

CREATIVE ARTS SYLLABUS

LOWER PRIMARY

Kigali, 2020

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FOREWORD

The Rwanda Education Board is honored to avail Creative Arts syllabus for Lower primary level which serve both as official documents and as a guide to competence-based teaching and learning. This syllabus ensures consistence and coherence in the delivery of quality education across Lower primary education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at Lower primary level of education achieve their full potential in terms of the relevant knowledge, skills and appropriate attitudes in order to prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, particularly the relevance of the syllabus, the quality of teachers' educational approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence, they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the translation of this document, particularly REB/CTLR Department who organized the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout. Any comment or contribution would be welcome for improvement of this syllabus.

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Head of CTRLRD

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PART ONE: MUSIC SYLLABUS

1. INTRODUCTION

1.1. Background to the syllabus review: the rationale behind the review of the syllabus

The rationale behind the music syllabus review process was to ensure that the syllabus is responsive to the needs of the learner and to shift from objective and knowledge based learning to competence based learning. Emphasis in the new review has been building more on skills and competencies and streamlining the coherence within the existing content. The new music syllabus guides the interaction between the teacher and the learner in the learning process and highlights the essential practical skills and competencies a learner should acquire during and at the end of each unit of learning.

The *Music Syllabus for Lower Primary Education* contributes to a multi-disciplinary, interrelated school curriculum. While being engaged in music activities, pupils learn more than just music content and skills. Music incorporates dance and drama that offer unique experiences from which a better understanding of the individual and the world can emerge.

The outcomes contained in this syllabus articulate the knowledge, skills and attitudes that learners should be able to demonstrate.

Teachers are encouraged to enhance their teaching and pupils' learning by creatively accessing supplementary resources.

1.2. Rational of teaching and learning music

1.2.1. Music and society

Music is one of the basic human functions. The interaction with sound is unavoidable, either to make it or take pleasure in it. People have always found music significant in their lives, whether for enjoyment performing and/ creating. The role of music in our society fills a void that we all need in order to enrich our culture and ourselves. It provides alternate infinite experiences, and it also further enhances the skills we use in other subjects and professions. In addition, it is the only subject in which obtaining varied skills is possible. It reflects and creates social conditions including the factors that either facilitate or block common change. It is powerful at a social group level because

it facilitates communication which goes beyond words, enables meanings to be shared and promotes the development and maintenance of group, cultural and national identities.

1.2.2. Music and learners

Music subject makes specific and essential contributions to intellectual and aesthetic development, the education of feelings, the exploration of values, the development of physical and perceptual skills, personal and social education. It provides a way of knowing and expressing. It is a dynamic part of our life and culture, providing pleasure and enjoyment, as well as deeper insights and awareness. The subject of music also enables a sense of community within a school which plays a significant role in the development of a vibrant learning culture. It simultaneously engages the learner's mind, body, and spirit.

Music develops unique, powerful and multiple ways of perceiving as well as interpreting, knowing, representing and communicating understanding about one's self and the world. Through musical experiences, learners have opportunities to think creatively, explore ideas and feelings and develop emerging personal, cultural and social identities. It teaches learners about unique aspects of their relationships with other human beings and with the world around them, in their own and other cultures. Studying music increases, the satisfaction by sharpening sensitivity, raising learners' level of appreciation and expanding their musical horizons.

Through experiences in this subject learners broaden their awareness and understanding of social, historical and cultural diversity. It provides many opportunities for personal and social development. Finally, it enables all learners to explore a more extensive range of abilities and in some case, to discover where their abilities lie Competencies.

1.2.3. Competences

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. Basic competencies are addressed in the stated broad subject competencies, in the objectives highlighted on a year basis, and in each of units of learning. The generic competencies and basic competencies that must be emphasized and reflected in the learning process are briefly described below and teachers should ensure that learners are exposed to tasks that help learners acquire the relevant skills.

- Generic competences

Critical and problem solving skills: the acquisition of these skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation: the acquisition of these skills will help learners to take initiative and use imagination beyond the knowledge provided to generate new ideas and construct new concepts.

Research: This will help learners to find answers of questions based on existing information and concepts and use it to explain phenomena from gathered information.

Communication in official languages: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. Teachers should communicate clearly and confidently and convey ideas effectively both in spoken and written form by applying the appropriate language and relevant vocabulary.

Cooperation, inter-personal management and life skills: This will help the learner to cooperate in a team in whatever task is assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of these skills will help learners update knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge advances for personal fulfillment in areas that are relevant to their improvement and development.

- Broad music competences at the end of lower primary

During the learning process, the learner should be able to:

- Gain knowledge and understanding of Rwandan traditional musical styles.
 - Perform Rwandan traditional songs/dances.
 - Gain knowledge of the characteristics of traditional musical instruments and their use.
 - Use some Rwandan traditional musical instruments to accompany songs.
- Music and developing competences

The national policy documents, based on the national aspirations, identify some basic competencies alongside more generic competencies that will develop higher order thinking skills. These will help subject learning and the application of what has been learnt in real life situations. These generic competencies help learners to deepen their understanding of music in a range of situations. As learners develop these generic competencies they also acquire the set of skills that will help them to be ready for employment. The generic competencies are also vital for enabling learners to become life-long learners who can adapt to our fast-changing world and uncertain future.

Through observation, experimentation and the presentation of information during the learning process, the learner will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem solving skills. These will be realized when learners make presentations to the class and when they form conclusions at the end of learning unit. These skills will also be achieved through group work and cooperative learning through creative performance that in turn will promote interpersonal relations and teamwork. The manipulation of different instruments during class and the undertaking of project work by learners will involve analytical and problem solving skills. The acquired knowledge from learning music should lead to the development of a responsible citizen who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The learner should show a concern for individual attitudes, environmental protection and comply with the scientific method of reasoning. The scientific method should be applied with the necessary care and intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2. PEDAGOGICAL APPROACHES

Music is a subject that requires the integration of theory and practice, the former being proved by the latter. Therefore, it is necessary to provide learners with many practical exercises. The teacher should make sure that the learner is able to put into practice what they have previously learnt. Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with their own needs, pace of learning, experiences and abilities. Therefore, teaching strategies must be varied and flexible within well-structured sequences of lessons. Learner centered education does not mean that the teacher no longer has responsibility for seeing that learning takes place, rather there is an increased importance placed on the role of the teacher as a facilitator of learning.

2.1. Role of learners

The activities of the learner are indicated in each learning unit which reflects the appropriate engagement of the learner in the learning process. The teaching learning processes will be tailored towards creating a learner friendly environment based on the capabilities, needs, experience and interests of the learner. The learning activities will be organized in a way that encourages learners to construct knowledge (minds on and hands on activities), either individually or in groups, in an active way. Learners should actively suggest how to solve challenging situations they are exposed to.

Learners work on one competence at a time in the form of a concrete unit with a specific learning outcome, which is broken down into knowledge, skills and attitude. In practical lessons, learners will sing alone or in groups (with or without (a) musical instrument(s) as (an) accompaniment). Learners should use textbooks of songs and other resources for the purpose of learning. They should also strive to master the content of the unit provided in the syllabus to become not only good singers but also valuable members of society.

2.2. Role of teacher as a facilitator

The change to a competence-based curriculum is about transforming learning and ensuring that learning is deep, enjoyable and habit forming. The teacher ought to shift from the traditional method of instruction to that of a facilitator in order to value the learners' individual needs and expectations. Teacher must identify the needs of learners, the nature of learning to be done, and the means to shape learning experiences accordingly. A teacher's role is to organize learners in the classroom or outside and engage them through participatory and interactive methods through the learning processes. Learners will work as individuals, in pairs or in groups.

This ensures that the learning is personalized, active, participative and co-operative. The teacher will design and introduce the tasks to the class to perform or discuss. The teacher has to guide learners in the selection of appropriate songs to be performed.

2.3. Special needs education and inclusive approach

All Rwandans have right to access education regardless of their different impairments. The possibility of this assumption is the focus of special needs education. The critical issue is that we have learners who are totally different in their ways of living and learning. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the school's role is to enroll them and also set strategies to provide relevant education to them. All schools should have an

accessible learning environment. This includes mainly physical accessibility. For example, the school infrastructure matches the range of special educational needs among the learners.

3. ASSESSMENT APPROACHES

Assessment is central to the effective teaching and learning of music. It encompasses the many and varied situations in which the teacher observes the child's participation in musical activity and in the application of knowledge, skills and understanding. Such opportunity for assessment arises when the child composes something new, plays an instrument or sings, listens to live or recorded music, or shares responses and ideas in a class discussion.

Assessment in music is related to the sequence in which music knowledge and understanding are acquired. A new concept will not be grasped unless the previous concepts are understood. For example, the learner needs to learn about note values before being asked to read a particular rhythm pattern from sight. By identifying the learners learning needs in music the teacher can adjust instruction and plan more appropriate activities.

3.1. Types of assessment

3.1.1. Formative or continuous assessment (assessment for learning)

Formative assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of all-round progress of the learner. The teacher will use one or a combination of the following: *listening and responding, performing and composing*.

During the process of performing, involving singing and playing instruments, the learner will exhibit the skills and commitment required to demonstrate a sense of pulse, imitate simple rhythms and how to sing or play simple melodies. As confidence grows, dynamics and phrasing will bring meaning and expression to the learner's singing and playing. Assessment of composing music and dance will examine the process the learner takes, for example, the efforts of the learner to illustrate new musical ideas by improvising, composing and arranging sounds, alone or with others, in ways that involve imagination and originality.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competencies.

It is applied usually after a period of training and verifies whether or not learners have mastered the content of the subject. Thus, at the end of each term and each level the teacher will evaluate:

- The overall quality in the execution of a familiar or unfamiliar songs
- Accompanying a song with (a) Rwandan traditional musical instrument(s)
- The sol-fa in C scale

At the end of the Lower primary level, the examination will cover the whole content of this syllabus.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress and to advice accordingly or to the final assessment of the learners.

This portfolio is a folder (binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of learner learning. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be developed to show the units

or topics to be tested on, the number of questions in each level of Bloom's taxonomy, and the marks allocated for each question. In a competence based curriculum, questions from the higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence-based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline the subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require only memorization or recall answers but test broad competencies as stated in the syllabus.

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what learners are doing well and where they need to improve.

4. RESOURCES

4.1. Material resources

Teaching and learning of music necessitates both theory and practical activities. For the success of this syllabus, the school should have the following equipment and materials:

- Percussion instruments: *ingoma* (drums), and *ibinyuguri* (handle shakers).
- Books of songs, and audiovisual songs in different languages.
- Collections of Rwandan songs.

- Music dictionary.
- Teacher's guide.
- Learner's manuals.

Note: Some of these materials can be purchased in shops, others can be made locally.

4.2. Human resources

The effective implementation of this curriculum needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their role as stated above. Teachers also need to be sensitive to children's musical development and to what children are trying to achieve musically. The school head teacher and dean of studies are requested to follow-up and assess the teaching and learning of this subject due to its important contribution to the profile, future careers and lives of learners as well as of society in general. They can also encourage the establishment of morning parades during which the learners march and sing before the morning and afternoon classes.

The school should collaborate with local citizens who are talented in playing Rwandan traditional musical instruments and performing *intore* dance so that they can help to teach how to play the instruments and dance.

Skills required for the teacher of this subject:

- Engage pupils.
- Use multiple assessment methods.
- Adjust instructions.
- Creativity and innovation.
- Strong content knowledge.
- Good classroom management.
- Good communicator.
- Passion for children and teaching.

5. SYLLABUS UNITS FOR MUSIC

5.1. Presentation of the structure of the syllabus units

The creative Arts (music subject) is taught and learned in lower primary education (P1-P3) as a core subject. The music part is made up of 9 topics; which means 3 topics in each term, and the part of fine art is made up of 18 topics; which means 6 topics in each term. At every grade, the syllabus is structured in Topic Areas and Sub Topic Areas where applicable and then further broken down into Units. Each topic is made up of different lessons, collectively consisting the following elements.

1. A Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - a) Type I: Learning Objectives relating to Knowledge and Understanding.
 - b) Type II and Type III: These Learning Objectives relate to acquisition of skills, attitudes and values. These Learning Objectives have been targeted by the present curriculum review.
4. Each Unit has Content which indicates the scope of the coverage of what a teacher should teach and learner should learn in line with the stated Learning Objectives.
5. Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centered and participatory approach).
6. Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (Resources) that are expected to be used in the teaching and learning process.

In all, the syllabus of music for lower primary level has only one Topic Area: performing music and 2 Subtopic Areas (singing and playing music instruments). As for as Units are concerned, there are 3 in each term.

5.2. Music syllabus for Primary 1

5.2.1. Key unit competence for the learner who ends Primary 1

At the end of Primary 1, the learner will be able to:

- Sing songs imitating its message.
- Sing respecting rhythms.
- Accompany a song with claps.
- Differentiate songs respecting when and where they have to be sung.

5.2.2. Music Syllabus- Primary One

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Primary Music	One:	Unit 1: Singing short songs	Number of periods: 12	
Key Unit Competence: Be able to sing different short songs before an audience				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
Imitate the voice of the song and its lyrics	<ul style="list-style-type: none"> - Imitate very well the listened voice - Sing with others people - Sing before an audience 	<ul style="list-style-type: none"> - Cooperation - Develop friendliness - Develop self-confidence - Develop a sense of speaking in public. - Develop moral values 	<ul style="list-style-type: none"> - Different songs related to different topic: - Importance of school - My family (father, Mother and Siblings) - Body hygiene - Moral conduct - My Environment (Home, on my way, to school) - Basic numbers. 	<ul style="list-style-type: none"> - Learner sings the known song - Explain the new lyrics identified in the song - Learn a new song - Rehearse the song one by one and then in groups - Memorize the song - Perform the song collectively.
Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene, stretching and other simple body exercises in sport.				

Assessment criteria: Verify if a learner is able to sing correctly a learnt short song and explain the new vocabularies found into the song

Learning and teaching materials: Songs' books, DVD and Audio songs, computers etc.

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Primary One: Music	Unit 2: Singing short songs respecting their rhythms		Number of periods: 12	
Key Unit Competence: Be able to sing different short songs accompanied by claps before the audience by respecting their rhythms.				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
Match songs with their lyrics and rhythms	<ul style="list-style-type: none"> -Imitate the listened sound -Make a movement respecting the rhythm of the song -Sing before the audience 	<ul style="list-style-type: none"> -Cooperation -Self-confidence -Develop a sense of orderliness -Have cardinal virtues (prudence, justice, courage and temperance) 	Different songs related to different topics: <ul style="list-style-type: none"> -Environment -Politeness -Hygiene at home and at school -Basic letters -Simple rhythm 	<ul style="list-style-type: none"> -Sing a song known by a learner -Explain the new vocabulary from the song -Learn a new song -One by one and then in groups repeat the song learnt -Memorize the learnt song -Clap respecting the learnt song's melody -Accompany the song with claps -Make movements respecting the melody. -Perform the song collectively.

Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene, stretching and other simple body physical exercises in sport.

Assessment criteria: Learner is able to accompany the song with rhythm, body movement and claps

Learning and teaching materials: musical textbooks, CDs, DVDs

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Primary 1: Music	Unit 3: Sing respecting the message of the song		No of periods: 12	
Key Unit Competence: Be able to sing before an respecting the message of the song				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
Sing respecting the message of the song	<ul style="list-style-type: none"> - Imitate the listened sounds - Make a movement of the body respecting a song - Singing before an audience 	<ul style="list-style-type: none"> - Cooperation - Have cardinal virtues (prudence, justice, courage and temperance - Self-confidence - Have respect towards God, the human being as well as his/her environment 	Songs related to different topics: God, different events and parties	<ul style="list-style-type: none"> - Sing a song known by a learner - Explain the new vocabulary from the song - Learn a new song - One by one and then in groups repeat the song learnt - Memorize the learnt song - Clap respecting the learnt song's melody - Accompany the song with claps - Make movements respecting the melody. - Perform the song collectively.
Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport				
Assessment criteria: Verify how the learner coordinates the song with the message included in that song				
Learning and teaching materials: Musical books, DVDs, CDs, computer,....				

5.3. Music syllabus for Primary 2

5.3.1. Key unit competence for the learner who ends primary 2

At the end of primary 2, the learner will be able to:

- Accompany songs with claps and musical instruments.
- Sing Rwandan traditional songs accompanied by speed dance (Umudiho).
- Compare different Rwandan songs' rhythms.

5.3.2. Music Syllabus for Primary 2

TOPIC AREA: PERFORMING MUSIC	SUBTOPIC AREA: PLAYING MUSICAL INSTRUMENTS			
Primary 2: Music	Unit 1: Singing Rwandan songs accompanied by claps	No of periods: 12		
Key unit competence: Be able to sing Rwandan songs respecting their rhythms				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
Clap in different ways to accompany different Rwandan songs	<ul style="list-style-type: none"> - Observe attentively what other colleagues do - Imitate well the listened sound - Fine-tune the voice - Match a melody with claps respecting a rhythm - Sing a song before the audience 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Self-confidence - Have cardinal virtues (prudence, justice, courage and temperance) - Have respect towards God, the human being as well as his environment - Have a love of Rwandan music 	<p>Songs accompanied by claps and related to different topics:</p> <ul style="list-style-type: none"> • Hygiene, • Security, • Health, • Child Right, • Hard work, • Playing, • Religion 	<ul style="list-style-type: none"> • Sing a song known by a learner • Explain the new vocabulary from the song • Learn a new song • One by one and then in groups repeat the song learnt • Memorize the learnt song • Clap respecting the learnt song's rhythm • Accompany the song with claps • Make movements respecting the rhythm. • Perform the song collectively.

Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport.

Assessment criteria: Verify if the learner coordinate a song with claps and human body movement

Learning and teaching materials: Musical books, DVDs, CDs, computer,....

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: PLAYING MUSICAL INSTRUMENTS		
Primary 2: Music	Unit 2: Singing songs accompanied by echoing instruments	No. of periods: 12		
Key unit competence: Be able to accompany songs with echoing instruments				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Accompanying a song with dance. - Accompanying a song with echoing instruments. 	<ul style="list-style-type: none"> - Sing in public - Imitate sounds produced by others. - Fine-tune the voice - Follow a melody. - Accompanying a song with echoing instruments 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Self-confidence - Have cardinal virtues (prudence, justice, courage and temperance) - Have respect towards God, the human being as well as his environment 	<p>Songs accompanied by claps and related to different topics:</p> <ul style="list-style-type: none"> • Discipline, • Hygiene, • Unity and Reconciliation, • National culture, • Health, • Religion 	<ul style="list-style-type: none"> • Sing a song known by a learner • Explain the new vocabulary from the song • Learn a new song • One by one and then in groups repeat the song learnt • Memorize the learnt song • Clap respecting the learnt song's melody • Accompany the song with claps • Make movements respecting the melody. • Perform the song collectively.

Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport.

Assessment criteria: Verify if the learner does not mismatch a song and its accompanied echoing instruments

Learning and teaching materials: Musical textbooks, CDs, DVDs, computer,...

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Primary 2: Music	Unit 3: Singing Rwandan songs accompanied by Rwandan fast dance (Umudiho) and slow dance (Umushayayo)	No of periods: 12		
Key unit competence: Be able to accompany songs with dances				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Discover different songs' melodies and related dances. 	<ul style="list-style-type: none"> - Imitate the voices of other people - Make a body movement respecting a rhythm. - Fine-tune the voice - Accompany a melody with steps and arms - Sing and dance before an audience 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Self-confidence - Have cardinal virtues - Respect different people and the environment - Appreciate Rwandan songs 	<p>Songs accompanied by speed dance (Umudiho) and slow dance (Umushayayo) related to different topics:</p> <p>Discipline,</p> <ul style="list-style-type: none"> • Hygiene, • Unity and reconciliation, • National culture, • Health, • Religion 	<ul style="list-style-type: none"> • Sing a song known by a learner • Explain the new vocabulary from the song • Learn a new song • One by one and then in groups repeat the song learnt • Memorize the learnt song • Clap respecting the learnt song's melody • Accompany the song with claps • Make movements respecting the rhythm. • Perform the song collectively.

Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport.

Assessment criteria: Verify if the learner matches the song with its rhythm

Learning and teaching materials: Musical textbooks, CDs, DVDs, computer,...

5.4. Music syllabus for Primary 3

5.4.1. Key unit competence for the learner who ends primary 3

At the end of primary 3, the learner will be able to:

- Sing Rwandan traditional songs and those from other cultures respecting their rhythms.
- Accompany songs with dances and different traditional musical instruments such as drums and handle shakers.
- Compare songs containing the chorus and verses.

5.4.2. Music syllabus for Primary 3

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Primary 3: Music	Unit 1: Singing songs of different cultures		No. of periods: 12	
Key unit competence: Be able to sing songs of different cultures respecting their rhythms				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Understand the Rwandan traditional culture - Imitate melodies of different Rwandan traditional songs and dances. 	<ul style="list-style-type: none"> - Sing and dance before an audience - Imitate the voice of other people - Make a body movement respecting rhythms - Fine-tune the voice and body movement 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Self-confidence - Have cardinal virtues - Have respect towards God, the human being as well as his environment - Appreciate Rwandan culture - Appreciate other cultures 	Songs from different topics such as: <ul style="list-style-type: none"> - Good neighborhood - Anti-drugs - Juvenile delinquency - Violence against child right 	<ul style="list-style-type: none"> - Sing a song known by learner - Explain the new vocabularies - Learn a new song - Repeat the learnt song one by one and then in groups - Memorize the song - Learn the melody and rhythm of the melody - Accompany the song with the movement body according to the rhythm.
<p>Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport.</p>				

Assessment criteria: *Verify if the learner sing without mismatching the song and its rhythm*

Learning and teaching material: *Musical textbooks, CDs, DVDs, radio,...*

TOPIC AREA: PERFORMING MUSIC

SUBTOPIC AREA: PLAYING MUSICAL INSTRUMENTS

Primary Music

3: Unit 2: Accompanying Rwandan songs with drum and handle shakers

No. of periods: 12

Key unit competence: Be able to accompany a song with drum and handle shakes

Learning Outcomes

Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
Match a song with drums and handle shakers	<ul style="list-style-type: none"> - Sing and dance before an audience - Imitate/produce the voice of other people - Perform and move the body to a melody - Match a rhythm of a song with drum and handle shakers 	<ul style="list-style-type: none"> - Patriotism - Cooperation - Self-confidence - Have cardinal virtues - Have respect towards God, the human being as well as his environment - Encourage unity and reconciliation culture 	<p>Songs from different topics such as:</p> <ul style="list-style-type: none"> - Good neighborhood - Anti-drugs - Juvenile delinquency - Violence against child right 	<ul style="list-style-type: none"> - Sing a song known by a learner - Explain the new vocabulary from the song - Learn a new song - One by one and then in groups repeat the song learnt - Accompany the song with drums - Accompany the song with handle shakers - Perform the song with drum and handle shakers accompaniment.

Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport.

Assessment criteria: learner is able to match a song with drum and handle shakers

Learning and teaching materials: Musical textbooks, drums, handle shakers

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Primary 3: Music	Unit 3: Singing songs containing the chorus and verses	No. of periods: 12		
Key unit competence: Be able to sing the songs containing the chorus and verses				
Learning Outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
Alternate chorus and verses of the song	<ul style="list-style-type: none"> - Singing alternatively - Imitating the voice of others people already captured - Respecting the songs' rhythm 	<ul style="list-style-type: none"> • Cooperation • Self-confidence • Develop a sense of orderliness • Have respect towards God, the human being as well as the culture. • Have a love of music 	<ul style="list-style-type: none"> - Gospel songs - Songs of different famous musicians 	<ul style="list-style-type: none"> - Sing a song known by a learner - Explain new words - Learn a new song starting by the chorus - Repeat the learnt song one by one and then in groups - Learn the verse of the song - Match the verse/verses with the chorus
Link to other subjects: Be aware of environment in SET and in Social and Religious education, new vocabularies in English and Kinyarwanda, numeracy in Mathematics, Hygiene in PE, stretching and other simple body physical exercises in sport.				
Assessment criteria: verify if the learner sing alternatively the chorus and verses				
Learning and teaching materials: Musical textbooks, CDs and DVDs				

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PARTS II: FINE ARTS AND CRAFTS

1. INTRODUCTION

1.1. Background to curriculum review

The rationale behind the review exercise for the creative Arts (Fine Arts and Crafts) syllabus was to ensure that each learner effectively owns the syllabus by ensuring that it caters for their needs, learning trends, growth and development patterns. This therefore, necessitated the shift from knowledge based to competence based learning. This syllabus has been designed with an emphasis on developing learner competences e.g. knowledge, skills, attitudes and values rather than just knowledge and understanding. Care has been taken to ensure that the content, learning objectives and learning activities are coherent. It has also been compared with other learning models and best practices and paradigms. The new Creative Arts Syllabus guides the interaction between the teacher and the learner in the learning processes and highlights the essential practical skills and competences a learner should acquire during and at the end of each learning unit.

1.2. Rationale of teaching and learning Creative Arts (Fine Arts and Crafts)

1.2.1. Fine Arts and Crafts and society

Since the earliest history of man, Arts has been regarded as a fundamental area for the development of the intellectual abilities, cognitive faculties, manipulative skills and creative talent. Arts has also been widely viewed as a therapeutic subject that facilitates mental calmness. Research also shows that it can heal simple trauma and emotions especially through colour and music.

Every child is born an artist with ability for creativity, innovation and imitation. No work of Arts is either right or wrong as long as the artist has interest in practice. Fine Arts and Crafts are therefore central to all subjects, forming the basis of all creativity. This is a key reason why every learner in a Rwandan school should have the opportunity to engage with Fine Arts and Crafts. This will also cater for the future employment needs of citizens through the creation of self-reliant citizens with vocational skills and attitudes. This will enable them to join the workforce through self-employment or by being gainfully employed. Fine Arts and Crafts develops innovation, imitation and creativity in the learner which facilitates comprehension in all other subjects. It develops love for beauty, nature, culture and tradition which will develop responsibility in the learner. It will also develop a citizen's love for the nation.

1.2.2. Fine Arts and Crafts and learners

Fine Arts and crafts helps the learner to develop their muscular patterns and general body control. It supports the development of the learner's body senses, e.g. sight, touch-and-feel, which will help them to become accurate, smart, orderly and neat in all walks of life. Arts also helps the learner in the interpretation and application of pictures and illustrations used in other subjects like geography, mathematics, science and ICT. Through the engagement with Fine Arts and Crafts, the learner will develop love for nature and beauty. It will provide them with creative talents and allow them to manipulate different tools and materials that will help to solve the ever-changing needs of man in society. The subject is also central in the promotion of gender equality, peace-building, self-control, HIV/ AIDS awareness and the aspect of togetherness. Because of all these reasons, teachers, parents and other stakeholders who are involved in the nurturing of children should foster the learning of Fine Arts and Crafts and give it respectful value.

1.2.3. Competences

Competence is defined as the “ability to apply learning with confidence in a range of situations.” Basic competences are addressed in the stated broad subject competences, in the objectives highlighted on a year basis and in each of the units of learning. The generic competences and basic competences that must be emphasized and reflected in the learning process are briefly described below.

Teachers will ensure that learners are exposed to tasks that help the learners acquire knowledge and skills.

- Generic competences

Critical and problem solving skills: The acquisition of these skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

Creativity and innovation: The acquisition of these skills will help learners take initiative and use imagination beyond knowledge provided in classroom to generate new ideas and to construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts and use it explain to phenomena from gathered information.

Communication in official languages: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. Teachers should communicate clearly and confidently and convey ideas effectively in spoken and written form by

applying the appropriate language and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate as a team in whatever task is assigned and to practice positive, ethical, moral values, while respecting the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will also advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of these skills will help learners to update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge advances for personal fulfillment in areas that are relevant to their improvement and development.

- Broad Fine Arts and Crafts competences
 - Create different pictures using various tools, materials and Articles from the surroundings and express certain ideas.
 - Make different crafts using various materials, tools and Articles expressing certain ideas and also serve different utilitarian and visual purposes.
 - To express certain intellectual abilities such as decision making, free expression, creativity in making works of Arts and Crafts.
 - Care for and protect objects and the surroundings and express love for beauty.
 - Give opinions on different self-made works of Arts and Crafts, those made by peers and others artists.
- Fine Arts and Crafts and developing competences

The national policy documents based on the national aspirations identify some 'Basic Competencies' alongside the 'Generic Competencies' that will develop higher order thinking skills. They also help learners to learn the subject content and promote the application of acquired knowledge and skills.

Through observation, experimentation and presentation of information during the learning process, the learner will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem solving skills. These skills will be realized when learners make presentations to the class and when they form conclusions at the end of learning unit. These skills will also be achieved through group work and cooperative learning through creative performance that in turn will promote interpersonal relations and teamwork.

Arts also helps the learner in the interpretation and application of pictures and illustrations used in other subjects like geography,

mathematics, science and ICT. Through the engagement of Fine Arts and Crafts, the learner will develop love for nature and beauty. By manipulating different tools and materials both from the immediate surrounding and others, learners will also develop their creative talents to solve the ever changing needs of man in society. Because of all these reasons, teachers, parents and other stakeholders who are involved in nurturing children should foster the learning of fine Arts and crafts and give it the respectful value.

2. PEDAGOGICAL APPROACH

In Arts and Crafts, there is no work that is right and no work is wrong as long as the learner is engaged in practice. Motivation is the key for the learner to practice and the learner continues to perfect him or herself during the process. Learners learn best when they are actively engaged in learning activities. Art is a subject of observation, experimentation, exploration and manipulation where learners learn by doing. Arts and Crafts is best learnt when learners are given guided independence to express their own ideas through discovery, imitation and creativity. Each learner is different from others in tasks, preferences and ways of doing and interpreting things. These mixed abilities demand that the teacher employ a multidimensional approach in teaching within the given time allotment and be flexible in order to meet the overall objectives of the lesson. Learner centered education does not mean that the teacher is no longer responsible for a learner's learning.

2.1. Role of the learner

The learning activities indicated against each unit correspond with the content of the lesson and a reflection of the total engagement of the learner during the lesson. They require adequate preparation from the teacher and also require that the teacher follows up with each individual learner in the learning process.

The activities and the environment are supposed to be friendly and enjoyable and learners are expected to be participatory according to their capabilities, needs and interests.

The lesson is tailored in such a way that learners are to work in groups, pairs or individually. This will help an individual learner to generate skills and values through observation, discovery, imitation and exploration.

The engagement of the learner with the learning activities will facilitate their development of understanding, skills and values. This will form a competence and thus the desired change and development in the learner's learning trends.

2.2. Role of the teacher

The purpose of the curriculum review was to fully put the learner at the Centre of the lesson by making learning activities more deep and interesting in order to cause the desired positive change in the individual learner. The teacher therefore, needs to acknowledge that the shift from a knowledge-based to a competence-based curriculum is to cause actual learning. The teacher is expected to play the role of a facilitator rather than director of the learning activities. This requires that they value and monitor each individual learner's engagement to meet the expectations, needs and aspirations. The teacher should identify the learning needs, habits, requirements, abilities and environment beforehand in order to shape the learning process.

Learners may work in the Art room/class room or outside. The laboratory for an artist is the environment. Teachers therefore are advised to make use of the surroundings as much as possible. Learners may take nature walks to observe the environment or select for themselves what to draw or use. Alternatively, they can be allowed to observe and return to class or Art room to work. They can work in groups, pairs or as individuals. The teacher must ensure that the learning process is **interactive, cooperative** and **active**. They should be engaged in discussion and exhibition. The learning experiences should appeal to all their body senses e.g. touch and feel, taste, sight and hearing. They should be guided to develop from what they already know to carry on with the tasks. Learners should be given the opportunity to observe works of Arts made by others and also use books and look at pictures. They should be encouraged to draw their own sketches and make notes where possible.

Before the learning activity, the Arts teacher is advised to choose and select or develop learning materials and necessary aids appropriate to the locality, number of learners and time allocation for the lesson. Such tools and media which may be harmful to the learners like scissors, glue, paints and dyes, pencils and razors must be taken care of so that the learners are guided on how to handle and keep them. The teacher should improvise where materials and tools are limited and will also be expected to cater for slow learners or special needs cases, in case remedial action is necessary, in order to keep pace of the learning outcomes for all individual learners.

2.3. Special Needs Education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of Special Needs Education. The critical issue is that we have learners who are totally different in their ways of living and learning as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the schools' role is to enroll them and also set up strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with Special Education Needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress. It also makes a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

3.1. Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by teachers to check whether learning is taking place. When a teacher is planning the lesson, they should establish the criteria for performance and behavioral changes at the beginning of each unit. At the end of every unit, the teacher should ensure that all learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and develops the generic competencies described in the syllabus and from this the teacher will gain a picture of all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of the competence or performance of a learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved. The results are also used for the ranking or grading of learners, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competencies.

It can be internal or school-based assessment or external assessment in form of national examinations. School-based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in the assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organize a common test per class for all schools to evaluate the performance and the achievement level of learners across individual schools. External summative assessment will be done at the end of term3. At the end of this level, there is a competition among learners of the same class or schools of the same level. At this level the teacher may even identify the best achievers or even encourage and organize Arts and Crafts competitions.

3.2. Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures are used they shall generate data in the form of scores which will be carefully recorded and stored in a portfolio. These results will be used for remedial action, for alternative instructional strategy and feed back to the learner, for parents to check the learning progress, or for the final assessment of the learners.

This portfolio is a folder (binder or even a digital collection) containing the learner's work as well as an evaluation of the strengths and weaknesses of the learner's work. Portfolios reflect not only work produced (such as papers and assignments), but also records of the activities undertaken over time as part of learner learning.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be developed to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocated for each question. In a competence based curriculum, questions from the higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence- based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline the subject matter content to be considered as the basis for the test.

- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require only memorization or recall answers but test broad competencies as stated in the syllabus.

How to appreciate Arts works?

- The teacher is expected to help the learner to identify their own strengths and weaknesses.
- Appreciation of learners' works according to their levels: The teacher needs to understand that the learner's Art works are made according to the ability of the learner rather than the way it is supposed to be done. As the learner develops perfection, they move from using strokes to scribbles, from scribbles to abstracts, from abstracts to pictures and from pictures to murals etc. The true image keeps evolving until it is done according to the learner's intention. The teacher in this new syllabus is called to acknowledge that **practice** breeds **perfection** and **motivation** is the driver for practice.
- The teacher is expected to appreciate every step that the learner attains and to help them to always discover the center of their interest. The assessment on the Centre of interest should involve the layout and plan of the drawings, tonal variations, textural patterns, compositions, functions or the purpose and personal quality development of the learner.

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share a learners' progress with their parents. A single mark is not sufficient to convey the different expectations of learning which are contained in the learning objectives. The most helpful reporting is to share what learners are doing well and where they need to improve. A simple scale of meeting expectations very well, meeting expectations, and not meeting expectations for each of the knowledge/understanding, subject skills and competencies in a subject will convey more than a single mark. For school-based assessments these scores do not need to be added up.

4. RESOURCES

4.1. Material resources

Learning Fine Arts and Crafts requires that the learner is fully engaged in the activity. This therefore requires the availability of the necessary tools (supports), materials (grounds), Articles/ specimens (aids) and media. Teachers and learners are advised to improvise in

the absence of enough materials and tools.

- Set of colour-wheels.
- Colour laminated A2 posters of art facts and artworks.
- Color laminated A2 Arts posters of graphic design, print making, sculpture and ceramics, collage, puppetry, embroidery and the history of Arts.
- Set of realistic animal models.
- Mannequin of a man and a woman.
- Arts kits containing medium and supports of Arts and Crafts: colours, brush, graphite, pencils, brushes, laid paper, ink, and palettes.
- Geometrical set.
- Stencils (letters & forms).
- Books of Arts and Crafts.
- Easels.
- Fixative.
- Canvas (e.g. to demonstrate to student).
- Video or film of an Arts gallery (Louvre, Tate Britain, Hermitage, MBT New York, or the Rwandan Gallery).
- Graphic Design software (MS Paint, Adobe Photoshop, Illustrator, Premiere).
- Materials: drawing books, tracing paper, transparent paper, paper boxes, cloth, carbon paper, construction paper, and wood slates.
- Tools: coloured pencils, erasers, crayons, pastels, cans, clips, pins, drawing squares, rulers, needles, hooks, rings, cutters (scissors), and drawing boards.
- Media: paints (powder, finger, water colour, acrylics, inks, glue, raphia, clay, play dough, plasticine, scraps and cut-offs, and water).

4.2. Human resources

The effective implementation of this curriculum needs the joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. School head teachers and directors of studies are also required to follow-up and assess the teaching and learning of this subject due to the high profiles of this subject in their schools. These combined efforts will ensure the bright future careers and lives for learners as well as the contemporary development of the country. All personnel in the school are should be supportive to creative activities. Where Arts rooms are available, there is need for a regular Arts lab attendant who also does the work of a curator. Works of Arts of different levels and in different areas should be displayed for the learners to view or observe. For this competence based syllabus to be fully effective, there is a need for high level collaboration among all the teachers.

Skills required for the teacher of this subject:

For this syllabus to be effective, the teacher should have adequate skills and abilities to engage the learner. The teacher therefore is expected to be a guide and a motivator, passionate, adjustable, creative, knowledgeable, innovative, friendly, participatory, and cooperative and have love for the subject. Teachers should:

- Engage learners in a variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Show creativity and innovation.
- Make connections/relations with other subjects.
- Have a high level of knowledge of the content.
- Have effective discipline skills.
- Have good classroom management skills.
- Be a good communicator. Be a guide and counselor.
- Have passion for children and teaching and learning.

5. SYLLABUS UNITS FOR FINE ARTS AND CRAFTS

5.1. Presentation of the structure of the syllabus units

The creative Arts syllabus (Fine Arts and Crafts) subject is taught and learnt in Upper Primary education as a core subject, i.e. in P1, P2 and 3 respectively. At every grade, the syllabus is structured in Topic Areas, sub-topic Areas where applicable and then further broken down into Units. The units have the following elements:

1. Each Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and learners.
3. Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - a) Type I: Learning Objectives relating to Knowledge and Understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS).
 - b) Type II and Type III: These Learning Objectives relate to acquisition of Skills, Attitudes and Values (Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually the ones targeted by the present reviewed curriculum.
4. Each Unit has Content which indicates the scope of coverage of what a teacher should teach and learner should learn in line with stated Learning Objectives.
5. Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centered and participatory approach).
6. Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (Resources) that are expected to be used in the teaching and learning process.

At this level, the subject is divided in two: **Visual Arts** and **Crafts**. The syllabus is arranged in such a way that learners first master the aspects of Visual Arts which are vital in making all crafts works. Drawing and the use of colour has been treated as cross-cutting since it covers both Arts and crafts. The Visual Arts section in the lower secondary syllabus is composed of the sub topics of **Drawing and Painting, Print-making** and **Graphic design**.

The Crafts sub topics are **Sculpture** and **Ceramics, Collage and Textile design**. As for units, there are 6 in P1, 6 in P2 and 6 in

P3. In this syllabus, each sub topic is composed of one unit. The number of lessons in each unit is also indicated against the unit. The teacher should know beforehand that in Arts and crafts some lessons can be repeated because learners may work at different stages (e.g. Observation, nature walk, sketching and then painting) and also the fact that practice makes perfect. It is vital therefore that every user of this syllabus understands all its parts and dispositions.

5.2. Fine Arts and Crafts Units: Primary one

5.2.1. Key competencies at the end of Primary 1

After completion of secondary one, the Fine Arts and Crafts syllabus will help learner to:

- Appreciate the value of the natural surroundings and be motivated to make various Art works and Crafts.
- Apply the basic elements of Arts and Crafts i.e. shape, size, line and colour in making works of Arts and Crafts.
- Manipulate different materials, tools and Articles to make different Artworks with simple messages and utilitarian purposes.
- Apply the basic methods of making different Art works and Crafts.
- Give opinion on different works of Arts and Crafts made by him/her and those made by others.

5.2.2. FINE ARTS SYLLABUS FOR PRIMARY 1

TOPIC AREA: VISUAL ARTS		SUB TOPIC: DRAWING AND PAINTING		
Primary 1: VISUAL ARTS AND FINE ARTS		Unit 1: Drawing and painting still life and nature		No. of periods : 14
<p>Key Unit Competence: To be able to apply simple forms in drawing and painting and express opinions through self-drawn pictures and those made by others.</p>				
Learning Objectives:			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify basic materials in drawing and painting. - Giving personal opinion on self-made pictures or those made by others based on style, shape, colour and size. 	<ul style="list-style-type: none"> - Apply tools in drawing and painting using appropriate colours. - Drawing recognizable objects with simple forms from the surrounding. 	<ul style="list-style-type: none"> - Appreciate the beauty of objects from the surrounding. - Discussing and material distribution. - Material maintenance and cleanliness. - Love and protect the environment. 	<p>How to use basic tools and materials for drawing and painting in different ways: forms and simple shapes.</p> <ul style="list-style-type: none"> - Drawing and painting basic objects with different shapes (circle, triangle, quadrangle, rectangle, stone, brick) - From memory drawing and painting pictures of objects inspired from the surroundings (plants, animals and humans). - Colouring in drawing - Appreciate and complete the beauty of the drawing. 	<ul style="list-style-type: none"> - In groups, observing and analyzing forms, shapes and different colours of different used tools. - Taking nature walks outside the classroom and observing the surroundings so that learners can get ideas and draw or paint later. - From the memory drawing figures with shapes. - Using colours in drawing(decoration) - Display of Artworks and providing opinions on Artwork.

Link to other subjects: Comparison of shapes in math(surface, model figures), social studies(home materials)

Assessment criteria: Learners are able to draw , to paint and analyze simple Artistic shapes (period, line, shape and colours)

Materials: Drawing materials, painting materials and tools to be cut.

TOPIC AREA: VISUAL ARTS			SUB TOPIC: PRINT-MAKING	
Primary 1: Visual Arts and fine Arts		Unit 2: Figures, decoration and the design process		No. of periods: 5
Key Unit Competence: To be able to apply colours on various surfaces from the surrounding and to give opinions.				
Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify basic tools and ways of print-making - Give personal opinion on self-made pictures or those made by others. 	<ul style="list-style-type: none"> - Using print-making tools. - Create and arrange pictures pleasantly using tools with simple shapes from the surrounding. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects. - Material maintenance and cleanliness. - Love and protect the environment. 	<ul style="list-style-type: none"> - Process of using basic tools in print-making. - Pictures applied on simple tools, e.g. paper - Pictures on small tissue using tools from the surrounding. - From the memory, drawing different pictures of objects inspired from the surroundings. 	<ul style="list-style-type: none"> - - Individually, observe and analyze printed-made picture (using hand, carrot, leaf, coin, and cap) to imitate it. - In groups, taking nature walks outside the classroom and observing the surroundings so that learners can gain ideas about tools to be used in applying pictures on the surfaces. - From the memory, apply different patterns on surfaces. - Display the Artworks and give opinions.

Links to others subjects: Comparison of shapes in Maths, in Sciences, Technology...

Assessment criteria: Learner is able to print pictures on surfaces using hand, carrot, leaf, coin, cap and give opinions.

Materials: Different printing tools and on printed pictures surfaces even from outside the class.

TOPIC AREA: CRAFTS		SUB-TOPIC: SCULPTURE AND CERAMICS		
Primary 1: Visual Arts and crafts		Unit 3: Model clay figures and methods of building clay figures		No. of periods: 4
Key unit Competence: To be able to model different figures or pictures using clay or soil.				
Learning Objectives		Content		Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different materials used in making figures. - Identify different shapes used in clay figures Artworks. - Describe the process of making clay figures. 	<ul style="list-style-type: none"> - Create different Articles using clay or soil. - Imitate molds made by others. - Create different ceramic wares using different materials and tools. 	<ul style="list-style-type: none"> - Appreciate the beauty of the object. - Material maintenance and cleanliness - Love and protect the environment. 	<ul style="list-style-type: none"> - The process of using basic materials in ceramics. - Use of clay or soil in creating simple figures inspired from surroundings. - Quadrangles, triangles, cercle, egg, cup, plate, orange, maracuja, carrot, animal...) - Create different shapes from the clay or plasticine and from the soil. 	<ul style="list-style-type: none"> - In groups, observing the process of clay or soil preparation - (Sieving, pilling, and mixing with water, white dust up to the end). - To build ceramic figures imitating pictures made by others. - Taking nature walks outside the classroom and observing from the surroundings, the figure to be molded using clay. - Exhibit artworks and give opinions.
Link to other subjects: Comparing shapes in Maths (model figures)				

Assessment criteria: The learner will be able to model different figures *using clay (different shapes, materials, simple tools and playthings)*.

Materials: Tools used in clay or soil preparation and tools used to model different clay figures.

TOPIC AREA: CRAFTS		SUB TOPIC: KNITTING(TEXTILE DECORATION)		
Primary 1: Visual Arts and fine Arts		Unit 4: Knitting using tools visible in the surroundings		No. of periods: 5
Key Unit Competence: Ability to knit different things using natural fibres visible in the surroundings.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different tools used in knitting (textile decoration). - Explain the process of knitting of different objects from the surroundings. 	<ul style="list-style-type: none"> - Using buckets or different chords making different tools. - Imitate materials made by other knitters. - Innovate new objects using the tools from the surroundings. - Create different knitted tools using yarns or different wires from the surroundings. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects. - Material maintenance and cleanliness - Love and protect the environment. 	<ul style="list-style-type: none"> - Tools used in knitting e.g. natural fibres, chords, yarns. - Different knitting techniques of different tools: beginning, development and conclusion). - Various ways of knitting decorations using yarns or chords: pitcher, foulards, basket. 	<ul style="list-style-type: none"> - In groups, using different knitting tools e.g. chords, yarns. - Knitting different tools using chords, yarns (ball, sac and foulard). - From the memory, knitting different decorations: pitcher, basket and pigtail. - Exhibit artworks and give opinions.
Links to other subjects: Comparing decorations and polygons and math, technology, culture.				

Assessment criteria: Learner is able to knit various articles using different materials (natural fibres, chords, yarns) from the surroundings.

Materials: Knitting tools from the surroundings.

TOPIC AREA: CRAFTS			SUB-TOPIC: PUPPETRY AND COLLAGE	
Primary 1: Visual Arts and crafts			Unit 5: Puppetry and Collage of different tools.	No. of periods: 4
Key Unit Competence: To be able to create various playthings and collage of different materials in a way to generate a new object.				
Learning Objectives			Content	Learning Activities
Knowledge and understandings	Skills	Attitudes and values		
<ul style="list-style-type: none"> – Enumerate different Articles and materials that may be used in making puppets (playthings) and collage. – Identify different puppets and explain the various techniques of making a collage. 	<ul style="list-style-type: none"> – Create different puppets using various Articles and materials. – Create different collages using various Articles and materials. 	<ul style="list-style-type: none"> – Respect and protect the different materials and tools. – Love and protect the environment. 	<ul style="list-style-type: none"> – Basic materials, Articles and tools used in collage. – Chords, yarns, threads, papers, caps, needles, glue. – Different puppets using different materials and Articles (car, toys, airplanes) – Create collaged pictures or different materials and Articles using various tools(pieces of fabrics, leaves, natural fibres, cereals) 	<ul style="list-style-type: none"> – In groups, observing different self-made materials and puppets or other tools made by others. – Asking and responding to questions related to collage. – Create various puppets (cars, airplanes, children’s playthings, guns, tightropes) – Create pictures collage or making collage of different objects (leaves, small clothes, small fibres, beans, millet, small stones. - Exhibition of collage artworks and giving opinions.

Link to other subjects: Respect and protect carpentry materials: handling tools e.g. workbench, saw, glue and nails.

Assessment criteria: Learner is able to manipulate different tools, materials and Articles to make different puppets and to make different collage works in a way to generate new object.

Materials: Different puppetry and collage materials and tools.

TOPIC AREA: CRAFTS		SUB-TOPIC: EMBROIDERY		
Primary 1: Visual Arts and Crafts		Unit 6: Fabrics and decorations		No. of periods: 4
Key Unit Competence: To be able to create different decorative patterns on fabrics using different embroidery techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the different textile materials and tools used in embroidery - Enumerate decorations and embroidery process 	<ul style="list-style-type: none"> - Create various basic design patterns in embroidery - Create different embroidery designs and patterns on textiles using different techniques 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects - Care for different materials and their cleanliness. - Respect and protect the environment. 	<ul style="list-style-type: none"> - Basic materials and tools in embroidery. - Different techniques and process of creating basic embroidery designs on textiles e.g. line stitch and cross stitch. - Techniques of creating decorative patterns on fabrics in embroidery (lines, basic shapes) 	<ul style="list-style-type: none"> - In groups, learners are able to make different embroidery works using basic various Articles and materials (e.g. scissor, needle) - Individually, students can create basic embroidery designs (line stitch, cross stitch, stem, satin stitch and loop stitch) - Outline stitching, basic shapes (patterns) to create a design on textiles. - Exhibit different self-made embroidery Artworks and giving opinion on others' work.

Link to other subjects: Respect and protect carpentry materials: handling tools e.g. workbench, saw, glue and nails.

Assessment criteria: Learners are able to create different decorative embroidery patterns on textiles using different techniques and tools (lines and basic shapes)

Materials: Embroidery Articles, tools and materials.

5.3. Fine Arts and Crafts Units: Primary Two

5.3.1. Key competences at the end of Primary 2

By the end of primary two, the learner should be able to:

- Appreciate the natural surroundings and be motivated to make various Arts and crafts works by exploiting the environment in acquiring materials, tools and Articles.
- Apply the elements of Arts and crafts e.g. texture, shape, tone and colour in making works of Arts and crafts.
- Explore different materials, tools and Articles to make different works of Arts to convey certain messages and give certain utilitarian functions.
- Creating different Art works and Crafts using various methods.
- Give opinions on different works of Arts and crafts made by peers and others.

5.3.2. Fine arts syllabus for primary 2

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: DRAWING AND PAINTING	
Primary 2: Visual Arts and crafts			Unit 1: Drawing and painting still life and nature	No. of periods: 14
Key Unit Competence: To be able to draw and paint still life and nature.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the basic tools with different shapes - Identify the process for drawing and painting according to the environment. 	<ul style="list-style-type: none"> - Using paints and colours in drawing. - Draw different pictures with different shapes from the surroundings. - Paint mixture in a way to generate other colours. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects - Respect and care for the different materials and tools. - Respect and protect the environment. 	<ul style="list-style-type: none"> - Drawing and painting different materials with basic shapes (quadrangle, triangle, circle e.g. cup, brick, stone - Drawing and painting tools from the surroundings with simple shapes: <ul style="list-style-type: none"> • Things:(house, car, table, chair) • Plants: (tree, leaf) • Animals: (fish, rabbit, tomcat) • Full human - Use of colour mixture - Drawing through imitation from the surroundings. 	<ul style="list-style-type: none"> - In groups, learners observe and analyze made picture and guess its basic shapes. - Draw imitating pictures made by others. - Draw things with different dimensions. - Draw still nature from the mind or imitating others Artworks. - Taking nature walks outside the classroom and observing the surroundings so that learners can gain ideas about the tool to be drawn. - Colour mixture and colour application in drawing. - Display Artworks and give opinions.

Link to other subjects: Comparison of shapes in Math(model pictures)

Assessment criteria: Learners are able to draw and paint using motifs and shapes from still nature life and nature.

Materials: Drawing materials, colouring tools and paints.

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: PRINT-MAKING	
Primary 2: Visual Arts and crafts	Unit 2: Print- making using different tools from the surroundings.		No. of units: 5	
Key Unit Competence: To be able to draw and paint different pictures using different elements from the surroundings.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the various ways of print making using simple tools. - Explain the ways of print making using tools from the surroundings. 	<ul style="list-style-type: none"> - Using different print making tools. - Imitate pictures made by others. - Create and print making using various materials and tools. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects. - Respect and protection of different materials and cleanliness. 	<ul style="list-style-type: none"> - Print making of different materials on papers using leaves, hand and coin. - Different decorations using print making materials and tools with different shapes. - Pictures on a small tissue inspired from the surrounding. - Analyze and use of pictures related to the environment. 	<ul style="list-style-type: none"> - In groups, observing and analyzing the pictures printed-made by others - Print-making pictures from the mind using simple materials and tools (coin, leaves, corn stalk) - Print-making of various pictures on different materials and tool (papers, tissue) - Drawing outside the classroom observing the shape of things he wants to use from the surrounding. - Display of Artworks and sharing opinions.

Link to other subjects: Comparison of shapes in Maths (model pictures)

Assessment criteria: Learners are able to print-make on things various materials and tools from the surrounding(coin, cap, leaf, corn stalk)

Materials: Print-making materials.

TOPIC AREA: CRAFTS			SUB-TOPIC: SCULPTURE AND CERAMICS	
Primary 2: Visual Arts and crafts			Unit 3: Building clay figures	
No. of periods: 4				
Key Unit Competence: To be able to create clay figures and forms using soil and clay.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify different materials used in preparing clay. - Explain the process of making figures in sculpture and ceramics. - Making figures from the surroundings. 	<ul style="list-style-type: none"> - From the mind, model figures using clay or soil. - Imitate figures made by others - Create molds using different materials and tools. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects. - Respect and protect the different materials and their cleanliness. - Love and protect the environment 	<ul style="list-style-type: none"> - The process of preparing clay or soil before creating molds. - Various figures using clay or soil (banana, Irish potatoes., tomato, guava, avocado) - From the mind, creating various figures using different kinds of clay or soil from the surroundings. 	<ul style="list-style-type: none"> - To work in groups using different materials and tools in ceramics. - Clay or soil mixing. - Imitate other figures made by others. - Making from the mind figures in ceramics inspired from the surroundings (banana, Irish potatoes, tomato, guava, avocado) - Exhibition of Artworks and sharing opinions.
Link to other subjects: Comparison of shapes in Math (model figures) and traditional culture.				
Assessment criteria: Learners are able to model various clay figures and forms.				
Materials: Clay modeling materials and tools.				

TOPIC AREA: CRAFTS		SUB-TOPIC: KNITTING (TEXTILE DECORATION)		
Primary 2: Visual Arts and crafts		Unit 4: Knitting using materials and tools from the surrounding		No. of periods: 5
Key Unit Competence: To be able to knit using different materials and tools from the surroundings.				
Learning Objectives			Content	Learning Activity
Knowledge and understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Enumerate different materials and tools used in knitting. - Use of buckets or cables visible in the surroundings knitting simple tools. - Identify various materials and tools made from cultural inspiration. - (hand-woven plat, pigtail, pack, decorations) 	<ul style="list-style-type: none"> - Using different yarns or cables knitting different materials and tools. - Imitating materials and tools made by others in knitting. - Create knit materials and tools from the surroundings. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects. - Material protection and their cleanliness. - Love and protect the environment. 	<ul style="list-style-type: none"> - Choosing materials and tools related to what he/she wants to knit. - Different knit materials and tools e.g. van, hand woven plate, cap, sacs. - Process of knitting different simple materials and tools used in daily life (bag, van, mat, hand-woven plate, cap). 	<ul style="list-style-type: none"> - Working in groups, observing and analyzing the way various materials and tools have been knit (hand-woven plate, cap, sac) - Knitting different materials and tools using materials from the surroundings. - Create or imitate decorations made by others in different knitting activities. - Exhibition of artworks and sharing opinions.

Links with other subjects:

Assessment criteria: Learners are able to knit different materials and tools visible in the surroundings.

Materials: Knitting materials and tools

TOPIC AREA: CRAFTS		SUB-TOPIC AREA: PUPPETRY AND COLLAGE		
Primary 2: Visual Arts and crafts		Unit 5: Puppetry and collage of different materials and tools		No. of periods: 4
Key Unit Competence: To be able to create different puppets and materials collage in such a way they generate new material.				
Learning Objectives		Content		Learning Activity
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different Articles, materials and tools used in puppetry and collage. - Explain the process of collage or puppetry. 	<ul style="list-style-type: none"> - Create different puppets making different materials from the surroundings. - Create different collages using different materials and tools. 	<ul style="list-style-type: none"> - Appreciate the beauty of the objects. - Respect and protect the different materials. - Love and protect the environment. - Accident prevention in using hurtful materials. 	<ul style="list-style-type: none"> - Basic materials and tools used in puppetry and collage (papers, cereals, colours, glue, yarns, cutting and pasting materials and tools) - The process of making different puppets using different tools and materials. - Different collages in picture making on various tools (flower image and decorative flowers). 	<ul style="list-style-type: none"> - In groups, observe and analyze puppets and collage pictures made by others. - Creating different puppets (lifting machines, houses, glasses) - Make different collage pictures using different Articles. (Flower image and decorative flowers). - Exhibition of Artworks and exchanging opinions

Assessment criteria: *Learners* are able to make different puppets and various collages using tools in a way they can generate new presentable material.

Materials: Tools from things or thing waste used and transformed into other things.

TOPIC AREA: CRAFTS			SUB-TOPIC: EMBROIDERY	
Primary 2: Visual Arts and Crafts			Unit 6: Embroidery process	No. of periods: 4
Key Unit Competence: To be able to manipulate different tools and materials in various ways to make different embroidery patterns on textiles				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Enumerate different materials and tools used in embroidery. - Explain the process of making patterns in embroidery 	<ul style="list-style-type: none"> - Create simple different decorations used in embroidery - Create different patterns using the technique of embroidery. 	<ul style="list-style-type: none"> - Appreciate the beauty of different decorations. - Care for the different materials and tools. - Love and protect the environment. 	<ul style="list-style-type: none"> - Different embroidery designs (chain stitch, cross stitch and stem) - Different techniques and processes used in embroidery (satin stitch, button hole stitch and loop stitch) - Creating different designs and patterns on textiles in embroidery (flower, bird, any domestic material) 	<ul style="list-style-type: none"> - Making simple different embroidery patterns on textiles (satin stitch, button stitch, loop stitch, cross stitch, chain stitch, and stem) - Making different drawings and sketches of embroidery designs and decorations on textiles (flowers, birds, cup, plate) - Exhibit different embroidery works and give opinions.
Link to other objects: Comparison of shapes in Math.				

Assessment criteria: Learners are able to create different decorative embroidery patterns on textiles using different techniques and tools.

Materials: Different embroidery materials *and tools*.

5.4. Fine Arts and Crafts Units: Primary Three

5.4.1. Key competences at the end of primary 3

By the end of primary three, the learner should be able to:

- Appreciate the contribution of the natural environment in providing opportunity for getting materials, tools and Articles for making of various Arts works and Crafts.
- Apply elements of Arts and Crafts i.e. texture/pattern, shape, tone and colour in making works of Arts and Crafts.
- Use different materials, tools and Articles to create different works of Arts to convey certain messages and give certain utilitarian functions.
- Apply different methods in making different Arts works and Crafts.
- Give opinion on different works of Arts and Crafts made by the learner and those made by others.

5.4.2. FINE ARTS SYLLABUS FOR PRIMARY 3

TOPIC AREA: VISUAL ARTS		SUB-TOPIC: DRAWING AND PAINTING		
Primary 3: Visual Arts and crafts		Unit 1: Drawing and painting still life and nature		No. of periods: 14
Key Unit competence: The learner will be able to draw and paint using different shapes and polygons painting or coloring.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Identify the tools of drawing using polygons. - Describe ways of using of different colours on decorations 	<ul style="list-style-type: none"> - Various drawing and painting techniques - Drawing visible tools and those from the mind with various shapes in the surroundings. 	<ul style="list-style-type: none"> - Appreciate the beauty of self-made drawings and those made by others. - Material maintenance and their cleanliness. - Love and protect the environment. 	<ul style="list-style-type: none"> - Painting various pictures according to the shapes from still life and nature. - Shapes inspired from the surrounding. <ul style="list-style-type: none"> • Materials (tables, house) • Plants (flower, trees, leaves) • Animals (bird, fish, rabbit, cat) • Human - Drawings inspired from the surrounding. 	<ul style="list-style-type: none"> - Drawing and analyzing a square having diagonals and medians transforming in it different decorations. - To draw basic shapes and different polygons. - Painting and colouring (in decorations) - Colour mixture and their use. - Still life drawings from the imagination or imitating those made by others. - As a class taking nature walks outside the classroom observing the surrounding to gain ideas about the tool to be drawn.

			<ul style="list-style-type: none"> - Colour mixture from three basic colours (red, yellow and blue) - Colourant kinds and their use(white, black) 	<ul style="list-style-type: none"> - Display of Artworks and giving opinions.
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Link to other objects: Comparison of shapes in Maths.(area, model figures)

Assessment criteria: Learners are able to draw using different shapes and squares painting and colouring in a presentable way.

Materials: Drawing and coloring tools.

TOPIC AREA: VISUAL ARTS

SUB-TOPIC: PRINT-MAKING

Primary 3: Visual Arts and crafts

Unit 2: Print-making using various tools.

No. of Periods: 5

Key Unit Competence: To be able to create various motif patterns to be applied on surfaces using various materials and tools.

Learning Objectives

Content

Learning Activities

Knowledge and understanding

Skills

Attitudes and values

- To choose tools and various ways of applying various patterns on surfaces.
- Show how to apply patterns and colour on surfaces.
- To know colors of Rwandan decorations

- Use of printmaking materials and tools.
- Create pictures using different tools.
- To prepare and print-make with colours and decorations

- Appreciate the beauty of the object.
- Respect and care for the different materials and tools.
- To valorize the object.

- Printmaking on different surfaces
- On the paper use of the leaf, hand, coin, etc.
- Applying patterns on small tissue with different tools inspired from the surrounding and having different forms.
- Preparing and printmaking tools from the mind through the following steps (preparing, assemble, printmaking)
- Various decorations made by printmaking tools with different forms

- Printmaking simple tools.
- Printmaking different tools and applying patterns on various small tissues.
- In group, creating a decoration according to prepared and complementary pictures.
- Preparing pictures from the mind.
- Display of Artworks and sharing opinions.

Link to other objects: *Comparison of shapes in Math and technology.*

Assessment criteria: Learners are able to create various motif patterns and apply them on surfaces using different tools from the surrounding.

Materials: Drawing and printmaking tools.

TOPIC AREA: CRAFTS			SUB-TOPIC: SCULPTURE AND CERAMICS	
Primary 3: Visual Arts and Crafts			Unit 3: Building figures	No. of periods: 4
Key Unit Competence: To be able to create figures and tools from the mind				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Choosing materials which make shapes. - Explain the process of making figures from the surrounding. 	<ul style="list-style-type: none"> - Model various figures from the mind using clay and soil. - Imitate figures made by others. - Print different designs on surfaces using different materials and tools. 	<ul style="list-style-type: none"> - Perfect and appreciate the beauty of the object. - Respect and protect the different materials and tools. - Love and protect the environment. 	<ul style="list-style-type: none"> - Processes of preparing clay e.g. Sorting, sieving, mixing and kneading. - Different ways of making clay shapes e.g. coils and slabs e.g. fish, pitcher, plate and humans. - Different ways of decorating clay surfaces (incision, impression). 	<ul style="list-style-type: none"> - In groups, observing different materials and tools from the surrounding to be molded using clay. - Model figures while sharing ideas, materials and tools with others. - Outside the classroom, observe the surrounding through its inspiration choosing materials and tools to be used in modeling figures. - In groups, create various decorations on the surfaces of clay figures (pitcher, plate). - Exhibit Artworks and share opinions.

Link to other subjects: *Care for materials and tools. E.g. cutting and butchering in chemistry and agriculture.*

Assessment criteria: *Learners are able to model and decorate various clay figures.*

Materials: *Tools used in figures modeling.*

TOPIC AREA: CRAFTS		SUB-TOPIC: KNITTING (TEXTILE DECORATION)		
Primary 3: Visual Arts and Crafts		Unit 4: Knitting using different materials and tools from the surrounding		No. of periods: 5
Key Unit Competence: To be able to knit various articles using different materials and tools from the surrounding				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - To choose simple materials and tools used in textile decoration (knitting), yarns and different cables from the surrounding. - Identify different knit Articles and materials according to Rwandan culture. (van, basket, mat, decorations from Rwandan colours) 	<ul style="list-style-type: none"> - Use of yarns or different cables making different Articles and materials. - Imitating knit Articles made by others. - Create different patterns from the mind using tools visible in the surrounding. 	<ul style="list-style-type: none"> - Appreciate the beauty of the object. - Care for different materials, tools and Artworks. - Love and protect the environment. 	<ul style="list-style-type: none"> - Materials related to knit Articles according to Rwandan culture e.g. van, basket, mat, decorations with Rwandan colours) - Different knit decorations using different materials and tools (mat, natural fibers). 	<ul style="list-style-type: none"> - In groups, imitating other different knit decorations made by others. - Make various knit works using different Arts ices and materials from the surrounding (van, basket, decorations with Rwandan culture) - Choosing to knit various Articles using different decorations with Rwandan colours “(igikonjo, amatana, umuhigo, ikibero, abashi, ishobe,)” - “itanganyika”, Sorghum, wing, “umuraza”, “igishuri”) - Exhibition of Artworks and share opinions.

Link to other subjects: Cutting materials and tools in chemistry, carpentry, culture and crafts.

Assessment criteria: Learners are able to knit different Articles using decorations with Rwandan colours from the surrounding.

Materials: Different tools used in knitting and decoration.

TOPIC AREA: CRAFTS**SUB-TOPIC: EMBROIDERY****Primary 3: Visual Arts and crafts****Unit 6: Make embroidery patterns on textiles****No. of periods: 4****Key Unit Competence:** To be able to manipulate different tools and materials to make different embroidery patterns on textiles.**Learning Objectives****Content****Learning Activities****Knowledge and understanding****Skills****Attitudes and values**

- Choose the different materials and tools used in embroidery.
- Explain the process of making patterns in embroidery.
- Decorations in making patterns in embroidery

- Making simple different decorations used in embroidery.
- To create new embroidery designs and patterns on textiles from the surrounding.

- Appreciate the value of decoration in daily life.
- Care for the different materials, tools and Artworks.
- Appreciate the opinion of others without regard to sex.

- Various ways of sketching different motifs on surfaces.
- Using button stitch and buttonhole stitch
- Different embroidery design techniques using different coloured figures from the surrounding drawn on clothes (basket, drum, traditional dancer, gorilla, crested crane).

- In groups, observe and analyze embroidery designs.
- Button and buttonhole stitching.
- Create, imitating different embroidery design techniques using different coloured figures from the surrounding drawn clothes (basket, drum, traditional dancer, gorilla, crested crane).
- Exhibition of craftworks and share opinions.

Link to other subjects: Handling tools/materials e.g. meter in Maths, decorations and traditional culture.**Assessment criteria:** Learners are able to make different embroidery patterns on textiles.**Materials:** Embroidery tools and materials.

6. REFERENCE BOOKS

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2. Ikigo cy'Igihugu Gushinzwe Uburezi mu Rwanda (REB), Mutarama (2012), Integanyanyigisho y'ubugeni mberajisho mu cyiciro cya mbere cy'amashuri abanza, Kigali.
3. Baker Apollo Ntambirwa (2008), *Arts for Beginners, Published in Uganda by Trinity Books Ltd.*
4. George G. NJOROGE-KAMAU (1988), *Foundation of creative work, Heinemann Kenya Ltd, Nairobi.*
5. Obonyo O. Digolo, *Arts and Design for Form 3 and 4, E.A.E. P. East African Educational Publishers.*
6. Brenda Turner (1997), *Experience Arts, Specialist, Arts Education.*
7. Isabelle Bochot (1997), *J'apprends à peindre et dessiner, Editions Fleurus, Paris.*
8. Joseph L. Bresso, Fernand (1971), *Encyclopedia practice, Nathan.*
9. Lothar Kampmann (1972), *Forms and massages, Dessin and Tolra.*
10. Caket, C (1983), *Painting and drawing, Nathan.*
11. OLER PATRICK OKOL, *Arts and Design, first Edition, A hand book for Secondary School Arts and Craft, B.I.FAA. (MUK) MBA.*

7. APPENDIX

Subjects and weekly time allocation for lower level (P1to P3)

Subjects in Primary 1 – 3	Weight in %	Number of periods (1 period = 40 Min.)		
		P ₁	P ₂	P ₃
1. Kinyarwanda	27	8	8	8
2. English	23	7	7	7
3. Mathematics	20	6	6	6
4. Social and Religious Studies	13	4	4	4
5. Sciences and Elementary Technologies	7	2	2	2
6. Creative Arts: Music, Dance and Drama, Fine Arts and crafts	7	2	2	2
7. Physical Education and Sports	3	1	1	1
Total number of periods per week	100	30	30	30
Total number of contact hours per week		20 hrs	20 hrs	20 hrs

Total number of contact hours per year (39 weeks)		780 hours /year
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