected objects from still life and nature, using various materials and tools beautifully. 					
Plan for this class (location: in / outside)		Inside and out of class: Learners should be taken outside to study and appreciate objects from nature. They return to the classroom when they are going to draw and paint.					
Learning tools and materials (for all learners)		Avail learners with pencils, rulers, rubbers and paper.					
References		Rwanda Education Board, Kigali. The Upper primary level Creative Arts syllabus. Kigali 2015.					

Steps and Timing	Description of teaching and learning activity		Competences and cross-cutting issues to be addressed
	Teacher's activities	Learner's activities	
<p>Step 1 Introduction (10 minutes)</p>	<ul style="list-style-type: none"> • Introduce learners to the concept of drawing. • Find about their previous experience in drawing and painting. • Introducing them to works by different artist and in the Learner's Book. • Guide them through activities 1 and 2 in the Learner's Book. 	<p>Pre-lesson activity</p> <ul style="list-style-type: none"> • Learners discuss about their past experiences in drawing and painting (i.e. what they drew and painted and the materials they used) • Learners study and respond to the first drawing in the Learner's Book according to activity 1 and 2. 	<p>Learners: Critical thinking and problem solving skills as learners discuss about their past experiences.</p>
<p>Step 2 Lesson development (20 minutes)</p>	<ul style="list-style-type: none"> • Guide learners to find the possible materials for drawing. • Divide learners into groups and guide them through activity 3 and 4 in the Learner's Book. • Let learners identify materials from their surroundings and in the Learner's Book • (5 minutes). 	<p>Lesson activities:</p> <ul style="list-style-type: none"> • Learners discuss answers to the activities 3 and 4, within their groups. • Learners identify different materials and tools for drawing and painting. • Learners define the word "materials". • Learners differentiate materials from tools in drawing and painting. 	<p>The learner: Gender equality as they all take part in discussions.</p>

	<ul style="list-style-type: none"> • Guide learners through activity 5 in the Learner's Book. • Give learners the necessary materials • Guide learners as they discover the different qualities of a pencil as they draw lines • (7 minutes) 	<ul style="list-style-type: none"> • Learners draw different lines with a sharpened pencil. • Learners draw lines with a blunt pencil. • Learners discuss with each other the effect of the different materials. 	Cooperation and communication skills are addressed as learners take part in lesson activities.
	<ul style="list-style-type: none"> • Guide learners through Activity 6 • Provide learners with the necessary materials and tools • Guide learners as they experiment with different tools and materials • (8 minutes) 	<ul style="list-style-type: none"> • Learners do Activity 6 • Learners experiment with the available materials to draw and paint. 	Financial education will be addressed as learners use tools and materials well.
Step 3 Conclusion/summary/Assessment (10 minutes)	<ul style="list-style-type: none"> • Guide learners to display their pieces of works. • Guide learners as they discuss their work regarding shapes and use of lines 	<ul style="list-style-type: none"> • Post lesson activity • Learners display their work • Learners discuss their work regarding the use of materials 	<ul style="list-style-type: none"> • The learner; • Observes and critiques his/her own work and that of others • Respects opinions from others
Teacher self-evaluation	<ul style="list-style-type: none"> • Assess whether the planned objectives were achieved. • Critiques yourself, regarding the factors that led to the success or failure of the lesson. • Indicate the areas that need improvement. 		

Unit 1

Drawing and painting Still life and Nature

Learning objectives

By the end of this unit, learners should be able to;

- Draw and paint objects from the surrounding using different materials and techniques.
- Take opinions from others about his/her own work without any bias.

(Refer to the Upper Primary Level Creative Arts syllabus. Kigali 2015, page 23)

Unit Competence

Learners;

Draw and paint different pictures using different elements by manipulating various materials and tools.

◆ Number of periods: 5

■ Topics and timing

This unit consists of four topics. Topics 1, 2 and 4 should be covered within a period of **40 minutes**. Then Topic 3 should be covered within **two** periods of **40 minutes** each.

1. Materials and tools for drawing and painting.
2. Elements of drawing and colour application.
3. Methods of drawing and colour application.
4. Drawing through imitation and memorisation.

Suggested ways of teaching this unit.

Lesson 1: Materials and tools for drawing and painting.

Suggested number of periods: 1

■ Competences

Learners;

- Identify materials and tools for drawing and painting.
- Explain the characteristics of some of the materials and tools for drawing and painting.
- Draw and paint objects using different tools and materials.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|---------------------|---------------------------------|
| 🍏 Brushes. | 🍏 Pencils. |
| 🍏 Charcoal. | 🍏 Powder colours. |
| 🍏 Coloured pencils. | 🍏 Rubbers. |
| 🍏 Crayons. | 🍏 Sharpeners. |
| 🍏 Papers. | 🍏 Any other materials you find. |

Methods

The following methods could be used:

- Brainstorming.
- Fieldwork.
- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Let learners move out of class and observe their surroundings.
- ♣ Let learners go back to class and you guide them through Activity 1 on page 48.
- ♣ Guide learners as they exchange their work and discuss with their neighbours. This helps them discover their potential in drawing.

Lesson activities (25 minutes)

- « Discuss with learners some of the characteristics of different materials and tools used in drawing and painting.
- « Guide learners as they discover and identify the materials used by observing the finished drawing. Guide them as they work out Activity 2 in the Learner's Book page 48.
- « Let learners experiment with the different materials and discover their similarities and differences.

Post lesson activity (5 minutes)

- ⇒ Let learners display their drawings.
- ⇒ Guide them as they discuss the characteristics of different materials displayed in the different drawings.

Lesson 2: Elements of drawing and colour application

Suggested number of periods: 1

Competences

Learners;

- Explain the elements of drawing and painting.
- Identify the elements in a drawing and a painting.
- Identify primary and secondary colours.
- Paint with a variety of colours.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Pencils.
- 🍏 Powder colours.
- 🍏 Brushes.
- 🍏 Sharpeners.
- 🍏 Papers.
- 🍏 Any other tools and materials you find applicable.
- 🍏 Rubbers.

Methods

The following methods could be used;

- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Introduce learners to the different elements of art.
- ♣ You can show them different works of art as they identify these elements and how they are related to each other.
- ♣ Introduce learners to the element of colour as they identify the different colours from their surroundings.

Lesson activities (25 minutes)

- « Provide learners with the necessary materials as they experiment with colour.
- « Let learners experiment with primary and secondary colours as they do Activity 4 in the Learner's Book page 52.
- « During the colour experiments, learners may discover other colours besides primary and secondary colours.
- « Guide learners as they do Activity 5 page 56 in the Learner's Book. Give advice to learners as they exchange ideas with each other about the elements of art.

Post lesson activity (5 minutes)

- ⇒ Organise a place and facilities for learners to display their work.
- ⇒ Let learners display their works and discuss it regarding the use of different elements of art.

Lesson 3: Methods of drawing and colour application

Suggested number of periods: 2

Competences

Learners:

- Draw pictures using different methods.
- Differentiate drawings in different styles.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Brushes.
- 🍏 Powder colours.
- 🍏 Charcoal.
- 🍏 Rubbers.
- 🍏 Coloured pencils.
- 🍏 Sharpeners.
- 🍏 Crayons.
- 🍏 Drawings in different techniques.
- 🍏 Papers.
- 🍏 Any other tools and materials you find applicable.
- 🍏 Pencils.

Methods

The following methods could be used;

- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Show learners different drawings with different methods.
- ♣ Introduce learners to the different methods of drawing and their names as they look at the examples on page 56 in the Learner's Book.

Lesson activities (25 minutes)

- « Discuss with learners how the different drawing methods could be used to capture the texture of different objects.
- « Give learners the necessary materials for drawing.
- « Guide learners through Activity 6 in the Learners Book page 57.

Post lesson activity (5 minutes)

- ⇒ Organise a place and facilities for learners to display their work.
- ⇒ Let learners display their pieces of work and discuss them regarding the use of different methods for drawing.

Lesson 4: Drawing through imitation and memorisation

Suggested number of periods: 1

Competences

Learners;

- Identify drawings from imitation and imagination.
- Draw from imitation.
- Draw from imagination.

Tools and Materials required

Look at these tools and materials from the Learner's Book;

- | | |
|---------------------|--|
| 🍏 Charcoal. | 🍏 Pencils. |
| 🍏 Coloured pencils. | 🍏 Rubbers. |
| 🍏 Crayons. | 🍏 Sharpeners. |
| 🍏 Papers. | 🍏 Any other tools and materials you find applicable. |

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Explain to learners what is meant by imitation and imagination. Guide learners to understand the difference between the two concepts.
- ♣ Show learners some works developed from imitation and imagination.

Lesson activities (25 minutes)

- « Let learners share the available and necessary tools and materials for drawing and painting. You may select leaders to distribute tools and materials as you supervise them.
- « Guide learners as they do Activity 7 in the Learner's Book page 58. You may pick on another drawing representing a different object.
- « Guide learners through Activity 8 in the Learner's Book page 58.

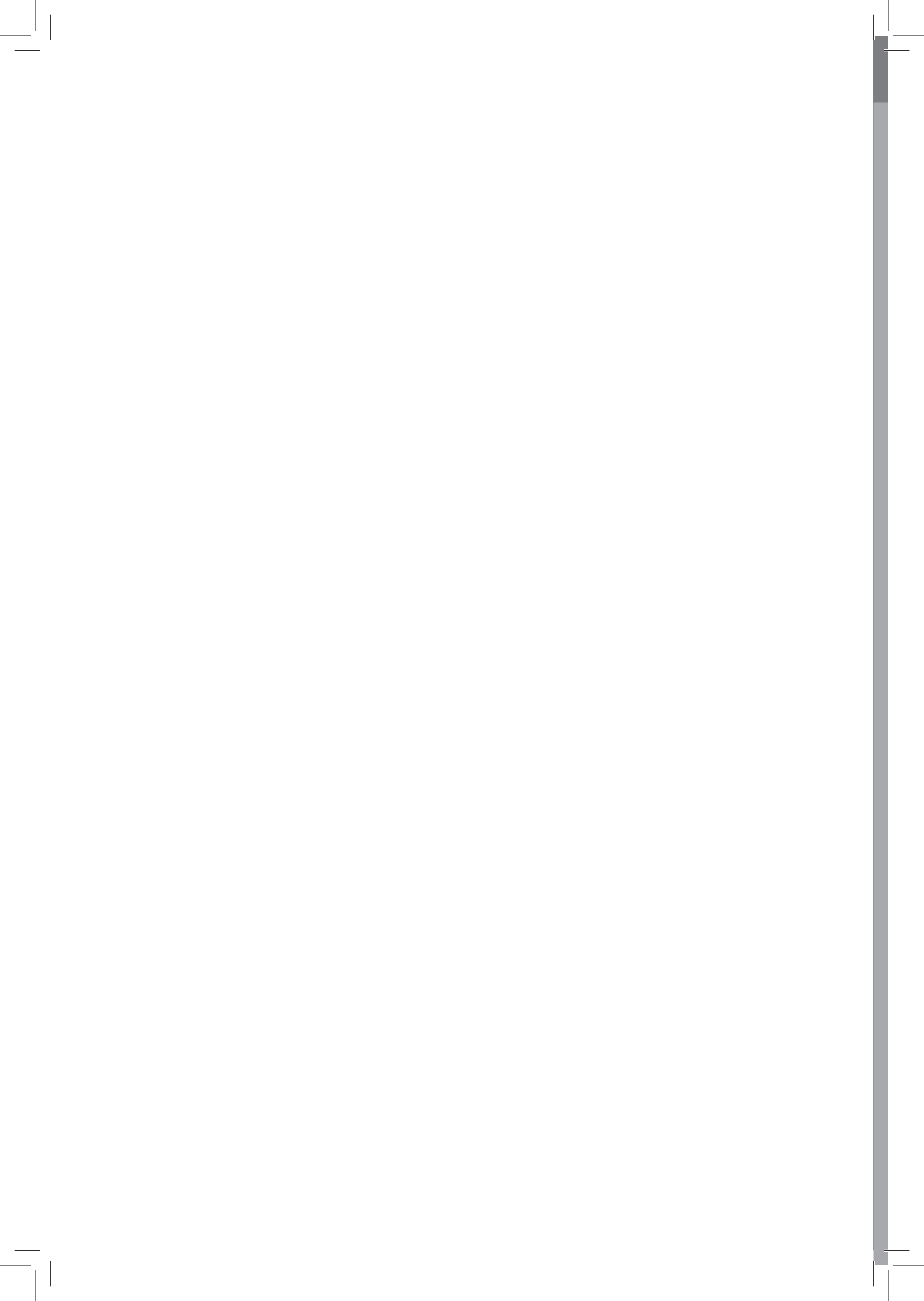
Post lesson activity (5 minutes)

- ⇒ Organise a place and facilities for learners to display their work.
- ⇒ Let learners display their work and discuss it regarding the two concepts of imitation and imagination.
- ⇒ Let learners do the Assessment Activity on page 59 in the Learner's Book.

Ending unit assessment

Guide learners to do the unit assessment on page 59 of the Learner's Book.

1. Each learner chooses his or her own tools and materials (such as, crayons, coloured pencils, pencils and brushes) to draw a landscape with trees. The drawing should reveal effective use of space and proper handling of shapes of trees.
2. Each learner paints a bird on a piece of paper using colours of his/her choice. Focus should be put on capturing the proper shape of a bird and using colours related to the natural appearance of the bird.
3. A learner selects and draws any object of his or her choice, picked from his or her surroundings. (This includes both natural and artificial objects) Focus should be put on the use of dots to shade the object while revealing its form. Learners may exchange their drawings and critique each other after completion.



Unit 2

Motifs, pattern and design process

Learning objectives

By the end of this unit, learners should be able to;

- Create different patterns on surfaces in various colours, methods and techniques using different materials and tools.

(Refer to the Upper Primary Level Creative Arts syllabus. Kigali 2015, page 24)

Unit Competence

Learners;

Make various motifs and patterns and apply them on the surface using different techniques.

◆ Number of periods: 2

■ Topics and timing

This unit consists of two topics, each of which to be covered in a period of **40 minutes**. The topics include:

- 🍏 Making Motifs and patterns from the surroundings.
- 🍏 Pattern development by impression, stenciling and stamping.

Suggested ways of teaching this unit

Lesson 1: Making Motifs and patterns from the surroundings.

Suggested number of periods: 1

■ Competences

Learners;

- 🕒 Identify patterns on different objects from their surroundings.
- 🕒 Explain the different ways of developing patterns from different objects.
- 🕒 Develop patterns inspired by objects from the surroundings.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|-----------|---|
| 🍏 Pencils | 🍏 Printing ink |
| 🍏 Papers | 🍏 Any other tools and materials you find applicable |
| 🍏 Cutters | |
| 🍏 Sponge | |

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Take learners out of class to observe different patterns on the different objects in the surroundings.
- ♣ Guide learners through numbers 1 to 3 in Activity 1 in the Learner's Book page 61.

Lesson activities (25 minutes)

- « Guide learners through number 4 of Activity 1 in the Learner's Book. As they develop patterns on their own.
- « Discuss with learners the patterns developed regarding their relationship with the sources of inspiration.
- « Take learners through Activity 2 in the Learner's Book page 63 as they learn the different ways of developing a motif from a particular shape.

Post lesson activity (25 minutes)

- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learners display their work and discuss it regarding the different ways of developing a motif.

Lesson 2: Pattern development by impression, stenciling and stamping

Suggested number of periods: 1

Competences

Learners;

- Differentiate stenciling from stamping and impression techniques of print making.
- Print patterns using stenciling technique.
- Print designs by stamping.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Pencils.
- 🍏 Printing ink.
- 🍏 Papers.
- 🍏 Different objects with designs made by different printing techniques.
- 🍏 Cutters.
- 🍏 Any other tools and materials you find applicable.
- 🍏 Stencils.
- 🍏 Sponge.

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Show learners objects with different patterns printed by different techniques. Let learners discover their differences in appearance. Learners learnt about impression printing in primary four.
- ♣ Guide learners as they collect and prepare materials used in the printing exercises.

Lesson activities (25 minutes)

- « Distribute the required materials. You may divide them into groups depending on the class size.
- « Introduce learners to the printing method of stamping.
- « Guide learners as they do Activity 3 in the Learner's Book page 65. Learners print while following their own arrangement. This should be guided by the different types of arrangements they studied in the previous lesson.
- « Introduce learners to the printing method of stenciling. Draw from their previous experiences in Primary Four.
- « Guide learners as they do activity 4 in the Learner's Book page 71. Caution them on the use of cutters.

Post lesson activity (5 minutes)

- ⇒ Let learners clean their work place as they prepare for discussions.
- ⇒ Organise a place and facilities for learners to display their work.
- ⇒ Let learners display their work and discuss it regarding the different ways of developing a motif.
- ⇒ Let learners do the Assessment Activity on page 71 in the Learner's Book.

Ending unit assessment

Guide learners to do the unit assessment on page 69 of the Learner's Book.

1. Each learner picks an object that he/she considers to have an interesting pattern, (such as a flower, plant or insect). Let the learner explain what he/she finds interesting about the pattern.
2. Provide each learner with a piece of paper and let him/her sketch the pattern depicted from the object. The learner cuts the pattern on a stencil and prints it on a paper. Focus should be put on the flow of the pattern and neatness. Allow learners to appreciate and correct each other's work.

Unit 3

Letter styles, illustrations and colour

Learning objectives

By the end of this unit, learners should be able to:

- Write texts in calligraphy and design posters while following the different elements of graphic design.
- Keep materials and tools safe.
- Respect opinions of others about his/her own work and that for others without regards to gender and other inclinations.

(Refer to the Upper Primary Level Creative Arts syllabus. Kigali 2015, page 25)

Unit Competence

Learners;

Design various graphic designs using different materials and tools.

◆ Number of periods: 3

■ Topics and timing

This unit consists of three topics, each of which is covered in a 40 minutes period. The topics include:

- Elements of graphic design.
- How to design a poster.
- Writing in calligraphic hand.

Suggested ways of teaching this unit

Lesson 1: Elements of graphic design

Suggested number of periods: 1

■ Competences

Learners;

- Identify the elements of design in a work of art.
- Mention some of the elements of design.
- Design a simple poster for a particular message.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|------------|--|
| 🍏 Pencils. | 🍏 Printing ink. |
| 🍏 Rubbers. | 🍏 Any other tools and materials you find applicable. |
| 🍏 Rulers. | |
| 🍏 Colours. | |

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Take learners to the school notice boards to identify different messages.
- ♣ Give learners the necessary materials.
- ♣ Let learners do Activity 1 on page 74 in the Learner's Book, and Activity 2 on page 77 as they discover some of the elements of design.

Lesson activities (25 minutes)

- « Guide learners through Activity 2 in the Learner's Book page 77. Help learners to identify different elements in the different posters in the Learner's Book (Pages 75 and 76)
- « Introduce learners to the element of colour. By now they are already aware of the primary and secondary colours which they studied in Unit 1.
- « Help learners to get familiar to the different elements in design. Guide learners as they do activity 3 in the Learner's Book page 78.

Post lesson activity (5 minutes)

- ⇒ Let learners display their pieces of work and discuss them regarding the different elements of design.

Lesson 2: How to design a poster

Suggested number of periods: 1

Competences

Learners;

- Identify a good and bad poster in reference to the basic qualities of a poster.
- Interpret different posters regarding the messages displayed.
- Design a poster for a particular message.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Pencils.
- 🍏 Rubbers.
- 🍏 Rulers.
- 🍏 Papers.
- 🍏 Cutters.
- 🍏 Colours.
- 🍏 Different images of posters.
- 🍏 Any other tools and materials you find applicable.

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Brainstorm with learners the different posters they have ever seen before.
- ♣ Show learners different images of posters and let them discuss their meaning.
- ♣ Guide learners as they identify the major components of a poster.
- ♣ Let learners work out Activity 4 in the Learner's Book page 81.

Lesson activities (25 minutes)

- « Give learners the necessary tools and materials for designing a poster. You can also divide them into groups according to the size of your class.
- « Guide learners as they do Activity 5 on page 82. Let them design a poster following the different elements they have learnt. Encourage them to select appropriate colours and how to be neat in their designs.

Post lesson activity (5 minutes)

- ⇒ Organise a place and facilities for learners to display their pieces of work.
- ⇒ Let learners display their work and discuss it regarding the basic components of a poster and the different elements of design.

Lesson 3: Writing in calligraphic hand

Suggested number of periods: 1

Competences

Learner;

- Identify different letters for calligraphy.
- Write in a calligraphic hand.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Pencils.
- 🍏 Colours.
- 🍏 Rubbers.
- 🍏 Cutters.
- 🍏 Rulers.
- 🍏 Any other tools and materials you find applicable.
- 🍏 Papers.

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Show learners different design works in calligraphy. Guide learners as they discover the meaning of calligraphy.
- ♣ Introduce learners to different letter fonts in the Learner's Book on page 83. You can use a computer and the Internet to look for more fonts that can be used in calligraphy.

Lesson activities (25 minutes)

- « Guide learners as they freely practice with different letter fonts. Learners should try to be consistent as they construct different letters. Let them differentiate between the lower case and upper case letters.
- « Let learners join different words together in a calligraphic hand. Guide learners as they do Activity 6 in the Learner's Book, page 84.
- « Let learners discuss where such calligraphy can be used in daily life, such as designing of different cards.

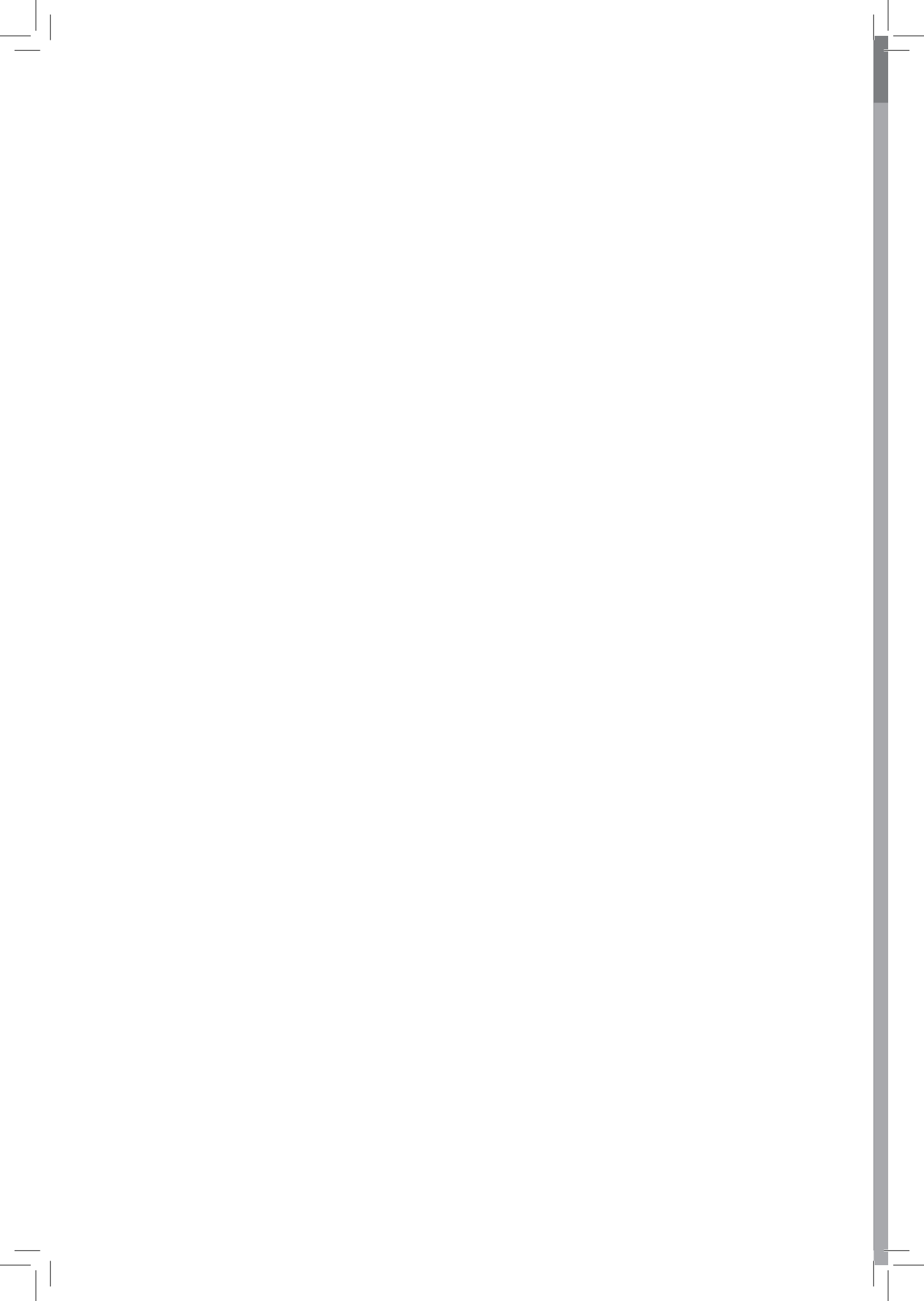
Post lesson activity (5 minutes)

- ⇒ Organise a place and facilities for learners to display their works.
- ⇒ Let learners display their work and discuss it regarding consistency and neatness.

Ending unit assessment

Guide learners to do the unit assessment on page 85 of the Learner's Book.

1. Provide each learner with an A4 piece of paper.
2. Each learner designs a poster for a school culture day.
3. Each learner uses only three colours of his/her choice.
4. The posters will vary according to each learner's creative ability. Focus should be put on the following:
 - The poster being able to communicate.
 - Colour choice.
 - Letter choice and construction.
 - Balance of space and colours.



Unit 4

Clay and methods of building clay figures

Learning objectives

By the end of this unit, learners should be able to;

- Make different figures in clay following various processes and techniques.
- Keep materials and tools for making clay figures safe.
- Respect opinions of others about his/her own work and that for others without regards to gender and other inclinations.

(Refer to the Upper Primary Level Creative Arts syllabus. Kigali 2015, page 26)

Unit Competence

Learners;

Creates clay figures using various techniques, materials and tools.

◆ Number of periods: 3

■ Topics and timing

This unit consists of three topics, each of which is to be covered in a **40 minutes** period. The topics include:

- 🍏 Clay preparation.
- 🍏 Forming clay figures using coils and slabs.
- 🍏 Decorating a clay article.

Suggested ways of teaching this unit

Lesson 1: Clay preparation

Suggested number of periods: 1

■ Competences

Learners;

- Explain the different methods and techniques of clay preparation.
- Prepare clay for making different articles.
- Identify objects made out of clay.
- Explain the strengths and weaknesses of clay as a material for pottery.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Clay.
- 🍏 Sieve.
- 🍏 Water.
- 🍏 Polythene material.
- 🍏 Different objects made out of clay.
- 🍏 Any other tools and materials you find applicable.

Methods

The following methods could be used;

- Discussion.
- Group work.
- Guided discovery.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Let learners be familiar with the term pottery.
- ♣ Introduce learners to clay as a material for pottery.
- ♣ Let learners discuss the different objects from their local area which are made out of clay. Their nature in terms of strength and the common shapes.
- ♣ Guide learners through Activity 1 on page 88 of the Learner's Book.

Lesson activities (25 minutes)

- « Remind learners about the different clay preparation methods they studied in Primary Four.
- « Discuss the possible clay preparation techniques, their possibilities and limitations. Let learners be familiar with the possible places where clay can be got in the area.
- « Group learners and guide them as they work out Activity 2 in the Learner's Book page 90. Clay should be wedged and kneaded to be workable with pottery.

Post lesson activity (5 minutes)

- ⇒ Guide learners on how to keep clay moist by covering it in a container with a cover or by wrapping it in a polythene material.
- ⇒ Learners clean and tidy up the work place.

Lesson 2: Forming clay figures using coils and slabs

Suggested number of periods: 1

Competences

Learners;

- Make slip and explains its uses in pottery.
- Identify articles which are made using coils and slabs.
- Make slabs and coils for making pottery.
- Use clay to make different articles.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|--------------|--|
| 🍏 Clay. | 🍏 Working table. |
| 🍏 Knife. | 🍏 Any other tools and materials you find applicable. |
| 🍏 Water. | |
| 🍏 Polythene. | |

Methods

The following methods could be used;

- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Introduce learners to different articles made by use of slabs, those made by use of coils and those which combine the two methods.
- ♣ Help learners identify parts which have been joined together on a particular article.
- ♣ Guide learners as they prepare their work place.

Lesson activities (25 minutes)

- « Divide learners in groups and guide them as they prepare slip. Guide them as they work out Activity 3 in the Learner's Book page 92. Discuss with them the uses of slip in pottery.
- « Introduce learners to a cup and discuss the different parts of a cup such as the bottom, handle and walls and how they can be made and put together.
- « Let learners make slabs and cut out the bottom. Let this be kept moist as the cup forming exercise continues.
- « Guide learners as they work out Activity 4 on page 97 in the Learner's Book.

Post lesson activity (5 minutes)

- ⇒ Guide learners how to keep their articles in a cool place to dry slowly. Learners should never expose their clay articles to direct sunshine.
- ⇒ Learners clean and tidy up the work place.

Lesson 3: Decorating a clay article

Suggested number of periods: 1

Competences

Learners;

- Identify different decoration techniques on different clay articles.
- Explain the importance of decorating articles.
- Decorate clay articles.

Tools and Materials required

Look for these tools and materials for learners;

- 🍏 Clay.
- 🍏 Polythene material.
- 🍏 Knife.
- 🍏 Working table.
- 🍏 Water.
- 🍏 Clay articles with different decorations.
- 🍏 Any other tools and materials you find applicable.

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Introduce learners to different clay articles decorated in different ways.
- ♣ Let learners observe and discuss different articles decorated in different ways such as incision, impression

and glazing.

Lesson activities (25 minutes)

- « Group learners according to the class size and the available materials.
- « Supply learners with the different materials.
- « Guide learners as they decorate their articles with incision and impression. They can decorate the articles they made in the previous lesson. They may make fresh slabs and decorate them in the different ways.
- « Guide learners as they do Activity 5 in the Learner's Book, page 98.

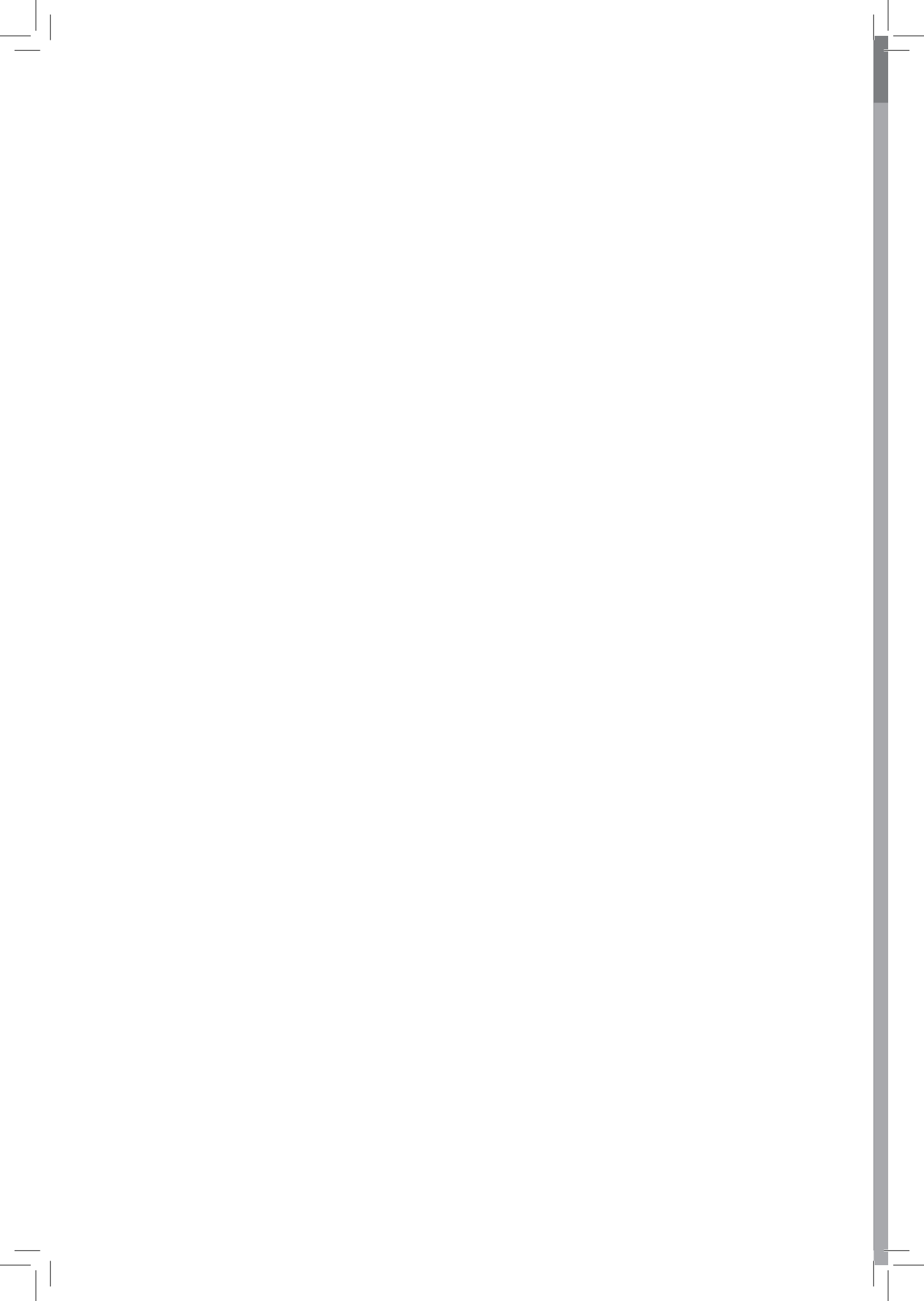
Post lesson activity (5 minutes)

- ⇒ Guide learners as they clean and tidy up the work place.
- ⇒ Let learners discuss their decorated works regarding the finishing and creativity.
- ⇒ Let learners do the assessment activity on page 99 in the Learner's Book during their free time.

Ending unit assessment

Guide learners to do the unit assessment on page 99 of the Learner's Book.

1. Each learner uses coils to form a jug.
2. Each learner decorates his/her jug using a decorative technique of his/her choice. Learners should exhibit proper use of coils as a technique for making pottery. The pots should be well balanced, light and usable.



Unit 5

Transforming different wasted articles into craftworks

Learning objectives

By the end of this unit, learners should be able to;

- Create different collage artworks using embroidery techniques while using various materials and tools.
- Respect opinions of others about his/her own work and that for others without regards to gender and other inclinations.

(Refer to the Upper Primary Level Creative Arts syllabus. Kigali 2015, page27)

Unit Competence

Learners;

Create various collage works using different techniques and materials.

◆ Number of periods: 3

■ Topics and timing

This unit consists of two topics. Topic one should be covered in one period of **40 minutes** and topic two covered within two periods of **40 minutes**. The topics include:

- 🍏 Materials and tools used in collage.
- 🍏 Methods of assembling collage.

◆ Suggested ways of teaching this unit

Lesson 1: Materials and tools used in collage

Suggested number of periods: 1

■ Competences

Learners;

- 👉 Identify articles made using the collage technique.
- 👉 Identify and collect the possible materials for collage.
- 👉 Colour different materials for collage.

Tools and Materials required

Look for these tools and materials for learners:

- | | |
|---------------------|--|
| 🍏 Pair of scissors. | 🍏 Assorted materials. |
| 🍏 Cutters. | 🍏 Different collage articles. |
| 🍏 Brushes. | 🍏 Any other tools and materials you find applicable. |
| 🍏 Colours. | |

Methods

The following methods could be used

- Brainstorming.
- Discussion.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Introduce learners to different collage articles.
- ♣ Let learners identify the different materials used to make these articles.
- ♣ Guide learners as they discover some of the materials from their surroundings used for collage.
- ♣ Let learners discuss the purpose of the different materials and tools. Guide them as they do activity 1 in the Learner's Book, page 103.

Lesson activities (25 minutes)

- « Guide learners on how to prepare the different materials for collage by moving out of class and visit their surroundings.
- « Let learners identify the different materials which need painting and trimming. Guide them as they carry out the painting and trimming.
- « Let learners do Activity 2 in the Learner's Book, page 104.
- « Discuss with learners the possible ways of making glue, such as plant sap and cassava or millet flour. Guide learners as they prepare glue for making collage.
- « Let learners keep their glue in containers with lids.

Post lesson activity (5 minutes)

⇒ Let learners clean up the work place.

Lesson 2: Methods of assembling collage

Suggested number of periods: 2

Competences

Learners;

- ⦿ Explains the different methods used to make collage.
- ⦿ Assembles different materials to make a collage article.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|----------------|---|
| 🍏 Cutters | 🍏 Assorted materials |
| 🍏 Brushes | 🍏 Pair of scissors |
| 🍏 Colours | 🍏 Any other tools and materials you find applicable |
| 🍏 Razor blades | |

Methods

The following methods could be used;

- ⦿ Brainstorming.
- ⦿ Discussion.
- ⦿ Group work.
- ⦿ Guided discovery.
- ⦿ Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Guide learners as they prepare the work place.
- ♣ Discuss the different methods of arranging materials on a collage article.

Lesson activities (25 minutes)

- Divide learners into groups according to the class size and the available materials.
- Give learners the necessary tools for making collage.
- Let learners sketch simple compositions on paper for their collage articles. These should be inspired from their surroundings.
- Guide learners as they assemble and glue the different materials to form compositions on their collage articles. Let learners choose the right colours and texture as they make their articles.

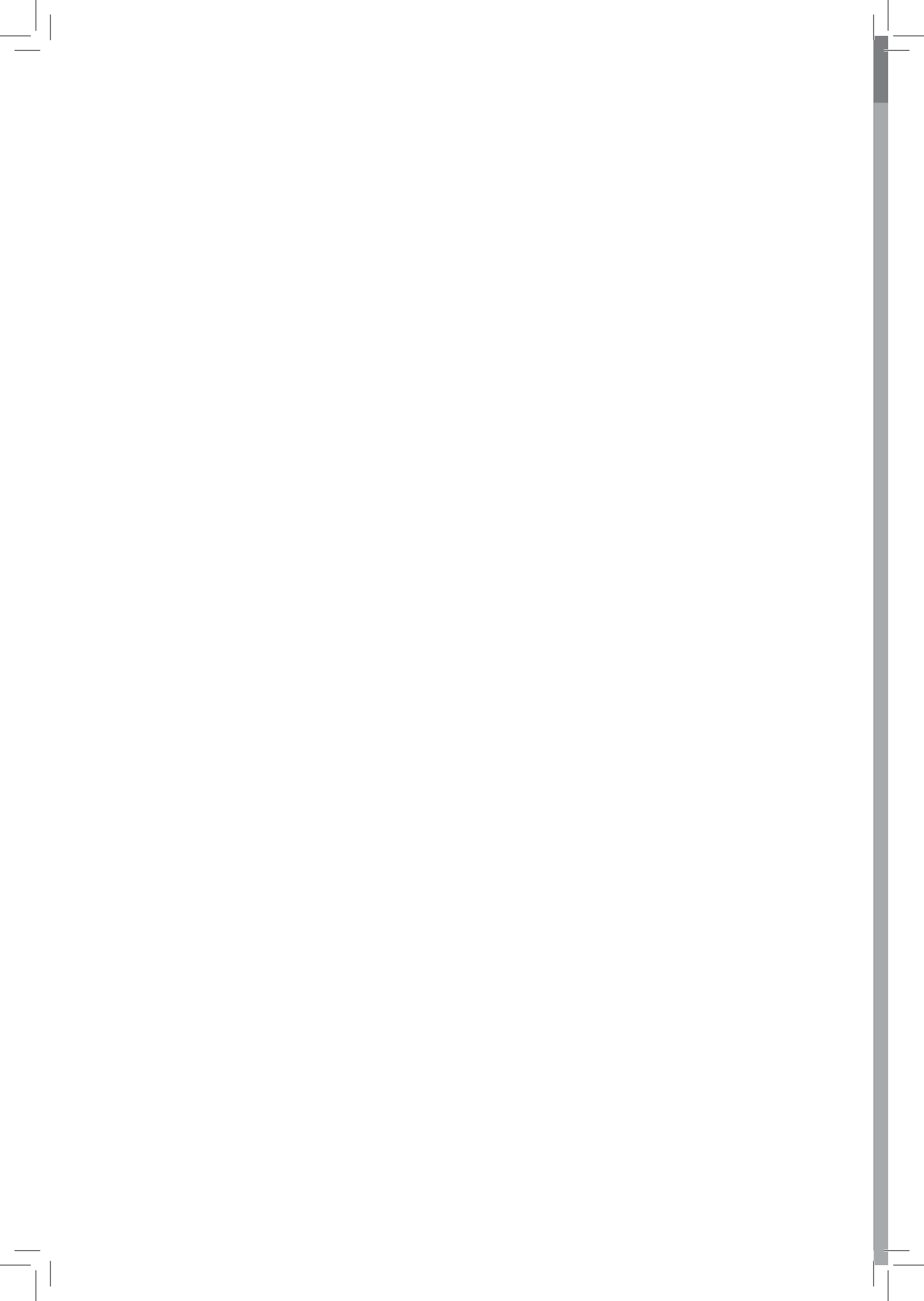
Post lesson activity (5 minutes)

- ⇒ Learners clean up the work place.
- ⇒ Guide learners as they display their articles and discuss them regarding the compositions made, choice of colours and texture.
- ⇒ Let learners do the assessment Activity on page 106 in the Learner's Book during their free time.

Ending unit assessment

Guide learners to do the unit assessment on page 106 of the Learner's Book.

1. Each learner collects papers in different colours and tear them into small pieces.
2. Let the sketch of the animal be simple.
3. Each learner uses glue to paste the small pieces on to his/her drawing.
4. Provide learners with pairs of scissors and guide them to trim the excess pieces off their work for a proper finishing.
5. Learners can critique each other's work, with focus on creativity, neatness and choice of colours.



Unit 6

Fabrics, motifs and patterns

Learning objectives

By the end of this unit, learners should be able to;

- Create different patterns using embroidery techniques while using various materials and tools.
- Appreciate opinions of others about his/her own work and that for others without regards to gender and other inclinations.

(Refer to the Upper Primary Level Creative Arts syllabus. Kigali 2015, page 28)

Unit Competence

Learners;

Manipulate different materials and tools to make different embroidery patterns on textiles.

◆ Number of periods: 2

■ Topics and timing

This unit consists of two topics of **40 minutes**

The topics include:

- 🍏 Stitches for embroidery.
- 🍏 How to make an embroidery design.

Suggested ways of teaching this unit

Lesson 1: Making Stitches for embroidery

Suggested number of periods: 1

■ Competences

Learners;

- 👉 Identify materials for embroidery.
- 👉 Stretch a cloth on an embroidery hoop.
- 👉 Make different stitches for embroidery.
- 👉 Identify objects where embroidery is used as a decoration technique.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|---------------------|--|
| 🍏 Threads. | 🍏 Embroidery hoops. |
| 🍏 Pencils. | 🍏 Articles with different embroidery designs. |
| 🍏 Cloth. | |
| 🍏 Pair of scissors. | 🍏 Any other tools and materials you find applicable. |

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Introduce learners to embroidery by showing them different articles with embroidery designs.
- ♣ Let learners observe the characteristics of the embroidery patterns. Guide learners as they do Activity 1 on page 110 in the Learner's Book.
- ♣ Show learners the different materials used for embroidery.

Lesson activities (25 minutes)

- « Show learners and let them practice with how to thread a needle and how to stretch a cloth on an embroidery hoop. Caution learners to be careful when they are working with sharp instruments.
- « Group learners according to the materials available and class size.
- « Introduce learners to the different stitches used in embroidery. Guide them as they work out Activity 2 in the Learner's Book page 112.

Post lesson activity (5 minutes)

- ⇒ Let learners tidy up their work place as they remove all used pieces.
- ⇒ Learners display and discuss their stitches in groups. The discussion should be based on the consistency and neatness of the stitches.

Lesson 2: How to make an embroidery design

Suggested number of periods: 1

Competences

Learners;

- Sketch patterns for embroidery.
- Thread needles.
- Makes embroidery patterns in different colours.

Tools and Materials required

Look for these tools and materials for learners;

- | | |
|---------------------------------|--|
| 🍏 Threads in different colours. | 🍏 Pencils. |
| 🍏 Needles. | 🍏 Paper. |
| 🍏 Pair of scissors. | 🍏 Carbon paper. |
| 🍏 Cloth. | 🍏 Tracing paper. |
| 🍏 Embroidery hoops. | 🍏 Any other tools and materials you find applicable. |

Methods

The following methods could be used;

- Brainstorming.
- Discussion.
- Group work.
- Guided discovery.
- Experimentation.

Procedure

Pre-lesson activity (10 minutes)

- ♣ Discuss with learners the embroidery patterns on different articles. Let learners discover that the different colours in patterns is due to the use of different colours in the stitches.
- ♣ Show learners the differences in appearance of the embroidery patterns due to the different stitches used.

Lesson activities (25 minutes)

- « Divide learners into groups according to the class size and the available materials.
- « Guide learners as they thread the needles and stretch the cloth on the embroidery hoops.
- « Introduce learners to the steps taken to make an embroidery design. Let them begin by making simple sketches inspired from objects in their surroundings.
- « Give learners guidance in their groups as they work out Activity 2 in the Learner's Book on page 112.

Post lesson activity (5 minutes)

- ⇒ Let learners finish their work by cutting off excess threads with a pair of scissors. Let learners tidy up the work place as they remove all used pieces.
- ⇒ Learners display and discuss their embroidery patterns in groups. The discussion should be based on the consistency and neatness of the patterns.
- ⇒ Let learners do the assessment activity on page 115 in the Learner's Book during their free time.

Ending unit assessment

Guide learners to do the unit assessment on page 115 of the Learner's Book.

1. Each learner draws a simple shape on paper. (i.e with limited details) The shape could be picked from either a natural or artificial environment.
2. As the learner stretches the cloth on an embroidery hoop, the focus should be on the mastery of the technique, is the cloth tight enough?
3. While sewing the shape, the learner should exhibit mastery of the embroidery stitch used.
4. Each learner proposes where the design could be used. You can guide them accordingly as they make their choices.

Extension work for brighter learners

In Fine Art and Crafts, some learners may be more creative or faster in doing a particular activity than others. For such learners, you may give them more challenging activities compared to the rest of the class. This should be done in the following ways:

Drawing and painting Still life and Nature

- ◆ Brilliant learners can be given more complex composition of objects for study according to the available space. Or let such learners use more challenging media such as pen and ink in drawing.

Motifs, pattern and design process

- ◆ Task brilliant students with motifs containing more complex patterns in terms of shapes and lines. Creativity can be observed in the variety of colours used and the nature of the visual texture created.

Letter styles, illustrations and colour

- ◆ Quite often, learners have a wide range of ideas to create artworks. Gifted learners can be judged from the way they create new ideas. Such learners should be given more words to write in a calligraphy and such work assessed in terms of neatness.

Clay and methods of building clay figures

- Brilliant students should be tasked to create well balanced forms. They could be also assessed in the way they fix different parts together to form their pieces.

Transforming different wasted articles into craftworks

- Brilliant students can pick more expressive colours and texture as they form their compositions. Such students could be judged according to the time they take to complete their tasks.

Fabrics, motifs and patterns

- Gifted learners can make neat stitches. Therefore, such learners should be judged by the appearance of their embroidery patterns and the time they take to accomplish their tasks.

Remedial work

Time takers can be judged according to the time they take to accomplish a given task and their creativity in making the particular artworks. Such learners can do all the given activities in the different units but at a slow pace as they acquire and perfect the particular skills.

Extension knowledge and ideas for teachers

Basic elements of drawing and painting

These include elements and principles of art.

The elements include:

1. Line: The path made by a sharp instrument when its point of contact is made to move on a given surface.
2. Shape: An area with well-defined boundaries.
3. Tone: The lightness or darkness of an object due to the light effect.
4. Form: The roundness of a given object.

5. Structure: The general appearance of an object according to its inner mass.
6. Texture: The surface quality of a given object or simply the roughness or smoothness of a given surface of an object.
7. Colour: The sensation caused in a viewer's eyes as he/she observes a particular object. The colour of an object depends on how it absorbs and/or reflects light.
8. Space: The empty place or surface within or around a given work of art.

The principles of art include the following:

1. Balance: This is achieved when the artist creates a state of equilibrium with visual weight in his art work.
2. Contrast: This is what creates excitement and interest in an artwork when it is being viewed.
3. Proportions: The size, amount and location of something compared to another.
4. Rhythm: This can be achieved by repetition of the elements of art (such as line, form, texture and colour) and creation of patterns.
5. Unity: This is achieved when everything in a given art work seems to be working together.
6. Pattern: This is a principle of art in which an artist repeats colour, shape or a line over and over again to create an impressive work of art.

7. **Emphasis:** This refers to developing points of interest in a given work to pull the viewer's attention to those particular parts in a work of art.
8. **Variety:** This is the use of differences in a work of art in terms of shapes, textures, colour, lines, etc.

Materials and tools

Materials and tools play a vital role in making art and craft. They can make one excel or completely fail a given task. Therefore, before you introduce any materials to a learner, try them out on your own first, so that you are sure of its characteristics (possibilities and limitations)

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