

CREATIVE ARTS

TEACHING METHODS AND PRACTICE FOR TTCs

STUDENT'S BOOK

OPTIONS

- **Social Studies Education (SSE)**
- **Languages Education (LE)**
- **Early Childhood and Lower Primary Education (ECLPE)**

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FOREWORD

Dear student-teachers,

Rwanda Education Board is honored to present the Creative Arts-Fine Arts and Crafts Teaching Methods and Practice book which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Fine Arts and Crafts. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

Specifically, TTCs syllabus was reviewed to train quality teachers who will confidently and efficiently implement the Competence Based Curriculum in Pre-primary and Primary education.

In line with efforts to improve the quality of education, the Government of Rwanda emphasizes the importance of Fine Arts and Crafts Teaching Methods and Practice aligned with the TMP syllabus to facilitate their learning process.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the elaboration of a book which will facilitate and guide student-teachers to understand different methods, techniques, strategies and adequate teaching and learning materials for the effective implementation of a competence-based curriculum.

The book of Creative Artss/Fine Arts and Crafts Teaching Methods and Practice provides active teaching and learning strategies that engage learners in doing things and thinking about the things they are doing. It also provides a range of activities, which will facilitate student-teachers to:

- Critically analyse and be familiar with the all teaching and learning materials used in primary Fine Arts and Crafts lessons.
- Carefully explore all teaching and learning methods, techniques and strategies to be used by primary schools teachers in order to effectively deliver an engaging, active and enjoyable Fine Artss and Crafts lessons.
- Critically investigate the importance of teaching and learning materials to effectively deliver an engaging, active and enjoyable Fine Arts and Crafts lessons.
- Set relevant and age appropriate tasks, which intend to develop generic competences and address cross-cutting issues.
- Prepare a competence based lesson plan.

To facilitate student-teachers, the content of this book is self-explanatory so that they can easily use it.

I wish to sincerely express my appreciation to the people who contributed towards the development of this book, particularly REB staff, UR-CE Lecturers and TTC Tutors for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various activities.

Dr. NDAYAMBAJE Irénée
Director General, REB

ACKNOWLEDGEMENT

I wish to express my appreciation to the people who played a major role in development of this student-teacher's book of Creative Arts / Fine Arts and Crafts Teaching Methods and Practice. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production initiative.

I wish to extend my sincere gratitude to lecturers and TTC tutors whose efforts during writing exercise of this book were very much valuable.

Finally, my word of gratitude goes to the Rwanda Education Board staffs who were involved in the whole process of in-house textbook elaboration.

Joan MURUNGI

Head of CTRLR Department

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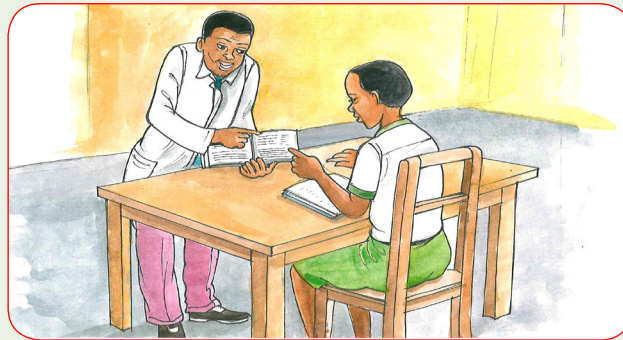
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PART I: FINE ARTS

Key unit Competence: You will be able to describe the rationale and structure of Fine Arts and Crafts syllabus in Primary.

Introductory activity

One student teacher came to see his tutor and asked about the book she found from the school library. She introduced herself to him that she is Mary.



Mary: Excuse me tutor, I read a book from library in which is written with the following elements: Meaning of Fine Arts and Crafts, Importance of Fine Arts and Crafts, Components of Fine Arts and Crafts for Primary Syllabus, Teaching and learning materials, organizing subject content, Lesson observation, Micro-teaching, Teaching practice, Assessment for Fine Arts and Crafts, and others. What do they mean?

Tutor: you are a good student Mary. I got you well now! The book you have read is “Syllabus of Fine Arts and Crafts” it has useful components that will help you to have a better understanding of the methodological guidance on teaching Fine Arts and Crafts. We shall talk more about them in class.

Mary: Thank you tutor.

Tutor: You are Welcome Mary!

1. According to the dialogue, discuss all the components that can be found in the syllabus of Fine Arts and Crafts.

1.1. Rationale of teaching Fine Arts and Crafts in Primary School

Activity 1.1

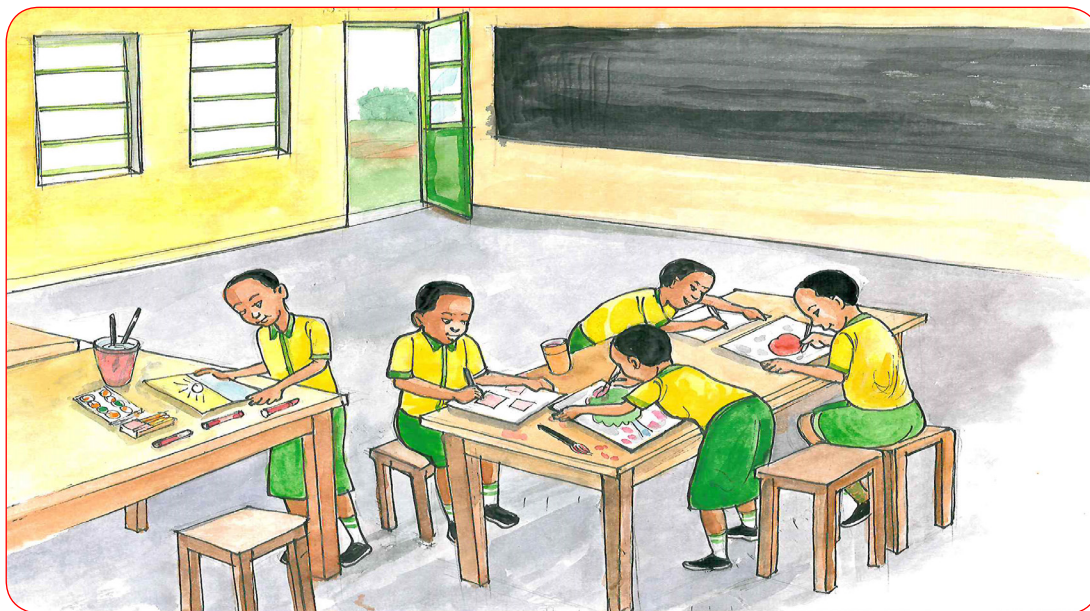


Figure 1.1. Learners in Fine Arts class

The Fine Arts and Crafts Syllabus for Primary provides clear guidelines and learning activities that can be applied to teach Fine Arts and Crafts in Primary classes, approaches in the teaching and learning of Fine Arts and Crafts in primary level. It focuses on learner centred approaches with a variety of teaching methodology that help learners to understand effectively Artsistic concepts, having knowledge, Artsistic skills and competences for better future Artsists.

Fine Arts and Crafts mainly deals with aesthetics. It belongs to everyone and thus it is desirable that all individuals get exposure to Arts education. This will enable learners to enjoy their world fully and help them to develop Artsistic skills.

Rationale/importance of teaching Fine Arts and Crafts

- Promote creativity through learners' unique nature and language of expression
- Accelerate and facilitate learning in other subjects
- Provide aesthetic and culture awareness
- Develop visual literacy in the process of making and using Arts.
- Develop and master skills of Artsists and craftsmanship relevant to various crafts and Artsworks

- Boost children's talent.
- Develop the ability of understanding and utilizing the tools and materials used in Arts and crafts.
- Acquire basic knowledge and skills in various Artworks and crafts
- Learn to appreciate the Artistic works of other Artists
- Learn to think imaginatively and innovatively
- Learn how to work harmoniously with other people in society
- Learn to communicate effectively with others in non-verbal ways through Artistic works

Application Activity 1.1



Ntwari is a primary 6 pupil, he loves Art and he has many paintings and drawing. He won an award of the Young Artist at National level. He got Two million francs. He got chance of meeting the Minister of Education and Director General of REB because of his artistic talent. Discuss how Ntwari's artistic talent helped him.

1.2. Components of Fine Arts and Crafts Syllabus for Primary

Activity 1.2

Explain why it is necessary to make a document for teacher, which provides all units and guidance to deliver Fine Arts and Crafts lessons.

Creative Arts Syllabus is a document that describes the learning objectives, content and learning activities related to Music and Fine Arts and Crafts. Specifically, parts two deals with Fine Arts and Crafts, which provides guidance on teaching and assessment methodologies. The learning objectives (knowledge, skills, attitudes and values) are developed to deliver and achieve the desired key unit competences.

1.2.1 General structure of syllabus

- **Introduction:** is composed of the background to the syllabus review, the rationale behind teaching and learning Fine Arts and Crafts.
- **Pedagogical approaches:** highlights guidelines on active learning aimed at developing competences in Fine Arts and Crafts.
- **Assessment approaches:** demonstrate competence-based assessment guidelines, where by a learner is given complex real life situations and tries to overcome problems by applying what he/she learned in Fine Arts and Crafts.
- **Resources:** indicate various materials, tools, equipment and human resources for successful implementation of Fine Arts and Crafts.
- **Fine Arts and Crafts Syllabus unit structure:** indicates the unit structure (topic area, subtopic, key unit competence, learning objectives, content, and learning activities) and highlights the link to other subjects, assessment criteria and materials to be used in teaching and learning a given unit.
- **References:** indicate a list of all sources used throughout the development of the Fine Arts and Crafts.
- **Appendices:** Shows weekly time allocation in Primary Schools for each subject including Fine Arts and Crafts.

This subject of Fine Arts and Crafts has six units each level.

- **Unit 1:** Drawing still life and nature
- **Unit 2:** Motifs, patterns and the design process.
- **Unit 3:** Letter styles, illustrations and colour
- **Unit 4:** Clay and methods of building clay figures
- **Unit 5:** Transforming different wasted Artsicles into craftworks
- **Unit 6:** Fabrics, motifs and pattern in embroidery.

Application activity 1.2

Share ideas with your colleagues about good qualities of a Fine Art and Crafts syllabus (choose one, either Lower Primary or Upper Primary Syllabus).

1.3. End unit assessment

1. Explain briefly the importance of teaching Fine Arts and Crafts in Primary.
2. Name and explain the components of Fine Arts and Crafts Syllabus
3. Describe the units that are covered in Lower Primary Syllabus of Fine Arts and Crafts.

Unit

2

TEACHING AND LEARNING RESOURCES

Key unit Competence: You will be able to differentiate available or possible teaching and learning resources required for the learning of Fine Arts and Crafts in Primary.

Introductory activity

After analysing the materials presented in the pictures above, classify them by completing the table below and add more materials found in your community.

Printed materials	Improved materials	Electronic materials
.....
.....
.....

2.1. Printed and duplicated materials

Activity 2.1.

Indicate the resources that you may find in your school library that can be used to teach Fine Arts and Crafts.



Figure 2.1. Printed materials used to teach Fine Arts and Crafts in Primary.

The books and resources refer to variety of books that a teacher and learner use in Fine Arts, Crafts subject to support achieving specific learning objectives as set out in both Syllabus, and lesson plans. Some of those books and resources are the following:

- Artsistic textbooks,
- Arts dictionary,
- Fine Arts and Crafts Teacher's guide
- Sketch book
- Drawing books and others
- Flash cards
- Drawn pictures

Textbooks play a vital role in the teaching learning process of Fine Arts and Crafts Subject. A child's Artsistic knowledge and skills exposure to studies strengthen with books.

Application Activity 2.1

Discuss the reasons for using textbook in teaching and learning Fine Art and Crafts subject.

2.2. Non- printed materials

Activity 2.2



Observe the above pictures and answer the question below:

Give the role of these resources in teaching and learning Fine Arts and Crafts.

In Fine Arts and Crafts, the use of concrete materials is evident. All materials for any chosen activity must help to enhance children's Artsistic manipulative skills, observation skills and sustain their interests to make learning situations of Fine Arts and Crafts real. In addition, they should promote child centered learning, develop creativity and reinforce Arts concept formation.

The following are real **improvised resources** that we can find from nearest environment and other can be brought:

- Stones
- Sticks
- Vegetables
- Bottles
- Bottle tops
- Clothing

- Boxes
- Sticks
- Mud
- Sand
- Soil
- Hides skins
- Leaves
- Coloured pencils
- Cups
- Clay
- Raffia
- Sisal and others

Application activity 2.2

Give improvised resources used in teaching and learning Fine Arts and Crafts.

2.3. Display and technological instruction media

Activity 2.3.



Explain the role of electronic materials above in teaching Fine Arts and Crafts.

When we talk about display and technological instructions media, it is the same as saying e-resources or use of ICT (Information Communication and Technology) in teaching and learning process.

Electronic resources or **e-resources** are materials in digital format accessible electronically. For examples; journals(e-journal), electronic books (e-book), softwares like adobe illustrator, Photoshop, paint and others.

2.3.1. The roles of ICT in teaching and learning of Fine Arts and Crafts

The use of ICT (Information and Communication Technology) in the classroom while teaching-learning Fine Arts and Crafts is very important to provide opportunities for teachers and learners to operate, store, manipulate, and retrieve Arts information, encourage independent and active learning.

The following are some of the ICT resources used in teaching and learning of Fine Arts and Crafts:

a. Computers



Figure 2.2. Computers

- Computers are used in the preparation of Fine Arts and Crafts presentation, to keep Fine Arts and Crafts information such as documents, images, audio, and video on CD-ROM, DVD-ROM, memory sticks, memory cards and other storage devices.
- It can be source of information for Fine Arts and Crafts
- Computers have different softwares, which makes graphics, letters, and illustrations.

b. Projectors

- Projectors are used to display the presentation prepared about Fine Arts and Crafts.

c. SmArtsphones

- SmArtsphones can be used to get source of Fine Arts and Crafts information
- Computers and smArtsphones have many applications, which can make graphics, letters, logo and illustrations.

d. Television and Radio

They play great role in displaying and providing audiovisual Artsistic information.

Application activity 2.3

Explain four Technological resources used in teaching and learning of Fine Arts and Crafts.

2.3. End unit assessment

1. Describe the categories of resources used in teaching and learning Fine Arts and Crafts
2. Give four examples of printed resources that can be used in teaching Fine Arts and Crafts.
3. Differentiate improvised resources from printed resources.

Unit 3

GENERAL PRINCIPLES OF TEACHING FINE ART AND CRAFTS SUBJECT

Key unit Competence: You will be able to describe general principles and strategies of teaching Fine Arts and Crafts in Primary schools.

Introductory activity

At Ubumwe Primary School, Primary five pupils were not interested in Fine Arts and Crafts lessons. After the teacher's observation, he came up with new strategies like motivating learners, using appropriate teaching and learning aids, and demonstrating how to do some of the artworks full of teacher documents. Then after some time, P5 pupils started to improve their performances and become more motivated to learn Fine Arts and Crafts.

1. Explain the reasons why the pupils of P5 were not interested in Fine Arts and Crafts lessons.
2. Discuss the ways the teacher used to improve teaching and learning of Fine Arts and Crafts in class of P5.

3.1. General principles/methods of teaching Fine Arts and Crafts

Activity 3.1

Discuss the principles that are used in teaching and learning Fine Arts and Crafts.

3.1. a. The principles used in teaching and learning Fine Arts and Crafts

The following are the **principles** used in teaching and learning Fine Arts and Crafts with how they are being applied.

- **Progression:** The teaching of Fine Arts and Crafts must take place gradually; you must be ready to make readjustments, revisions, summaries and repetitions. Learning activities should be started from simple to complex or concrete to abstract.
- **Activity:** most activities in Arts are practical which involves observation. Demonstration, drawing, painting, modelling, weaving. The teacher should be able to facilitate and facilitate them during the lesson.

- **Motivation:** In a classroom setting, motivated learners are interested in what has been taught, they are constantly attentive, they put efforts that are more personal and they learn more quickly than others learners and understand better. Fine Arts and Crafts lessons teacher should motivate learners by using different activities like games, songs, concrete materials and appreciate learners' Artworks.
- **Concretisation:** Effective teaching always starts with something tangible, existing, concrete, that is, teaching focuses on a real context. Fine Arts and Crafts teacher uses concrete artistic tools and materials to clarify the concepts.
- **Individualisation** Fine Arts and Crafts teachers allow the learner to learn at his / her pace and possibly develop their individual artistic touch on different artworks.
- **Cooperation:** this value is mainly developed in teamwork where all learners work together, learn from each other, sharing ideas on different concepts and take parts in doing classroom Arts activities.
- **Transfer:** transfer refers to the application of classroom acquisitions in a new situation. It is an influence, an impact on the subsequent learning. The Fine Arts and Crafts students are able to use the learned material in real life.

3.1. b. Methods of teaching Fine Arts and Crafts

In classes' activities, several methods can be used to impart new ideas, concepts, skills, and right attitudes. These methods should always be learner centered and interactive. You as teacher, you become a facilitator and help children carry out their Arts and crafts activities. There are several methods applicable in teaching Fine Arts and Crafts in lesson. They include:

- Demonstration
- Practical work
- Observation
- Display
- Project
- Visit

i. Demonstration method

In Fine Arts and Crafts, **Demonstration method** can be used to communicate any Arts or crafts activity with the aid of visual materials such as flip charts, posters, power point, etc. A **demonstration** is the process of teaching someone how to make or do something in a systematic process. As you show how, you "tell" what you are doing.

ii. Practical works

This is very useful to learners who seem to be the future Artists and Artisans. In Fine Arts and Crafts subject, most of the activities require practical activities as said “Practice makes perfect”. The more they do practice, the more they will understand better the lessons in this subject.

iii. Observation method

This method which cuts across other techniques of teaching Fine Arts and Crafts as children observe everything they are learning for them to be able to imitate them. They also carry out observation during a nature walk and demonstration. Then the teacher can ask them to model or draw, paint, make clay objects, weave what they have observed.

iv. Display

In Fine Arts and Crafts, children carry out various tasks to come with Artworks. Such works need to be displayed for children to keep appreciating their different talents and learn from others works. When these final Artworks are presented, each child is given an opportunity to see and talk about what they have done. These promote equity among all children, since they do the same activities. Display has a visual effect, since the Artworks stimulate children’s creativity enabling its perfection. You should always establish the children’s work display areas or corners to be able to display children’s finished work. They are different ways of displaying children’s creativity work.

These include:

- Hanging
- Classing on the floor in a corner
- Use of boards
- Use of flannel board

v. Project method

Is an undertaking that involves several deliberate steps to achieve anticipated results? You should give project work to a group of learner after discussing the details of what is required. It is a method where by the teacher can group children, pair them or give tasks as individuals. Each group works on different tasks, examples:

- Modelling domestic animals
- Drawing and colouring family members while others can construct buildings that are found at home (hut or house)
- You should constantly supervise and encourage the children as they undertake the tasks. The children will approach the work as group

or divide themselves into several different groups. They can then assign each other a task, which would then be submitted, to the larger group. Project work enhances group dynamic. This enables total participation exploitation of all available resources and utilisation of individual talents. As a result, a perfect and product will be realized.

vi. Visit method

In this method, children are taken outside the classroom environment. This enables the children to observe and have first-hand experience as they acquire the actual information from the visited place. It can be a simple nature walk around the school compound, studio, gallery, museum, Artsroom, or other Arts classes.

vii. Arts appreciation and critic method

This method involves exhibiting finished works and learners are given an opportunity of appreciating and critiquing their Artworks in order to improve their Artsistic skills.

viii. Experiment method

This is the method where by children explore and discover new things. For example, children may discover colours from flowers, leaves and tubers. They can come with new colours mixing to different colours. During experimentation, children need to be given the freedom to try out different things as they make a guess on what will be the results after doing a certain activity. Through this, they acquire many skills as they actively involved in the process. Children's curiosity leads them to discover different things when they do experiment

Application Activity 3.1

1. Explain any three methods we find in teaching and learning Fine Arts and Crafts

3.2. End unit assessment

1. Distinguish between the following principles and methods of teaching Fine Arts and Crafts:
 - a. Cooperation from individualisation
 - b. Activity from Concretisation
 - c. Transfer from Progression

Unit 4

DRAWING STILL LIFE AND NATURE USING AVAILABLE RESOURCES

Key unit competence: You will be able to prepare an active lesson related to drawing still life and nature using available resources.

Introductory activity

Observe the following drawings before providing the answers.



1. Describe the materials that were used to draw the images above.
2. Discuss the elements and principles of art that were applied to make the drawings above.
3. Give different types of lines used to make them.

4.1. Recall on concepts and content related to drawing still life and nature

Activity 4.1

Discuss about elements and principles of art or Crafts.

4.1. a. Definitions of terms used in drawing still life and nature

- **Still life drawing:** is Arts of making pictures of inanimate objects as its subject.
- **Nature drawing:** is the Arts of drawing or painting of the object that is found from the environment. Some nature objects include: rock, tree, stone, mountains, hills and others
- **Colour:** is characteristic appearance of surface in presence of light.

4.1. b. Elements of Arts

Elements of Arts are the building blocks followed while making and talking about a work of Arts. They are basic things to needed for creating an Artswork. They include:

- **Line:** defined as a path made by dragging the drawing tool across a surface.
- **Shape:** is the outer appearance of an object.
- **Form:** the roundness of an object measured only by length, width, and height.
- **Value:** tone refers to the variation from light to dark on the surface of an object as light falls on it.
- **Space:** is area between and around an object.
- **Colour:** is characteristic appearance of surface in presence of light.
- **Texture:** is how surface feels when touched or how it looks or might feel when touched.

4.1. c. Principles of Arts

Principles of Arts are the guidelines those Artists use to arrange and organise the elements of Arts to produce an Artswork. They include:

- **Balance:** this refers to a state of equilibrium when all elements in an Artswork are well arranged. Balance can be symmetrical, asymmetrical and radial.
- **Rhythm:** is a principle of Arts that focuses on visual movement in a work of Arts. It is achieved when there is a feeling of movement form one parts of the work to the other.
- **Pattern:** refers to repetition of elements such as line, color texture repeatedly to create an impression work of Arts.
- **Dominance:** this deals with a controlling future of work of Arts. This could be a strongly contrasting parts in terms of colors, shape, texture, tonal-value, line or size. Dominance can also be referred to as emphasis, center of interest or climax
- **Perspective:** in senior one, you were introduced to linear perspective, where you focused on the use of lines to show a perspective in landscapes. As a principle of Arts, perspective refers to the variation in size, tone and color of objects with distance. Near objects look bigger/brighter compared to those seen at a distance.
- **Unity/harmony:** this principle is achieved when all, elements in given work of Arts (such as lines, color and texture) agree with each other.
- **Proportionality:** this refers to the relationship of different parts of an object in terms of size.

Application activity 4.1

Colour is one of the elements of art; distinguish primary colours from secondary colours by giving examples for each category.

4.2. Techniques and strategies for facilitating lessons of drawing still life and nature using available resources

Activity 4.2

Explain the steps you can follow to conduct a lesson of Fine Arts and Crafts.

If you want to make a preparation of a lesson about drawing still life, you have to proceed in following steps so that it will be easily applied and well understood:

- Collecting materials
- Setting page or surface to work on
- Sort them according to their size, colour, and shape
- Sketching, is done by using simple lines
- Drawing starting on lines/
- Making shape from lines
- Cleaning lines
- Shade

The methods that can be used while making a preparation of a lesson about drawing still life include Demonstration, Practical work, Observation, Display, Project and Visit.

Let us take one example of drawing a cup.

Step 1: Sketch the Basic Shape of the Cup

Step 2: Draw the Base of the Cup.

Step 3: Draw the Top & Bottom Shapes of the Cup

Step 4: Sketch the Proportions of the Handle

Step 5: Clean up the Line Drawing.

Step 6: Shade the cup

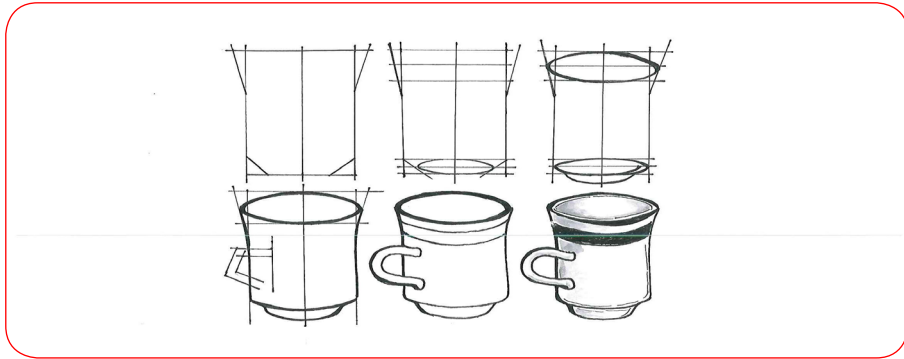


Figure 4.1. Steps of Drawing a Cup

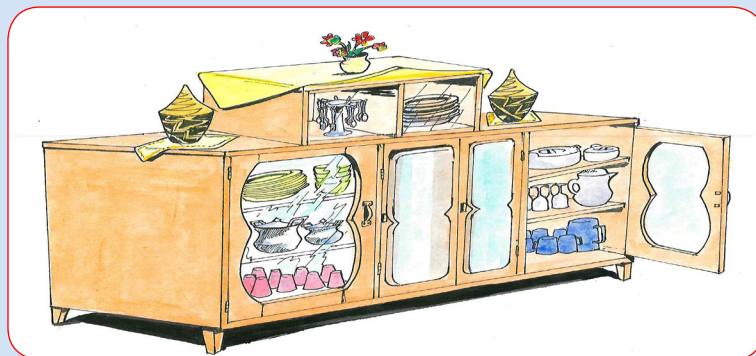
Application activity 4.2

Mention the tools and materials you can use to teach a lesson about drawing a cup.

4.3. Developing generic competences and crosscutting issues related to drawing still life and nature

Activity 4.3

Extract the generic competence and cross-cutting issues from the picture of cups kept in cupboard below.



1. Why should we keep and protect everything in our environment?
2. Who is in charge of protecting kitchen utensils?
3. Is utensil cleaning important to our lives? Justify your answer.

Competence-based lesson plan for unit 5 in Primary 6

School name:

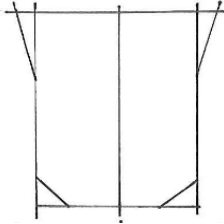
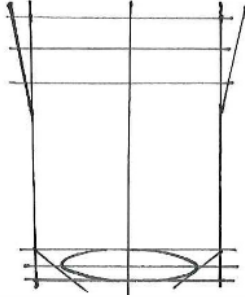
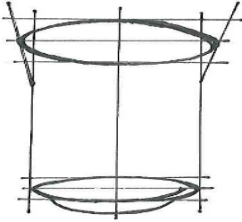
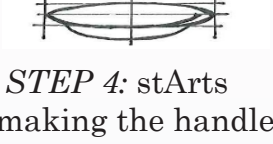
Academic year:

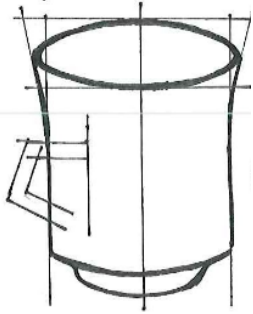
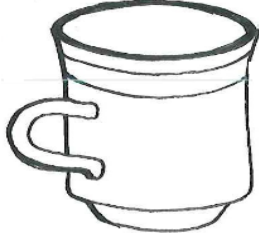

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	.../.../...	Fine Arts and Crafts	P6	5	2	40	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Two learners with visual impairments			
Unit title	Drawing still life and nature						
Key Unit Competence	To be able to draw different pictures of objects and scenes in still life and nature using different tools and materials.						
Title of the lesson	Drawing a cup						
Instructional Objective	By the end of this lesson, using pencil, paper and other materials, present learners will be able to draw a cup correctly.						
Plan for this Class (location: in / outside)	Inside classroom.						
Learning Materials (for all learners)	Pencil, paper, colour, rubber, ruler and the learners' text books						
References	Creative Arts syllabus, upper primary level, REB, Kigali, 2015						

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction 5 min We all need drinks in our life especially water, what are the materials we all need when we drink water?	Telling the story related to the new lesson of drawing a cup and ask questions which are related to the new lesson	Listening to the story told by the teacher about a cup and answer the questions asked by him or her	Generic Competence: <i>Communication skills</i> ; through asking and answering questions.
Development of the lesson: Drawing a cups by following different steps 25 minutes	cups (especial for learners with visual impairments) if they are present or the drawn one -Form groups of not more than 7 or 8 learners	-Observe carefully the presentations done by the teacher. -Listen carefully to the instructions to form the groups -Receive materials and try to draw the cup as they see it	Generic Competences: Communications skills through observations of cup. Critical thinking for drawing each parts and combining all tools.

	<p>-Show the real -Provide different drawing tools, materials, and cups to be drawn by learners as they observe and provide assistance to them where needed</p> <p>After their trial drawings, give instructions on how they are going to proceed to draw the cup using different steps.</p> <p>Display the chArts of steps of drawing cup and draw on chalk for each step and they imitate you, below are the steps :</p>	<p>Listening carefully to the instructions given by teacher</p> <p>Use the referenced chArts but follow all the steps applied by teacher on the board</p>	<p>Cross cutting Issues:</p> <ul style="list-style-type: none"> - Peace and Value Education through collecting materials and working together. - Gender education through giving and receiving the task. - Inclusive Education through putting a cup on the table and making sitting in classroom <p>Generic Competences: <i>Communications skills</i> through listening to the instructions.</p> <p><i>Critical thinking</i> for drawing each parts and combining all tools.</p> <p>Generic Competences: <i>Communications skills</i> through observations and following what the teacher does.</p>
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	<p>STEP 1</p> <p>Sketch the Basic Shape of the Cup</p>	<p><i>STEP 1: draw the sketch</i></p> 	<p><i>Critical thinking</i> for drawing each parts and</p>
	<p>STEP 2</p> <p>Draw the Base of the Cup</p>	<p><i>STEP 2: draw the basic lines</i></p> 	
	<p>STEP 3</p> <p>Draw the top and bottom shapes of the cup</p>	<p><i>STEP 3: drawing the top and bottom of cup</i></p> 	
	<p>STEP 4</p> <p>Sketch the Proportions of the Handle.</p>	<p><i>STEP 4: starts making the handle</i></p> 	

	<p>STEP 5 Clean up the Lines Drawing.</p> <p><i>STEP 6</i> Shade the Cup</p> <p>Briefly tell the learners to go back for their works and check the steps used to draw a cup</p>	 <p><i>STEP 5:</i> clean the useless lines</p>  <p><i>STEP 6:</i> shade your cup</p>  <p>Listen what they are told by teacher and check the steps they used.</p>	<p>combining all tools.</p> <p><i>Inclusive Education:</i> Taking into account of learners with physical impairment during the activities of drawing.</p>
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<p>Synthesis/ Conclusion and Assessment</p> <p>10 min</p>	<p>Look at the learners finished works.</p> <p>Ask the learners orally what problems they met and how they solved them</p> <p>Appreciate the good works and clarify where to improve</p>	<p>Present their drawn cups</p> <p>Answer the questions asked by the teacher</p> <p>Listen to the comments given by the teacher</p>	<p><i>Critical thinking</i> – learners develop it before answering questions</p> <p><i>Research and problem solving</i></p> <p>Through answering different questions and identifying different tools and materials for drawing a cup.</p>
<p>Teacher self-evaluation</p>	<p>Strengths: the steps were well conducted</p> <p>Improvement: The objectives were partly achieved, as this is the first lesson of the year after a very long break.</p> <p>Remedial lesson is to be organized at appropriate time.</p>		

There are some generic competences and crosscutting issues, we can suggest to be used in this lesson of drawing still life and nature.

a. Developing Generic competences

- **Communication:** during asking and answering questions
- Cooperation interpersonal: cooperating with others as team in drawing still-life and nature
- **Problem solving:** during finding answers to questions and solutions about drawing still-life and nature
- **Creative and innovation:** the learners draw their own drawing
- Critical thinking: the learners reflect on the Artswork of drawing still-life and nature

b. Crosscutting issues

- **Peace and value education:** during sharing ideas in their respective groups in the lesson of drawing still-life and nature by respecting others' views
- **Gender education:** through making groups, asking questions,

respecting equity in the lesson of drawing still-life and nature

- **Inclusive education:** through sitting arrangement, observation time in the lesson of drawing still-life and nature

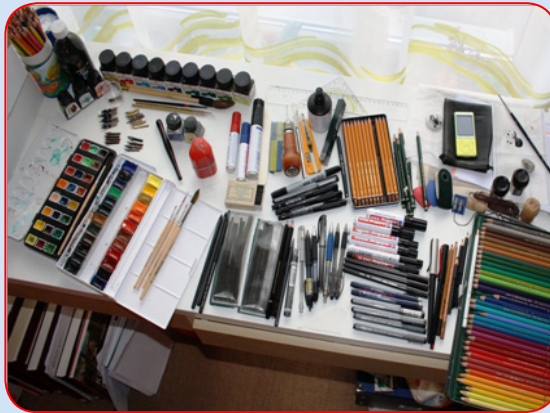
Application activity 4.3

Prepare a lesson plan a lesson for drawing still life or nature and develop generic competence and cross-cutting issues in relation to the lesson.

4.4. Produce and use appropriate resources using lower cost materials

Activity 4.4

Observe the picture below before answering



Describe the materials that you see in the photo above.

Available Materials and tools to be used in drawing:

- Paper
- Pencil
- Colored pencil
- Rubbers
- Crayons
- Charcoal
- Pastels
- Ruler
- Pair of Compasses
- Set square
- Sharpener
- Pair of scissors
- Sugar paper

Produced materials could be the pictures made on rice sacks, on hard papers, pictures etc.

Application activity 4.4

Using drawing tools and materials of your choice, draw different fruits arranged together

4.5. End unit assessment

1. Discuss the resources that you can use in drawing still life.
2. Explain three techniques in teaching drawing still life and nature.
3. Prepare a lesson plan in the lesson of drawing still life and nature of drawing a chair.

Unit 5

TEACHING LESSON OF LETTER STYLES, ILLUSTRATIONS AND COLOURS

Key Unit competence: You will be able to prepare an active lesson of letter styles, illustrations and colour.

Introductory activity



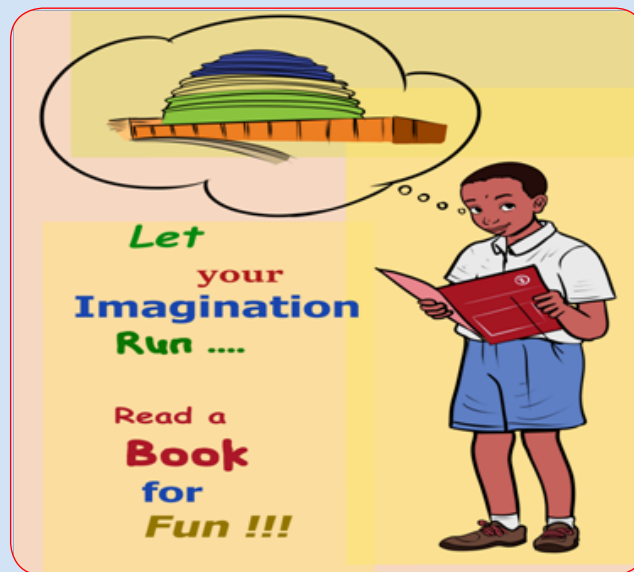
1. Discuss the types of letter styles that you think were used to make the works above.
2. Give the colours used and identify their types.
3. Mention the importance of illustrations in designs.
4. Describe the cross-cutting issues you can find in one of the designs above.

In our daily life activities, we need to communicate to each other through both verbal and non-verbal means. One of the non-verbal means is using letters. The Arts of making them is known as “**Lettering**”.

Lettering is very important parts of graphic designing. This is because graphic designing is all about communication. We all know that words play a very great role in communication. They give perfect meaning in communication when they are harmoniously used with good colours and illustrations.

5.1. Recall of concepts and content related of letter styles, illustrations and colour

Activity 5.1



1. What is the type of graphic design is displayed up?
2. Give the message is communicated in the graphic design up.
3. Identify the type of design layout used above.

In primary schools, both lower and upper level have the lesson of using different letters styles for different purposes. Generally, this can work to everyone who need communication, it will be better to includes also illustrations to help people who cannot read to understand the message.

There are some concepts you need to know in Graphic Design:

- **Illustrations:** are the drawings of images that are carrying a given information for different reasons.
- **Layout:** is a unique way of presenting ideas on a given support or format.
- **Landscape format:** is a horizontal way of presenting information on a given support.

- **Portrait format:** a vertical way of presenting information on a given support.
- **Typography:** is the Arts of laying out chosen letters for printing. It involves the knowledge of types and their characteristics.
- **Colour:** is the characteristic appearance of surface in the presence of light.
- **Secondary colours:** are colours that are produced by the mixtures of two of primary colours.
- **Tertiary colours:** if a primary colour is added to its immediate secondary colour an **intermediate colour** is made, again known as tertiary.
- **Colour wheel:** is a circle that assist us to understand the relationships between colours.

Application Activity 5.1

1. Describe the following concepts used in graphic arts:
 - a. Illustration
 - b. Layout
 - c. Colourwheel
2. Using your chosen style of letter and illustration, make your design that encourage patriotism.

5.2. Techniques and strategies for facilitating lessons of letter styles, illustrations and colour.

Activity 5.2



In a class of Primary 5, there are 35 learners. Two of them have physical disability (they have one arm only). A Fine Arts and Crafts teacher is supposed to deliver lesson of “Letter styles”. Discuss how a teacher should manage this class whereas all the learners will participate actively in that lesson.

In every class, the teacher needs to apply full management so that teaching and learning process will be done properly and all learners will learn well in conducive class including the one with disabilities.

There are many tips that will help a teacher to facilitate the lesson of letter styles, illustrations and colour and the main are the techniques and strategies.

The strategies should be linked to learning activities are a suggestion only. As a teacher who knows the students' learning styles and needs you can select alternative strategies and techniques or adapt to deliver this lesson. Some of them are described below:

- **Questioning techniques:** this will be applied when the teacher asks learners about this lesson either materials, tools and equipment used in lettering and illustration, about procedure of making any work from this lesson, and the roles of making such Arts.
- **Discussion technique:** in this technique, the teacher is responsible for giving the topic to be discussed and has the responsibility of controlling the whole class during the discussion period. Attention can be highly taken into account to the learners with difficulties.
- **Think-pair-share:** this can easily be adapted for learners to use when sorting out information or reflection on the concepts used in **letter styles, illustrations and colour** at the end of every activity.
- **Thumbs up, thumbs down:** This can be used by learners to indicate their attitudes at the start of an activity or as a reflection strategy to evaluate changes in their knowledge and understanding about a given lesson.
- **Circle talk:** This strategy will be applied where learners share their own ideas and opinions, and listen to and respect others' opinions. It also holds all learners accountable for having something to say.

Application activity 5.2

Discuss the techniques and strategies for facilitating lessons of letter styles, illustrations and colour.

5.3. Developing generic competences and crosscutting issues of letter styles, illustrations and colour

Activity 5.3

In TTC Nyamahoro, they are organizing debate, Artists need to make banner of the motion that will be worked on. The motion will be “Running the Business individually is better than doing it with other people”

1. Which cross cutting issues do you think will be developed during the debate on this motion?
2. Describe the generic competences that will be developed during the debate on this motion.
3. As a group of Artists in your TTC, Suggest the best styles of letter and images to be used in designing the banner.

During this lesson of letter styles, illustrations and colour, there are some generic competences and cross-cutting issues we can suggest to be addressed.

5.3.1 Generic competences

- **Communication:** during asking and answering questions related to letter styles lesson
- **Cooperation interpersonal:** cooperating with others as team in letter styles, illustrations and colour lesson.
- **Problem solving:** during finding answers to questions and solutions about letter styles, illustrations and colour lesson
- **Creative and innovation:** the learners draw their own work of letter styles, illustrations and colour lesson.
- **Critical thinking:** the learners reflect on the Artswork of letter styles, illustrations and colour lesson.

5.3.2. Cross-cutting issues

- **Peace and value education:** during sharing ideas in their respective groups in the lesson of letter styles, illustrations and colour lesson by respecting others' views
- **Gender education:** through making groups, asking questions, respecting equity in the letter styles, illustrations and colour lesson
- **Inclusive education:** through sitting arrangement, observation time in the letter styles, illustrations and colour lesson.

Application activity 5.3

Prepare a poster or banner with illustrations and letters of your choice in which you will find out cross cutting and generic competences

5.4. Produce appropriate resources using low cost materials and locally made

Activity 5.4

Discuss the activities that you can do to make letters, illustrations and colour resources.

5.4.1. Available materials that are found locally



Figure. 5.1. Different resources that can be used in Fine Arts and Crafts

As letters, illustrations and colours lesson need different materials, most of them can be easily found in your place. They can be useful when you produce others and they are listed below:

<ul style="list-style-type: none">• Pencils• Paper• Rulers• Cutters• Drawing tools	<ul style="list-style-type: none">• Geometrical tools• Colours• Box papers• Board
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5.4.2. Produce appropriate resources using low cost materials

In letters and illustrations, they are resources that can be produced using low cost materials.



Figure. 5.2. Different resources that can be produced

About produced letters and illustrations, they can be made from different available resources and are listed below:

- Box letters
- Cut letters made from papers
- Letters that can be produced from banana
- Wooden alphabet

Applications activity 5.4

1. Discuss the available resource that you can use in the lesson of illustrations and letter styles lesson.
2. Discuss the colours on the colourwheel.

5.5. Setting assessment tasks related to lessons of letter styles, illustrations and colour.

Activity 5.5

Observe carefully the picture below before answering



1. Describe the components that are in the illustration above.
2. Give the positive and negative critics found on this picture

Good use of letter styles, illustrations and colour in Artworks simply means the best use of pictures, diagrams, letters and colours that play great role to communicate a message. To make good work, there are some elements that are used to make beautiful work and they can be deeply considered when assessing any Artwork made with the use of letter styles, illustrations and colour as explained below:

- ✓ **Effective communication:** means using strong and pleasing impression that put across a desired message. Choose best illustrations, letters style and colours.
- ✓ **Simplicity:** less is more. Thus, keep it simple. Too much detail in graphic Arts detracts the message.
- ✓ **Economy:** simply means not using something than what is necessary.
- ✓ **Method and styles:** decision to use watercolour, spot colour, line illustration, photographs and many more is very important. Some method are good for certain subjects than others.
- ✓ **Choice of colour:** colours play great role in any work of Arts, it is necessary to know and consider the use of different colours. Avoid subjective use of colours.

Applications activity 5.5

Discuss the criteria you can consider when assessing learners work of letter styles, illustration, and colours.

5.6. End unit assessment

1. Discuss the criteria you can consider when assessing learners work of art in letter styles, illustration, and colours.
2. Draw and complete a colourwheel.
3. Make a lesson plan about teaching a lesson with the title “lower case letters in printed letter”.

Unit 6

PREPARE AN ACTIVE LESSON OF CLAY AND METHODS OF BUILDING CLAY FIGURES USING AVAILABLE SOURCES

Key unit competence: You will be able to prepare an active lesson of clay and methods of building clay figures.

Introductory activity

Think about the following pictures and answer the questions



1. Describe the works that are being seen on the picture.
2. What are the materials and tools that are used?

6.1. Recall of concepts and content related to clay and methods of building clay figures

Activity 6.1.



1. What kind of soil is in the picture above?
2. Describe the kind of art in which this kind of mud will be used.

6.1.1. Definition of terms

- **Sculpture:** is the Arts of creating figures and forms in three dimensions.
- **Clay:** is a type of soil made gradual chemical weathering of rocks, which bears silicate formed over a period.
- **Modeling:** this is the Arts of shaping an image from different soft materials such as clay
- **Ceramic:** is the Arts of making and firing the object from clay

Most activities in pottery/ceramics need clay as a raw material

a. PREPARATION OF CLAY

Let us go through steps of preparation of clay:

- **STEP1:** Collect the clay from sources
- **STEP2:** Sort clay; it is then passed through a wire mesh sieve to remove the remaining impurities
- **STEP3:** mixing a clay with water
- **STEP4:** Wedging which is the process of removing air bubbles from clay
- **STEP5:** storage, which is the process of keeping in polythene bag.

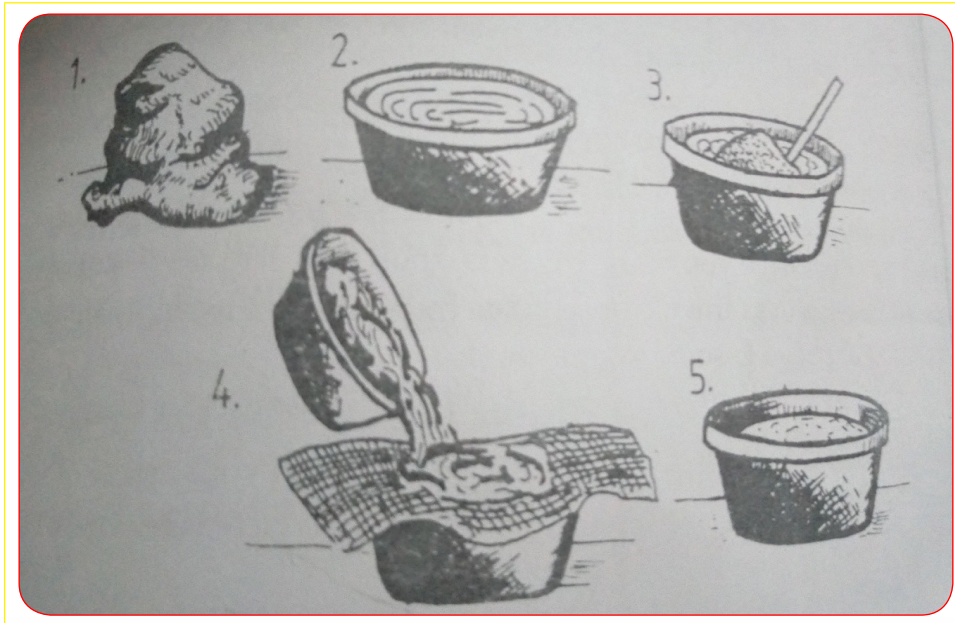


Figure. 6.1. Steps of clay preparation

Application activity 6.1

Explain the reasons why clay must be well prepared before using it.

6.2. Techniques and strategies for facilitating lessons of clay and methods of building clay figures

Activity 6.2

Describe the method you can use to help learners to prepare clay.

Techniques and strategies are built according to the steps in lesson of clay.

- In the first step, we will need visitation, observation and practical work.
- Second step, are: practical, observation and experimental. In mixing clay with water, wedging and storing we will need to practice. Therefore, displaying will come after final product.

After helping learners in preparing clay, they will starts building clay figures, using the following methods below:

- **Pinching:** In this method, a ball is placed on a prepared working bench surface.
- **Coiling:** line up a working surface with news paper or plastic sheeting material

- **Slab method:** this is simply working on clay that has been flattened
- **Ball:** in this method, an elbow clutched first can be used

Let us conduct a lesson of making a **flower vessel** using pinching method.

Steps:

- Prepare a firm working surface
- Line it with news papers
- Take a ball of well-wedged clay and place it on the bench
- Make a well-rounded ball of clay using your hands
- Holding the lamp between your fingers, press in the thumbs from the top of the ball of the clay turn it round slightly sliding the ball on newspaper as the thumbs work from the inside
- Dumping hands with water and continue to work until the right thickness of wall is achieved
- Flatten any threading crack. Remember to flatten any crack that may appear on the work as the walls are building for a stronger vessel that would not crack during firing.
- When work is finished use a flattening tool, cut away any unnecessary clay from the edges of the vessel. Put the vessel under a shade and wait for it to dry.

Application activity 6.2

1. Distinguish pinching from coiling.
2. Explain how the slab methods can be used in building clay figures.

6.3. Developing generic competences and crosscutting issues related to Clay and methods of building clay figures

Activity 6.3

“The swamp where we dig clay must be protected” Describe the kind of cross-cutting issue that is related to this statement.

a. Generic competences

- Communication: during asking and answering questions
- Cooperation/interpersonal: cooperating with others as team in preparation of clay and building of clay figures.
- Problem solving: during finding answers to questions and solutions about lessons of clay
- Creative and innovation: the learners build clay figures

- Critical thinking: the learners reflect on the Artwork of sculpture

b. Crosscutting issues

- **Peace and value education:** during sharing ideas in their respective groups in the lesson of clay by respecting others’ views
- **Gender education:** through making groups, asking questions, respecting equity and equality in the lessons of clay
- **Inclusive education:** through sitting arrangement, observation time in the lessons of clay
- **Environment and sustainability:** through protecting the place where we dig clay

Note: Consider the lesson plan below to understand the use of methods, techniques, strategies, generic competences and crosscutting issues in the lesson of preparation of clay.

Competence-based lesson plan for unit 4 in Primary 6

School name: **academic year:**

Teacher’s name:

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	.../.../....	Fine Arts	P6	5	2	40	45
Type of special Education Needs to be catered for in this lesson and number of learners in each category		NONE					
Unit Title		Clay and methods of building clay figures					
Key unit competence		To be able to make different clay figures using different techniques.					
Title of the lesson		Preparation of clay					
Instructional Objective		By the end of this lesson, using clay and other materials, learners will be able to prepare clay to be used in building clay figures properly.					

Plan for this lesson (Location: In/ Outside)	Outside and inside the class
Learning Materials(For all learners)	Clay, water, container, stick, polythene materials, sieve.
References	Creative Arts syllabus, upper primary level, REB, Kigali, 2015

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues
	Teacher guides and facilitates the learners to prepare clay using different materials of pottery. They collect materials to be used.		
	Teacher's activities	Learner's activities	
Step1 Introduction 5min	-Ask questions related to new lesson.	Answer the questions asked by teacher	<i>Generic Competence:</i> Communication in official languages through asking and answering questions

<p>Step 2 lesson development</p> <p>New lesson: preparing clay</p> <p>30 min</p>	<p>-Present teaching and learning aids and ask questions about them.</p> <p>-Make small groups,</p> <p>-Distribute materials and tools in-group.</p> <p>-Give instructions and assign the task.</p> <p>STEP 1</p> <p>-Collect clay from source.</p> <p>STEP 2</p> <p>-Invite learners to sort impurities in clay.</p> <p>STEP 3</p> <p>-Tell learners to mix clay with water</p> <p>STEP 4</p> <p>Invite learners to stArts wedging clay</p> <p>STEP 5</p> <p>Tell learners to store clay</p> <p>Invite learners to display their final products</p>	<p>-Observe T/L aids brought by teacher and answer questions</p> <p>-Join groups</p> <p>-Receive materials and tools and follow the instructions from teacher</p> <p>-Go outside to dig a clay</p> <p>-Sort impurities in clay</p> <p>-Mix clay with water using stick</p> <p>-Wedging clay and removing air bubbles.</p> <p>-Store clay in polythene materials</p> <p>Display final product</p>	<p><i>-Cross cutting Issues: Gender education through making groups</i></p> <p>-Inclusive education, through giving the task by putting a cup on the table and making relevant sitting arrangement in classroom.</p> <p>- Environment and sustainability while digging clay in swamp.</p> <p>-Cooperation through helping each other.</p>
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Step 3 Conclusion/ summary or assessment 5min	-Ask question related to the lesson activities -Describe the steps of preparing clay	Answer questions asked by the teacher	<i>Generic competences :</i> Communication ; through asking and answering questions -Problem solving; through preparing clay.
Self-evaluation	The lesson was done well through using groups and real tools and materials while preparing clay.		

Application activity 6.3

Describe the effects of the cross cutting issues developed in the lesson plan above.

6.4. Use appropriate resources (available and locally made)

Activity 6.4

Considering the lesson plan in 6.3, discuss the available resources we need to prepare clay.

a. Appropriate resources and assessment of tasks related to lessons of clay

Collecting and producing the following materials:

- Clay
- Water
- Sieve
- Bucket
- Flat surface
- Polythene materials

b. Setting assessment tasks related to lessons of Clay and methods of building clay figures

During the lesson related to clay, you will consider the following tips:

- The beauty of built figures
- The quality of used clay (how well it was prepared)
- The creativity applied
- The appropriate methods used to build clay figures
- The neatness

Application activity 6.4

State five materials you may collect from nearest environment and can be used in building clay figures

6.5. End unit assessment

1. Make a lesson plan for building a flower vessel.
2. Discuss the criteria you can consider to appreciate the good work of pottery.
3. Discuss how you would improvise materials and tools for building clay figures.

Unit 7

TEACHING AND LEARNING TRANSFORMING DIFFERENT WASTED ARTICLES INTO CRAFTS

Key unit competence : You will be able to prepare an active lesson for teaching transforming different wasted Articles into Craftworks.

Introductory activity

In Rwanda, we do many jobs to improve our living standards for example Farming, cultivating, mining, selling goods, manufacturing in factories and working in institutions.

Everything we do in our country follows the government policies related to sustainable development. In most regions you find people collecting used up papers (we can say the rests of exams in schools ...) for transforming them into useful resources; for instance some envelopes, invitation cards, postal cards and images. This can help some people to change their financial status or to develop themselves because this work is one of the good ways of earning money.



1. What kind of art do you think were used to produce the above products
2. What are the materials and tools that were used to make them
3. Describe the functions of the items produced above.

7.1. a. Recall of concepts and content related to transforming different wasted Articles into craftworks with Techniques

Activity 7.1

Identify the materials and tools that are needed for teaching transforming different wasted articles into crafts work.

- **Collage:** It is the Arts made by sticking different materials such as photographs and pieces of paper or fabric onto a surface to make a design. Collage describes both the technique and the resulting work of Arts in which pieces of paper, photographs, fabric and other items are arranged and stuck down onto a supporting surface or backing. Collage allows for the use of all sorts of materials that can easily be collected from the environment in our community and they include buttons, beads, cloth, papers, photos, textile, sand, scissors, cutters, glue, brush, beans, peas, grains, banana fibers and many others



Figure. 7.1. Collage work made from banana fibers

Some of these materials and Artsicles can be found through recycling items which have been used up or are no longer used for example picking buttons from old shirts, using old boxes, cutting photos from old newspapers, pieces of cloth and many others.

Steps of making a collage

- Select the type of collage to be made like nature collage, texture collage, paper collage or fabric collage
- Develop a title or source of inspiration for the collage
- Sketch your ideas and emphasize on the elements and principles of Arts

- Collect the materials and tools needed to make the collage
- Prepare and clean the materials to be used in making collage
- Assemble the items and attach them together using glue according to the sketch
- Leave your Artwork to dry
- Finish your work by removing unwanted materials

7.1. b. Techniques and strategies of facilitating lessons of transforming different wasted Artsicles into crafts work using available resources

- **Observation:** pupils observe during selection of type of collage
- **Experimentation:** with the materials by placing them onto the sketch
- **Practical work:** during assembling and attaching materials together using glue
- **Display method:** At the final product, they present them.

7.1.3. Available resources

- Glue
- Paper
- Stick
- Stone
- Glass
- Newspaper
- Scissor
- Manila paper
- cloth

Application activity 7.1

1. Name any five materials that can be used in collage.
2. Collect old pieces of clothes in different colours and use them to write your two names

7.2. Developing generic competences and crosscutting issues related to transforming different wasted Artsicles into craftworks available sources.

Activity 7.2

Analyze the given lesson plan about collage and then enumerate generic competences and cross-cutting issues that are there.

Competence-based lesson plan for unit 5 in Primary 6

School name: Academic year:

Teacher's name:

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	.../.../....	Fine Arts	P6	5	2	40	45
Type of special Education Needs to be catered for in this lesson and number of learners in each category		NONE					
Unit Title		Transforming different wasted Artsicles into craft work					
Key unit competence		To be able to make collage using various methods by transforming different Artsicles					
Title of the lesson		Collage					
Instructional Objective		By the end of this lesson, using different wasted Artsicles, learners will be able to make collage work correctly.					
Plan for this lesson (Location: In/ Outside)		Outside and inside the class					
Learning Materials(For all learners)		Different wasted Artsicles (newspaper, manila paper, glasses, small sticks, textiles, needle), scissor, glue, ...					
References		Creative Arts syllabus, upper primary level, REB, Kigali, 2015, page 32					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues
	Teacher's activities	Learner's activities	
Step1 Introduction 5min	Ask questions related to last lesson about clay method	Answer the questions asked by the teacher.	<i>Generic Competence:</i> problem solving through asking and answering questions

<p>Step 2 lesson development</p> <p>New lesson: Making collage</p> <p>in</p>	<p>-Show some images made from wasted Artsicles</p> <p>-Ask questions about those images (collage works)</p> <p>-Make small groups</p> <p>-Distribute materials and tools in accompaniment of instructions to assign the task</p> <p>STEP 1</p> <p>-Tell the learners to collect materials and tools surrounding</p> <p>STEP 2</p> <p>-Facilitate learners to sort materials and tools</p> <p>STEP 3</p> <p>-Guide learners to prepare sketch</p> <p>STEP 4</p> <p>-Help learners where they have problem during in making image</p> <p>STEP 5</p> <p>-Invite learners to make final product</p>	<p>-Observe the shown images and answer the questions asked by the teacher</p> <p>-Join groups</p> <p>-Receive materials and follow instructions</p> <p>-Collect tools and materials from surrounding</p> <p>Sort materials and tools according to shape, size, colours and texture.</p> <p>-Prepare/sketch the design to be made</p> <p>-Experiment with the materials by placing them onto the sketch.</p> <p>-Stick the materials onto the ground and leave to dry.</p>	<p>- <i>Generic Competences:</i> Communication through answering questions and participating in group discussions.</p> <p>-<i>Cross cutting Issues:</i> gender education through making groups and encouraging the participation of all the group members in all group activities.</p> <p>-Standardization culture through encouraging learners to do quality items that are related to Rwandan culture</p> <p><i>Generic Competences:</i> critical thinking through arrangement of materials used for making image.</p>
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Step 3 Conclusion/ summary or assessment 5min	Ask both oral and written questions -Give materials used collage	Answer questions asked orally and those written on their papers	<i>Generic competences</i> : problem solving through answering questions
Self- evaluation	The lesson was done well through using groups and real tools and materials while making collage.		

Application activity 7.3

Using your creativity and innovation skills, follow the right steps and make a paper collage.

7.4. End unit assessment

1. Prepare your own lesson from any type of collage.
2. Discuss the importance of transforming wasted articles into useful resources.

Unit 8

FABRIC, MOTIFS AND PATTERN IN EMBROIDERY

Key unit competence: You will be able to prepare an active lesson of fabric, motifs and pattern in embroidery.



1. Outline the materials and tools that were used in the above picture
2. What are the methods and techniques that were used to make the above kind of Arts?

8.1. Recall concept/content related to fabric, motifs and pattern in embroidery

Activity 8.1

What do you understand about fabric, motif and pattern in embroidery?

i. Definition of terms

- **Fabric:** Fabric means a material that is made from wool, cotton, silk e.g. a cloth. A cloth therefore is a piece of fabric.
- **Embroidery:** means a design or pattern that is sewed onto a cloth by use of threads of different colours, designs textures etc.
- **Motifs:** is a shape or form repeated to create a pattern
- **Pattern making:** is the Arts of putting shapes or group of shapes in a repeated manner to cover an area. Pattern can be made in any pictorial composition; mosaic, collage, drawing, painting and printing.

8.1. b. Techniques and strategies to facilitate a lesson

You should schedule the lesson by showing different materials and tools to the learners, through brainstorming, observing, groups, and discussion and individual work.

ii. Methods of fabric embroidery

Choosing materials and tools to be used in embroidery depends on the function of embroidered fabric and techniques

- Running stitch
- Blanket or buttonhole stitch
- Stem stitch
- Feather stitch
- Hoop embroidery

Developing a lesson about “**Running stitch**”

This is the simplest stitch to use. A needle is inserted in and out of the fabric to form horizontal line of stitches. This is the type of stitch used for joining fabrics. It can be used to outline patterns.

Competence-based lesson plan for unit 6 in Primary 6

School name: Academic year:

Teacher’s name:

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	.../.../....	Fine Arts	P6	6	2	40	45

Type of special Education Needs to be catered for in this lesson and number of learners in each category	NONE
Unit Title	Fabric motif and pattern in embroidery
Key unit competence	To be able to prepare lesson of fabric, motif and ,pattern in embroidery
Title of the lesson	Running stitch
Instructional Objective	By the end of this lesson, using different materials and tools, learners will be able to make running stitch correctly.
Plan for this lesson (Location: In/Outside)	Outside and inside the class
Learning Materials(For all learners)	Embroidery thread, cotton, wool, silk, linen, raffia, embroidery needle, thimble (some learners like to use it to push the needle into fabric), pair of scissors textiles.
References	Creative Arts syllabus, upper primary level, REB, Kigali, 2015, page 32

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues
	Teacher's activities	Learner's activities	
Step1 Introduction 5min	Ask questions related to new lesson about embroidery -Materials used at home in weaving	Answer the questions asked by the teacher.	<i>Generic Competence:</i> problem solving through asking and answering questions

<p>Step 2 lesson development New lesson: fabric motif and pattern in embroidery</p> <p>In</p>	<p>Show some images made from fabric motif and pattern in embroidery</p> <ul style="list-style-type: none"> -Ask questions about those images -Make small groups -Distribute materials and tools in accompaniment of instructions <p>Assign the task</p> <p>STEP 1</p> <ul style="list-style-type: none"> -To tell learners to sort materials according their roles <p>STEP 2</p> <p>Invite learners to draw motif and pattern onto the surface to draw.</p>	<p>Observe the shown images and answer the questions asked by the teacher</p> <ul style="list-style-type: none"> -Join groups -Receive materials and follow instructions -Sort and organise tools and materials according to their functions 	<p><i>Generic Competences:</i> Communication through answering questions and participating in group discussions.</p> <p><i>Cross cutting Issues:</i> gender education through making groups and encouraging the participation of all the group members in all group activities.</p> <p><i>Generic Competences:</i> critical thinking and problem solving through asking to the learners to sort tools.</p> <p><i>Crosscutting issues:</i> Inclusive education: Through encouraging</p>
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	<p>-</p> <p>STEP 3</p> <p>-Guide learners to insert needle in and out of fabric</p> <p>STEP 4</p> <p>-Help learners to make other motif</p> <p>-Summarize lesson with learners by displaying final product</p>	<p>-Draw motif and pattern onto the surface using pencil</p> <p>-Insert needle in and out of fabric for making first motif</p> <p>-Making fabric ,motif and pattern in embroidery</p> <p>-Display final product.</p>	<p>a conducive learning environment for all the learners</p> <p><i>Generic competences:</i> Critical thinking through drawing different image to make motif</p> <p><i>Generic competences</i> -communication skills and cooperation and problem solving through making motif</p> <p><i>Generic competences:</i> critical thinking through making fabric, motif and pattern in embroidery, Creativity and innovation. Through making final product.</p>
Step3 Conclusion or assessment 5min	<p>-Ask orally questions and written questions</p> <p>-Ask learners to make fabric, motif and pattern in embroidery</p>	<p>-Answer questions orally and writer on their papers</p> <p>-Make fabric, motif and pattern in embroidery.</p>	<p><i>Generic competences:</i> problem solving; Through answering questions and making other product.</p>
Self-evaluation	<p>The learners were able to make different motif patterns on the fabric and answer different questions and thus the lesson was done very well as planned.</p>		

Note: With reference to the lesson plan above, prepare other lesson plans by respecting all the steps. When allocating time, more than half of the lesson time should be reserved for application, which may be referred to as practical activity.

Group work: learners should be organized taking into account their feelings on how they comfortably work with in class however gender, age, social aspect should be considered. Groups must not exceed six learners. Group work could be for sharing materials and tools. This is good for all class levels.

Application activity 8.1

Describe the three main part of a lesson plan of an embroidery lesson.

8.2. Developing generic competence and crosscutting issues related to fabric, motifs and pattern in embroidery

Discuss the generic competences and cross-cutting issues that can be involved in teaching fabric, motifs and pattern in embroidery.

The pupils will communicate through sharing ideas. They will need to cooperate and collaborate in this Artwork. In embroidery, creativity and innovation take place in each corner. In addition, embroidery is the source of income where people earn money from to stabilize their living standards.

In teaching manner we need information communication technology like computers, projectors to enhance good understanding of work of Arts. This work reserved to everybody; not only females but also even males can do it. This work can be done by all the learners and does not exclude some with disabilities where for instance learners with walking difficulties can be able to participate in making drawing still life, drawing nature, embroidery and many others.

Criticising Artwork will help us to make a research and solve our problems. People should be encouraged to concentrate on this work for lifelong learning for peace and harmony.

Application activity 8.2

1. Explain how communication is a generic competence to be found in the above lesson.
2. Identify the cross-cutting issues we may develop from embroidery lessons.

8.3. Produce appropriate resources using low cost materials

Activity 8.3



Observe, think and share with your colleagues what you see is available materials used in embroidery work.

Embroidery is the craft of decollating on other materials using a needle to apply threads or yarn. They are many varieties of fabrics, threads and tools which the embroiderer can use. Fabric and threads are chosen according to the task to be made. The kind of fabrics and threads are the following:

- Embroidery thread
- Cotton
- Wool
- Silk
- Linen
- Raffia
- Needle
- Thimble
- Pair of scissor
- Pencil
- Carbon paper
- Embroidery hoop

Application activity 8.3

Explain the use of embroidery hoop and needle

8.4. Setting assessment tasks related to fabrics, motifs and pattern in embroidery using available resources.

Activity 8.4

How do you think an embroidery artwork is assessed?

“Finished embroidery work is measured in terms of:

- Creativity
- Originality
- Time used
- Beauty (how it appears)

Application activity 8.4

Briefly, justify the TAG Method as a tool of assessment in Fine Arts and Crafts.

8.5. End unit assessment

1. Prepare an embroidery lesson to be taught in P6.
2. Discuss how to assess your pupils in artwork?

Unit 9

OBSERVATION OF MODEL LESSON

Key unit competence: You will be able to evaluate adequacy of teaching and learning strategies used during model lesson as student get familiar with teaching and learning environment.

Introductory activity



Give qualities of a good Fine Art and Crafts teacher.

9.1. Using lesson observation sheet and giving constructive feedback (strong points and areas to improve)

Activity 9.1

Discuss some elements we shall consider in the lesson observation.

a. LESSON OBSERVATION SHEET

There are several elements that can be observed during a single lesson of Fine and Crafts using lesson observation sheet, below are explained:

i. General appearance of Fine Arts and Crafts

- Dresses appropriately
- Good posture, animation, and smile face

ii. Preparation of teacher who delivers the lesson

- Provides and follows a lesson plan
- Has knowledge of the material
- Is organized
- Is creative
- Provides teaching and learning aids

iii. Attitude towards the classroom

- Respects students
- Listens to students
- Enthusiastic
- Displays a sense of humour
- Has patience and sensitivity
- Helps students when needed

iv. Effectiveness of lessons

- Motivates through instruction and presentation
- Meets objectives
- Stays on topic
- Paces lesson
- Encourages class participation
- Carefully directs and explains expectations
- Uses effective questioning
- Ability to summarize the lesson
- Has a concluding activity
- Correlates lesson with other subjects

v. Presenter effectiveness

- Speaks clearly using proper grammar and sound
- Avoids using colloquialisms such as “you guys” and “yeah”
- Attentive to details
- Has confidence
- Board writing is legible
- Maintains authority.

vi. Classroom management and behaviour

- Does not embarrass, use sarcasm, or argue with students
- Remains an adult at all times

- Does not tolerate or dwell on inappropriate behaviour
- Keeps lesson flowing and knows when to stop or wait.

b. FEEDBACK

It is necessary to provide feedback in every teaching and learning activities of Fine Arts and Crafts, below are the *six tips* for improving lesson observation feedback:

1. *Capture your lesson*

Whether you are being observed or observing someone else, video can be an objective tool for you both, allowing you to have a two-way discussion rather than just a feedback session. Reviewing the video together means you can actively discuss, pause, rewind, fast-forward and allow your colleague to come to their own conclusions, making it more meaningful for both of you.

2. *Use exploratory questioning*

This type of questioning naturally opens up dialogue, giving you time to think and draw conclusions. For example, try saying: “What do you think you could do to tackle the problem of...” rather than “What you need to do is...”

3. *Make feedback constructive*

Even if a lesson does not go to plan, the situation can be turned into a positive one if you give the teacher constructive feedback and help them to learn from the situation. Constructive feedback helps identify solutions for areas of weakness by looking at what can be improved rather than focusing on what went wrong.

4. *Relate back to previous objectives set*

Always keep a clear focus in mind. Relate your discussion to the targets already set, if new topics arise; set these as development targets for your next session. Staying focused will allow you to give some ‘easy wins’; developing a feeling of immediate progression. Be clear in your own mind about why you are feeding back. What exactly do you want your colleague to achieve with what you are telling them?

5. *Be patient*

Give you and your colleague time to draw your own conclusions and then explore them together without cutting across one another. You will develop a stronger, more professional relationship.

6. *Do it again!*

Whether giving or receiving lesson observation feedback, you should do it again and regularly. Only by continually discussing and breaking down what you saw that can be an understandable progression

Application activity 9.1

Describe the elements to be observed during the teaching of Fine Arts and Craft lesson?

9.2. End unit assessment

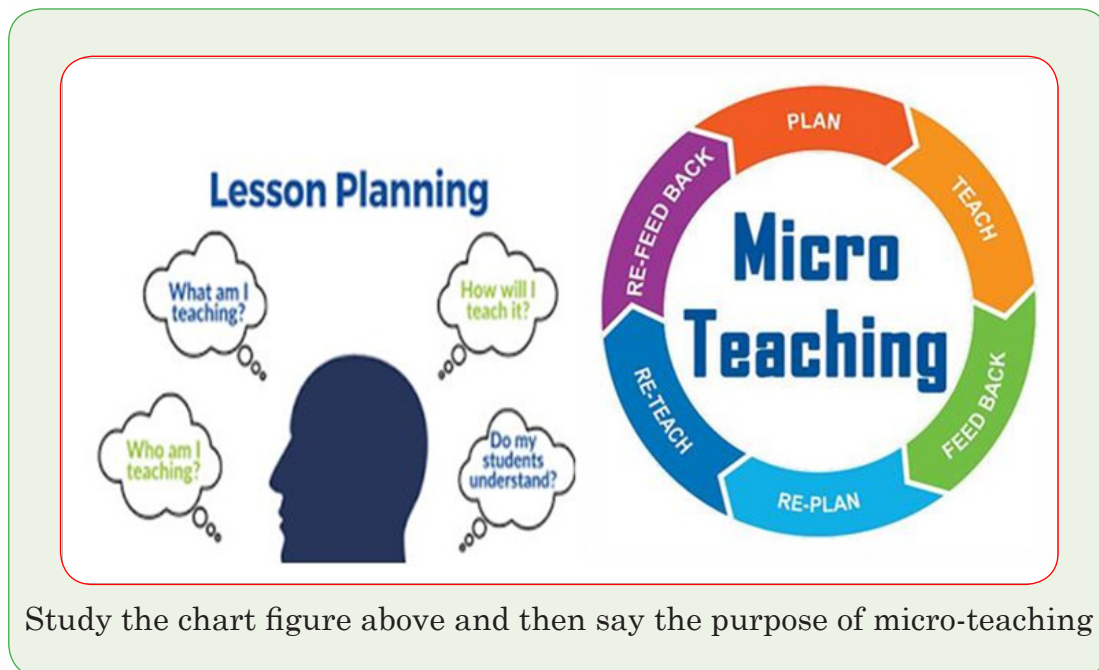
1. Explain why a teacher should be smart in terms of dressing.
2. Discuss the documents a teacher should carry during teaching and learning process

Unit 10

MICRO-TEACHING

Key unit competence: You will be able to conduct, facilitate with self-confidence a Fine Arts and Crafts lesson.

Introductory activity



Study the chart figure above and then say the purpose of micro-teaching

10.1. Recall of steps/phases of micro -teaching like; briefing, teaching critic and re-teach with Observation of microteaching and giving/getting Feedbacks

Activity 10.1

Take an observation sheet and fill it while observing your neighbour teaching.

Micro - teaching is a scaled down version of real teaching, it aims at teaching the student teacher specific teaching skills by practicing the teaching process on a small group of learners or their peers.

It involves the following:

- Identifying specific teaching skills

- Turning a micro lesson (five to ten minutes to five to ten peers)
- Teaching of lesson as observations are made and recorded by a supervisor and fellow student teachers
- Reviewing and analyzing the lesson while pointing out strengths and weaknesses
- Suggesting the ways of improving teaching skills
- Re-teaching the lesson and incorporating the suggestion made to improve the performance.

Micro-teaching skills, there are various skills that are necessary so that a student teacher can give a perfect lesson during micro teaching time, the following are the skills related to Micro-teaching:

- Questioning : fluency in asking probing higher order and diverging question
- Set induction and closure or conclusion of the lesson
- Creating interest and variety (use of examples)
- Communication
- Scheming
- Lesson planning
- Sensitivity: recognizing learners attention, behaviors and reinforcing learners participation
- Subject specific skills
- Age group and school-specific skills: different skills are required for different groups of learners , for examples: learners with special needs, delinquent young children and older learners needs special cares to be taught accordingly, this means that also student teacher who teach his or peer need to prepare well the activity teaching of his /her aged group.

10.1.2. Roles of Microteaching

After Microteaching, student teachers get different skills and therefore it is very paramount because;

- It provides the student teachers with real teaching situations
- It provides opportunity for practice and mastery of selected skills
- It offers feedback from tutor and peer that help to improve teaching skills,
- Student teachers get the opportunity to reflect and improve teaching skills.
- Boost the confidence of student teacher
- It helps in correcting any mistake that may arises in scheming and lesson planning

Application activity 10.1

- What is microteaching?
- State the purpose of microteaching.

10.2. End unit assessment

1. Discuss three benefits of microteaching.
2. Discuss the skills a student teacher gain from micro-teaching.

Unit 11

TEACHING PRACTICE FOR FINE ART AND CRAFTS

Key unit competence: You will be able to facilitate and deliver various lessons for Fine Arts and Crafts.

Introductory activity

Prepare individually a lesson from primary Fine Arts and Crafts to be taught in demonstration school.

11. 1 Preparation, observation and giving feedback of lessons to be taught in a demonstration school

Activity 11.1

Discuss the pedagogical documents that are required for a teacher.

a. TEACHING PRACTICE

Teaching practice is a period that a student teacher spends teaching at a school as parts of his or her training.

It can be also: an organized activity that exposes a student teacher to real teaching learning situation with an aim of helping student teacher to gain confidence and experience in teaching.

It is important for the preparation of the student teacher to gain the necessary skills that are important in the carrier of teaching.

A.1. Purpose of teaching practice

- It provides the opportunity to develop positive approach and attitudes to the school and school community which facilitate to grow in profession awareness and development of the student teacher
- It provides the opportunities to establish relationship with learners, teachers and other stakeholder involved in education.
- It provides opportunity to discover and develop one's ability as a teacher
- It gives the opportunity to interact and understand learners and attempt to cater for their individual need

- It provides the opportunities to have classroom experiences and apply the theoretical skills learnt in college.
- It gives the opportunity to develop qualities crucial to teaching such as humility, interpersonal skills, openness and patience.

A.2. Required pedagogical documents in Teaching Practice

In addition, a student teacher should have pedagogical documents that are crucial to effective teaching and learning activity:

a. Curriculum

The curriculum is the overall content with specified subjects that is prescribed for study in a school system as well as the specific knowledge, skills and competences students are expected to learn

It may also include ideas on how learning experience should be designed and learning outcomes assessed. It is the course offerings of an educational institution. Education stakeholders usually make decisions about what schools should teach in relation to subjects taught and all topics taught within those subjects. A curriculum considers the learners and the interaction with each other; the teacher and the materials. The output and outcomes of the curriculum are evaluated as designed by the stakeholders at all levels.

b. Scheme of work

This is planning which break down the syllabus into teachable units in a specified period of time it is done at the beginning of the school year for each subject. It is done with regards to the timetable, school calendar, general level of the pupils and their prerequisites, teaching learning materials and the curricula. It is done by the teacher at the beginning of each term or year (it can be weekly, termly or yearly). Scheme of work gives the information about:

- Succession of the subject matter for the school year, term, month, week and day.
- Progress of programs by comparing the content that is seen to the content that is foreseen.
- Strategies to take as mentioned in the column of observation.
- Period of evaluation with regards to the lesson progression
- Evaluations that are done compared to those that are foreseen.

c. Lesson plan

It is a detailed description that states goals, methods of delivery and time lines for one class period developed by the teacher to guide the learning

process. A good lesson requires a good preparation on the parts of the teacher. Written preparation contains his or her reflections on the methods to be used. The teacher uses these comments as reference in the course of the lesson.

d. Class daily

Each day the teacher must update the class daily where he or she indicates the subject to be taught, homework for pupils. The topic to be taught as well as at what time these lessons must be taught and evaluation remarks are all filled in. It is important to direct your attentions on the column of observation, because this column helps you to decide on the next course of action since it must be completed immediately after the lesson. The class diary is not a document to be thrown when the academic year is over, rather, the teacher is advised to keep it because the remarks that are indicated in it can help in the future plans.

e. Attendances list (call register)

On dairy basic, the teacher keeps the records of pupils' attendances and absences. The teacher calculate the total number of attendances every day and their percentages at the end of the month. This tool helps the teacher to ensure pupil's follow up on their attendances. He/she must know for what reason why they miss classes in order to help them in their learning process. The teacher must be in touch with parents to ensure pupils' follow up.

f. Continuous assessment forms

Every pupil must always have a file in the school and the information contained in this file includes:

- Pupil's identity and residence
- The name of the school attended as well as his/her result at school
- Pupil's learning difficulties
- His or her interest and aspiration
- Other elements that can help to know the pupil also found (example: certain school and family event)

g. Evaluation book

This is a book in which a teacher writes questions asked for evaluation and home works with answers. The school head teacher must check whether a teacher ask regularly diversified questions for evaluation.

This includes exercises, homework, test, examination and their answers.

h. Score sheet or marking notes book

The teacher must have a book in which pupil's scores on test, homework and exams are recorded. These marks must be communicated to pupils in order to encourage them to learn harder and hence to improve their results. The head teacher must control sheet for the follow up of different classes in all subjects that are taught and particularly certain pupils who have some learning difficulties.

Each creative Arts topic may be taught quite differently from the other. However, they are common elements in all and their details are described above.

1. Curriculum

This is the planned and no planned educational activities that go on in a school.

2. Syllabus

This instructional material contains objectives, topic and subtopic for a particular level time span is an important fact of a syllabus.

3. Scheme of work or Unit plan

This is a general plan on how to cover given topic. The plan can be termed forecast. It has class, year, term, week and date, unit title, lesson title, objectives, content, teaching learning activities, resources and reference, observation.

Format of Scheme of work or Unit plan

Dates	Unit title	Lesson title + Evaluation	Learning objectives (copied or adapted from the syllabus depending on the bunch of lesson) + Key unit competence	Teaching methods & techniques + Evaluation procedures	Resources & References	Observations
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From January 13(Mo) to January 17 (Friday)	Unit 1...	Lesson title1.... Lesson title2..... Lesson title3.....	Knowledge and Under- standing: Skills: Attitudes and Values:			
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4. Lesson plan

This is the teacher dairy plan for a specific topic. It guides the teacher in term of content, consistency and timing. It is designed to achieve the specific objectives and is delivered from the scheme of work.

While formulating the instructional objectives, the teacher takes into account the five components of an instructional objective. Check details **below this** format

You should take into account learners with special need to ensure that the artistic activity is adapted to all learners

LESSON PLAN

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N° of	Duration	Class size
... / ... / 20... of
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title							
Key Unit Competence							
Title of the lesson							
Instructional Objective							
Plan for this Class (location: in / outside)							
Learning Materials (for all learners)							
References							

You indicate the learning material needed for the lesson specifying those for learners with SEN

This part is a summary of the teaching and learning process of art lesson. You mention the activities that will used for better understanding

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction ... min			
Development of the lesson ... min			
Conclusion ... min			
Teacher self-evaluation			

You set learning activities which help learners develop generic competences and cross-cutting issues to be addressed in the lesson. You provide short written explanations justifying how above mentioned generic competences and cross cutting issues are catered for.

You **indicate** the steps to follow that are:
 - Discovering activities,
 - Presentation of learners' findings or artistic works,
 - Exploitation and
 - synthesis/summary

You describe the activity using action verb in infinitive form. The questions and instructions are also indicated

You describe the learners expected activities, findings and answers.

Towards the end of the **lesson**, you ask effective questions on how learners perceive the lesson, how it is connected to their life experience and how they will use the acquired competences.

Instructional objectives are to be used for **one lesson** (with single or double periods). They should have **five components** (it is better to respect the order in which the components are listed below):

1. Reflect on the **CONDITIONS**, or how the learners will accomplish the task
2. Determine **WHO** you are talking about
3. Note the **BEHAVIOUR/ACTION/COMPETENCE** you are looking for - evidence of learners' action (choose from the list of verbs in the tips and aim for higher levels of comprehension).
4. Include the **CONTENT** you want the learner to learn
5. Have a **STANDARD OF PERFORMANCE** - criteria for acceptable performance.

Example:

Given a paper, a pencil, a pair of compasses and a protractor (condition/situation), the learner should be able to (learner) draw (action) a cup (content/subject matter) accurately (criterion) using elements and principles of art skills.

NB: The condition/situation may alternatively be of a more general nature (as opposed to subject specific) like, "by the end of the lesson)

i. Classroom organization and management

Classroom should be set in a way that provides a conducive environment for teaching and learning Fine Arts and Crafts.

j. Physical facilities

All physical facilities in the class should be placed creatively to allow for easy movement and contact between teacher and pupils. The teacher's table should be higher than pupil desk to allow the pupils to see demonstration and displayed Artworks clearly. The chalk board should be positioned in a central position and the writing should be one in the middle position. It is advised to place the cupboard in the front far corner facing the door. A creative Arts display table and board should be placed on the sidewalls or back without blocking the windows. Desks are placed at comfortable distance from each other if possible. Sometimes the class space is small and the teacher should be as creative as possible even when the class activities are out door. Circular arrangement should be exploited during group activities.

k. Pupils' arrangement

Learners sitting arrangement should take into account the following:

- Number of learners in the class
- Respect gender sensitivity, but encourage pupils to sit mixed
- Discourage social and cultural status groupings in class
- Learners who need more attention should be placed in the front row of the classroom for example the challenged children such as those with low vision-hearing impaired, physically challenged and those with medical condition should be considered.
- The height of the learners should be considered.

l. Teacher's preparation

The Fine Arts and Crafts teacher should be adequately prepared to handle the class activities.

He or she should consider the following:

- The preparation of lesson delivery which includes:
 - Mastery of content (achieved by reading in advance)
 - Adequate teaching learning materials
- Good rapport with learners.
- Alertness to the learners concentration interest in learners progress
- Good communication (audibility, language, appropriateness.)
- Good grooming

m. Evaluation of Fine Arts and Crafts

Evaluation of learner's Artwork involves the testing and measuring of the amount of learning that has occurred. It is an investigation into the quality of learning that has taken place and weighing of the pupils potentials. Evaluation of the learners' work can be used by the teacher for self evaluation leading to change of methodology and teaching approaches.

Assessment is continuous process. A parts from the summative and formative way of assessing learners, it can also be done in the process of the lesson to ascertain entry behavior. Within the lesson, it is done to check whether learning is actually taking place. After the lesson, it is done to ascertain how much learning has taken place. Grading may be done using the letters A,B,C and D to give a general opinion of the performance. The common interpretation for these grades is as follows:

- A= Excellent
- B= Very good
- C= Good
- D= Fair

Test can be a set of the marking scheme and marks awarded out of the total which could be 10,20,50, or even 100. Keeping progress records and analyzing performance is an important activity for the teacher. This enables the teacher to arrange for remedial work and appraisal of the learners. Verbal or physical reward may be given. Remedial could be done in the form of exercise in class or homework.

In assessment of works of Arts and crafts, the following factors are considered:

1. Question interpretation
 - Subject matter (theme)
 - Size of work (dimension)
2. Creativity or originality
3. Form organization (use of elements and principles)
4. Mood/ center of interest in Artsworks
5. Competence in use of media and workmanship
6. Completion and quality

Application activity 11.1

Discuss the purpose of teaching practice.

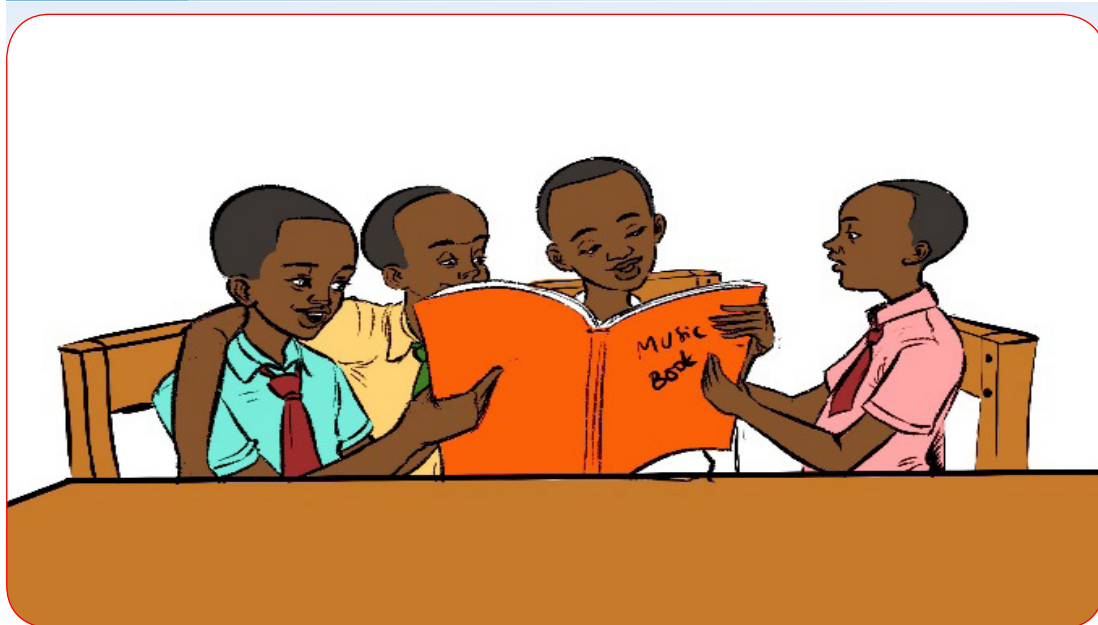
11.2. End unit assessment

1. Explain three factors, which are considered in assessment of work of Fine Arts and Crafts.
2. Mention the main parts of lesson plan of teaching Fine Arts and Crafts.

PART II: MUSIC

Unit 1

INTRODUCTION TO TEACHING MUSIC SUBJECT AT PRIMARY SCHOOL



Key unit competence: Student teachers are able to explain the components of primary Music syllabus and the importance of music in daily life.

Introductory activity:

Why Music must be taught at primary and what is supposed to be taught there?

1.1 Rationale of Music subject in primary

Learning Activity:

Discuss the importance of Music in primary schools

Discuss the importance of Music in daily life

Music education has a vital importance to students in primary schools for numerous reasons. It contributes towards the physical, social, emotional, spiritual and intellectual development of a child. It is good for character building and formation (endurance). Additionally, music classes develop critical thinking skills and other cognitive techniques in ways that other

school subjects cannot. Thus, music education arouses and develops learner's potential as well as the ability to understand, enjoy, create, perform and compose. It is a satisfying medium for self-expression whether through performing, composing or any combination of these activities.

Application Activity:

Make research from internet and library and find other importance of music not covered in the previous paragraphs

Music has a significant parts of our culture heritage which includes our music habits, customs and national character. It also fulfils a deep emotional need and caters for a variety of mood. It contributes towards the enrichment of life at home, at school and in community, providing recreation in people leisure hours.

1.2 Components of music syllabus of primary education

Learning Activity:

- i. Read through the music syllabus and identify the parts that make it
- ii. Read carefully each part and discuss its content

The primary music syllabus is made up of five different main parts

1. Introduction
2. Pedagogical approach
3. Assessment approach
4. Resources
5. Syllabus units

Each of these five parts is also subdivided into meaningful units. In addition, Primary syllabus contains many topics that should be taught at different levels as follows:

Lower Primary: Singing and performing

Upper Primary: P4: Composing, singing and performing

P5: Composing, singing and performing

P6: Composing, performing and basic concepts of Music

Application Activity:

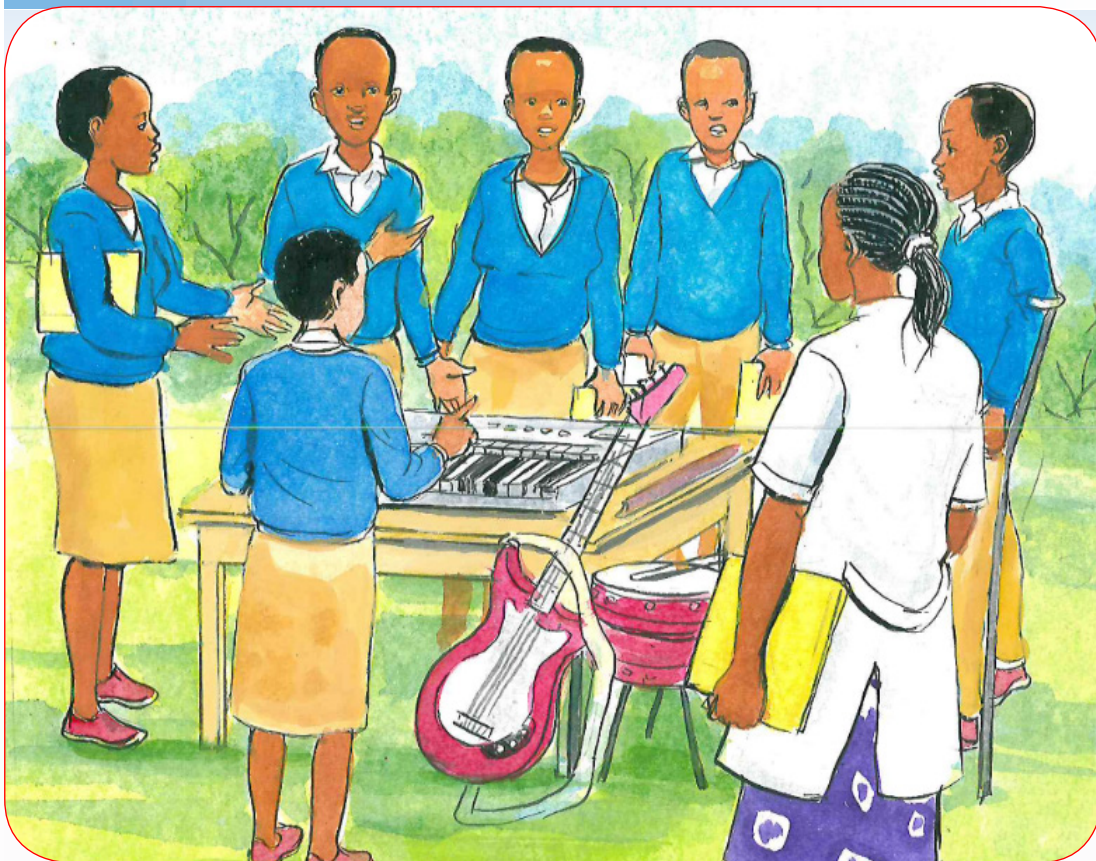
Make a summary of the music syllabus content and present before the peers

End unit assessment

Discuss the importance of music to young children

Music is part of human life experience, discuss its part in your area

Explain how a music syllabus can be used to achieve quality education in Rwanda



Key unit competence Be able to select the suitable teaching and learning resources in teaching Music subject in primary school.

Introductory activity:

Brainstorm a learning resource; and then after make a list of all resources that are found in the surrounding

2.1 Teaching and learning Resources

Learning Activity:

Discuss the materials that are used in teaching and learning Music at Primary and present the findings

According to Harmer (2007), resources are tools to help teachers in whatever approaches and techniques they have chosen to use and offer students an amazing variety of route for learning and discovery. Teaching and learning resources are those devices, musical instruments and other objects that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective. In teaching, there is a large variety of resources that can be used such as: Music textbooks, Music sheet, DVDs, CDs, musical instrument (Piano keyboard, umuduri, iningiri, umwirongi, drum, inanga, ikondera, etc...)

2.2 Characteristics of a good teaching and learning aids of music

Learning Activity:

Outline the characteristics of a good teaching and learning aids of music at Primary and present the findings

A few characteristics of good teaching and learning aids of music are as follows:

- Teaching aids are large enough to be seen by the students for whom they are used.
- Teaching aids are up to the mark and up to date in every respect.
- Teaching aids are simple, cheap and may be improvised.
- Teaching aids are accurate and realistic.
- It allows learners to work at their own pace
- It gives learners different/alternative explanations
- It provides a richer learning experience by expanding the range of expertise which learners will confront
- It saves time and effort needed to produce their own materials.

2.3 Qualities of good resources of teaching and learning music lesson

Learning Activity:

Discuss the qualities of a good resources of teaching and learning materials of music at Primary and present the findings

- ♪ It must be interesting
- ♪ It must have attention catching
- ♪ It must be motivating for the learners for getting fully absorbed in learning

Application activity:

From the following list of resources, choose those that are musical resources and give its characteristics of each instrument: *wheel borrow, violin, iningiri, hoe, voices of morning birds, glasses, bells, drum sticks, inanga*



2.4 Teaching and learning materials in Music

Products are made from materials. Some materials are natural and some are man-made. Some materials are dug out of the ground. Some materials grow - cotton comes from a plant, and wool comes from sheep. But some materials are man-made. They are made from other things. In music we can divide and use products and materials into natural and man-made.

❖ Man-made natural materials

A man-made natural material is one that is manufactured through human efforts. Thus a musical man-made material is musical materials made by human effort.

Examples: Piano keyboard, violins, umwirongi, umuduri, inanga, guitar, etc.

❖ Natural materials

These are materials that are found around us. We may have to dig them out of the ground, grow them, or take them from living things. A natural

From the following list of resources, choose those are man-made materials: *violin, iningiri, voices of morning birds, bells, drum sticks, inanga, water waves*

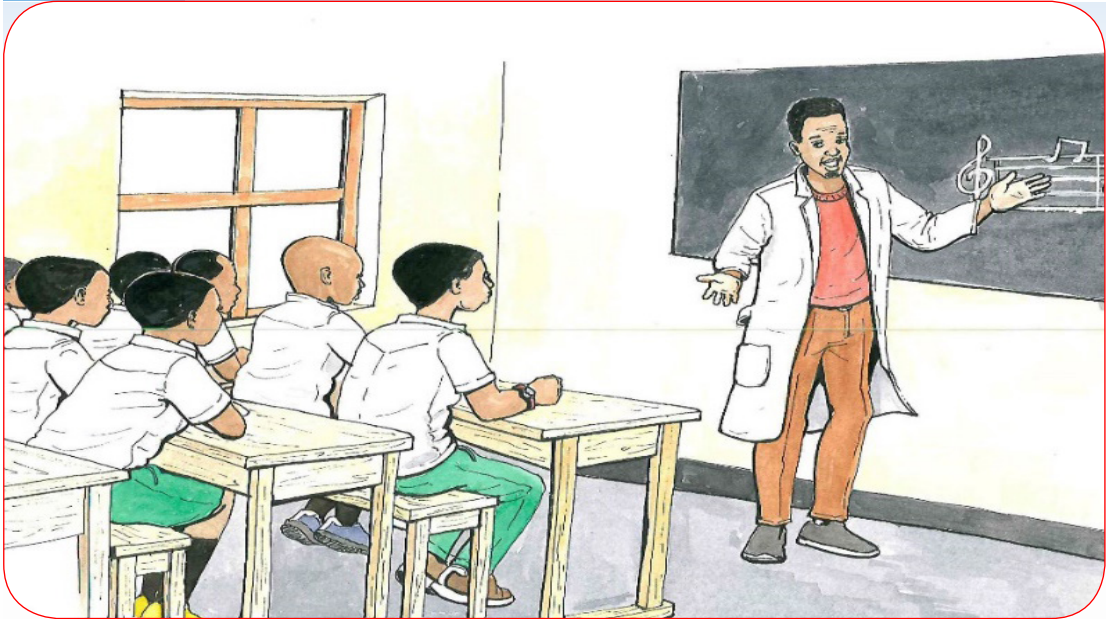
End unit assessment

During the final lesson at a demonstration school, you are assigned to teach a song “*Abana bakunda gukina n’utunyoni*” in P₁.

- i. Which materials will you use while teaching that lesson?
- ii. How will you use them in addressing the cross-cutting issues?

Unit 3

GENERAL PRINCIPLES OF TEACHING MUSIC SUBJECT



Key unit competence: Be able to use a combination of methods and strategies that makes teaching Music successful.

Introductory activity:

Discuss how you can help a learner of Primary school to master a song

3.1 Qualities and characteristics of a song to be taught to children

Learning Activity:

Discuss the qualities of a song to be taught in primary school

The choice of the song to be taught will be determined by the class and the level of pupils.

So, in most cases it should:

- ♪ Be adapted to the age of learners
- ♪ Be simple, short, and clear
- ♪ Be purposeful

- ♪ Be repetitive
- ♪ Have an interesting melody
- ♪ Have a simple rhythm to help learners to involve movement
- ♪ Have small interval range to accommodate the learners pitch range
- ♪ Have a message which is relevant to their environment.
- ♪ Have a theme that encourages positive behaviour in other words the song should be educative to teach learners good morals

Examples of songs:

FRERE JACQUES



Frè - re Jac-ques Frè - re Jac-ques Dor-mez vous? Dor-mez vous?

Son-nezles ma - ti - nes, Son-nezles ma - ti - nes DingDing Dong DingDing, Dong

ARE YOU SLEEPING?

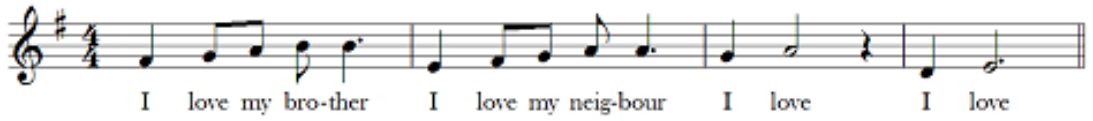


Are you slee-ping? Are you slee-ping? Bro - ther John! Bro - ther John!

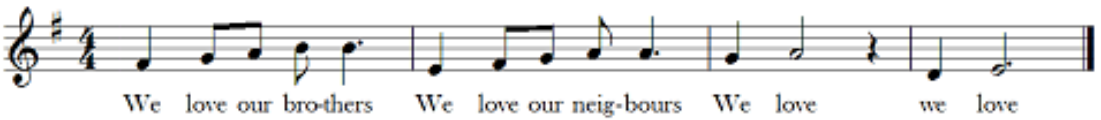
Mor-ningbells are ring - ing; mor-ningbells are ring - ing Ding,Ding, Dong. Ding,Ding, Dong

I LOVE, WE LOVE

Solo



Tutti



I love my aunt
I love my uncle
I love my grandpa
I love my grandma
I love my neighbour
I love I love

We love our aunts
We love our uncles
We love our grandpas
We love our grandmas
We love our neighbours
We love we love



Application activity:

- i. Give two examples of songs, then say either they can be taught to learners of Primary one or not
- ii. Give and sing an example of a repetitive song
- iii. Discuss any three qualities of children's songs

3.2 Methods and steps of teaching a song at primary school

Learning Activity:

Discuss how you will proceed to teach a song at Primary School

General steps of teaching song at primary school

In a music lesson, the teacher should use the following steps in teaching singing:

- ♪ Choose a simple, short and relevant song.
- ♪ Introduce the lyrics with the emphasis on the new words
- ♪ Let learners explain the words then helps them to pronounce correctly
- ♪ Sing the whole song or play it on an audio device as learners listen attentively and let them have a feeling of the song
- ♪ Teach the song phrase after phrase and let the children repeat after you
- ♪ Sing the whole song with the learners.
- ♪ Ask the learners to sing on their own as you listen so as to correct pronunciation, rhythm, phrasing and pitch.
- ♪ Let learners sing a song several times to master it well.
- ♪ Apply instruments as accompaniment and simple body movement where necessary.
- ♪ Identify learners who perform well and ask them to perform as others look at them. By doing so, they would enjoy and be motivated to continue and improve on their skills

3.3 Methods of teaching a song at primary school

Learning Activity:

Discuss the methods that can be used in teaching songs at primary school.

The learners are eager to learn songs. They have a natural tendency to imitate what they see and hear. At primary level Music is learned by listening to the teacher or a colleague pupils performing it instead of reading from musical notation, in other words songs are taught by imitation, therefore they are known as **rote songs**. Depending on the length and level of difficulty, you can use either of the two methods.

a. Whole song method

This is a method used to teach simple songs by having learners listen and then sing a song. This can be done as follow:

- The teacher sings the song several times so that the learners acquire a deeper familiarity with it each each time he/she repeats.
- He/she lets the learners try it out with him/her.
- He/she corrects any mistakes by repeating the necessary actions or words.
- The teacher should make sure that all learners can sing it on their own correctly.

Example of a song:

THE LORD

1. I am on my way to my church to praise the Lord my God all time
 2. I am going to wor-ship my God I will be there with my pa-rents
 3. Let's to - ge - ther give thanks to God let's sing praise to him who saved us

b. Phrase method

A phrase is a musical thought that consists of a complete musical sense of its own. Phrase method is a method of teaching songs using short sections of a long song, having learners repeats these sections. These sections are repeated consecutively until the learners know the entire song. This can be done as follow:

- ♪ The teacher sings one phrase at a time as learners repeat after him/her.
- ♪ Join the phrases.

This can be done in various ways.

- ♪ Teach phrase one, then phrase two and join the two
- ♪ Teach phrase three and repeat one, two and three.
- ♪ Teach phrase four and repeat one, two, three, four till the end.

Alternatively

- ♪ Teach phrase one, then phrase two and join them.
- ♪ Teach phrase three and four and join them
- ♪ Now sing the whole song.

Whichever method is applicable, keeps the sequence/pattern going on.

Example of songs:

Hop step song

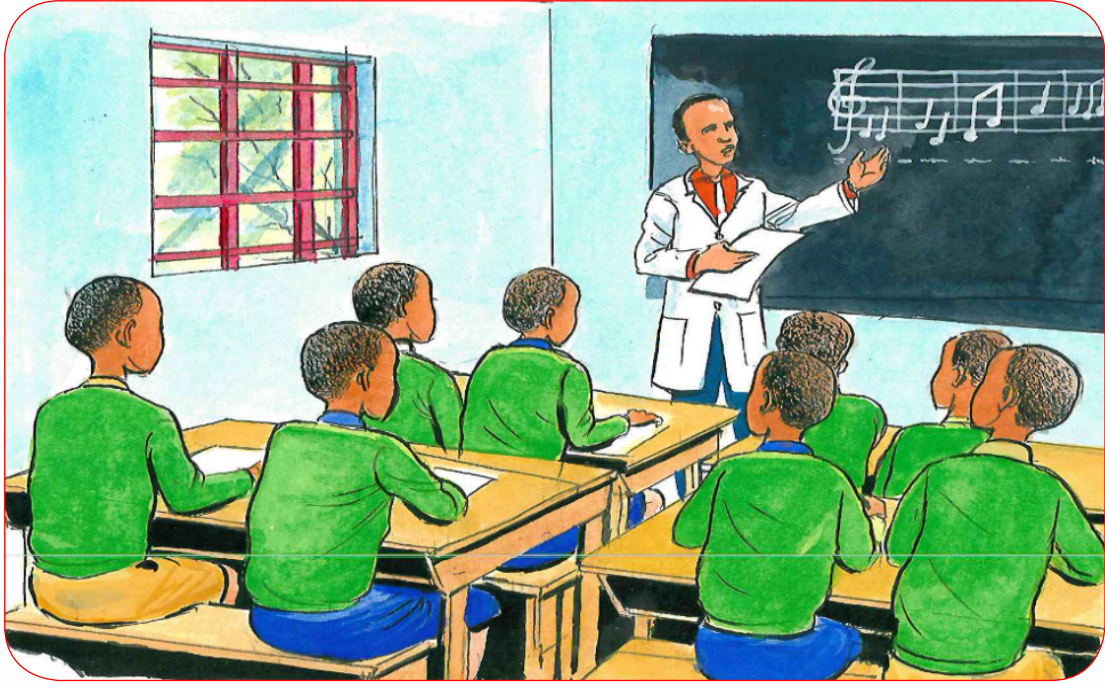
Let us play this joy - ful game, Hop, step jump!
Hop, hop, hop and step and jump, Hop step jump!

The image shows two staves of music in G major, 2/4 time. The first staff contains the melody for the first phrase: 'Let us play this joy - ful game, Hop, step jump!'. The second staff contains the melody for the second phrase: 'Hop, hop, hop and step and jump, Hop step jump!'. The notes are simple quarter and eighth notes.

Let us draw

Let us draw a semi - breve note,
Let us draw a crot - chet note,
Let us draw a qua - ver note,
Let now the semi - qua - ver be
in the form of an egg shape.
in the form of an egg shape.
in the form of an egg shape.
our next note that we shall draw.
Then we shall draw a mi - nim
Then we shall shade this egg shape,
Then we shall shade this egg shape,
Then we shall shade this egg shape,
like an egg but with a stem.
And then bless it with a stem.
And then bles it with a flag.

The image shows six staves of music in G major, 2/4 time. The lyrics are written below the notes. The notes are simple quarter and eighth notes. The lyrics describe drawing different note values and shapes.



Application activity:

Explain how and when you can apply the whole song method and phrase method

End unit assessment

- i. Compose a short and long song and then outline the methods are you going to use in teaching them.
- ii. Referring to the qualities and characteristics of a song to be taught at primary level, analyze our national anthem “RWANDA NZIZA” and point out five characteristics of it.
- iii. Compare the whole method to the phrase method in teaching songs in primary schools



Key Unit Competence: Be able to prepare a lesson related to performing Music.

Introductory activity

Suppose you are going to teach a song at primary level for the first time.

By writing, make a lesson plan and illustrate the main steps of it.

4.1 Musical performance

Musical performance is a step in the musical process during which musical ideas are realized and transmitted to a listener. Performance is most commonly viewed as an interpretive Arts, though it is not always merely that. Performers to some degree determine aspects of any music they play. Issues of tempo, phrasing, dynamics, and, in some types of music, pitches and instrumentation are subject to a performer's discretion.

4.2 Concepts related to musical performance

These items (feeling and ideas) are over sent through singing, dancing, and playing. In addition, any musical performance should involve some of the following musical concepts:

- **Tempo:** Speed of the beat (fast or slow)
- **Dynamics:** Volume of the music (loud or soft)
- **Meter:** Rhythmic patterns produced by grouping together strong and weak beats
- **Rhythm:** The pattern or placement of sounds in time and beats in Music
- **Pitch:** Highness or lowness of the sounds
- **Melody:** The overarching tune created by playing a succession or series of notes
- **Harmony:** The sound produced when two or more notes are played at the same time
- **Artsiculation:** Is the direction or performance technique which affects the transition or continuity on single note or between multiple notes or sounds.
- **Timbre:** Also known as tone color, timber refers to the quality of sound that distinguishes one voice or instrument from another.
- **Texture:** The number and types of layers used in composition.

4.3 Methods and strategies of teaching performance music

Learning Activity:

Use one acoustic instrument and vocals and perform live in class

Music as a foundation subject and a form of Arts requires teachers to have a certain level of musical ability (musical hearing, voice management) and expertise. It is for this reason that teaching strategies in music education may differ from other core subjects as literally it involves aesthetic and Artsistic elements.

In teaching music subject, teachers employ a range of teaching strategies to teach that subject in classroom settings. These strategies describe different ways to teach performing music. Using different strategies makes learning more challenging and interesting. An effective teacher uses multiple strategies to meet the different learning needs of each student:

♪ Do Now

These are directions that describe the activity the students can perform upon entering the room. The teacher uses a poster or printed directions that describe what students can practice at the beginning of class. This

strategy promotes immediate activity and practice of previously learned skills and is an appropriate warm up.

♪ **Modelling or Demonstration**

The teacher demonstrates the dance steps so the students can see how the step is performed, the correct tempo, and direction the body moves. The teacher selects to Mirror (facing the students and using the opposite body side) or Shadow (facing the same direction and using the same body side.)

♪ **Parts to whole and add on a step**

The dance steps are taught one at a time then combined into the correct sequence. The first step is demonstrated and practiced, then the second step is demonstrated and practiced. Next, the students perform the first step and then add the second step. Next, the third step is demonstrated and practiced and then it is added to the first two steps. This procedure continues until all the steps of the dance are taught.

♪ **Show all first strategy or whole to parts**

The teacher demonstrates the entire dance first before teaching the individual steps. Students get a view of the entire dance and can understand how the individual steps are parts of the dance. After demonstrating the dance, each step is taught using the parts to whole add on strategy.

♪ **Command teaching style**

The teacher leads and the students follow. The teacher decides on the steps, the tempo, the sequence, and the number of repetitions. This style is useful when teaching a social, cultural or aerobic dance where everyone is dancing the same step at the same time. Students can shadow or mirror the teacher. In the shadow, the teacher's back is to the students and in mirroring the teacher is facing the students however, the teacher must perform the steps with the opposite side of the body.

♪ **Practice style**

After the teacher demonstrates the step or dance, the students are asked to individually practice the step or dance. The teacher circulates among the students to offer corrective or affirmative comments.

♪ **Play the music first before teaching the dance**

Play the music before teaching the dance or the steps. In this way students can hear the tempo, rhythm, style and music structure. This works well for dances that have lyrics that tell the dancers what to do such as the Hokey Pokey and Cupid Shuffle.

♪ **Guided Discovery**

The goal of guided discovery (appropriate for creative dance or for creating a dance sequence of movements) is for the student to think about the question and find a solution. The teacher presents the task or asks a questions and students respond with a movement. The teacher acknowledges that there can be different responses to the same task. For example, “Find a way to make a low round shape,’ or “Is there another way you can move on a curvy pathway?” This style is frequently used in creative dance. To use this strategy in a social or cultural dance you can ask students to find a way to form a double circle, or add their own arm shapes to the steps. For example, in the Chinese Ribbon Dance, the students can create different ways to move the streamers before they are taught the traditional movements for the dance.

♪ **Big screen**

A DVD, video, or online source of a dance is projected using an LCD on a wall or screen that is large enough for all student to view at the same time. Students watch, follow and perform the dance movements simultaneously.

♪ **Observe and join in**

The teacher or the students begin demonstrating the dance with the music and continue to repeat the dance several times while students observe and try the movements. Students can join in at any time, when they feel they can perform the dance steps.

♪ **Peer teaching or reciprocal style**

Students are organized into partners or small groups. They collaborate to help each other review and practice the dance that was presented in class. Promotes cooperation between peers and mutual improvement. In this style one student can be in the role of the teacher to observe the other students and then provide feedback about the performance. Students can reciprocate roles.

♪ **Photograph sequence**

A photograph of each step is placed on the wall in the correct sequence. Students can view the dance steps in the correct sequence. The photos can be used as a visual reference to help students remember the dance sequence.

♪ **Step station**

Stations are set up in the space that include only one step of a dance. Placed at each station is a poster with printed directions, a video, photograph, or a diagram. Students spend a few minutes at the station learning and practicing

the step and then rotate to new step station. The rotation continues until all the steps of the dance have been learned, then all students join together to practice the dance in the correct sequence.

♪ **Station dances**

Stations are set up in the space that include the directions for a dance. Directions can be printed, on a video or DVD, a You tube site, or in pictures. Students read or view the directions and try to perform the dance. After a few minutes, the teacher signals students to rotate to a new station. This was similar to the Dance of the Decades lesson.

♪ **Students as leaders**

A small group of students learn the dance before it is presented to the class. During the class session, these students teach the dance to their classmates. When teaching a line dance that faces the four walls, leaders can be located around the room perimeter so as the dancers turn to face a different wall, the students as leaders are in place to lead the dance.

♪ **Students on a video**

A small group of students learn the dance before it is presented in class and video tape themselves performing the dance. The video is shown during class as an instructional video.

♪ **Symbols sequence**

A symbol is created for each step and organized into the correct sequence. The symbols can be used as a visual reference to help students remember the dance sequence. This may look like a music score or dance notation.

♪ **Video/DVD as the teacher**

The teacher shows a video or DVD of the dance. The students can learn one step at a time or the whole dance can be shown and then each step is taught using the parts -whole strategy. Another way to use this strategy is to have students watch the dance and then try to reproduce the steps in the sequence based on what they remembered. Then the teacher shows the video again and ask students to observe and see if they are missing steps. The video can also be used to present historical and cultural information about the people who dance, the country, the customs, the geographic location, the political scene or local traditions and rituals.

♪ **Line switch**

When students are learning a dance that uses multiple lines facing in the same direction, some students will be the back of the space and some in the front. The teacher can switch the lines to allow all students to dance in the front line.

♪ **Direction readers**

Students are handed the printed directions. In partners or small groups, they take turns reading the steps and trying to perform the steps as described in the directions.

♪ **Contextual Teaching**

When dance is presented to the students, the teacher also includes historical, social or cultural information that supports the dance steps, formation, rhythms and meanings of the movements.

♪ **Jig saw teaching**

This is a cooperative teaching approach that uses first a Letter Group which is reformed into a Number Group. It is like creating a puzzle. The students are organized into small groups labeled A, B, C etc. This is the Letter Group. In the Letter Group, each person is assigned a number beginning with one then two, until everyone has a number. Each Letter Group creates or is assigned a specific step to learn and practice. Next, all the students with the number one in each Letter Group form a new Number Group labeled Group One. This procedure follows until all the Letter Groups have reformed into Number Groups. As a result, each person in the Number Group knows a different step they learned as parts of the Letter Group. Then students teach the other members of their Number Group the step they learned when they were parts of the Letter Group. Now, all students have learned several new steps that can be organized into a sequence.

♪ **Mental rehearsal**

After a dance has been learned or created, the students close their eyes and see an imaginary video of the dance being played in their mind. The students visualize the steps, the sequence, and the formation. This strategy helps students to increase their memory and prepare to perform the dance.

♪ **Verbal and gesture cueing**

The teacher calls out the key phrases or words to help students remember the dance sequence. Cues can be eliminated when students become familiar with the dance. The teacher can also signal with their hand and arm (gesture) the direction of the movement, or a gesture to indicate a specific movement such as a circle movement of the hand to indicate a turn.

♪ **Self-check**

The student self-assesses their performance based on criteria determined by the teacher and/or the student. Promotes self-reliance.

♪ **Learning by doing**

Music is coursework. For this reason, it includes song writing assignments where students from every background of music must understand the song writing process by writing their own song, some for the first time.

♪ **Form a band, practice like you're in a garage**

This concept of inclusivity can be found across the program where, for example, traditional repertoire for concert band is taught with the same level of interest as a traditional rock band.

♪ **Transforming the landscape**

Generally, learners are as passionate about music as ever, but their interests are wide and varied. Music teachers today need to engage students in creative music projects that span genres, incorporate accessible technology, and encourage learning outside of the classroom.

♪ **Incorporate new technology in teaching**

One of the most significant drawbacks of traditional music teaching methods is that they underutilize technology. Today's students are the most technologically literate generation to date (much more so than their teachers) and there is a vast amount of music teaching technology available that can be a powerful conduit to learning.

♪ **Create an Inclusive Classroom**

Inclusivity in a contemporary music classroom means engaging students of all learning styles, backgrounds, and ability levels. As an educator, inclusivity and versatility go hand in hand. Inclusivity goes beyond the range of musical genres. A genuinely inclusive classroom is one that is respectful of present diversity, adapts to the needs of all learners, and provides opportunities for collaboration between students.

♪ **Focus on Engagement**

Even if music is a gift and it's one that has to be readily accepted by the gift, none can't force music on an unwilling student. Taste music vary widely, and it can be a daunting task to execute an educational and cohesive curriculum that's engaging and responsive to individual interests.

♪ **Embrace the Artists-teacher within**

As a music teacher, one of the biggest strengths you can draw on in the classroom is your personal experience as a musician.

4.3.1 Four simple ways to engage music students

As student,

- Learn basic improvisational skills: show students how they can create simple concert to play over in classroom.
- Learn what you are listening to: find out what you are listening to and craft lessons around the music.
- Embrace individual interests: learn foundational skills or concepts in a way that allows you to use your individual preferred genres of music as the subject of study.
- Incorporate technology in your learning: find ways to use technology interactively to learn less-engaging concepts.

4.4 Setting assessment tasks related to lesson of Music

4.4.1 Definition of assessment

As Harlen and al. (1992) say, an assessment in education is the process of gathering, interpreting, recording, and using information about people responses to an educational task. Assessment is often equated and confused with evaluation, but the two concepts are different. According to Herman and Knuth (1991), assessment is used to determine what a student knows or can do, while evaluation is used to determine the worth or value of a course or program. Assessment data effects student advancement, placement, and grades, as well as decisions about instructional strategies and curriculum.

4.4.2 Why do we assess?

Assessment is a key component of learning because it helps learners learn. When learners are able to see how they are doing in a class, they are able to determine whether or not they understand subject material.

Assessment can also help motivate students. Just as assessment helps students, assessment helps teachers. What makes an assessment is not the design of the test or assignment but the way it is used. For Tomlinson & McTighe (2006), assessment focuses on gathering information about student achievement to make instructional decisions. Grading is an end-point judgment about student achievement.

4.4.3 Purposes of assessment

Assessment for learning / formative

- ♪ *Purpose:* educational, diagnostic; helping students to learn and improve; helping students to achieve the learning goals
- ♪ *It's about:* feedback, diagnosis, motivation, guidance, learning support (doesn't need a mark)
- ♪ *When:* whenever useful; during teaching process

- ♪ *Role teacher:* diagnose problems and learning needs; provide feedback; clarify intended outcomes and standards; advice how to improve; enhance motivation.
- ♪ *It needs:* tools to diagnose; clear expectation what has to be learned and standards; interaction; differentiated teaching strategies fitting the needs

Assessment of learning / summative

- ♪ *Purpose:* to measure and show competency; for managerial, accountability towards society, employers, keep up standards in academic world, show grade-level, degrees.
- ♪ *It's about:* selection, grading, certification, progression, professional recognition, maintaining standards.
- ♪ *When:* at the end of a task, unit, program. Interim and final exams. Grades mark transitions in a course and bring closure to it.
- ♪ *Role teacher:* use evidence of student learning to make judgments on student achievement against goals and standards; give grades (accurate, fair, based on valid evidence; important because of the impact).
- ♪ *It needs:* justification for a particular assessment at a particular moment; justification for what you assess, how and how you decide about the grades

4.4.4 Setting assessment tasks related to musical performance (singing)

When assessing a student teacher in music teaching, the following elements should be considered so as to give a constructive feedback:

- ♪ Be specific and provide examples when commenting on the course or the instructor.
- ♪ Speak based on your own experiences, not on behalf of your classmates.
- ♪ Focus on observable behaviors of the student teacher or on specific aspects of the lesson. Describe the situation you are commenting on. For example; on the introductory activity if it was not done well.
- ♪ Avoid negative personal or emotional comments; instead, describe actual incidents. Describe how the student-teacher's behavior or elements of the lesson affected the learning process.
- ♪ Offer alternative solutions or suggestions to address your critiques of the student-teacher or the lesson, which can help him/her when preparing the lesson for the next time.
- ♪ To help the student-teacher improve on his or her teaching, provide both positive and negative comments in a constructive manner.

Negative comments helpful as they inform the student teacher of what you suggest be kept or changed and also remind the student teacher about what went well. Always begin with the positive comments.

- ♪ Consider area of responsibility. While the student-teacher clearly has influence and control over many of the factors that influence the quality of the teaching, in many instances that influence is shared with learners. By thinking about who is in a position to change problem area or maintain successful practices, it can help you frame your comments usefully. When possible, make suggestions from the learners' perspective as to actions that the student teacher could take to help improve the situation.
- ♪ Comments about the personal traits (for example, accent or apparent unfriendliness) of the student-teacher, often yield strong emotions and should be made with sensitivity. Focus your comments on behaviors that can be improved

Depending on delivered lesson to the learners, the teacher him/herself sets the task related to lesson. Here are general steps of setting task:

- ♪ Divide the class in groups
- ♪ Give time to each group for rehearsal
- ♪ Let each group perform/sing the song in front of peers
- ♪ Choose randomly one learner from each group.
- ♪ Every chosen learner performs/sing the song on his/her own

4.5 Preparing a Lesson Plan

Learning Activity:

Discuss and present what these students are doing



Use one acoustic instrument and vocals and perform live in class

A lesson plan is, as O'Bannon (2008) defines it, a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. It is also the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.).

A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students. A lesson plan should have a distinct introduction, main body, and conclusion. The transition between these sections should not be noticeable and the development of the lesson content should be logical.

4.5.1 Lesson introduction

- ♪ Should be brief, imaginative, motivating, link to earlier work or knowledge of learners, explain the topic of the lesson, outline objectives and programme for the lesson.
- ♪ Alternative ways of introducing a lesson may include: dramatic story, visual stimulation (pictures, videos, chArts, etc.), posing a problem, a brief field trip, physical exercise, etc.

- ♪ Introductions may be designed to start the lesson with a “bang” or to settle learners into learning.

4.5.2 Lesson development/Main body

- ♪ Very important and allocated most of lesson time
- ♪ Always start with the already known towards unknown principles/ structures
- ♪ Skills are developed and practised, learner activities included and new learning covered
- ♪ Content should be clear and arranged in a logical sequence
- ♪ Teaching methods should be learner-centred, varied and suited to both subject content and learners
- ♪ Activities should also be varied, keep learners involved, and allow for differentiation (either through task or outcome differentiation)
- ♪ Teacher-learner interaction: use learners’ names, give reinforcement, create a positive learning environment
- ♪ Teaching/learning aids should be used in the development to stimulate learning and motivate / engage learners
- ♪ Questions should be clear, planned in advance, cover Bloom’s hierarchy and be inclusive of all learners
- ♪ Evaluation or assessment activities should be included in this section so that the teacher can measure whether the lesson objectives have been achieved.

4.5.3 Conclusion

- ♪ Should be brief and consolidate new learning
- ♪ What has been learned should be made clear, summarized, and noted down if this has not already been done in partial synthesis
- ♪ An indication should be given of the linkage between this lesson and the next, if appropriate. Homework may be one of the techniques to be used.
- ♪ Assignment or follow-up work should be given which reinforces learning and/or provides opportunities for further practice
- ♪ Assignment may be written or require learners to investigate/ observe/read If given, assignment should be followed up in a subsequent lesson.
- ♪ Here is a format of a lesson plan with details

4.6 Techniques of teaching a music lesson

Learning Activity:

Outline the techniques that can you use during teaching a music lesson

4.6.1 Analyze popular songs

Students get excited about singing or playing instruments, but they may not be as motivated to learn how to identify chords or write their minor scales. One suggestion by Take Lessons encourages teachers to use popular music to connect with students.

4.6.2 Introduce students to new genres

Try starting each class with a new song. You can have a variety of genres ranging from classical to modern songs to old ones. The more varied the genres the better.

4.6.3 Get students up and moving

School demands a lot from students. Activities that require moving to the rhythm help students connect with the music using a powerful tool that is often underutilized in other subjects: kinaesthetic learning.

4.6.4 Ask students to create their own instruments

This is ideal for elementary school students, but more advanced middle school students could be asked to compose a piece and perform it in class. Hence, in some cases, students create their own personal instruments out of found or recycled materials at home. You can either make this an in-class activity and present a pile of materials for kids to use, or you can assign it for homework.

4.6.5 Create their own meaningless sentences

Students can create their own lyrics for songs and the teacher help them to reshape them (lyrics).

4.7 Tips for Teaching performance music

Learning Activity:

Discuss the tips for teaching performance music in your class

The following tips for teaching music can be used individually or in combination, depending on your needs and resources.

4.7.1 Decide on which elements of music you want to teach

Music is a vast subject to tackle, so you'll want to consider which aspects of music will be most beneficial for your learners and in which order. For instance, do you want to begin by teaching them about musical instruments or musical styles? What era or eras of music do you want to focus on? Do you have the resources for students to try out different instruments? As a

general rule, try to get students as close as possible to experiencing music first hand.

4.7.2 Take advantage of what your students already know

Consider the prior musical knowledge and abilities your students possess. For instance, a student who has learnt a song from parents and/or peers, maybe asked to perform it before his/her classmate.

4.7.3 Try to keep an even playing field

No matter which component of music you are focused on, try to ensure that all students are as equally challenged and engaged by the material as possible.

4.7.4 Try something new

Here, the teachers introduce a new song and help the students to master it.

End unit assessment

- i. Read and analyse the following song and answer the questions about it.

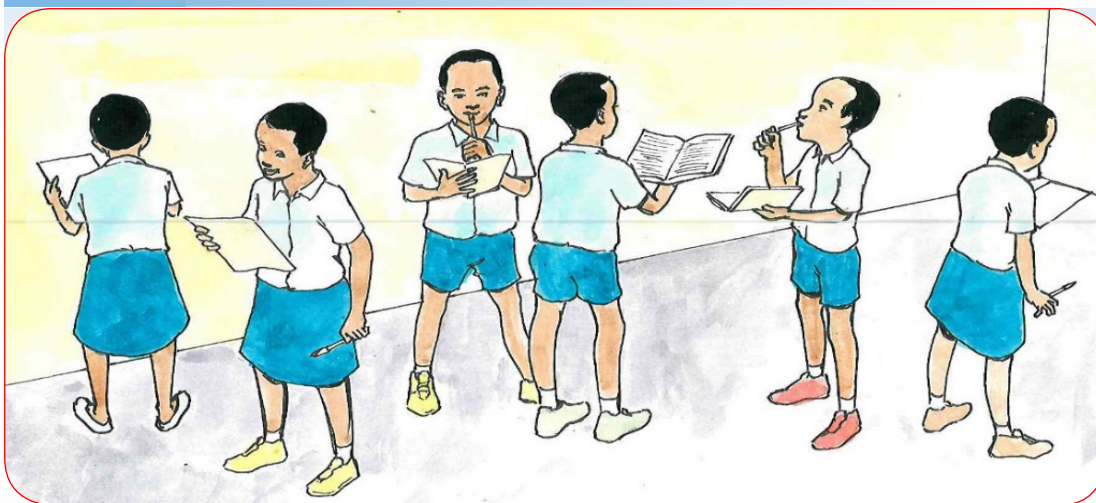
HAPPY BIRTHDAY

Hap py birth - day to you hap - py birth - day to you hap - py
birth - day dear NAME hap - py birth - day to you

- ii. Make a lesson plan that demonstrates how you can teach that song

Unit 5

LESSONS OF COMPOSING SONGS AND POEMS



Key Unit Competence: Be able to prepare an active lesson of composing songs

Introductory activity:

As a teacher, you need to compose a song to be taught at primary school
Find out all the requirements to compose a song.

5.1 Steps to compose a short song

Composing a song involves making up then writing one's melody. Different pitches are used together with the rhythms to make a melody.

The following are the steps that can help learners to compose a short song:

- ♪ Choose the topic for the song.
- ♪ Develop the topic: create the relevant lyrics.
- ♪ Group the lyrics into phrases.
- ♪ Creating a melody by heArts.
- ♪ Singing it while alone so as to be sure of it.
- ♪ Match/adapt the lyrics to the melody and rhythm.
- ♪ Rehearse the song so as to master it.

Application activity

Compose a song on a topic of your choice and perform it before the peers

5.2 Techniques and strategies for facilitating lesson of composing song

There are many techniques and strategies that can be applied during lesson delivery.

Particularly the lesson of composing song at primary education requires some of the following:

- The teacher should select some topics or learners choose their own topics
- The teacher should explain it clearly to the learners
- The teacher should give instructions relating to the steps of composing songs
- The teacher should follow up the activity and reinforce the positive points.
- The teacher should give time to the learners for presentation.
- The teacher him/herself provides constructive feedback on the learner's findings

Application activity

You are a teacher in P4 and you are required to teach a lesson of composing a song about "Patriotism." Explain how you can teach this lesson.

End unit assessment

Read the following scenario and answer the questions below:

Your elder brother is going to graduate at the end of his university studies. The whole family, friends, relatives and neighbours have to join and celebrate that important event.

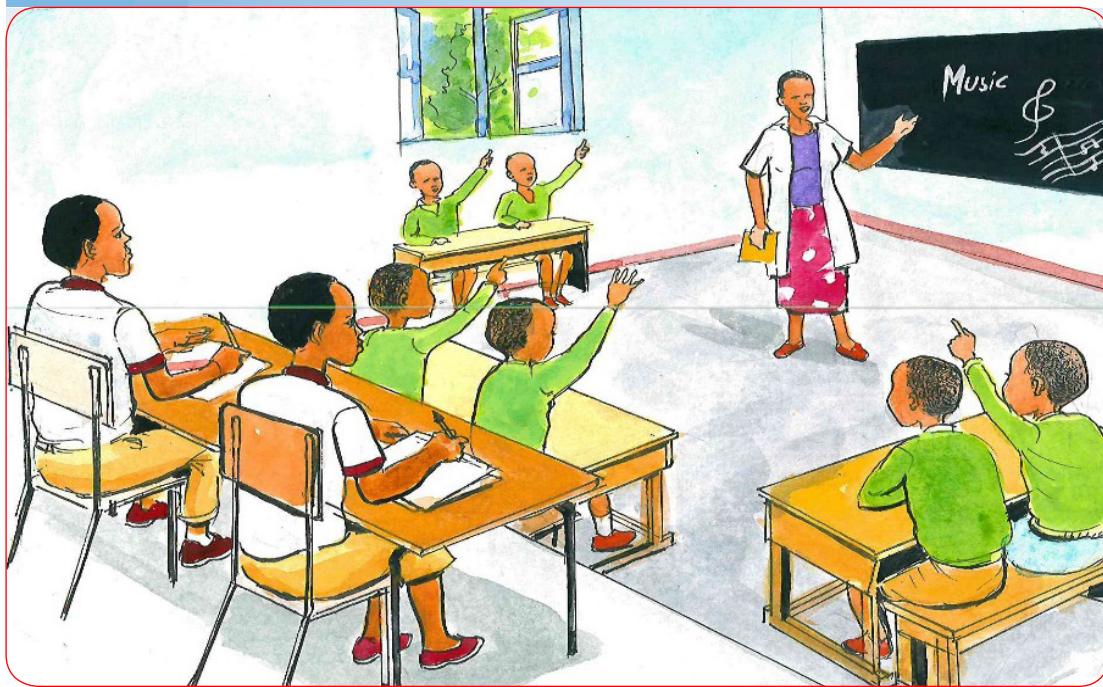
Before they start the ceremony your elder brother requests you to compose a short song in order to entertain the guests at the party.

Questions

- Compose a five phrases song related to the above ceremony.
- The family, friends, relatives and neighbours ask you how you composed it before they help you perform it. How will you explain them?

Unit 6

OBSERVATION OF MODEL LESSONS



Key Unit Competence: Be able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment.

Introductory activity

Discuss an effective lesson and ineffective lesson

6.1 Using lesson observation sheet

In the observation and teaching of a music lesson, the following aspects are important:

6.1.1 Pedagogical aspects to be evaluated

- ♪ Preparation and planning-teaching documents: All teaching documents are available, clearly and regularly completed.
- ♪ There are appropriate Instructional Objectives.
- ♪ The teacher plans for the needs of learners with SEN

6.1.2 Competences developed and cross cutting issues in Music

- ♪ There is clear evidence that the teacher has a good understanding of the Music subject content and competences.
- ♪ The teacher adapts the content to learners' level of understanding successfully to facilitate them to achieve the instructional objectives.
- ♪ There is clear evidence that the teacher incorporates appropriate cross-cutting issues and elements that develop generic competences.

6.1.3 Learners' engagement and progress

- ♪ All learners are actively engaged in the tasks provided throughout the lesson
- ♪ The needs of learners with SEN are catered for so that they are fully involved in the music learning activities.
- ♪ Learners make significant progress towards the instructional objectives including competences and Music knowledge.
- ♪ There is logical content progression in accordance with lesson steps and the time set.

6.1.4 Teaching- learning methods enable all learners to learn effectively

- ♪ Teaching strategies facilitate learners to acquire music knowledge, develop skills, attitudes and values.
- ♪ The methods used by the teacher lead to outstanding learning.
- ♪ Teaching methods used facilitate all learners to achieve challenging instructional objectives.

6.1.5 Management of learners and learning environment

- ♪ The teacher creates a positive and conducive learning environment.
- ♪ Interaction and collaborative learning in all activities are encouraged
- ♪ Stimulating resources are displayed, managed and maintained effectively.

6.1.6 Assessment of learners' progress

- ♪ The teacher intervenes and adapts the lesson accordingly and is able to judge how far the instructional objectives have been achieved.
- ♪ The teacher provides constructive feedback to learners so that they know how to improve.
- ♪ Assessment activities are fully inclusive for learners with SEN.

6.1.7 The use of the medium of instruction and communication

- ♪ The teacher develops the language skills of the learners at an appropriate level.

- ♪ Communication with all learners is effective and language difficulties do not hinder the learning of Music.
- ♪ Learners are encouraged to contribute to the lesson and communicate with each other in the correct medium of instruction.

Application activity

Teacher A has entered the class and teaches without all teaching documents.

Do you think the objectives of his /her lesson have been achieved? Discuss.

6.2 Giving constructive feedback (strong points and areas to improve)

According to Hattie & Timperley (2007), the feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding. When feedback is predominately negative, studies have shown that it can discourage student effort and achievement.

6.2.1 Ways to provide effective feedback to a learner

They are ways to provide effective feedback to learner such as:

- ♪ *Feedback should be educative in nature* **which** means giving students an explanation of what they are doing correctly/incorrectly.
- ♪ *Feedback should be given in a timely manner, that is* immediately after showing proof of learning
- ♪ *Be sensitive to the individual needs of the student* by taking into consideration each student individually when giving feedback
- ♪ *Ask the 4 questions*
 - What can the student do?
 - What can't the student do?
 - How does the student's work compare with that of others?
 - How can the student do better?
- ♪ *Feedback should reference a skill or specific knowledge*
- ♪ *Give feedback to keep students "on target" for achievement.* Regular 'check-ins' with students lets them know where they stand in the classroom and with you.
- ♪ *Feedback can be given verbally, non-verbally or in written form.* Facial expressions and gestures are also means of delivering feedback.
- ♪ *Use a notebook to keep track of student progress* **by** keeping a section of a notebook for each student.

Remember that feedback goes both ways and as teachers it is wise to never stop improving and honing our skills as teachers.

6.2.2 The Sandwich Method

The sandwich feedback method consists of **praise** followed by corrective feedback followed by more praise. In other words, the sandwich feedback method involves discussing corrective feedback that is “*sandwiched*” between two layers of praise.

First, praise the student for something s/he have done well, next, give him/her the harder news about where s/he have not achieved the intended outcomes, and finally finish with more praise.

Application activity

Below, is a sandwich picture. Discuss its component and relate it to the sandwich method.

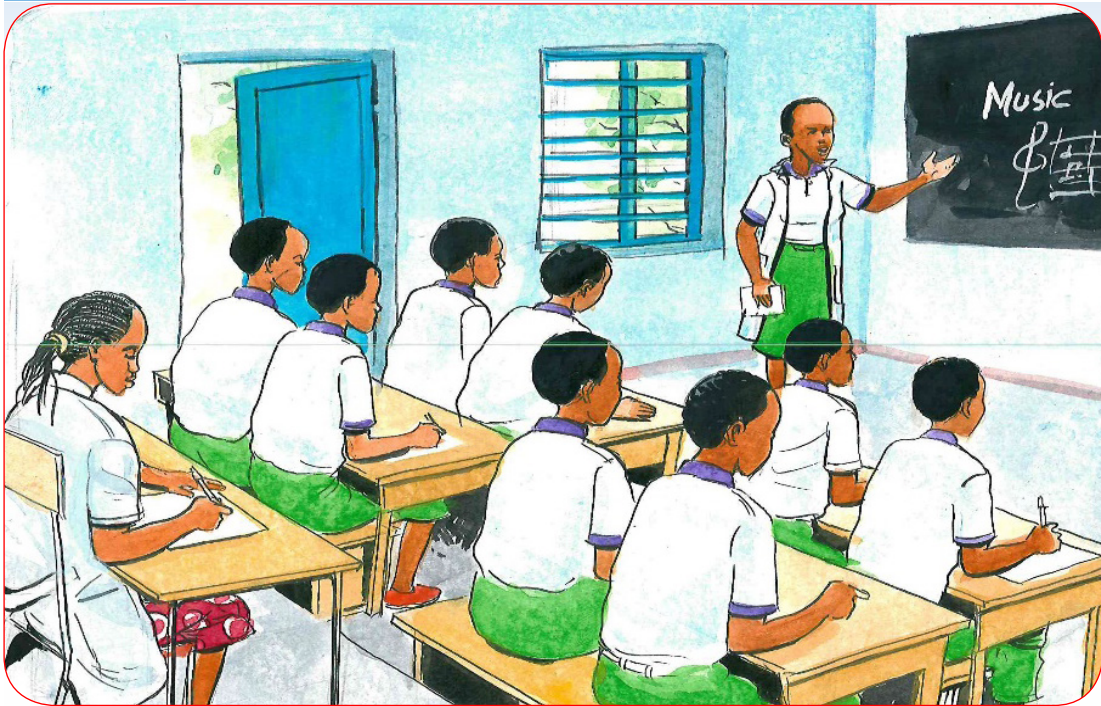


Brief, the sandwich feedback method consists of praise followed by corrective feedback followed by more praise. In other words, the sandwich feedback method involves discussing corrective feedback that is “*sandwiched*” between two layers of praise.



End unit assessment

- i. Discuss what you do during observation of the lesson.
- ii. Explain the procedures of giving constructive feedback after observing the lesson



Key Unit Competence: Be able to facilitate music lessons in a simulated context in TTC.

Introductory activity

Brainstorm all the requirements to be fulfilled before you go to demonstration school to observe and then teach learners.

The Arts of teaching is a complex process, which is not limited to transferring of knowledge from one to another. It requires good verbal and non-verbal skills. It includes various techniques in order to transfer knowledge effectively. With the vast growth in all sectors, effective teaching skills are in great demand. Therefore, due to this demand, the concept of micro teaching came into action.

7.1 Definition of micro teaching

Micro-teaching is scaled down teaching encounter in class size (5-10 student-teachers) and class time (5-20 min).

Micro-teaching makes novice and non-experienced student-teacher alike to improve teaching.

7.2 Steps of micro-teaching

Plan: This involves selection of topic and related content. The topic is analyzed into different activities of teacher and student-teacher.

Teach: This involves the attempts of the student-teacher to use the components of the skill in suitable situations in the process of teaching and learning as per the role or the planning activities.

If the situation is not different and not visualized in planning of the activities, they should modify his/her behaviour as per demand of situation of the class.

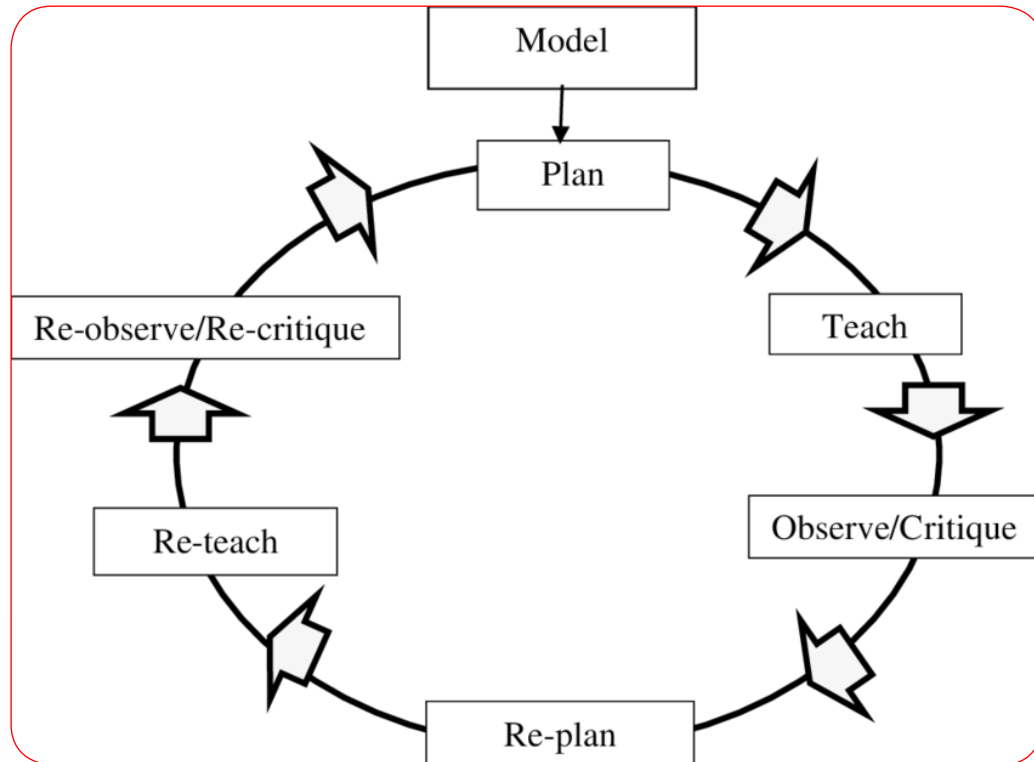
The teacher should have the courage and confidence to handle the situations arising in the class effectively.

Feedback: Refers to the giving information to the student-teacher about his/her performance. This helps student-teacher to improve his/her performance in the desired direction. Feedback can be provided by peer group, course-teacher, school administration, community members, student-teachers themselves

Re-plan: The student-teacher re-plans his/her lesson incorporating the points of strength and removing the points that are not skilfully handled during teaching in the previous attempt either on the same topic or another topic suiting the student-teacher for improvement.

Re-teach: This involves the teaching the same group of student teacher if the topic is changed or a different group of students if the topic is the same. This is done to remove boredom or monotony in the students. The student teacher teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback: This is the most important component of micro teaching for behaviour modification of student teacher in the desired direction in each and every skill practice.



7.3 Phases of micro teaching

7.3.1 Knowledge acquisition phase

The student-teacher:

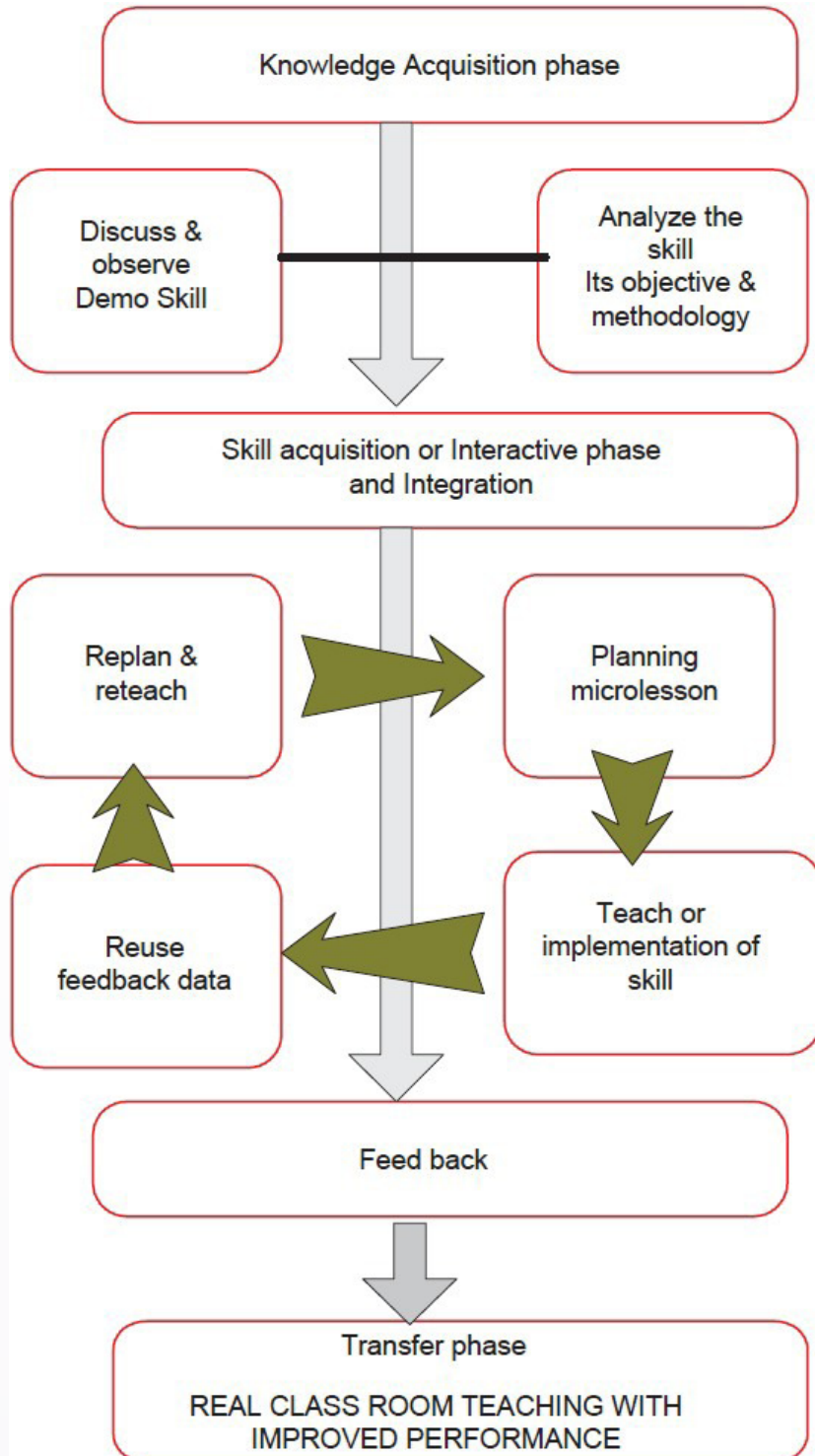
- ♪ Learns about the skills and its components through discussion, illustrations and demonstration of the skill given by the expert.
- ♪ His/her analysis leads to various types of behaviours to be practised.
- ♪ Tries to gain the skill from the demonstration activity given by the teacher.
- ♪ Discusses and clarifies each and every aspect of skill.

7.3.2 Skill acquisition

On the basis of demonstration presented by teacher, the student-teacher plans a micro-lesson plan for practicing. S/he practices the teaching skill through the micro-teaching cycle and continues his/her efforts till he attains the mastery levels. The feedback components of micro-teaching contribute significantly towards the mastery level acquisition of the skill. These skills are called the “core skills”.

7.3.3 Transferring phase

Here the student-teacher integrates the different skills. In place of Artificial situation, s/he teaches in the real classroom and tries to integrate all skills.



7.4 Observation of micro-teaching

Observation of micro-teaching is carried out by the student-teachers. The class is organized as follow:

- ♪ One group (5-10 student-teachers) is considered as a class.
- ♪ One student-teacher is chosen to deliver the micro teaching lesson.
- ♪ The rest of the class is considered as observers of the micro-teaching lesson.
- ♪ Observation feedback will take into consideration the following main points:

Preparation and planning:

- ♪ Mastery of instructional language
- ♪ Relevant materials
- ♪ Variation of materials

Classroom management:

- ♪ Active participation
- ♪ Discipline

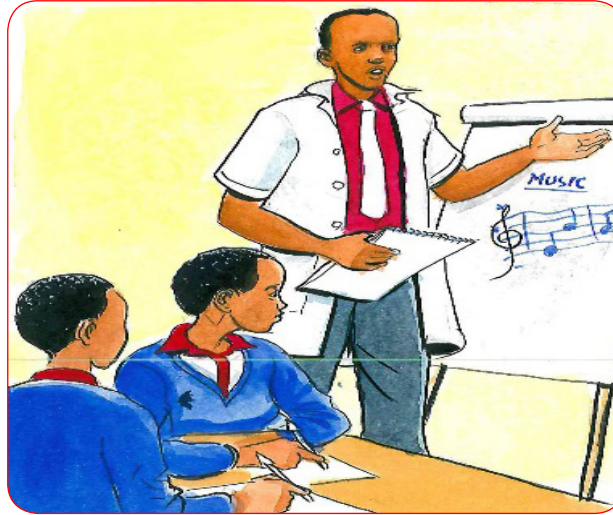
Assessment: Reflects to the instructional objective

Feedback: All the information provided by teacher or student-teacher related to learning goals about the micro-teaching lesson. Primarily, it tells the student-teacher how to improve his/her performance.

7.5 Micro-teaching practice

7.5.1 Giving and receiving feedback

One of the most valuable contributions anyone can make to another person's learning is constructive comment. Whether as a student or as a teacher each one of us has the capacity to provide useful information to other people that will help them to learn more effectively. There are many characteristics of worthwhile feedback but the most important is the way in which it is given. The tone, the style and the content should be consistent and provide the constant message: 'I appreciate you and what you have done and whatever else I say should be taken in this context'.



A teacher gives a feedback to the student-teachers

If you wish to give helpful feedback, you should:

- ♪ Be realistic
- ♪ Be specific
- ♪ Be sensitive to the goal of the person
- ♪ Be timely
- ♪ Be descriptive
- ♪ Be consciously non-judgemental
- ♪ Don't compare
- ♪ Be diligent
- ♪ Be direct
- ♪ Be positive
- ♪ Be aware

7.5.2 Principles of giving effective feedback

- ♪ Give feedback only when asked to do so or when your offer is accepted.
- ♪ Give feedback as soon as possible
- ♪ Focus on the positive
- ♪ Needs to be given privately wherever possible
- ♪ Focus on behaviours that can be changed not personality traits
- ♪ Use "I" and give your experience of the behaviour (when you said I thought that you were...)
- ♪ When giving negative feedback suggest alternative behaviours
- ♪ Be clear about what you are giving feedback on
- ♪ Don't overload; identify two or three key messages but you summarise at the end.

7.5.3 Receiving effective feedback

There is no point in asking others to give you feedback unless you are prepared to be open to it and to consider comments which differ from your own perceptions. As receiver:

- ♪ Be explicit
- ♪ Be attentive
- ♪ Be silent
- ♪ Be aware
- ♪ Listen to it carefully
- ♪ Ask for it to be repeated if you didn't hear it clearly
- ♪ Assume it is constructive until proven otherwise then consider and use those elements that are constructive
- ♪ Pause and think before responding
- ♪ Ask for clarification and examples
- ♪ Accept it positively (for consideration) rather than dismissively (for self-protection)
- ♪ Ask for suggestions of ways you might modify or change your behaviour
- ♪ Respect and thank the person giving feedback

End unit assessment

Read the following scenario and answer the questions below:

The student-teachers who were in Year 3 Social Studies Education option where they planned a micro-teaching lesson and deliver it. This is what had happened to one of those student-teachers. Student-teacher X presented his/her micro-teaching lesson till the end and he got back to his/her sit immediately. His/her teacher has asked him/her to re-plan and to re-teach. His classmates didn't get time to make comments to him/her because he didn't allow them to.

- i. Did the micro-teaching lesson of X student-teacher go well? Explain.
- ii. Why did the teacher asked him/her to re-plan and re-teach?
- iii. Did the teacher get the expected outcomes?
- iv. How will you step during your micro-teaching lesson?

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Annexes

Lesson Plan format with details

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
.....	./../.of..
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				<i>The teacher should take into account learners with special need to ensure that the lesson is adapted to all learners</i>			
Unit title				<i>Unit title is taken from syllabus</i>			
Key Unit Competence:				<i>Key unit competence is taken in the syllabus</i>			
Title of the lesson				<i>Lesson title is provided in the content distribution</i>			

Instructional Objective		<i>While formulating the instructional objectives, the teacher takes into account the five components of an instructional objective</i>	
Plan for this Class (location: in / outside)		<i>Teacher should indicate where the lesson will take place</i>	
Learning Materials (for all learners)		<i>Teacher indicates the learning materials needed for the lesson related to number and operations specifying those for learners with SEN</i>	
References		<i>All sources of information/content used during lesson preparation must be mentioned here</i>	
Timing for each step		Description of teaching and learning activity	Generic competences and cross cutting issues to be addressed + a short explanation
		<i>This parts is a summary of the teaching and learning process. Teacher mentions the game if it is one of techniques to be applied.</i>	
	Teacher activities	Learner activities	


Introductionmin	<i>All activities done by teacher to help learners to start the lesson, like singing a familiar song, introductory activities, song games...</i>	<i>All activities done by learners in connection with teacher's instructions in each step</i>	<i>The teacher sets learning activities which help learners develop generic competences and cross-cutting issues to be addressed in the lesson.</i>	<i>The teacher provides short written explanations justifying how above mentioned generic competences and cross cutting issues are catered for and in each activity where it is possible</i>
Development of the lessonmin This parts consists of the discovering activities, Exploitation and synthesis activities	<i>All activities done by teacher related to the new lesson (song).</i> <i>These activities should be listed chronologically by respecting a method to be used in teaching music. It can be whole song or phrase method depending on the size of the song and the level of learners</i>			
Conclusionmin	<i>Towards the end of the lesson, the teacher asks randomly one, two or three learners sing the song already learnt.</i> <i>He/she asks learners the moral lesson that they have got from the song.</i>			
Teacher self-evaluation	<i>Teacher provides all clear evidences that show how the lesson has been carried out and where to improve if necessary</i>			

Sample of a lesson plan

Teacher's name: Mr. X

School Name: E.P Y.

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size	
Term one	24/01/2019	Music	P4	1	3 of 5	40 min	40 of 41	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				1 impaired learner				
Unit title		Singing in Tune Respecting Traditional Rhythms						
Key Unit Competence:		Able to sing respecting traditional rhythms						
Title of the lesson		Uburinganire						
Instructional Objective		By respecting the Rwandan traditional rhythms, learners will be able to sing correctly the song "Uburinganire".						
Plan for this Class (location: in / outside)		Inside the classroom						
Learning Materials (for all learners)		Papers, pencils, erasers, pictures, etc.....						
References		Creative Arts for Rwanda Primary Schools Work Book 4, p ₉						

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	<p>The teacher will present the song on a flipchArts</p> <p>Learners will read silently, then the teacher read for them and help them to explain difficult words; afterwards, the teacher will sing the whole song, then help learners to sing respecting the steps of teaching a song. Lastly the learners will sing at their own</p>		
	Teacher activities	Learner activities	
Introduction 5min	Show the learners a flipchArts containing an image which illustrates “Uburin-ganire”	Observe the image and get ready to answer the questions. <div data-bbox="673 880 966 1126" style="text-align: center;">  </div>	Inclusive education: I will be integrated when the teacher asks the partial auditory impaired learner.
Development of the lesson a. Discovering activity 10 min	<ul style="list-style-type: none"> ✧ Ask questions about the presented image ✧ Ask learners to sing song related to “UBURINGAN-IRE” 	Answer questions by explaining uburinganire Sing different songs about uburinganire	Critical thinking: through analyzing questions before answering them

	<p>What does the image show?</p> <p>What is uburinganire?</p> <p>Present the song to be taught</p> <p>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</p> <p>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</p> <p>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</p> <p>Listen carefully, read and ask difficult words</p>	<p>Read the song silently</p> <p>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</p> <p>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</p> <p>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</p> <p>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</p> <p>Listen carefully, read and ask difficult words</p>	<p>Creativity: it will be developed when the learners are brainstorming the meaning of uburinganire</p> <p>Communication: this will be developed when the learner is reading while others are listening to him/her.</p>
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<p>b.Ex- ploita- tion</p> <p>15 min</p>	<p>Sing the whole song for them</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p> <p>Sing a small parts of the song as learners repeat</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p>Sing the next parts as learners repeat</p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p>	<p>Listen carefully to get familiar with the song</p> <p>Sing a small parts of the song as learners, one by one, a small group, and then a whole class repeat</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p>Repeat the next parts</p> <p>One, a small group, a whole class</p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p> <p>Repeat the two parts</p> <p>One, a small group, a whole class</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p>	<p>Lifelong learning: through singing, learners acquire the song that will be sung in their daily life</p> <p>Gender education: through the content of the song</p> <p>Communication: through singing together</p> <p>Sociality: through singing together</p>
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<p>c. Synthesis 5min</p>	<p>Combine the two parts as they repeat</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p> <p>Sing the next parts as learners repeat</p> <p>Sing the last parts as learners repeat</p> <p>Ask learners to join the two last parts</p> <p>Ask learners to sing the whole song</p> <p>Ask learners to sing the song and explain the moral of the song</p>	<p>Join the two last parts</p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p> <p>Sing the whole song as one, in groups and as a whole class</p> <p>Sing the song and explain the moral of the song</p>	
<p>Conclusion 5min</p>	<ul style="list-style-type: none"> ✧ Ask learners the moral of the song ✧ Appreciate the songs presented by the learners. ✧ Ask some learners to perform before the peers. 	<p>Explain the moral of the song</p> <p>Appreciate the song.</p> <p>Perform the song.</p>	<p>Critical thinking: it will be developed when the learners will be appreciating the song.</p>
<p>Teacher self-evaluation</p>			