



REB | RWANDA BASIC
EDUCATION BOARD

CREATIVE ARTS: FINE ARTS AND MUSIC

TEACHERS' GUIDE

PRIMARY 1

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FOREWORD

Dear Teacher,

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

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

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

In view of this, your role is to:

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

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

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

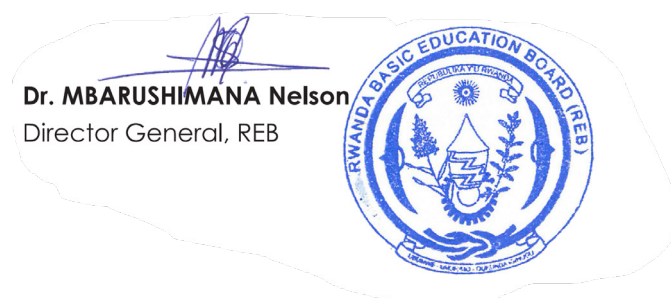
Part 1: Starts with general introduction and explains the structure of this book and gives you the methodological guidance.

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

Part 3: Provides details on teaching guidance for each concept.

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

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



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

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

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



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PART ONE: FINE ART

PART I: GENERAL INTRODUCTION

1.0. About the teacher’s guide

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

1.1. The structure of the guide

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

1.2. Methodological guidance

1.2.1. Developing competences

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

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

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in Creative Arts (Fine Art & Crafts and Music).

Critical thinking and problem solving

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

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

Research and problem solving

In the subject of Creative Arts, you should get more information from:

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

Creativity and Innovation

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

- Drawing and painting.
- Design Posters, motifs and patterns, clay figures and weaving crafts.
- Write and Design different items from letter styles and illustrations.
- Making practice in this subject.
- Invent new ways of doing creative arts.
- Identify a problem which requires data collection to solve.
- Identify local problems and revise ways to resolve them.

Communication Skills

- Telling a story related to the lesson of Creative Arts needed to be studied
- Presenting ideas verbally or in writing.
- Writing letters styles for different purposes.
- Reading text related to Creative Arts.

Teamwork, Cooperation, Personal and Interpersonal management and life skills

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

Lifelong Learning

- Take initiative to update knowledge and skills with minimum external support
- Cope with the evolution of knowledge and technology advances for personal fulfillment
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development
- Exploit all opportunities available to improve knowledge and skills in Creative Arts.

1.2.2 Addressing cross- cutting issues

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

- Gender.
- Peace and values education.
- Financial education.
- Standardization culture.
- Inclusive education.
- Environment and sustainability.
- In addition, Genocide studies.

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

1.2.3. Attention to special educational needs specific to this subject

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

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

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

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

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions;

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

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

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

Strategy to help a learner with visual impairment:

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

Strategy to help a learner with hearing impairment:

- Strategies to help learners with hearing disabilities or communication difficulties.
- Always get the learner's attention before you begin to speak.
- Encourage the learner to look at your face. Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.

- Ask the parents/caregivers to show you the signs they use at home for communication to use the same signs yourself and encourage other learners to also use them.
 - Keep background noise to a minimum.

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

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

Adaptation of assessment strategies:

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

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

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

1.2.4. Guidance on assessment

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

1.2.4.1. Continuous/ formative assessment

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

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

approaches and methods.

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

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

The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus, and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

1.2.4.2. Summative assessment

The assessment can serve as summative or formative depending on its purpose. The end unit assessment will be considered as summative when it is done at end of unit. It will be formative assessment, when it is done in order to give information on the progress of learners and from there decide what adjustments need to be done.

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

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

- Skills
- knowledge
- Value
- Attitudes

1.2.5. Pupils's learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are; the uniqueness of subjects, the type of lessons, the particular learning objectives to be achieved, the allocated time to achieve the objectives, the instructional available materials, the physical/sitting arrangement of the classroom, the individual students' needs, the abilities and learning styles.

There are mainly four different learning styles as explained below:

1.2.5.1. Active and reflective learning

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

1.2.5.2. Sensing and intuitive learners

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

1.2.5.3. Visual and verbal learning

Visual learning helps learners to remember best what they see; pictures, diagrams, flow charts, time lines, films, demonstrations etc. In verbal learning, learners get more out of written words and spoken explanations.

1.2.5.4. Sequential and global learning

In sequential learning, learners tend to gain understanding in linear steps, each step following logically the previous one. In global learning, learners tend to learn in large groups, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

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

1.2.6. Teaching methods and techniques that promote the active learning

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

What is Active learning?

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

The role of the teacher in active learning

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

- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks that enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

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

A learner engaged in active learning:

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

1.2.7. Main steps for a lesson in active learning approach

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

a. Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior

knowledge, skills, values and attitudes, which have a link with the new concepts to create good foundation and logical sequencings.

b. Lesson development

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

B.1. Discovery activities

Step 1

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

Step 2

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

B.2. Presentation of learners' productions

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

B.3. Exploitation of learner's productions

- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the learner's products, corrects those that are false, completes those that are incomplete and confirms those that correct

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

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

B.5. Application activities

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

c. Assessment

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

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

PART II: SAMPLE LESSON PLAN

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

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

Below is a sample of a lesson plan.

Competence-based lesson plan for unit 1

School name Academic year:

Teachers' Name.....

Term:	Date:	Subject:	Year:	Unit:	Lesson no:	Timing	Number of learners	
1	.....	CREATIVE ART (Fine Arts and Craft)	P1	One	1 out of 5	40 min	.....
1	.... | .... | 20....			1	1	1	40 mn	35
Learners with special needs in Learning and Teaching and their number			Two (2) learners with hearing and speaking impairment <ul style="list-style-type: none"> • Have a seat in front of the teacher where they see him well. • The teacher uses–talk to them seeing them. • By using the pictures prepared in advance, show them the examples concerning their case. 					
Unit One Key unit competence			Drawing and painting still life and nature. To be able to draw and paint simple shapes and express opinions through self-drawn pictures and those drawn by others					
Lesson title			Different techniques of using basic tools and materials for drawing and painting scribbles and simple shapes.					
Instructional objectives			Using paper, pencil and Colored ink pens, the learner will draw curved and zig zag lines according to their forms and he/she will use different colours.					
Learning environment			The Lesson will take place in classroom.					
Teaching and Learning materials			Drawing, painting and cutting tools.					
References			Fine Arts Syllabus, lower level REB, Kigali, 2015 p 52.					

Parts of the lesson+ Timing	Description of teaching and learning activity		Key Unit Competences and cross cutting issues (write competences + brief explanation)
	Learners draw zigzag and curved scribbles taking into account of their nature then teacher guide and facilitate learners.		
	Teacher's Activities	Learner's Activities	
1. Introduction: 5 min	In pairs of learners, teacher shows them basic materials of drawing & painting and ask them how they can be used for drawing.	Observe and give answers about the ways basic materials are used in drawing and painting.	<p>Generic Competences are: cooperation, spirit in groups and sharing opinions.</p> <p>Cross cutting issues are:</p> <ul style="list-style-type: none"> - Inclusive education: where teacher and others learners speak with higher voice to facilitate learner hearing loss. - Gender where boys and girls have given equal to explore materials and answer to questions.

<p>2.: Body of the lesson</p> <p>25 min.</p>	<p>Show to learner’s examples of drawn curved and zigzag scribbles</p> <ul style="list-style-type: none"> • And ask them to observe them. • In groups, ask learners to share opinions about those Scribbles and simple shapes made by scribbles. <p>Demonstrate how to draw zig zag & curved scribbles and paint simple shapes they form</p> <div data-bbox="314 750 702 1157" data-label="Image"> </div> <ul style="list-style-type: none"> • Ask learners to draw their own scribbles and paint simple shapes identified formed by them. 	<ul style="list-style-type: none"> • Observe curved and zig zag Scribbles. • In groups, share opinions about curved and zig zag scribbles shown. <p>Learners observe how teacher draws and paints simple shapes from curved and zigzag scribbles.</p> <ul style="list-style-type: none"> • Learners draw their own scribbles and paint simple shapes from them. 	<p>Generic competences are:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving. • Learners working in groups, it shows ommunion and solidarity when sharing opinions <p>Cross cutting issues are:</p> <ul style="list-style-type: none"> • Special care for learners having disabilities, gender equity and gender equality.
<p>Conclusion</p>	<ul style="list-style-type: none"> • Ask learners to finish their work and display it. 	<p>Finishing work and display it.</p>	<p>Generic competences are: drawing, studying and continous capacity building.</p>

10min.	Ask learners to share ideas on displayed work, making hygiene, appreciated work done and give homework to learners.	Share ideas about each displayed work, make hygiene and appreciate work done and take home work.	
Self assessment (Teacher)	Objectives provided for have been successfully achieved by 28 out of 35 learners. 7 learners will need more exercises of taking a pen so that they may draw lines.		

PART III: TEACHER'S GUIDE UNITS

UNIT 1: DRAWING AND PAINTING STILL LIFE AND NATURE

1

1.1. Key Unit Competences

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

1.2 Generic competences

In this unit, the teacher must lead the learners showing them the techniques of drawing and painting using different related tools. The teacher starts by asking the learners the materials they may know used in drawing or writing and he/she shows them to the learners and explain their way of use.

1.3 Cross cutting issues to be addressed

- Protect the environment when learners draw still life and nature
- Financial education by caring for different materials and tools.
- Inclusive education through caring for all learners with special needs especially those with different disabilities by providing seats before the teacher, where they can receive particular assistance from him.

1.4. Introducing the unit

Learners collaborate with their teacher to remind each other the summary of components of still life and nature objects which will be prerequisites for this unit, in drawing and painting still life and nature.

1.5. List of lessons

	Lesson	Lesson Objectives	Number
1	<ul style="list-style-type: none">• How to use basic tools and materials for drawing and painting in different ways: Scribbles and simple shapes.	<ul style="list-style-type: none">• Use different materials to draw objects and paint them using appropriate colour.• Identify the basic materials for drawing and painting.• Respect and protect different materials and tools.	3

2	<ul style="list-style-type: none"> • Drawing and painting basic objects with different shapes (circle, triangle, quadrangle, rectangle, stone, brick). 	<ul style="list-style-type: none"> • From the memory, drawing simple shapes. • Give opinion about self made materials and those made by others. • Respect and protect different materials and tools. 	3
3	<ul style="list-style-type: none"> • Drawing and painting from memory pictures of objects inspired from the surroundings (plants, animals and humans). 	<ul style="list-style-type: none"> • From memory, draw and painting different materials and tools with simple shapes inspired from the surroundings. • Love and protect the environment. 	3
4	<ul style="list-style-type: none"> • Drawing using colours or paints. 	<ul style="list-style-type: none"> • Use different materials to draw objects using appropriate colours or paint. 	3
5	<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Assess if all learners are able to draw and paint still life objects using available materials from environment. • Assess whether learners are able to keep materials cleaned and store them appropriately. 	1

Lesson 1: How to use basic tools and materials for drawing and painting in different ways: Scribbles and simple shapes.

a) Learning objective

- Identify the basic tools for drawing and painting
- Different techniques for drawing and painting.
- Respect and protect different materials and tools.

b. Teaching and Learning materials

- Pencils
- Coloured pencils and ink pens
- rubber

- sharpener
- papers
- simple shapes cut or sample of drawing

c. Methodology

Prerequisites/ Revision or introduction

- Let learners share ideas about drawing and painting materials and tools.
- Show the learners basic drawing and painting materials and demonstrate how they are used.



1.1 Basic tools of drawing and painting

- Show learners the example of drawn scribbles.

The body of the lesson

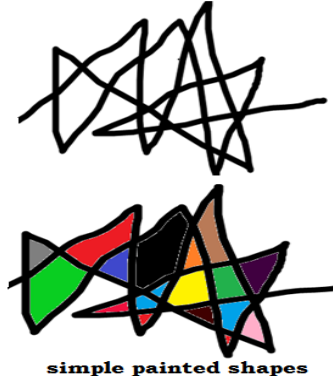
- Demonstrate how to draw curved and zigzag scribbles
- Ask learners to draw curved and zigzag scribbles.

curved scribbles



1.2. Curved scribbles

zig zag scribbles



1.2. Zig zag scribbles

Assessment

- Ask each learner to display self drawn scribbles.
- In groups, ask learners to choose the best drawn scribbles.
- Appreciate learners' work and advice them.
- Cleanliness of the work place, materials and their safety.

Lesson 2: Drawing and painting simple objects with different shapes (circle, triangle, quadrangle, rectangle, stone, brick)

a) Learning objective

- From memory, draw different materials and tools with simple shapes inspired from the surroundings.
- Care for materials.

b) Teaching and Learning materials

- Pencils
- Coloured pencils and ink pens
- rubber
- sharpener
- papers
- water colours

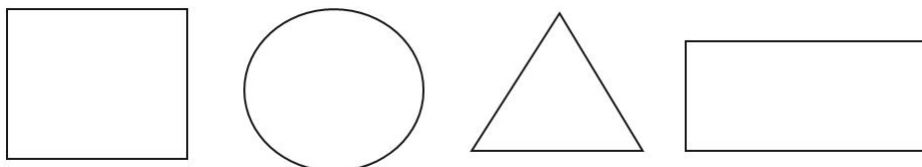
c. Methodology

Prerequisites/ Revision or introduction

- Ask learners to use basic drawing and painting materials they studied last time.

Lesson development:

- Distribute drawing and painting materials to the learners.
- Demonstrate drawing and painting basic shapes.
- Ask learners to draw simple shapes.



- Ask learners to paint simple shapes using various colors.



1.5. Painted shapes



1.6: simple shapes of stones

Assessment

- Ask learners to display pictures of simple painted shapes
- Ask learners to choose the best drawn and painted shape according to instructional objective.
- Appreciate learners' work and advice them.
- Cleanliness of the workplace, materials and their safety.

Lesson 3: Drawing and painting from memory pictures of objects from the surroundings

a) Learning objective

- Draw observed and from memory objects having simple shapes from the surroundings.
- Give personal opinion on selfmade pictures or those made by others.
- Love and protect the environment.

b) Teaching and Learning materials

- Pencils
- Coloured pencils and ink pens
- rubber
- sharpener
- papers
- water colours

c) Methodology

Prerequisites/ Revision or introduction

- Make recognizable objects from the surroundings (school green).
- Ask learners to observe the surroundings and provide opinions on them.

Lesson development:

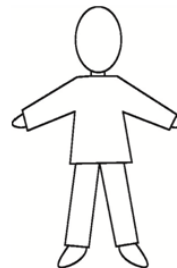
- Ask learners to draw and to paint from memory pictures of objects from the surroundings e.g.Plants, animals, and human.
- Ask learners to paint their objects from memory drawings.
- Assemble groups and advise them.



1.8 drawn plant



1.9 drawn rabbit



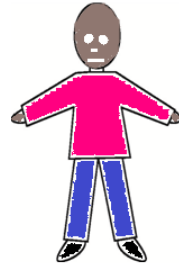
drawing of person



1.11 Painted plant



1.12 Painted rabbit



1.13 Painted person

Assessment

- Ask learners to display pictures of simple painted shapes
- Ask learners to choose the best pictures according to instructional objective.
- Appreciate learners' drawn and painted objects and advise them.
- Cleanliness of the work place, materials and their safety.

Lesson 4: Drawing using colours or paints

a) Learning objective

- Select and use appropriate colours or paint for drawing.
- Give personal opinion on selfmade pictures or those made by others.
- Appreciate the beauty of the objects from the surroundings.

b) Teaching and Learning materials

- Drawing and colouring pens
- Pencil
- Rubber
- sharpener
- papers
- water colours

c) Methodology

Prerequisites/ Revision or introduction

- Show learners the beauty of pictures made by others.
- Ask learners to provide opinions on shown colours in pictures.

Lesson development

- Teacher distributes materials to learners.
- Teacher demonstrate how to use colour or paints for drawing.
- Teacher asks Learners to select colours or paints which are appropriate to objects they are going to draw.
- Learners individually start drawing using colours or paints.



1.14. Sunflower picture



1.15. Banana picture



1.16. Avocado picture

- Teacher tries to reach to all learners for providing guidance or advice to the learners while painting.

Assessment

- Ask learners to display their artworks.
- Ask learners to choose the best drawn shapes according to instructional objective.
- Appreciate learners' work and advice them.
- Cleanliness of the workplace, , materials and their safety.

1 .6. End of Unit Assessment

1 .Drawing and painting simple shapes

Ask learners to identify and select basic drawing and painting materials among different materials.

2. Drawing a stone and a brick according to their shapes

- Ask learners to compare simple shapes, stone and brick according to their appearance.
- Ask learners to draw presented objects according to their shapes.

3. Drawing and painting from memory pictures

- Ask learners to identify, draw and paint objects from environment according to how they appear in environment.

4. Using colours and paints for drawing according to the appearance of objects

- Ask learners to express the beauty of decorations' made with colours.
- Ask learners to choose the best objects according to the best coloured.

1 .7. Additional activities

- **Redrawing using curved scribbles.**
 - Drawing imitating curved scribbles according to their form.
 - Draw simple shapes, stone and brick according to their appearance
 - Show colours related to each drawn picture

UNIT 2: PRINT-MAKING

2

2 .1. Key Unit Competence

To be able to print images on objects using different materials from the surroundings.

2 .2. Generic Competences

In previous unit the learner learnt to draw simple shapes. He/she is able to draw scribbles and use colours for painting and colouring. This will help him/her to make best choice of pictures to print. Use available materials in their surrounding to print designed patterns on a surface.

2 .3. Cross cutting issues to be addressed

Transverse themes which we will deal with in this unit with regard to gender equity in teaching and learning to emphasize balanced chance. Another transverse theme appears in respecting and protecting the environment where learners use materials and tools from the surroundings.

2 .4. Introducing the unit

A teacher reminds learners the summary of previous lesson like drawing and painting simple shapes, which will have great contribution in this unit.

2.5. List of lessons

	Lesson LessonObjectives	Number of periods	
1	<ul style="list-style-type: none">• Process of using basic tools in print-making.	<ul style="list-style-type: none">• Using different print making tools.• Identify basic materials and tools used in print-making.• Love and protect the environment.	2
2	<ul style="list-style-type: none">• To print Pictures on simple tools, e.g. paper	<ul style="list-style-type: none">• Create and classify different pictures pleasantly by manipulating different materials and tools with simple shapes.	1

		<ul style="list-style-type: none"> • Providing opinions on selfmade pictures or those made by others. • Appreciate the beauty of the objects. 	
3	<ul style="list-style-type: none"> • To print Pictures on small tissue using tools from the surrounding. 	<ul style="list-style-type: none"> • Create and classify different pictures pleasantly • Providing opinions on selfmade pictures or those made by others. • Love and protect the environment. 	1
4	Assessment	<ul style="list-style-type: none"> • Examine if each learner is able to print various patterns on surfaces using hand, leaf, coin, carrot, cap and give opinions. 	1

Lesson 1: Process of using basic tools in print-making.

a. Learning objective

- Identify the basic tools used in print-making
- Use print-making materials and tools.
- Love and protect the environment

b. Teaching and learning materials

- Various print-making tools from the surrounding.
- papers
- fabrics
- pencils
- Multicoloured paints
- Brushes

c. Methodology

Introduction

- Teacher show some pictures made using print making techniques to learners and ask them to mention used techniques.
- Learners provide different answers where some may discover that used technique is print making
- In groups, teacher asks learners to share opinions about materials and tools which can be used in print-making.
- In groups, learners identifies various tools and materials.

Lesson development

- Teacher gives instructions to the learners before distributing materials to them.
- Teacher demonstrates how to use distributed materials for showing process of print making.
- In groups, ask learners to print patterns on simple tools.
- Learners print different patterns on simple surface eg on a piece of paper.



2.1. Pictures of simple shapes made by print making technique

- Teacher approaches each group for providing guidance and facilitation.

Assessment /conclusion

- Ask learners' groups to display papers on which pictures are printed.
- Ask learners to choose the best objects on which pictures are printed according to the instructional objective of this lesson.
- Appreciate learners' artworks.
- Cleanliness of the workplace, materials and their safety.

Unit 2: To print pictures on simple tools e.g.a piece of paper

a. Learning objective

- Create and classify pictures pleasantly using materials having simple shapes.
- Provide opinions on selfmade pictures or those made by others.
- Appreciate the beauty of the object.

b. Teaching and learning materials

- Various print-making tools from the surrounding.
- papers
- fabrics

- pencils
- Multicoloured paints
- Brushes

c) Methodology

Introduction

- Ask learners to share opinions about the objects they know on which pictures are printed.
- Ask learners to identify tools on which pictures may be printed.

Lesson development

- Teacher gives instructions to the learners before distributing materials to them.
- Teacher demonstrates how to use distributed materials for printing on a piece of paper.
- Ask learners to prepare objects to be used for printing on a fabric.
- Ask learners to print pictures on a small fabric.



2.2. Picture of a small fabric on which are printed decorations

- Teacher approaches each group for providing guidance and facilitation.

Assessment

- Ask learners to display fabrics on which pictures are printed.
- Ask learners to choose the best objects on which pictures are printed according to the instructional objective of this lesson.
- Appreciate learners' artworks.
- Cleanliness of the work place, materials and their safety..

Unit 3: Applying various motifs on surfaces used from memory materials

a. learning objectives

- Create and classify pictures pleasantly.
- Give personal opinion on selfmade pictures or those made by others.
- Love and protect the environment.

b. Teaching and learning materials

- Various print-making tools from the surrounding.
- papers
- fabrics
- pencils
- Multicoloured paints
- Brushes

c. Methodology

Introduction

- Ask learners to observe and analyse some objects visible in the surroundings.
- Ask learners to gather materials from environment that can be used for print making

Lesson development

- Teacher gives instructions to the learners before distributing materials to them.
- Teacher demonstrates printing using one of gathered material
- Teacher asks learners to use gathered materials for printing
- Teacher approaches each group for providing guidance and facilitation.

Assessment

- Ask learners in groups to display pieces of paper with printed pictures.
- Ask learners to choose the best pieces of paper with printed pictures
- Appreciate learners' realization and advise them.
- Cleanliness of the work place, materials and safety..

2 .6. End unit Assessment

- Ask learners to give opinion about fabrics with printed pictures.
- Ask learners to choose print-making tools and use them for producing artwork.
- Ask learners to prepare tools used for printing on surfaces.

2 .7. Additional activities

- Ask learners to prepare objects which will be printed on surfaces e.g.piece of paper, small fabric, small box etc.

UNIT 3: MODELING AND METHODS OF BUILDING CLAY FIGURES

3

3 .1. Key Unit Competences

To be able to model different figures or forms using clay or red soil (inombe)

3 .2. Generic Competences

In this unit, the teacher must help learners to know the process of preparing clay or red soil using different materials and tools. In preparing clay or red soil, learners may appreciate the beauty and the value of natural phenomena. After that, the teacher will lead learners to exhibit artworks and they give opinions about them.

3 .3. Cross-cutting issues (Transverse themes)

- Protect the environment while learners exchange opinions about clay and red soil.
- Material resource management, care for different materials and tools.
- Care for all learners with special attention to those with different disabilities, having a seat before the teacher, where they can receive particular assistance from him.

3 .4. Introducing the unit

From previous units, teaching and learning materials are from the surroundings. It is the same in making clay figures where clay is from various spots. After collecting clay,, it is prepared using figures of some objects from the surroundings.

3 .5. List of lessons

	Lesson	Lesson Objectives	Number of periods
1	Methods of using basic materials in modeling clay figures and ceramics.	<ul style="list-style-type: none">• Use clay or red soil (inombe) in making various figures.• Process of preparing clay or red soil (inombe).• Love and protect the environment.	2

2	Use of clay or red soil (inombe) in creating simple figures inspired from surroundings.	<ul style="list-style-type: none"> • Creating clay shapes. • Different ways of making clay forms or figures. • Respect and protect different materials and tools. 	2
3	Assessment	<ul style="list-style-type: none"> • Examine if each learner is able to prepare clay or soil and their use in modeling various figures. • Examine learner’s material protection and cleanliness after use. 	1

Lesson 1: Methods of using basic materials in modeling clay figures and ceramics.

a. learning objectives

- Identify different ways of making figures using clay or red soil.
- Love and protect the environment.

b. Teaching and learning materials

- Various materials and tools used in clay preparation and those used in modeling various figures.

c. Methodology

Introduction

- Show learners different materials and tools used in clay preparation.
- In groups, ask learners to exchange opinions about the ways basic materials are used to prepare clay.

The body of the lesson

- In groups, ask learners to sort, sieve, mix clay and add water upto the last step(ready to be used).
- Demonstate how to model clay figures.
- Ask learners to build or to model clay figures imitating figures made by others.
- Approach each group for providing them guidance anfd facilitation where necessary.

Conclusion or Assessment

- Ask learners to exhibit clay figures they have built.
- Ask learners' groups to choose the best performed figures.
- Appreciate learners' activities and advise them.
- Cleanliness of the workplace, materials and their safety.

Lesson 2: Use of clay or red soil (inombe) in creating simple figures inspired from surroundings.

a. learning objectives

- Describe the methods of making clay figures.
- Create clay figures.
- Respect and protect materials and tools.

b. Teaching and learning materials

- Clay figures.
- Clay or red soil (inombe).
- Sand or stone clay.

c. Methodology

Introduction

- Ask learners to observe forms that have been modeled by others and choose what they want to model using clay.

Lesson development

- Teacher gives instructions to learners.
- Teacher demonstrate how to model clay figure inspired from environment
- Ask learners to build clay figures and imitating figures modeled by others and others inspired from environment.



3.1. Cup modeled using clay

- Ask learners to build clay figures imitating orange, carrot, maracuja, small animals.



3.2. Orange modeled using clay



3.3. Carrot made using clay

- Approach each group for guidance and advices.

Assessment

- Ask learners to exhibit clay figures they have modeled.
- Ask learners' groups to choose the best performed figures.
- Appreciate learners' activities and advise them.
- Cleanliness of the workplace, materials and their safety..

3.6. End of Unit three Assessment

- Ask learners to model a cup using clay
- Ask learners to model different fruits using clay according to their nature.

3.7. Additional activity

- Ask each learner to build clay figure of any home material he/she wants.

UNIT 4: Weaving using locally available materials

4

4 .1 .Key unit competence

To be able to weave different objects using different natural fibres from the surrounding.

4 .2 . Generic competences

In the lessons following this unit, print making and drawing, the learner studied to draw simple shapes including the square, the triangle, the circle and others. These are some of the shapes that can be used to make a basket, hand-woven toolsetc.

4 .3 . Cross cutting issues to be addressed

The cross cutting issues in this unit are:

Gender. where both boys and girls are forming groups. Also, it is clear that the materials they will use are from the surrounding hence they should be protected and safeguarded.

4 .4 . Introducing the unit

Showing learners woven objects used in daily activities at home.Allow learners share their views on woven materials used in daily home activities. As they are exchanging ideas, it is clear that they also talk about the materials found in their community used in weaving. Showing learners how to start weaving, weaving itself, and how to finish weaving. Invite learners in groups to start weaving.

4 .5 . Lessons

	Lesson title	Lesson objectives	Number of periods
1	<ul style="list-style-type: none">Steps of weaving of different tools: beginning, development and finishing).	<ul style="list-style-type: none">Identifying materials used in weaving found in their communityWeaving his/her own objects using materials found in his/her surroundingTo explain the technique used in weaving various objectsLove and safeguard environment.	2

2	Various ways of weaving decorations using yarns or fibres.	<ul style="list-style-type: none"> • Identifying materials used in weaving • Using threads or various yarns in weaving decorated objects • Appreciate the beauty of objects. 	2
3	Assessment	<ul style="list-style-type: none"> • Ensure every learner is able to weave different objects using materials found in his/her community. 	1

Lesson 1: Steps of weaving of different tools: beginning, development and finishing).

a. Learning objective

- To explain steps used in weaving different objects
- Weaving objects using materials found in local environment
- Love and safeguard environment

b . Learning and Teaching materials

- Different tools and materials used in weaving found in surroundings

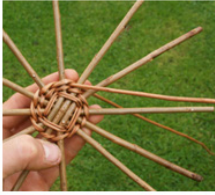
c . Methodology

Introduction

- Teacher shows to the learners materials that have been weaved by others and ask them materials used to weave them.
- Tell learners in groups to share views on materials used in weaving.
- Invite learners to share views on woven objects they know.

Lesson development

- Teacher distribute materials for weaving to the learners and give them instructions
- Teachers demonstrate steps of weaving from local materials
- Teacher asks learners to apply steps of weaving
- Learners start applying steps of weaving



4.1: beginning



4.2: turn up vertically



4.3: developing



4.4: Finishing

Tell learners to weave and to finish what they have started

- Come closer to each group to assist them where necessary and to advise them.

Assessment

- Invite learners in groups to present what they have woven and to share views on them
- Tell the groups of learners to select the best artworks
- Appreciate the work done by learners and advise them
- Invite learners to keep well what they have done
- Clean the place and the materials they have used and keep them well.

Lesson 2: Various ways of weaving decorations using yarns or fibres.

a. Learning objectives

- Identify materials used in weaving
- Use different threads or fibres to make artworks
- Appreciate the beauty of artworks.

b. Learning and Teaching materials

- Different tools and materials used in knitting found in the community
- Cutting objects.

c. Methodology

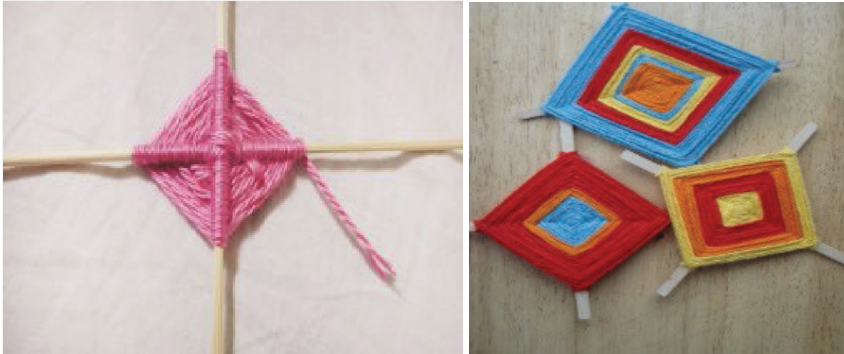
Introduction

- Teachers ask learners to explain steps of weaving they learnt in the last lesson.
- Teacher shows learners woven materials for decoration and explain materials that have been used to weave them.

- Teachers explain materials that have been used to weave decorative objects, learners come to observe

Lesson development

- Teacher distribute weaving materials to the learners and give them instructions
- Teacher demonstrate weaving by a draft (gutungira or gutondera)
- Ask learners to start weaving using thread or fibres.
- Learners start weaving artworks.



4.3. Artworks made in thread and sticks

- Teacher come closer to each group to provide a guidance and facilitation where necessary
- Learner finish weaving

Assessment

- Invite learners in groups to display, present their work and to share views on it
- Tell the groups to select the best artworks
- Appreciate the work done by learners
- Clean the place and the materials they have used and keep them safe.

4.6. End of unit 4 assessment

- Teacher asks learners to weave any tool for daily use found at their home.
- Tell learners to share views on their work. Ask learners to weave any decorative materials they want using threads or fibres

4.7. Additional activities

- Invite learners to weave artworks they chose themselves using thread or coloured strings
- Ask learners to weave a small mat using materials found in their community.

5 .1. Key unit competence

To be able to create various playing tools and collage of different materials in a way it can generate a new object.

5 .2. Generic competences

In the lessons following this unit, in drawing and textile decoration, the learner studied drawing different shapes and some of the elements from the surrounding, as well as naming tools and materials he/she can use that are found in the surrounding and that he/she is taught to safeguard.

5 .3. Cross cutting issues to be addressed

Materials the learner uses in this unit to make puppets and collage are obtained from the surrounding. It is in this context he/she has to safeguard them because not only they are source of air we breathe but also a place from which we get tools and materials we use in our daily life. Furthermore, when assisting learners to form groups, the teacher will ensure both boys and girls are represented thus gender balance is respected. Here, we may not forget to talk about learners with disability that should also be given special attention by the teacher seating them in an appropriate space in order to give them particular instructions.

5 .4. Introducing the unit

Showing learners various puppets and inviting them to share views focusing on tools and materials that have been used in making them.

Showing learners different pictures like stuck figures and asking them to differentiate between them, sharing views on the characteristics of tools and materials used to make those figures.

5.5 . Lessons

	Lesson	Lesson objectives	Number of periods
1	Making puppets using different materials and articles	Name different tools and materials used to make puppets Make different puppets using various tools and materials Love and safeguard environment.	1
2	Create collaged pictures or different materials and articles using various tools	Name different tools and materials used in collage Make collage and bring together materials using a variety of techniques Keeping the materials well and cleaning them.	2
3	Assessment	Make sure the learner is able to make different puppets	1

Lesson 1: Making puppets using different materials and articles

a. Learning objectives

- Identifying different materials used to make puppets
- Making different puppets using various materials
- Love and safeguard the environment

b. Teaching and Learning materials

- Different puppets
- Pictures
- Tools, materials and articles found in the surrounding
- Cutting tools

c. Methodology/ Introduction

- Teacher shows the learners different puppets and ask them to explain materials that have been used to make them.
- Ask learners to exchange their views on puppets they are seeing.

Lesson development

- Teacher gives instruction to the learners
- Teacher provides learners with the available needed materials for making puppet
- Teacher demonstrate how to make puppet from gathered materials
- Teacher asks learners to prepare materials used to make puppets
- Learners start making their own puppets.



5.1: Puppets of cars

- Come closer to each group to guide and facilitate them where necessary.
- Learners finish the act of making puppets.

Assessment

- Teacher asks learners in groups to display the puppets they have made and to share views on them.
- Ask groups of learners to select the best puppets.
- Appreciate the work done by learners and advise them.
- Clean the place and the materials they have used and keep them in the safe place.

Lesson 2: Create collaged pictures or different materials and articles using various tools

a . Learning objectives

- Identifying materials for making collage using various techniques
- Making Collage work from assembling materials using different techniques

b . Teaching and Learning materials

- Pictures
- Tools and materials gathered from the surrounding
- Cutting objects
- Glue

c . Methodology

Introduction

- Teacher shows learners pictures made from collage technique of picture making.
- Teacher Invites learners in groups to share views on the pictures they have seen.

Lesson development

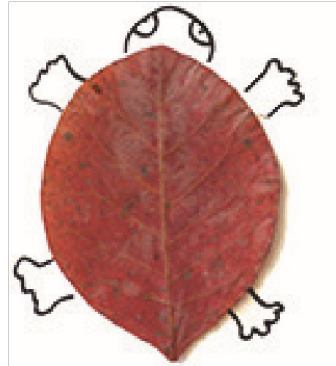
- Teacher gives the learners materials needed for making collage and instructions.
- Teacher demonstrates how to make collage
- Teacher asks learners to select appropriate materials for collage work they want to make considering the colour ,texture and size of that object in its nature.
- Learners start making their own collage work.
- Teacher comes closer to each group of learners for providing guidance and facilitation where necessary.



5.3. Collage of landscape



5.4.collage of flowers



5.5.collage of tortoise

Assessment

- Ask learners in groups to share views on pictures they have made
- Ask groups of learners to select the best pictures.
- Appreciate the work done by learners and advise them
- Clean the place and the materials they have used and keep them well.

5.6. End of unit 5 assessment

- Ask learners to make puppets of animals they like
- Ask learners to make any collage work of home material using materials from the surrounding

5.7. Additional activities

- Tell learners to make collage of a house or an aeroplane

Ask learners to make puppet of an animal they want using materials selected from the surrounding.

UNIT 6: EMBROIDERY DECORATIONS

6

6.1. Key unit competence

To be able to create different decorative patterns on fabrics using different embroidery techniques

6.2. Generic competences

In the lessons following this unit especially in drawing, the learner has been able to draw different geometric shapes and some tools and materials from the surrounding, and even all kinds of lines. Consequently, the learner can design a knitting draft and make different simple figures on tissues, folding clothes with the help of the teacher.

6.3. Cross cutting issues to be addressed

In this unit, special attention will be given to learners with hearing and speech disabilities by making them sit in front near the teacher in order to assist them particularly using signs and figures. In addition, when helping learners to form groups, the teacher ensures that both boys and girls are represented, hence gender balance is respected.

6.4. Introducing the unit

Showing learners knitted pieces of cloth used in different areas and ask them to share their views on them following lesson objectives, the characteristics and various artwork colours.

Ask learners to prepare tools and materials and start making different fashions to knit lines and basic shapes.

6.5. Lessons

	Lesson	Lesson objectives	Number of periods
1	<ul style="list-style-type: none">Different techniques and process of creating basic embroidery designs on textiles e.g. line Stitch and cross stitch.	<ul style="list-style-type: none">Presenting different tools and materials used in embroideryMaking simple embroidery designs on clothesLove and keep the surrounding safe.	1
2	Techniques of creating decorative patterns on fabrics using embroidery (lines, basic shapes)	<ul style="list-style-type: none">Mention artworks and the technique used in embroidery.Making embroidery design using threadAppreciate the beauty of the objects	2
3	Assessment	<ul style="list-style-type: none">Ensure every learner is able to make embroidery on clothes using different techniques.	1

Lesson 1: Different techniques and process of creating basic embroidery designs on textiles

a . Learning objectives

- Presenting different tools and materials used in embroidery.
- Making simple embroidery artwork on clothes
- Appreciate the beauty of the materials.

b. Teaching and Learning materials

- Pencil
- Piece of cloths
- Thread with different colours
- Paper
- Small tissues or fabrics
- Needles
- Rulers

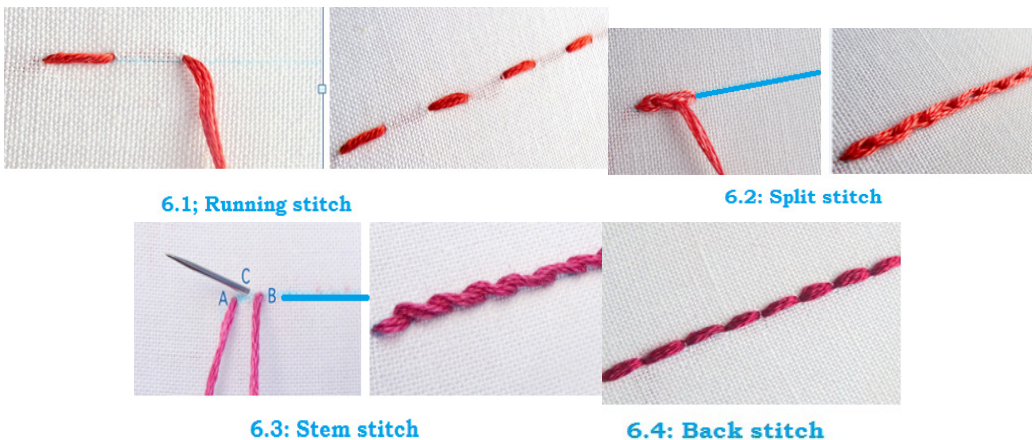
c . Methodology

Introduction

- Teacher asks learners to observe and exchange their views on embroidery made on fabric or piece of clothes they have observed.
- Teacher invites learners to mention objects found in their respective homes on which embroidery have applied and mention materials / tools used to make them.
- Learners mention objects with embroidery patterns found at their homes.

Lesson development

- Teacher distributes materials to the learners and gives them instructions related to safe use of given materials especially needles.
- Teacher demonstrates how to apply different embroidery line stitches on fabric.
- Teacher Invites learners to make different embroidery stitches on fabrics or pieces of clothes.
- Come nearer to each group to guide and help them where necessary.



Assessment

- Invite learners in groups to present embroidery pieces of cloth and share their views on them
- Tell the groups of learners to select the best embroidery work.
- Appreciate the work done by learners and advise them.
- Clean the place and the materials they have used and keep them well.

Lesson 2: Techniques of creating decorative patterns on fabrics using embroidery technique

a. Learning objectives

- Identify techniques of embroidery.
- Making embroidery patterns of decoration using different thread
- Keeping and cleaning the tools and materials well.

b. Teaching and Learning materials

- Pencil
- Thread with various colours
- Paper
- Small tissues
- Needles

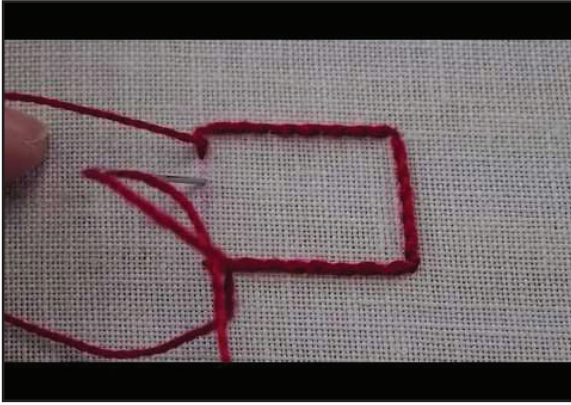
c . Methodology

Revision

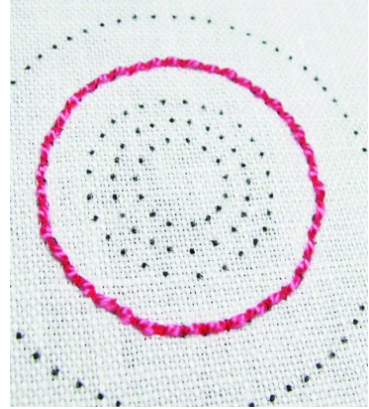
- Teacher asks learners embroidery stitches they have applied in the last lesson.
- Learners give different answers and the teacher helps them to harmonize focusing on line stitches.

Lesson development

- Teacher gives materials to the learners and instructions to follow while making embroidery. The teacher focuses on the use of needles .
- Teacher demonstrates how to make embroidery patterns decoration on a fabric.
- Learners start making their own embroidery decorations on fabrics or piece of clothes.
- Teacher Comes nearer to each group to assist them where necessary and to advise them.



6.5.embroidery of Square



6.6. Circled embroidey

Assessment

- Invite learners in groups to present their embroidery artwork and share ideas about them.
- Tell learners in groups to select the best embroidery artwork.
- Appreciate the work done by learners and advise them.
- Ask learners to clean the place and the materials they have used and to keep them well.

6.6 . End of unit 6 assessment

- Ask learners to make embroidery of rectangle shape.
- Ask learners to make embroidery of four line stitches they have learnt.

6.7. Additional activities

- Learners make embroidery of triangle and rectangle shapes.

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PART I: GENERAL INTRODUCTION

Structure of teacher's guide

This teacher's guide is designed for the teacher who teaches music lesson in lower primary . This teacher's guide was written according to the curriculum of Fine art and Music based on competence which was prepared by Rwanda Education Board (REB) in 2015.

This teacher's guide consists of three units. Each unit concludes with general assessment which will help the teacher to assess the competence of the learners to ensure that she/he can proceed with the next unit or to repeat in the lessons which was not well understood. Each unit consists of 5 lessons. In this teacher's guide there is exemplary lesson which will help the teacher to prepare and give his/her lesson properly.

In this teacher's guide there are different exercises aimed at assessing competence of learners at the end of every lesson. However, those exercises are not permanent. Therefore, the teacher would start by looking for others according to the level of learners.

As a music lesson is aimed at developing children's talent, we believe that this book will help the teacher to teach well music lessons as well as making learners love singing, so that it helps them develop knowledge and competences they already have as it is clear in different lessons they will be taught.

1.1. Teaching and learning

1.1.1. Developing competence

Since 2015, Rwanda shifted from a knowledge -based to a competency-based curriculum for pre-primary, primary and general secondary education. Thus learning and teaching which gave the teacher more time was replaced by teaching and learning which gave the learner a great role. In this learning also, the learner is given practical knowledge and skills which help the learner to put in practice what he/she has studied and giving answer to the problems faced in his/her life and that of others.

In competence based learning, learners play a big role in their studies. The teacher starts from what learners already know and capable of, and helps them to discover other things while sharing ideas in their groups. When learners work in groups the teacher guides them by helping them where it is needed. After sharing ideas in their groups, they highlight their achievement and then work with the teacher to refine the key points they can remain with. Learners should not be treated as if they do not know anything. The teacher should not feel as the one who has the knowledge to pack them.

Apart from the main competence which is included in the lesson, learners gain other cross cutting issues depending on how they study and how they live. These are one of the examples of cross cutting issues that learners can gain from music lesson.

1.1.2. Critical thinking and problem solving

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

- **Research and problem solving**

This is the ability to help the learner solve problems by using basic knowledge and explaining issues based on basic information.

- **Creativity and Innovation**

This is the ability to help the learner be initiative and bring ideas based on basic knowledge to be creative.

- **Communication Skills**

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

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

This is the ability to help the learner to work together in groups in every kind of work with proper attitudes and values respecting each other's right, ideas and attitudes. This will also help learners to do different activities related to environmental conservation, advocating for their health and their families, careering hygiene and nutrition and also addressing challenges they face in life.

- **Lifelong Learning**

Gaining this ability will help the learner to keep up with the time gaining knowledge and practical skills without having to be helped in everything.

1.1.3. Addressing cross-cutting issues

Among the changes in the competence-based curriculum, there is the integration of cross-cutting issues as an integral part of the teaching learning process.

The eight cross-cutting issues identified in the national curriculum framework are the following: *Gender, Peace and values education, Financial education, Standardization culture, Inclusive education, Environment and sustainability and Genocide studies.* Some of cross-cutting issues that will be focused on in this music course are the following:

- **Peace and Values Education**

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

- **Gender balance**

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

- **Inclusive education**

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

- **Financial education**

Here the teacher shows the beneficial part of learning music as a lesson which will play a big role in financial terms, by showing them examples of many artists who gain income from singing in different parties and ceremonies.

1.1.4. Careering learners with special educational needs

In the classroom, learners learn in different ways depending on their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt teaching methodologies and approaches in order to meet the learning needs of each learner in the classroom.

Also teachers need to understand that learners with special needs need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the subject and the nature of the lesson.

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

- Remember that learners learn in different ways so they have to offer a variety of activities e.g. role-play, singing and dancing, word games and quizzes, outdoor activities, and practical works.
- Maintain an organized classroom (art rooms) and limit distraction. This will help learners with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty in understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.

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

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

1.1.5. Strategy to help a learner with developmental impairment

Use simple words and sentences when giving instructions;

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

In the subject of Creative Arts, you should get more information from:

- Using internet and a Library
- Creating a School Library
- Collecting data through observation
- Looking for art materials from nearest environment
- **Strategy to help a learner with visual impairment:**
 - Help learners to use their other senses (hearing, touching, smelling and tasting) to play and carry out activities that will promote their learning and development.
 - Use simple, clear and consistent language

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

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

Strategies to help learners with hearing disabilities or communication difficulties;

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

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

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

- **Adaptation of assessment strategies:**

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

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

During the assessment activities of this subject of Fine Art and Craft, teacher has to

take into consideration the visual impaired learners. So, the tasks to be given can consider the level of visual impairment of learners in the classroom.

1.2. Learners' learning styles and strategies to conduct teaching and learning process

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

- **Active and reflective learning**

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

- **Sensing and intuitive learning**

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

- **Visual and verbal learning.**

Visual learning helps learners to remember best what they see; pictures, diagrams, flow charts, time lines, films, demonstrations, etc. In verbal learning, learners get more out of written words and spoken explanations.

- **Sequential and global learners**

In sequential learning, learners tend to gain understanding in linear steps, each step following logically the previous one. In global learning, learners tend to learn in large groups, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

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

1.3. Teaching methods and techniques that promote the active learning

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

1.3.1. What is Active learning?

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

1.3.2. The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative, group and individual work activities.
- The teacher encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks that enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities

1.3.3. The role of learners in active learning

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

A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation imitating, exploration, ...)
- Actively participates and takes responsibility for his/her own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting books or online documents and resourceful people and presents his findings.

- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Giving conclusions based on the findings from the learning activities.

1.3.4. Main steps for a lesson in active learning approach

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

Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective.

The teacher reviews the prior knowledge and skills, values and attitudes, which have a link with the new concepts to create good foundation and logical sequencings.

Development of the new lesson

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

- **Discovery activity**

Step 1

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

Step 2

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

- **Presentation of learners' productions**

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

- **Exploitation of learner's productions**

- The teacher asks the learners to evaluate the productions: complete one, incomplete and false
- Then the teacher judges the logic of the learners' products, corrects those that are false, completes those that are incomplete, and confirms those that are correct.

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

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

- **Exercises/Application activities**

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

Assessment

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

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

1.4. Assessment

Assessment is the teaching and learning checking that collects information about how each learner learns and deciding on learner's achievement based on criteria set before assessment. Assessment is therefore an important part of teaching and learning. Assessment is composed of different kinds which are the following;

1.4.1. Continuous/ formative assessment

During continuous assessment, teacher may use usual strategies which are used at school to check if the learner is learning properly. As the teacher prepares the lesson, the teacher must determine criteria for assessing what learners have learnt and skills expected before they start a particular topic. At the end of each unit, the teacher is required to ensure that all learners demonstrate properly generic competence in the unit based on criteria in the assessment before starting the next unit.

This kind of assessment in this teacher's guide is of 2 types: exercises that teachers give to the learner at the end of studies and general assessment at the end of unit.

1.4.2. Summative assessment

When assessment is done in order to take decision in competence or what learner is capable of doing, that assessment is measuring the level of learner. The summative assessment shows the view of competence the learner has achieved in specific time.

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

Assessment is prepared so that it requires the learner to apply what he/she has learnt. However, there are also few questions that require a learner to demonstrate his/her knowledge of what was learnt. In the preparation of this assessment, questions are arranged based on levels of learning and teaching objectives which was set by an expert in the field of education bloom. That is to say, the problems at the highest level of the goal are given more priority in this guide than the problems based on the lower levels of knowledge.

In the music lesson, the focus is mainly on cognitive assessment. This assessment is of great value in the teaching of lesson because each exercise gives the teacher the time to know the progress each learner has made in the lesson and therefore corrects what has gone wrong. On the other side, each learner get time to do exercises individually or in groups.

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

- Melody
- Rhythm
- Memorizing

- Self-confidence in front of audience
- Correlation between emotions and message of the song.

PART II: SAMPLE LESSON PLAN TEMPLATE

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

Teaching requires good preparation to be effective. This is the only way that learning can be enhanced and assured. The teacher will find work easier if goes to class well prepared with the lesson content organized in logical manner. Even the experienced Fine Art and Craft teacher needs a lesson plan in order to use the lesson time effectively.

Below is a sample of a lesson plan.

Competence-Based lesson plan

School name Academic year:

Teachers’ Name.....

Term one	Date	Subject	Class	Unit	Topic	Timing	Number of lerners
	Music	P1	one	1 of 5	40mn	.....
Learners with special needs education			2 lerners with hearing impairments				
Unit One			Perfoming short songs				
Key unit competences			Perfoming songs in public				
Lesson			Songs related to the benefits of school				
Objectives			Using picture showing the benefits of the school, learners will be able to perform in public a song related to the benefit of the school.				
Learning and teaching environment			The lesson will be delivered in classroom or outside				
Learning and teaching materials			<ul style="list-style-type: none"> • Using picture showing the school and banefits of it (learners at school, learners who are playing at school, the teacher who is teaching, etc.....). • The lesson will be delivered in classroom 				
Books and references			Arts and music syllabus, lower primary level, page 16				

Stages and timing	Description of teaching and learning activities	Cross cutting issues
2. Body of the lesson		
2.1. Activity one	Singing the new song to the learners verse by verse	Listening calmly to the the teacher and repeating the song verse by verse <u>Agreeing with others:</u> Learners listen to the teacher while he/she is singing
2.2. Activity Two	Inviting learners to give the meaning of the new words which are in the song	Give the meaning of the new words in the song competences: each learner competes to give a correct answer.
2.3. Activity Three	Giving assistance to the learners group by group	Learners sing the new song in their groups and repeat it many times Generic competences: each learner compete to perform and memorize the new song.
2.4. Conclusion/ Synthesis 5 mn	Have learners in plenary and invite them to perform the song group by group Inviting learners to imitate the group which performs the song correctly	Each group performs the song Choosing the group which performed the song more correctly and appreciate it All learners sing the song <u>Cooperate with others:</u> Learners sing together the new song <u>Key Comptences:</u> This is applicable when learners are choosing the group which performs the song correctly

<p>3. Assessment 5mn</p>	<p>Choosing one learner from each group to sing the song</p> <p>Inviting one learner with hearing impairment to sing the song and appreciating her/him</p>	<p>The learner who is chosen performs that song.</p> <p>The learner with hearing impairment sings the song.</p>	<p><u>Inclusive education:</u></p> <p>The learner with disability is given chances to sing the song</p> <p><u>Gender equity and equality:</u></p> <p>While choosing learners to sing, this gives equal opportunities to both girls and boys/</p>
<p>4. Homework</p>	<p>Mention other benefits that you will gain from the school.</p>	<p>Listening attentively to the homework given</p>	<p><u>Research work:</u></p> <p>Each learner compete to gain new knowledge</p> <p><u>Lesson learnt:</u></p> <p>Each learner has to be active to gain new knowledge from the song</p>
<p>Self evaluation</p>	<p>Evaluate that the objectives of the lesson were reached (Example: The objects were attained)</p> <p>Finding the reasons why objectives were not reached (Example: learner undersood the lesson because the teacher used appropriate methods and approaches)</p> <p>Determing what should be taken into account (example: During next lesson the teacher will consider that each learner is able to sing alone)</p>		

UNIT 1: PERFORMING SHORT SONGS

1

1.1. Key unit competence:

Learners will be able to sing short songs in public.

1.2. Generic competences

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

- Sing
- Cooperate with others
- Develop friendliness and self-confidence
- Increase self-confidence and determination
- Increase mutual respect and enjoy singing with others to build unity in society.

1.3. Cross-cutting issues to be considered:

1.3.1. Peace and values education

This is applicable when learners listen attentively to the teacher during the music lesson, especially songs related to politeness

1.3.2. Gender balance:

This sub-topic area appears when teacher form groups of learners and mixes them without considering their weakness, gender and disabilities.

1.3.3. Inclusive education:

This is applicable when the teacher assists every learner, especially learners with special educational needs.

1.3.4. Environment studies:

This is applicable when songs related to environment are used while delivering a lesson.

1.4. Strategies to start the unit

The teacher introduces the lesson. During the lesson, learners can sing alone, in pairs or in small groups; tune of the songs previously learnt.

1.5. List of Lessons

No	Content	General objectives	Number of Periods
1.	Songs related to benefits of school and family	Imitation of the melody of a song and its lyrics	1 Period
2.	Songs related to the family	Sing with others	1 Period
3.	Songs related to hygiene of human body and environment (at home, on away from the school or at school)	Sing in public	1 Period
4.	Songs related to the politeness		1 Period
5.	Song related to numeracy		1 Period
6.	Assessment		1 Period

1.6. Strategies for teaching the lessons

Introduction:

The teacher shows pictures or images prepared to the learners. Learners observe them quietly, then the teacher asks them to say what they can see on the pictures.

The teacher asks learners some questions related to the pictures and images leading to the new lesson

Body of the lesson:

- The teacher sings the new song once, slowly and showing as much feelings as possible. Learners listen attentively.
- The teacher invites the learners to listen once again to identify the rhythm and the words that are used in that song.
- The teacher also asks the learners to find difficult words in the song.

- The teacher helps learners to understand the meaning of the words in the song.
- Learners give the meaning of the song briefly.
- The teacher sings the song line by line as learners repeat. Then the teacher invites the learners and they sing together.
- The teacher invites learners to sing the song themselves.

Assessment:

- During the assessment, the teacher assesses that learners who are able to sing the song learnt openly and whether they are able to explain the words of the song. The teacher invites the learners one by one or in groups to perform one verse.

Lesson One: Songs related to the benefits of school

a) Specific objectives

- Imitate the melody and lyrics of a song
- Sing with others
- Sing in public

b) Teaching and Learning materials

- Pictures illustrating the school and its benefits (pupils at school, pupils who are playing, a teacher who is teaching, etc...)
- Various equipments used in music (telephone, radio...)

c) Methodology

Introduction

The teacher invites the learners to sing songs they know or asks them questions leading to the new lesson.

Example:

- 1) When you left your home, where did you tell your parents you are going? =At school
- 2) What do you do at school? =Learning
- 3) Apart from learning, can you say other activities that you do at school?
= Playing, cleaning the floor, etc

Body of the lesson:

The teacher, after revising the song attentively, chooses one of the songs (using a musical instrument) to check which is suitable to the time allocated and to the level of learners.

Song 1: Nikundira Mwarimu

Nikundira Mwarimu

Ntambara Jean



Ni-ku-ndi-ra Mwari-mu, tra-la-la-la - la-la-la, mu-ku-ndi-ra yu - ko, tra-la-la-la -
la-la-la, a-twi-gi-sh'i - mi-ki-no, do do so so do do so, tu-ga-ho-ra du-ki-na!

Song 2: Ibyiza by'ishuri

Iyo ngeze mu ishuri

Nshimishwa no guhura na mwarimu

Na bagenzi bange nkahigira byinshi birimo n'ikinyabupfura, gusoma no kwandika.

Nzakunda ishuri nzabe umuntu muzima (x2).

Ibyiza by'ishuri

Nsengiyaremye Faustin



I - yo nge-ze mw'i - shu - ri, nshi-mi-shwano gu-hu-ra na Mwa - ri-mu na ba-
ge - nzi ba - njye, nka - hi - gi - ra - byi - nshi ha -
ri - m'i - ki - nya - bu - pfu - ra, gu - so - ma no kwa - ndi - ka,
nza - ku - nd'i - shu - ri nza - b'u - mu - ntu mu - zi - ma.

Song 3: Nkunda ishuri

Iyo ngiye ku shuri ngenda nishimye

Nsanga bagenzi bange

Nkunda umwarimu ngakunda amasomo

Sinzarivamo

Iyo ngeze mu ishuri numva nishimye Banyigisha imibare n’andi masomo y’ingirakamaro, Sinzarivamo.

Iyo turi ku ishuri numva nishimye

Nkina na bagenzi bange

Ntozwa uburere ngakunda amasomo

Sinzarivamo

Iyo mvuye ku ishuri ntaha nishimye

Nsanga ababyeyi bange

Banyakira neza n’ubwuzu

Sinzarivamo.

Nkunda ishuri

KAZINDUTSI Yohani Damaseni



1. I yo ngi ye kw'ishuri nge ndani shi mye nsa - nga ba ge nzi ba - nge
2. I yo ngi ye mw'ishuri nu mvani shi mye ba - nyi gi sh'i mi ba re
3. I yo tu ri kui shuri nu mvani shi mye nki na na ba ge nzi ba njye
4. I yo mvuye kw'ishuri nta ha ni shi mye nsa - nga ba bye yi ba - njye



1. nku nda mwa ri mu nga ku nd'a ma so mo si nza - ri va mo!
2. n'a ndi ma so mo y'i ngi ra ka ma ro si nza - ri va mo!
3. nto zw'u bu re re nga ku nd'a ma so mo si nza - ri va mo!
4. ba nya ki ra ne - za n'u bwu - zu si nza - ri va mo!

Assessment:

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

1. *I love the teacher (Ntambara Jean)*

- Who can tell us what he understood from the song
- In this song, what does the teacher do?
- Who can tell us other activities that the teacher does apart from teaching?

2. Benefit of the school:

- What have you learnt from this song??

3. I like school

- What is interesting in this song?

Lesson Two: Songs related to the family

a) Specific objectives

- Sing with others
- Speak in public
- Love the family and its members

b) Teaching and Learning materials

- Pictures showing members of the family (father, mother, children, grandfather, grandmother etc....).
- Various equipments to play the music

c) Methodology

- The teacher helps learners to form and join the groups.
- Learners in their groups sing the song learnt previously.
- Then the teacher asks various questions leading to the new lesson:

Examples

1) *With whom do you live at home? = parents, brothers, sisters, etc....*

2) *Mention your relatives who do not live with you*

= Grand father, grand mother, my aunt, my uncle, etc...

Body of the lesson:

After practicing and revising the songs attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson.

Songs to be learnt:

Song 1: Umuryango wange

Umuryango wange data na mama n’abavandimwe
Dufashanya byinshi bituma dutera imbere
Twumvira ababyeyi na bo bakatwitaho
Dushimiye Imana niyo ibidushoboza

Umuryango wange

Inyana: ♩ ♩ ♩

Yahimbwe na Nsengiyaremye Faustin

u mu ryangowa nge da ta na ma ma n'a ba va ndimwe du fa shanya byi
nshi bi tu ma du te ri mbe re twu mvi r'a ba bye vi
na bo ba ka twi ta ho du shi mi y'I ma na ni y'i bi du sho bo za


Note: During singing, learners clap their hands and the hands of their colleagues on their right and their left.

Song 2: Mubyeyi wambyaye

Mubyeyi wambyaye mama wandeze
Mubyeyi wambyaye nakwitura iki?
Waraye amajoro udasinziye
Kugira ngo mvuke warababaye.
Mubyeyi wambyaye data wandeze
Mubyeyi wambyaye na kwitura iki?
Wafashije mama kumpa ubuzima
Mwampaye uburere ndabashimira.
Bavandimwe bange tuvukana
Ndabashimira mwampaye urugero
Nange nzababera umwana mwiza
Nzabahesha ishema mu bandi babyeyi.

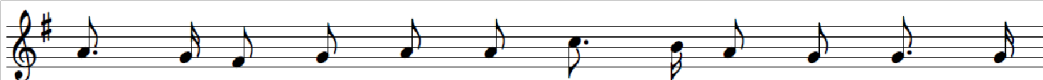
Mubyeyi wambyaye

Yahimbwe na: NIBAGWIRE Jeannette Ritha

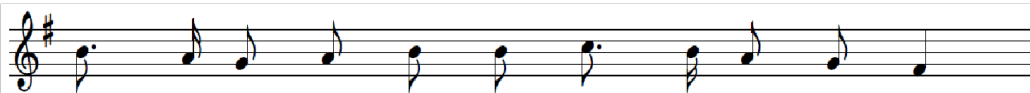
Amashyi: 



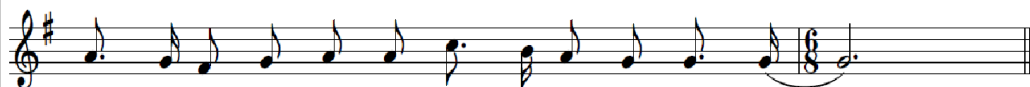
1. Mu bye yi wa mbya ye ma ma wa nde ze
2. Mu bye yi wa mbya ye Da ta wa nde ze
3. Ba va ndi mwe ba - njye tu vu ka na



mu bye yi wa mbya ye na kwi tu r'i ki? wa
 mu bye yi wa mbya ye na kwi tu r'i ki? -
 nda ba shi mi ra mwa mpa yeu ru ge ro -



ra y'a ma jo ro u da si nzi ri ye
 wa fa shi je Ma ma ku mp'u bu zi ma
 na njye nza ba be rau mwa na mwi - za



ku gi ra ngo mvu ke wa ra ba ba ye
 mwa mpayeu bu re re nda ba shi mi ra
 nza ba he shai she ma mu ba ndi ba bye - yi.

Assessment

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

i. Singing the song

The teacher assesses learners while singing, the most important part of the assessment following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

1. My family:

- What do you learn from the song??
- Name the members found in your family.

2. My mother:

- According to the song, give two roles of parents.
-
- What can you do to your parents to make them happy??

Lesson Three: Songs related to the environment

a) Specific Objectives

- Imitate the melody and lyrics of the song
- Sing with others
- Speak in public
- Apply corporal hygiene and environmental protection

b) Learning and teaching materials

- Pictures or photos showing various scenes to ensure corporal hygiene (body washing, hand washing, washing clothes, etc...)
- Pictures or photos showing environmental elements (mountains, hills, forest, rivers, lakes, etc...)
- Various equipments used in music.

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- After, the teacher asks various questions leading to the new lesson:

Examples

1) *Do you all keep your body clean?*

=Yes

2) How can you keep your body clean?

= *We wash our body, we wash our hands.....*

3) Mention things around us.

=*Trees, rivers, lakes, montains, etc.....*

Body of the lesson

After practicing and revising the songs attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson:

Songs to teach:

Song 1: Akamaro k'isuku

Isuku ni isoko y'ubuzima


Nzisukura wese umubiri n'imyambaro

Nzamesa kenshi noge buri munsi


Nirinde indwara umwanzi w'ubuzima

Akamaro k'isuku Yahimbwe na Nsengiyaremye Faustin

$\text{♩} = 90$



I-su-ku n'i - so - ko y'u-bu-zi-ma, nzi-su-ku-ra we - se u - mu-bi-ri n'imyambaro,



nza-me-sa ke-nshi, no-ge bu-ri mu - nsi, ni - ri-nd'indwa - ra, u-mwanzi w'u-bu-zi-ma.

Song 2: Isuku ni ingenzi

Habayeho akana kagira umwanda kakundaga kurya kadakarabye,

Ababyeyi bako bahoraga iteka bakabwira yuko isuku ari ingenzi

Nyamara ako kana kakica amatwi Hm!

Rimwe kararwara kajya kwa muganga.

Kamazeyo iminsi kataza ku ishuri

Mu masomo yose gasigara inyuma.

Ngaho rero bana mugire isuku, isuku ni isoko y'ubuzima!

Isuku ni ingenzi Yahimbwe na Kazindutsi Jean Damascene



1. Ha ba ye h'a ka na ka gi ra g'u mwa nda ka ku nda ga ku rya
2. A ba bye yi ba ko ba ho ra g'i te ka ba ka bwira y'u ko
3. Nyama ra ko ka na ka ki c'a ma twi Hm ri mwe ka ra rwa ra
4. Ka ma ze y'i mi nsi ka ta za kw'i shu ri mu ma so mo yo se ga

4

1.ka da ka ra bye
 2.i su k'a r'i nge nzi NGAHO RE RO BA NA MU GI R'I SU KU
 3.ka jya kwa mu ga nga
 4.si ga r'i nyu ma

7

I SU KU N'I SO - KO Y'U BU ZI MA!

Fine

Song 3: Mbega ibyiza

Utunyoni twinshi turirimba neza tunyibutsa iwacu kare mu gitondo.

Utugezi twiza dutemba mu mashyamba tunyibutsa igihe ngiye ku ishuri

Mbega ibyiza mbega ibyiza mbega ibyiza we!

Mbega ibyiza mbega ibyiza mbega ibyiza we!

Ibidukikije Yahimbwe na Nsengiyaremye Faustin

U tu nyo ni twi nshi tu ri ri mba ne za tu nyi bu ts'i wa cu

ka re mu gi to ndo u tu ge zi twi za du

te mba mu ma shya mba tu nyi bu ts'i gi he ngi ye kw'i shu ri

mbe g'i byi za mbe g'i byi za mbe g'i byi za we! mbe g'i byi za we!

Song 4: Hafi y'iwacu

Hafi y'iwacu hari ibiti byiza hahoramo utunyoni turirimba neza ngo ncwi! ncwi! ncwi! Bikantera ibyishimo.

Ku ishuri ryacu hari ubusitani

Hateyemo uturabyo duhumura neza hm! hm! hm! bikantera ibyishimo.

HAFI Y'WACU

KAZINDUTSI Jean Damascene



1. Ha fi y'i wa cu ha rii bi ti byi za ha ho ra mou tu nyo ni -
2. Kui shu ri rya cu ha riuubu si ta ni ha te ye mou tu ra byo -

1. tu ri ri mba ne - za ngo ncwi! ncwi! ncwi! bi ka nte rai byi shi mo!
2. duhu mu ra ne - za - hm! hm! hm! bi ka nte rai byi shi mo!

Assessment

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

i. Performing the song

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

1. *The importance of Hygiene:*

- Why should we apply hygiene?
- How can we apply hygiene?

2. *Hygiene is important:*

- What are the characteristics of a child who is described in this song?
- What were the parents' daily pieces of advices towards the child?
- Was the child used to follow the parents' advice?
- What happened to the child?
- What did you learn from the song?

3. *Mbega ibyiza (What good things):*

- What is in this song that show you it is about the morning time?
- According to the song, what shows you the importance of your parents or the school?

4. *Hirya y'iwacu*

(In the neighbouring)

- What makes you happy in this song?
- What do we find in our school garden?

Lesson Four: Songs related to politeness

a) Specific objectives

- Imitate the the melody and lyrics of the song
- Sing with others
- Speak in public
- Show politeness

b) Learning and teaching materials

- Pictures or photos showing people on the scene illustrating attitudes and values of the people in society (Greeting one another, respect to elders by giving them seats, helping people who are tired etc...)
- Various equipment used in music.

d) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- After, the teacher asks various questions leading to the new lesson:

Examples:

- 1) *What do you do when you get into someone's home?* = You greet
- 2) *What attitude do you show when somebody is speaking (like a teacher)?*
= You keep quiet
- 3) *What do you pay attention to while having a meal?* = Gloutonny, etc....
- 4) *What do you do when you are sitted and an old person is standing up?*
=I leave my place for him or her
- 5) *What does the person who behaves in such a way have?* = Politeness

Body of the lesson

After practicing and revising the songs attentively (using a musical instrument), the teacher chooses one of the songs suitable for the lesson.

Songs to be learnt:

Song 1: Imbonezabupfura

Rimwe kabiri gatatu tworoherane,

Kane gatanu dukore cyane,

Gatandatu twishime,

Karindwi umunani twiteze imbere,

Ikenda icumi twamagane ibiyobyabwenge.

Imbonezabupfura

Nsengiyaremye Faustin



Ri-mwe ka-bi-ri ga-ta-tu, nje-we nku-nda Mwa-ri-mu, ka-ne ga-ta-nu ga-ta-nda-tu ka-ri-ndwi si-nza-si-b'i-shu-ri. Umu-na-ni i-ke-nda, nzu-ba-h'a-ba-bye-yi, na-ho ni-mvu-gi-cu-mi, nza-ng'u-mu-ga-yo.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

Name two things that show the politeness stated in this song

Lesson Five: Songs related to numeracy

a) Specific objectives

- Imitate the the melody and lyrics of the song
- Sing with others
- Speak in public
- Be able to count, write and read elementary numbers

b) Learning and teaching materials

- Figures showing basic numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Equipments used in music

c) Methodology

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- Then the teacher asks various questions leading to the new lesson:

Example: Give the basic number you know.

After practicing and revising the song attentively, the teacher chooses one of the songs (using a musical instrument) suitable to the lesson

Songs to be learnt:

Song 1: Nge nzi kubara

Nge nzi kubara rimwe kabiri gatatu kane.

Nge nzi kubara gatanu gatandatu karindwi

Nge nzi kubara. umunani ikenda icumi.

Nge nzi kubara Yahimbwe na Ntabajy ana Sylvestre

Allegro

Ngenzi ku-ba-ra: rimweka-bi-ri ga-ta - tu ka-ne. Ngenzi ku-ba-ra: ga-ta-nu
ga-ta-ndatu ka-ri-ndwi. Ngenzi ku-ba-ra: u-mu-na - ni i - ke-nda i-cu-mi.

Song 2: Imibare y'ibanze

Rimwe kabiri gatatu tworoherane, twitoze umuco w'imbabazi,

Kane gatanu gatandatu tuzakore cyane,

Karindwi umunanI twiteze imbere

Ikenda icumi twirinde ibiyobyabwenge.

Imibare yibanze

Yahimbwe na Nsengiyaremye Faustin



Ri mwe ka bi ri ga ta tu two ro he ra ne
Ka ne ga ta nu du ko re cya ne
Ga ta nda tu twi shi me
Ka ri ndw'u mu na ni twi te z'i mbe re
I ke nd'i cu mi twa ma ga ne i bi yo byabwe nge

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

Give the numbers that are stated in this song

1.2. Unit One: General assessment

During this assessment, the teacher assesses whether pupils are able to sing openly the song learnt, straightly and is able to explain the words in the song. There are also some questions related to this topic that are in different lessons of this unit.

Questions of the assessment

1. a) *Sing openly and loudly the following song:*

Habayeho akana kagira umwanda kakundaga kurya kadakarabye,
Ababyeyi bako bahoraga iteka bakabwira yuko isuku ari ingenzi

Nyamara ako kana kakica amatwi Hm!

Rimwe kararwara kajya kwa muganga.

Kamazeyo iminsi kataza ku ishuri

Mu masomo yose gasigara inyuma.

Ngaho rero bana mugire isuku, isuku ni isoko y'ubuzima.

b) *What are the characteristics of the child which is stated in this song?*

c) *Which lesson have you learnt from this song?*

2. *Why should we keep our body clean?*
3. *How can we keep our body clean?*
4. *What makes you happy when you are going to school, you are at school or you are coming from school?*

Expected answers

1. a) The teacher assesses whether the learner is able to sing the song openly or loudly.
 - b) The child stated in this song is dirty and disobedient to her or his parents
 - c) Keep the body clean and respect our parents
2. Preventing hygienic diseases
3. Wash the body every day, washing clothes, brushing teeth and others related to hygiene.
 - When I go to school I meet my colleagues
 - When I am at school I meet my teacher and the teacher teaches me lessons and initiates me politely
 - When I come from school my parents welcome me warmly

Additional activities

Consolidation

- 1) The following activity is given to the child who is not able to perform the song. The teacher sings with the learner and invites him or her to repeat many times till the child performs the song:
Sing the song that you have learnt at school
- 2) The following activity is given to the learner who failed to imitate well the sound. The teacher uses the strategy mentioned above till the child is able to imitate the sound.
Sing the song **“Nikundira Mwarimu”** (Refer to the lesson One, song one)
- 3) This activity is given to the learners who are afraid of singing in public. The teacher invites the learner to sing alone and performs well, then sings in a group and thereafter the learner is invited to sing in front of the class:
The learner sing the song that you learnt in this term.

Extended activities

The teacher invites the learner to sing the song on her/ his own choice. The teacher ensures that the learner is singing correctly and confidently. The teacher then allows or tells the learner to sing as needed. (by clapping, dancing, marching proudly, etc...).

2.1. Key unit competence

Sing the songs accompanied by claps and respecting the rhythm.

2.2. Generic Competences

By the end of this unit, learners should be able to sing in order to achieve the competences of this unit.

The learner should be:

- Sing
- Imitate sound
- Cooperate with others
- Develop friendliness and self-confidence
- Increase self-confidence and determination and sing in public

2.3. Sub-topic areas to be considered

2.3.1. Peace values education

This was found in Unit one, this sub/topic area is applicable when learners listen to the teacher who is teaching them a song and when learners are grouped into groups, singing or sharing views.

2.3.2. Gender balance

This sub/topic is applicable when the teacher invites the learners to form groups and gives them equal opportunities to give answers, sing and share views.

2.3.3. Inclusive education

This is applicable when the teacher assists every learner, especially those with special educational needs.

2.3.4. Environment protection

Like in unit one, this sub topic is applicable when learner sing songs and explain to them the songs related to the environment..

2.4. How to introduce the unit?

The teacher gives the activies and invites learners to sing the song. They can sing one by one or in groups and then sing the song commonly known or learnt previously.

2.5. List of lessons

No	Content	General objectives	Number of periods
1	Songs related to the environment	Ally sounds of songs, words and its rhythm Accompany songs with claps and movement Sing in public	2 periods
2	Songs related to politeness		1 period
3	Songs related to hygiene (community and school)		1 period
4	Songs related to numeracy		1 period
5	Assessment		1 period

2.6. Strategies to teach the lessons

Introduction

- The teacher shows pictures or images he/she has prepared. Learners observe them quietly, then the teacher asks them to say what they can see on the pictures.
- The teacher asks learners some questions related to the pictures and images, leading to the new lesson. The teacher can vary question and add others that have been prepared.

Body of the lesson

- The teacher sings the new song once, slowly and showing as much feelings as possible. Learners listen attentively.
- The teacher invites learners to listen again and identify the rhythm and the words that are used in that song.
- The teacher also asks the learners to tell words they find difficult from the song.

- The teacher helps learners to understand difficult words
- Learners explain briefly what the song is about
- The teacher sings one verse and invites the learners to repeat it. At the end, the teacher invites learners to perform the whole song together..
- The teacher invites students to sing the song alone.

Assessment:

In Music assessment, the teacher assesses whether each learner can sing without any difficulty, accompanying the song with claps and movement with no discordance between the song and its rhythm and explaining the words from the song.

Lesson one: Songs related to the environment

a) Specific objectives

- Imitate the the melody and lyrics of the song
- Speak in public
- Ensure environmental protection

b) Learning and teaching materials

- Pictures or photos showing environmental elements (montains, forests, rivers, lakes, etc...)
- Various equipements used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups.
- Learners in their groups sing the song learnt previously.
- After, the teacher asks various questions leading to the new lesson:

Example: 1) Say what you can see on these pictures/photos

= Montains, forests, rivers, lakes, etc....

2) What are their importances to the human beings?

= On the montains, we plant the forest and the forests give woods.

Body of the lesson

After practicing and revising the song attentively, chooses one of the songs (using a musical instrument) suitable for the lesson.

Song 1: Akanyugunyugu

Mbega akanyugunyugu k'amabara meza
Icyampa ngo kaze nkagire inshuti
Nakigisha kubara, gusoma no kwandika
NK'uko umwarimu yabitwigishije.

Akanyugunyugu

N. Canisius



Mbe g'a ka nyu gu nyu gu k'a ma ba ra me za i cya mpa ngo
ka ze nka gi r'i nshu ti na ki gi sha ku ba ra gu so ma no
kwa ndi ka nku ko mwa ri mu ya bi twi gi shi je

Song 2: Ibidukikije

Ndakurata Rwanda watatswe na Rurema,
Imisozi yawe ibereye abagusura.
Ibirunga byawe bicumbikiye ingagi,
Imigezi yawe izana ubuhehere.
Ibyo byiza byose nzabibungabunga,
mbibayaze umusaruro ndwanya ababyangiza.

Ibidukikije

Yahimbwe na Nsengiyaremye Faustin



Nda-ku-ra-ta Rwa-nda, wa-ta-tswe na Ru-re-ma, i-mi-so-zi ya-we i-
be-re-y'a-ba-gu-su-ra. I-bi-ru-nga bya-we bi-cu-mpi-ki-y'i-nga-gi, i-mi-ge-zi ya-we i-
za-n'u-bu-he-he-re. I-byo byi-za byo-se nza-bi-bu-nga-bu-nga mbi-
bya-z'u-mu-sa-ru-ro ndwa-ny'a-ba-bya-ngi-za.

Assessment

During this lesson, the teacher assesses singing only in respecting what was mentioned in introduction of the unit. Questions related to the subtopic of the song will be used in the following lesson.

Songs related to the environment

a) Specific Objectives:

- Imitate the the melody and lyrics of the song
- Accompany song with claps and movement
- Sing in public
- Ensure environmental protection

b) Learning and teaching materials

- Pictures or photos showing environmental elements (Mountains, forests, rivers, lakes, etc...)
- Equipments used in music.

c) Methodology

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- Then, the teacher asks various questions related to the song

Example:

1) *What was the heading of the song we learnt in the last lesson?*

=Environment

2) *State some of environmental elements(things around us) we mentioned in the song.*

=Mountains, lakes, forests, ...

Body of the lesson

The teacher invites learners to leave the groups and go back into their seats and then invites them to sing the song that he/she taught them in the last lesson (Environment). They sing group by group accompanying the song with claps and movement. After, the teacher ensures whether they respect claps and movement and corrects them where necessary.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

- What is the topic of this song?
- What are the Rwandan assets that are mentioned in this song?
- What can you prevent people from destroying environment?

Lesson Three: Songs related to politeness

a) Specific objectives

- Imitate the melody and lyrics of the song
- Accompany the song with claps and movement
- Sing in public
- To show politeness

b) Learning and teaching materials

- Pictures or photos showing good attitudes and values of the people in the society (Greeting one another, leaving places(seats) for the old people, helping tired people, etc...)
- Equipments used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups.
- Learners in their groups sing the song learnt previously.
- Then, the teacher asks various questions related to new lesson.

Examples:

1. In first term, we sang songs related to politeness.

Mention the characteristics of a person who is polite.

= Knocking on the door first when you want to enter in a house, greeting when you reach home, greeting with two hands the old people, etc.....

Body of the lesson

After practicing and revising the songs attentively, the teacher chooses one of the songs suitable for the lesson.

Song 1: Kubaha

Dufatanye twese twebwe Rwanda rw'ejo twitwoze kubahana tube intangarugero aho tunyura hose turangwe no kubaha tuzatanga amahoro natwe tuyabone

Kubaha

Nsengiyaremye Faustin



Du - fa - ta - nye twe - se, twe - bwe Rwa - nda rw'e - jo,
twi - to - ze ku - ba - ha - na, tu - b'i - nta - nga - ru - ge - ro a - ho tu - nyu - ra ho - se,
tu - ra - ngwe no ku - ba - ha. Tu - za - ta - nga - ma - ho - ro, na - twe tu - ya - bo - ne.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

- What is the moral lesson of the song?
- What should be our behavior wherever we are?

Lesson Four: Songs related to hygiene

a) Specific objectives

- Imitate melody and lyrics of the song
- Accompany song with claps and movement
- Sing in public
- Keep one's home clean

b) Learning and teaching materials

- Pictures or photos showing hygienic activities (cleaning the floor, cutting grasses, collecting dust in durtbins, etc...)
- Equipements used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- After, the teacher asks various questions leading to the new lesson

Examples:

1. *In first term we sang songs related to body hygiene. Mention different ways to keep your body clean.*

= Washing the body, washing clothes, etc...

2. *Apart from our body, is there any other place that should be kept clean?*

= Our home, our school, the toilettes, our garden, etc...

Body of the lesson

After revising the song attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson.

Song 1: Isuku yo mu rugo

Nimbyuka mu gitondo ngasukura mu nzu nkitegura neza


Nyuma ngane ishuri

Nzabanza mpasukure sinshaka kurwara kubera umwanda

Ahubwo ndashaka iterambere

Isuku yo mu rugo no ku ishuri

Nsengiyaremye Faustin

Injyana: 



Ni - mbyu-ka mu gi - to - ndo nza - su - ku - ra mu nzu ni - te - gu - re ne - za,
nyu - ma nga - n'i - shu - ri. Nza - ba - nza mpa - su - ku - re si - nsha - ka ku - rwa -
ra ku - be - r'u - mwa - nda, a - hu - bwo nda - sha - ka i - te - ra - mbe - re.

Song 2: Amazi ni meza

Amazi ni meza mu buzima

Amazi ni meza koko,

Iyo tuyanyweye asukuye, tugira ubuzima bwiza

Iyo tuyakarabye twese, tugira ubuzima bwiza

Amazi ni ingenzi mu buzima.

Amazi ni meza

Nsengiyaremye Faustin

a ma zi ni me za mu bu zi ma a ma zi ni me za ko
I yo tu ya nywe y'a su ku ye tu gi r'u bu zi ma bwi
I yo tu ya ka ra bye twe se tu gi r'u bu zi ma bwi

ko
za
za a ma zi n'i nge nzi mu bu zi ma

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

Hygiene at home:

- What did you learn from this song?
- Mention two effects of lack of hygiene.
- Mention the importance of clean water

Lesson Five: Songs related to literacy

a) Specific objectives

- Imitate the melody and lyrics of the song
- Accompany song with claps and movement
- Sing in public
- Be able to write and read alphabet

b) Learning and teaching materials

- Figures showing alphabet as considered in vowel order: a, e, i, o, u
- Equipments used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups.
- Learners in their groups sing the song learnt previously.
- After, the teacher asks various questions leading to the new lesson

Examples: 1) List down the vowels that you have studied in class

= a, e, i, o, u

Body of the lesson

After practicing and revising the song attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson..

Song 1: inyuguti zibanze

Nzubaha Imana A A A

Nzirinda amahane E E E

Nzubaha ababyeyi I I I

Nzaba intangarugero O O O

Nzagira ubumuntu U U U

Nzaba umuntu wuzuye A E I O U

Nzu - ba - h'I - ma - na a a a, nzi - ri - nd'a ma - ha - ne e e e. Nzu - ba - h'a -
bye - yi i i i, nza - b'i - nta - nga - ru - ge - ro o o o. Nza - gi - r'u - bu - mu - ntu
u u u, nza - b'u - mu - ntu wu - zu - ye a e i o u

Song 2: Dukunda gusoma

Iwacu mu rugo dukunda gusoma.

Ibitabo ndetse n'ibinyamakuru.

Abana basoma batsinda amasomo

Ni umuco mwiza.

Dukunda gusoma

Gasimba F. Xavier

I - wa - cu mu ru - go du - ku - nda gu - so - ma i - bi - ta - bo nde -
tse n'i - bi - nya - ma - ku - ru. A - ba - na ba - so - ma ba -
ku - nd'a ma - so - mo. N'u - mu - co mwi - za. I - mwi - za.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

Letters of alphabet

1. List down basic letters mentioned in this song
2. What the values mentioned in the line with basic letters in this song?

We like reading

1. What do you like to read at home?
2. What are the importances of reading to the children?(How is reading good to children?)

2.7. General assessment

During this assessment, the teacher assesses whether pupils are able to sing openly the song learnt, straightly and is able to explain the words in the song. There are also some questions related to this topic that are in different lessons of this unit.

Questions of the assessment

1. Proudly sing and accompany with claps songs related to any of the following topics:
 - a) Environment
 - b) Politeness
 - c) Hygiene in our community and at school
 - d) Basic literacy
2. What lesson have you learnt from the songs that we studied (examples: songs related to environment, politeness, hygiene and basic literacy?)

Expected answers

1. The teacher ensures that the learner sings the song proudly and correctly
2. Lesson learnt
 - a. Songs related to environment: protecting environment
 - b. Songs related to politeness: Respect one another
 - c. Songs related to Hygiene: cleaning our home, cleaning our school, drinking clean water
 - d. *Songs related to basic literacy: Respect to God, avoid conflicts, respect to parents, serve as an example, humanism, like reading books.....*

2.8. Additional activities

- **Consolidation activities**

1. The following activity is given to the learner who failed to imitate well the sound: the teacher uses the strategy mentioned above till the child is able to imitate the sound.

Sing the song **“Inyuguti z’ibanze”** (Cfr Lesson five, song one)

2. This activity is given to the learners who are afraid of singing in public: the teacher invites the learner to sing alone, and performs well, then in a group and there after the learner is invited to sing in front of the class:

Sing the song that you learnt in this term.

3. This activity is given to the learners who are not able to ally the song with claps and movement. The teacher invites the learner to clap for others while they are singing and this learner is not allowed to sing first. This can even use the stick as he/she beats the desks following the rhythm of the song. If the learner does so, the teacher invites him/her to sing till he/she comes to perform the song.

Accompany this song “Ibidukikije” with claps: Refer to lesson one

Extended activities:

- The competences provided in this topic are to sing in public the song by accompanying it with claps and movement respecting the rhythm of the song. The teacher gives the following activities:
- The teacher chooses any song (not learnt in class), sings it and invites the learners to clap following the rhythm

The teacher invites one of the learners to sing any song on his/her choice (not seen in class), accompanying with clap and respecting the rhythm.

3.1. Key unit competence

- Sing the song, imitate the melody, sing with others, sing rhythmically and sing in public.
- Cooperate with others, live in harmony with others, develop self confidence and self determination, singing in public and show politeness.

3.2. Sub-topic areas to be considered

3.1.1. Peace values education

This is applicable when learners listen to the teacher who is teaching them a song and in groups, singing or sharing views.

3.1.2. Gender balance

This subtopic is applicable when the teacher invites the learners to form groups and gives equal opportunities to both girls and boys to give answers, sing and share views.

3.1.3. Inclusive education

At school, some learners live with hearing impairment disability. The teacher forms the group and take care that they are grouped together with others. The teacher assists every learner, especially those with special educational needs. During the assessment, the teacher gives them the opportunity to sing, even if they cannot sing correctly, the teacher encourages them.

There also other learners who are not confident to sing in public, they are grouped together with others while singing and the teacher encourages them.

3.3. How to introduce the unit?

The teacher gives the activities and invites learners to sing the song. They can sing one by one or in groups and then sing the song commonly known or learnt in the previous units.

3.4. List of lessons

No	Content	General objectives	Number of periods
1.	Religious Songs	Imitate sound	1 Period
2.	Songs related to ceremonies	Imitate the song	2 Periods
3.	Songs related to wedding	Sing in public	1 Period
4.	Songs related to birth days		1 Period
5.	Assessment		1 Period

3.5. Strategies to teach the above subjects

Introduction

- The teacher shows pictures or images that has been prepared.
- Learners observe them quietly, then the teacher asks them to say what they can see on the pictures.
- The teacher asks learners some questions related to the pictures and images, leading to the new lesson.

Body of the lesson

- The teacher sings the new song once, slowly and showing as much feelings as possible. Learners listen attentively.
- The teacher invites learners to listen again and identify the rhythm and the words that are used in that song.
- The teacher also asks the learners to tell the words they find difficult.
- The teacher helps learners to understand difficult words.
- Learners explain briefly what the song is about.
- The teacher sings one verse after another as learners repeat. At the end, the learners perform the whole song together with their teacher.
- And finally the teacher invites learners to sing the song alone.

Assessment:

In Music assessment, the teacher assesses whether the learner can perform the song without any difficulty. The teacher invites the learners, one by one to sing the verses of the song. They can also perform the song in their groups.

Lesson One: Religious Songs

a) Specific objectives

- Imitate a religious song
- Perform the sound of the song
- Feel self confident while singing in public
- Pay respect to God

b) Learning and teaching materials

- Pictures or photos showing religious activities (a person who is praying, Bible, church, etc...)
- Various equipments used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- Then, the teacher asks various questions related to the song

Examples:

1. Why we you g go to church?
= We go to church to pray
2. When we are praying,we are talking to.....
= God
3. Does God love you?
= Yes!
4. Mention good things that God does/did for you
= He ceated me, he gave me life, he created my parents, he has protected me?

Body of the lesson

After practising and revising the song attentively,the teacher chooses one of the songs (using a musical instrument) suitable for the lesson.

Songs to be learnt:

Song 1: Imana ni nziza

Imana isumba byose,
Imana niyo yaturemye,
Imana niyo dukeshya byose,
Imana ni nziza!

Imana ni nziza Ntabajyana Sylvestre



I - ma - na i - su - mba byo - se, I - ma - na ni Yo ya - tu - re - mye, I - ma - na ni
Yo du - ke - sha byo - se, I - ma - na ni Nzi - za.

Song 2: Mana urankunda

Mana urankunda, nanjye ndagukunda.
Nzakomeza ngukunde, kuko unkunda cyane.
Nzakomeza ngukunde, kuko unkunda cyane.

$\text{♩} = 90$ **Mana urankunda** Kabalira Sauv e Ars ne



Ma - n' u - ra - nku - nda, na - njye nda - gu - ku - nda,
nza - ko - me - za ngu - ku - nde, ku - k' u - nku - nda cya - ne

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

1. God is good (*Imana ni nziza* by NTABAJYANA Sylvestre)

- Who created all the people ?
- What are the characteristics of God, according to the song?

2. Oh God! You love me (*Mana urankunda by Kabalira Sauve Arsene*)

- Why do you love God?
- According to the song, what are you planning to do for God?

Lesson Two: Songs related to ceremonies

a) Specific objectives

- Imitate the song related to ceremonies
- Perform the sound of the song
- Feel self confident while singing in public

b) Learning and teaching materials

- Pictures or photos showing people who are enjoying in different ceremonies (people who are dancing or singing in the ceremony, etc...)
- Various equipments used in music.

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- Then, the teacher asks various questions leading to the new lesson

Examples:

1. *Do you sometimes have ceremonies at your home?*

= Yes

2. *Give some examples of festivals in your community.*

= Baptism, naming ceremony, birthday ceremony, New year day, etc...

3. *What do people do in the ceremony?*

= Dancing, singing, eating and drinking.

Body of the lesson

After practicing and revising the song attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson..

Songs to be learnt:

Song 1: Umwaka uratashye

Umwaka uratashye muze twishime,
Dukore ibirori twizihirwe twizihirwe,
Dore umwaka uratashye.

Umwaka uratashye

Ntabajyana Sylvestre

Umwa - ka u - ra - ta - shyé, mu - ze twishi - me, du - ko - r'i - bi - ro - ri,
twi - zi - hi - rwe, twi - zi - hi - rwe, do - r'u - mwa - k'u - ra - ta - shyé.

Song 2: Ibirori byo kwita umwana izina

Abana twese turagukunda,

Twitabiriye kukwita izina.

Muvandimwe ndagukunda nkwise Mahoro
Muvandimwe ndagukunda nkwise Kagabo
Muvandimwe ndagukunda nkwise Mugabo
Muvandimwe ndagukunda nkwise Ndahiro
Muvandimwe ndagukunda nkwise Manzi
Muvandimwe ndagukunda nkwise Rugero

Ibirori byo kwita umwana izina

Mwizerwa Bonaventure

Injyana: /

A - ba - na twe - se tu - ra - gu - ku - nda twi - ta - bi - ri - ye ku - kwi - t'i - zi - na

Mu - va - ndi - mwe nda - gu - ku - nda, nkwi - se Ma - ho - ro.
" " " nkwi - se Ka - ga - bo.
" " " nkwi - se Mu - ga - bo.
" " " nkwi - se Nda - hi - ro.
" " " nkwi - se Ma - nzi.
" " " nkwi - se Ru - ge - ro.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic (songs)

1. *Umwaka uratashye*

- What do people do when the new year is coming?

2. *Ibirori byo kwita umwana izina*

- According to the song, what ceremony is conducted for the new born baby?
- Sing this song by inserting other names that are not mentioned in the song.

Homework: When the new year is coming, what do people do?

Lesson Three: Songs related to ceremonies

a) Specific objectives

- Imitate the songs related to ceremonies
- Feel self confident while singing in public

b) Learning and teaching materials

- Pictures or photos showing people in different ceremonies (people who are dancing, singing etc...)
- Various equipments used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- After, the teacher asks various questions leading to the new lesson

Examples:

1. Give other examples of festival days.
= (Learner give them)
2. What do people do when they are in ceremonies?
= (Learners enumerate the activities in ceremonies)

Body of the lesson

After practicing and revising the songs attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson.

Song : Dore ibirori

Dore ibirori bitazibagirana Turirimbe ducinye akadiho

Twishimire kwita izina uyu mwana wacu

Twishimire ukubatzwa k'umuvandimwe wacu (kw'abavandimwe bacu)

Twishimire ukubatzwa k'uyu mwana wacu (kw'aba bana bacu) twishimire kuba dutangiye umwaka mushya.

Dore ibirori

Kabalira Sauv  Ars ne

Injyana: ♩ = 90

Do-r'i-bi-ro-ri bi-ta-zi-ba-gi-ra - na! tu-ri-ri - mbe, du-ci-ny'aka-di - ho,

1. twi - shi - mi - re kwi - t'i - zi - n'u - yu mwa - na wa - cu.

2. twi - shi - mi - r'u - ku - ba - ti - zwa k'u - mu - va - ndi-mwe wa - cu.

3. twi - shi - mi - r'u - ku - ba - ti - zwa k'u - yu mwa - na wa - cu.

4. twi - shi - mi - re ku - ba du - ta - ngi - y'u - mwa - ka mu - shy'a.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic

1. Dore ibirori!

- Mention some activities that people do during the ceremonies
- Give examples of types of ceremonies in our community

Lesson four: Songs related to wedding

a) Specific objectives

- Imitate the songs related to wedding
- Perform the sound of the song
- Feel self confident while singing in public

b) Learning and teaching materials

- Pictures or photos showing people in wedding ceremonies (introductory ceremonies, dowry giving ceremonies, civil marriage ceremonies, wedding ceremonies, etc...)
- Various equipments used in music

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously
- After, the teacher asks various questions leading to the new lesson

Examples:

1. What are the ceremonies that people do for fiances?
= Marriage ceremonies
2. What do people do in the ceremonies to show their happiness?
= The dance, sing, enjoy, etc....
3. Who frequently help people singing and dancing in wedding ceremonies?
= Dance troupe, artists, musicians, etc...

Body of the lesson

After practicing and revising the songs attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson.

Songs to be learnt:

Song 1: Ubukwe

Ubukwe ni bwiza, buhuza abavandimwe, ababyeyi n'inshuti.

Twese tukaririmba,

Tukabyina, tukanezerwa.

Ubukwe Ntabajyana Sylvestre

U-bu-kwe ni bwi - za, bu-hu-z'a-ba-va-ndi - mwe, a - ba-bye-yi n'i-ncu - ti, twe -
se tu - ka - ri - ri - mba tu - ka - byi - na, tu - ka - ne - ze - rwa.

Song 2: Umugeni mwiza

Umugeni mwiza ni uhuza imiryango;

Umwari warezwe neza araje: tambuka!

Mumurebe, uwo Imana yageneye uwo bazafatanya kurushinga.

Umugeni mwiza Umazubwe Pierre

$\text{♩} = 90$

Umu - ge - ni mwi - za n'u - hu - z'i - mi - rya - ngo; U - mwa - ri wa - rezwe ne - z'a -
- ra - jc: ta - mbu - ka! Mu - mu - re - be, u - w'I - ma - na ya - ge - ne - y'u -
wo ba - za - fa - ta - nya ku - ru - shi - nga.

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic (songs)

1. Ubukwe:

- According to the song, who are concerned for the wedding ceremonies?
- How do they show their happiness in marriage ceremonies?

2. Umugeni mwiza:

- Explain the following terms:
 - The bride
 - A lady
 - Getting married

Lesson five: Songs related to birth day

a) Specific objectives

- Imitate the songs related to birth day
- Perform the sound of the song
- Feel self confident while singing in public

b) Learning and teaching materials

- Pictures or photos showing people on birthday ceremonies. Examples: people who are dancing, people who are singing, people who are offering gifts, people who are sharing the cake, etc....
- Various equipments used in music.

c) Methodology

Introduction

- The teacher helps learners to form and join the groups
- Learners in their groups sing the song learnt previously.
- After, the teacher asks various questions leading to the new lesson.

Examples:

1. *Do you remember your birth day? Please, tell us.*
2. *What do your parents and friends do on your birth day?*
= celebration

3. On your birth day, what do you do with your friends and parents?

= (Learners answer according to what their own situation)

Body of the lesson

After practicing and revising the songs attentively, the teacher chooses one of the songs (using a musical instrument) suitable for the lesson.

Songs to be learnt:

Song 1: Isabukuru nziza

1. Ishimire uyu muni wavutseho, ishimire uyu muni wavutseho, isabukuru nziza!
2. Tukwifuriye gukura utera imbere, tukwifuriye gukura utera imbere, isabukuru nziza!
3. Tukwifuriye amahoro no kuramba, tukwifuriye amahoro no kuramba, isabukuru nziza!

Isabukuru nziza

♩ = 90

Kabalira Sauvé Arsène

1. I - shi - mi - r'u - yu mu - nsi wa - vu - tse - ho, i - shi - mi - r'u - yu mu - nsi
wa - vu - tse - ho, i - sa - bu - ku - ru nzi - za! 2. Tu - kwi - fu - ri - je gu - ku - ra
u - te - r'i - mbere, tu - kwi - fu - ri - je gu - ku - ra u - te - r'i - mbere, i - sa - bu - ku - ru nzi -
za! 3. Tu - kwi - fu - ri - j'a - ma - ho - ro no ku - ra - mba, tu - kwi - fu - ri - j'a - ma - ho - ro
no ku - ra - mba, i - sa - bu - ku - ru nzi - za!

Song 2: Gira umunsi mwiza

1. Gira umunsi mwiza w'amavuko ibuka itariki wavutseho,
Shimira Imana kuba ukiriho.
2. Gira umunsi mwiza wo kubatizwa ibuka itariki wabatirijweho,
Shimira Imana ko wabatijwe.
3. Gira umunsi mwiza w'abazina wawe ibuka itariki bamwizihirizaho,
Shimira Imana ko agusabira.

Gira umunsi mwiza

Yahimbwe na: KAZINDUTSI Jean Damascene



1. Gi r'u mu nsi mwi za w'a ma vu - ko i bu k'i ta ri ki wa
2. Gi r'u mu nsi mwi za wo ku ba ti zwa i bu k'i ta ri ki wa
3. Gi r'u mu nsi mwi za wa ba zi na ba we i bu k'i ta ri ki ba



vu - tse - ho shi mi r'I ma na ku b'u ki ri ho!
ba ti ri jwe ho shi mi r'I ma na ko wa ba ti jwe!
mwi zi hi za ho shi mi r'i ma na kw'a gu sa bi ra!

Assessment

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

i. Singing

The teacher assesses learners on singing, the most important part of the assessment, following the assessment guidelines provided in the curriculum.

ii. Questions related to the topic (songs)

1. *Isabukuru nziza*

- What do you celebrate on your birthday?
- According to the song, what should you wish to a person on his/her birthday?

2. *Gira umunsi mwiza*

- State some of the activities you can do on your birth day.

a) Unity three: General assessment

During this assessment, the teacher assesses whether pupils are able to imitate the song learnt. There are also some questions related to this topic that are in different lessons of this unit.

Questions of the assessment

1.

- a) State some of the good things that God does for you.
- b) According to good things that God does for you, what do you plan to do for Him?
- c) Perform well and openly one of the songs learnt that is related to God.

2.

- a) Mention the examples of ceremonies that people celebrate.
- b) What are the characteristics of people in the ceremonies?
- c) Perform one of the songs learnt related to the ceremonies
- d) Perform one of the songs learnt related to the wedding

3.

- a) State some activities that you can do to a person on his/her birth day.
- b) Choose the song learnt that you can sing to your friend on his/her birth day.

Expected answers:

1.

a) Some of the good things that God does for me:

- He created me
- He gave me arms, legs, etc...
- He created my parents
- He loves me
- He gave me knowledge
- He gives peace
- He gave me friends and relatives
- He protects me.....

b) Basing on the good things that He does for me:

- I will love Him
- I will work for Him
- I will respect Him
- I will sing for Him
- I will pray to Him
- I will dance for Him.....

c) Here, the learner sings one of the religious songs.

The teacher ensures that the learner sings and imitates the song correctly.

2.

a) Examples of different ceremonies celebrated by people:

- Baptism, confirmation, getting married....
- Naming ceremonies
- National festival days (liberation day, heroes' day...)
- New year day

b) Activities of people in the ceremonies:

- They enjoy
- They sing
- They dance
- They celebrate...

The learner sings one of the songs related to ceremonies. The teacher ensures that the learner sings and imitates the song correctly.

The learner sings one of the songs related to wedding. The teacher ensures that the learner sings and imitates the song correctly.

a) To a person who celebrates his/her birth day, we dance for him/her, give him/her different gifts etc...

b) The answer of this question is the same as in 1 (c), 2 (c), and 3.

Additional activities

Consolidation activities

1) The following are the activities given to the child who is not able to perform the song: The teacher sings with that child and **asks him or her repeat** many times till the child perform the song. singing the song that was learnt at school.

2) The following activity is given to the learner with memorization difficulties: the teacher sings verse by verse as the learner repeat. Then the teacher sings the refrain and finally the whole song as the learner repeats.

Sing the song "Mana urankunda" (refer to Lesson one, song two)

This activity is given to the learners who are afraid of singing in public: the teacher invites the learner to sing alone, and performs well then sing in a group and there after the learner is invited to sing in front of the class: Sing the song that you have learnt in this term.

3) This activity is given to the learners who failed to imitate the song or show their feelings related to the song. The teacher invites four learners to sit in front and a learner sings saying their names, facing and touching every one.

Sing the song “Ibirori byo kwita umwana izina” (Refer it to Lesson two, song two).

Answers:

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

Extended activities

1. a) Sing and imitate the song “Dore ibirori” (Refer it to Lesson three, song three).
b) Mention some of national festival days that our country celebrates
2. a) Choose one of your classmates and sing him/her a birth day song
b) Sing him/her a birth day song that you did not learn in the class

Answers

- a) The learner sings showing his/her feelings (dancing, smiling, clapping hands, etc...).
- b) Some national festival days that celebrated in Rwanda:
 - Heroes day
 - Labor day
 - African child day
 - Woman’s day
 - Liberation day
 - Premise’ s day
- a) The concerned learner for this question, after choosing the learner, the teacher sings him/her one of the birth day songs learnt in class. Then ensures that the learner imitates the song and sings facing his/her classmates as they are singing..
- b) Then after, the learner sings her/him a birth day song not learnt in classrrom, even if the song is in another language. The teacher ensures that the learner imitates correctly the content of the song.

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This book is a teacher's guide for Creative Arts/Music in *Lower Primary One*. It is designed to help teachers in the implementation of competence-based curriculum specifically Creative Arts (Fine Art & Crafts and Music) syllabus, and was adopted by the Ministry of Education in April 2015. The content of this book is a combination of attitudes and values from Rwandan culture, which are provided in the curriculum.

This book will help the music teacher as one of learning and teaching materials needed to teach Creative Arts/ Music. It is structured in a way that the teacher starts from what is known by the learner, what he/she can see in his/her daily life and this helps the learner to discover new things. The learner is given the main role in activities that lead him/her to skills, attitudes and values which will help him/her to better change, having what to do which can contribute to his/her development and to a society as a whole.