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MINISTRY OF EDUCATION

REB

Rwanda Education Board



UPPER PRIMARY LEVEL CREATIVE ARTS SYLLABUS

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FOREWORD

The Rwanda Basic Education Board is honored to avail syllabuses which serve both as official documents and as a guide to competence-based teaching and learning. These syllabuses ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

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

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

I wish to sincerely extend my appreciation to the people who contributed to the development of this document, particularly REB and its staff who organized the whole process from its inception.

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

Dr. MBARUSHIMANA Nelson

Director General REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in development of this syllabus. It would not have been successful without the participation a number of teachers and other experts in education for a huge technical support. For this I would like to express my deep gratitude.

My thanks first, goes to Rwanda Basic Education Board/Curriculum, Teaching and Learning Resources Department staff who were involved in the adaptation of this syllabus. I wish to extend my appreciation to the subject teachers from primary and secondary level for them valuable efforts during the conception of this syllabus. Your respective initiative, cooperation and support significantly contributed to the successful production of this syllabus by the Curriculum, Teaching and Learning Resources Department (CTLRD).

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1. INTRODUCTION

1.1 Background to the syllabus review.

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

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

The outcomes contained in this document articulate the knowledge, skills and attitudes that learners should be able to demonstrate. Teachers are encouraged to enhance their teaching and pupils' learning by creatively accessing supplementary resources.

1.2 Rational of teaching and learning creative arts

1.2.1 Creative arts and society

Creative arts (fine arts & crafts and music, dance and drama) is one of the basic human functions. The interaction with sound is unavoidable, either to make it or take pleasure in it. People have always found creative arts significant in their lives, whether for enjoyment performing and/or creating. For example, the role of music in our society fills a void that we all need in order to enrich our culture and ourselves. It provides alternate infinite experiences, and it also further enhances the skills we use in other subjects and professions. In addition, it is the only subject in which obtaining varied skills is possible. It reflects and creates social conditions including the factors that either facilitate or impede societal change. It is powerful at a social group level because it facilitates communication which goes beyond words, enables meanings to be shared, and promotes the development and maintenance of group, cultural and national identities.

1.2.2 Creative arts and learners

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

Creative arts develops unique, powerful, and multiple ways of perceiving, as well as interpreting, knowing, representing, and communicating understandings about one's self and the world. Through musical experiences, learners have opportunities to think

creatively, explore ideas and feelings, and develop emerging personal, cultural, and social identities. It teaches learners about unique aspects of their relationships with other human beings and with the world around them, in their own and other cultures. Studying creative arts increases the satisfaction by sharpening sensitivity, raising learners' level of appreciation, and expanding their musical horizons.

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

1.2.3 Competences

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

❖ Generic competences

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

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

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

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

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

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

1.2.4 Creative Arts and developing competences

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

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

The acquired knowledge from learning music should lead to the development of a responsible citizen who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The learner should show a concern for individual attitudes, environmental protection and comply with the scientific method of reasoning. The scientific method should be applied with the necessary rigor and intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2. PEDAGOGICAL APPROACHES

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

2.1 Role of learners

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

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

2.2 Role of teacher as a facilitator

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

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

2.3 Special needs education and inclusive approach

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

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the school's role is to enroll them and also set strategies to provide relevant education to them. All schools should have an accessible learning environment. This includes mainly physical accessibility. For example, the school infrastructure matches the range of special educational needs among the learners. The teacher therefore is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress. It also makes a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence

based curriculum, assessment must also be competence based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

3.1 Types of assessment

3.1.1 Formative or continuous assessment (assessment for learning)

The continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning the lesson, they should establish the criteria for performance and behavioral changes at the beginning of each unit. At the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and 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.

3.1.2 Summative assessment (assessment of learning)

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

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will

contribute a certain percentage as teachers gain more experience and confidence in the assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners across individual schools. External summative assessment will be done at the end of grade.

At the end of this level, there is a competition among learners of the same class or schools of the same level. At this level the teacher may even identify the best achievers or even encourage and organize art and crafts competitions.

3.2 Record Keeping

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

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

3.3 Item writing in summative assessment

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

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

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

3.4 How to appreciate art works?

The teacher is expected to help the learner to identify their own strengths and weaknesses. Appreciation of learners' works according to their level: The teacher needs to understand that the learner's art works are made according to the ability of the learner rather than the way it is supposed to be done.

As the learner develops perfection, they move from using strokes to scribbles, from scribbles to abstracts, from abstracts to pictures and from pictures to murals etc. The true image keeps evolving until it is done according the learner's intention. The teacher in this new syllabus is called to acknowledge that practice breeds perfection and motivation is the driver for practice.

The teacher is expected to appreciate every step that the learner attains and to help them to always discover the center of their interest. The assessment on the centre of interest should involve the layout and plan of the drawings, tonal variations, textural patterns, compositions, functions, or the purpose and personal quality development of the learner.

3.5 Reporting to parents

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

4. RESOURCES

4.1 Material resources

Teaching and learning of Creative Arts necessitates both theory and practical activities. It is also, requires that the learner is fully engaged in the activity. This therefore requires the availability of the necessary tools (supports), materials (grounds), articles/specimens (aids) and media. Teachers and learners are advised to improvise in the absence of enough materials and tools. For the success of this syllabus, the school should have the following equipment and materials:

4.1.1 In Fine Arts and Crafts

- ❖ Set of color-wheels.
- ❖ Color laminated A2 posters of artifacts and artworks.
- ❖ Color laminated A2 art posters of graphic design, print making, sculpture and ceramics, collage, puppetry, embroidery and the history of art.
- ❖ Set of realistic animal models.
- ❖ Mannequin of a man and a woman.

- ❖ Art kits containing medium and supports of art and crafts: colors, brush, watercolors, graphite, pencils, brushes, laid paper, ink, and palette, etc.
- ❖ Geometrical set.
- ❖ Stencils (letters & forms).
- ❖ Books of art and crafts.
- ❖ Easels.
- ❖ Fixative.
- ❖ Canvas (for example to demonstrate to student).
- ❖ Video or film of an art gallery (Louvre, Tate Britain, Hermitage, MBT New York, or the Rwandan Gallery).
- ❖ Graphic Design software (MS Paint, Adobe Photoshop, Illustrator, Premiere).
- ❖ Materials: drawing books, tracing paper, transparent paper, paper boxes, cloth, carbon paper, construction paper, and wood slates.
- ❖ Tools: colored pencils, erasers, crayons, pastels, cans, clips, pins, drawing squares, rulers, needles, hooks, rings, cutters (scissors), and drawing boards.
- ❖ Media: paints (powder, finger, water color, acrylics, inks, glue, raphia, clay, play dough, plasticine, scraps and cut-offs, and water).

4.1.2 In Music, Dance and Drama

- ❖ Electronic instrument: electronic keyboard, electronic guitar
- ❖ String instruments: *umuduri*, *iningiri* (violin), *ikembe* (thumb piano), and *inanga* (traditional oval-shaped harp).
- ❖ Percussion instruments: piano, *ingoma* (drums), and *ibinyuguri* (handle shakers).
- ❖ Wind instruments: *umwirongi* (Recorder), *ihembe* (horn).

- ❖ *Imigara* (head laces), *incunda* (dancing ropes), *amayugi* (rattles), *amacumu* (spears), *ingabo* (shields), *inkindi* (dancing ribbons), and *ingoma* (drum).
- ❖ Books of songs, and audiovisual songs in different languages.
- ❖ Collections of Rwandan songs.
- ❖ Music dictionary.
- ❖ Teacher's guide.
- ❖ Learner's manuals.

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

4.2. Human resources

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

In music for example, the school should collaborate with local citizens who are talented in playing Rwandan traditional musical instruments and/or performing *intore* dance so that they can help teach how to play the instruments and dance.

Skills required for the teacher of this subject:

- Engage pupils.
- Use multiple assessment methods.
- Adjust instructions.

- Creativity and innovation.
- Strong content knowledge.
- Good classroom management.
- Good communicator.
- Passion for children and teaching.

PART I: FINE ARTS AND CRAFTS

5. SYLLABUS UNITS FOR UPPER PRIMARY

5.1 Key competencies at the end of Primary Four

After completion of primary four, the fine art and crafts syllabus will help learner to:

- Appreciate the value of the natural surroundings and be motivated to make various artworks and crafts.
- Apply the basic elements of artworks and crafts; for example: shape, size, line and color in making artworks and crafts.
- Manipulate different materials, tools and articles to make different artworks with simple messages and utilitarian purposes.
- Apply the basic methods of making different artworks and crafts.
- Give opinion on different works of artworks and Crafts made by him/her and those made by others.

Fine Arts and Craft Syllabus for Primary Four

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 4		Unit 1: Drawing and painting still life and nature		Number of periods: 8
Key Unit Competence: To be able to apply simple shapes in drawing, coloring and express opinions through self-drawn pictures and those made by others.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic tools of drawing and coloring. - Give personal opinion on self-made pictures or those made by others based on style, shape, color and size. 	<ul style="list-style-type: none"> - Sort appropriate materials for coloring and drawing - Use different tools and materials for drawing and coloring the observed objects with simple shapes. 	<ul style="list-style-type: none"> - Appreciate the beauty of objects from the surroundings. - Respect and protect different materials and tools. - Appreciate the opinion of others without regard to gender, age and other inclinations 	<ul style="list-style-type: none"> - Basic tools and materials for drawing and coloring - Drawing and coloring from observation basic objects with different shapes, like school materials - Drawing and coloring nature 	<ul style="list-style-type: none"> - Individual chose the materials to use for drawing and coloring - In groups, pairs or individually participate in a drawing and coloring activity. The teacher directs the activity. - in groups learners Share ideas, materials and tools in the activity. - Asking and responding to questions during the activity. - Display of artworks and providing opinions on artwork
Link to other subjects: <i>Science: comparison of shapes (plants, animals). Math: area and geometry. Social Studies: tools, materials used at home.</i>				
Assessment criteria: <i>Learners are able to apply simple shapes when drawing and coloring and are also able to express opinions on self-drawn pictures and those made by others.</i>				
Materials: <i>Drawing materials and coloring tools.</i>				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 4		Unit 2: Motifs and patterns design		Number of periods:4
Key Unit Competence: To be able to make pattern design on surface using geometric shapes.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different elements of motifs e.g. line, shape and pattern. - Explain the ways of applying various patterns on a surface. - Describe how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Create different motifs by manipulating different materials and tools. - Apply impression and stamping technique for putting patterns design on surfaces. 	<ul style="list-style-type: none"> - Appreciate the beauty of the surroundings (shapes, objects and colors). - Love and protect the environment. - Value the opinion of others without regard to age, sex and gender. 	<ul style="list-style-type: none"> - Motif and patterns made from Geometrical shapes. - Different design techniques on surfaces e.g. impression, and stamping. 	<ul style="list-style-type: none"> - Individual gathering of geometrical objects from surroundings. - In group learners share ideas, materials and tools while making patterns. - individual learners apply impression and stamping while making pattern. - Display the artworks and give opinions.
Link to other subjects: Mathematics: comparison of shapes. Science: understanding behavior and color.				
Assessment criteria: Learners are able to create different motifs and apply them on surfaces using color.				
Materials: Drawing tools, cutting and coloring tools and materials.				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 4		Unit 3: Letter styles, illustrations and color application		Number of periods:6
Key Unit Competence: To be able to design different letter styles by manipulating various colors, tools and materials.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the elements of graphic art. - identify gothic, italic and cursive letters 	<ul style="list-style-type: none"> - Create graphic designs using different letter styles. 	<ul style="list-style-type: none"> - -Appreciate the value of graphics work in communication. - Respect and protect the different materials and tools. - Value the opinion of others without regard to age, sex and gender. 	<ul style="list-style-type: none"> - Different letter styles e.g. gothic and italics. - Cursive letters - -Elements of design in lettering e.g. dots and lines, colors, shapes and patterns 	<ul style="list-style-type: none"> - -Individually, draw different gothic and italic letters as directed by the teacher. - Individually, draw different cursive letters as directed by the teacher - Learners participate in drawing and design activities. - Learners share ideas, tools and materials in activities. - Display artworks and give opinions
Link to other subjects: Mathematics in measurement and shapes including polygons				
Assessment criteria: Learners are able to create different letter styles by manipulating colors, various tools and materials.				
Materials: Drawing tools, measuring, coloring and design tools				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 4	Unit 4: Clay and methods of building clay figures.		Number of periods: 6	
Key Unit Competence: To be able to model different clay figures using different techniques, materials and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different ways of making figures and ceramic articles. - Show the different ways of processing clay. - Describe the process of making clay works. 	<ul style="list-style-type: none"> - Create different ceramic wares using different techniques e.g. slab, coil and pinch. - Model different sculpture figures using various methods. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena. - Respect and protect the different materials and tools. - Appreciate the opinion of others without regard to age, sex and gender. 	<ul style="list-style-type: none"> - Processes of preparing clay e.g. sorting, sieving and kneading. - Different methods of making clay forms e.g. coils and slabs. 	<ul style="list-style-type: none"> - In groups, pairs or working individually, prepare clay or soil. - Model figures while sharing ideas, materials and tools with others. - Ask and respond to questions in the activity. - Exhibit artworks and give opinions.
Link to other subjects: Cultural/Social Studies, History and Religious Education: tools, utensils, shapes, motifs and figures.				
Assessment criteria: Learners are able to model different figures using different techniques or methods, materials and tools.				
Materials: Drawing tools, clay preparation and handling tools e.g. cans, buckets and carving tools.				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 4	Unit 5: Transforming different wasted articles into craftworks.		Number of periods: 6	
Key Unit Competence: To be able to create various craftworks from recycling wasted and other articles and materials using different techniques and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different articles and materials from the surroundings that may be used in making a collage. - Explain the techniques of making a collage e.g. pasting 	<ul style="list-style-type: none"> - Research different methods of assembling articles in a collage. - Create paper collage artwork using various articles and materials. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena. - Respect and protect the different materials and tools. - Appreciate the opinion of others without regard to sex, gender and age. 	<ul style="list-style-type: none"> - Materials, articles and tools used in collage. - Making paper collage. 	<ul style="list-style-type: none"> - Learners collect different materials and articles. - In groups or individually assemble different shapes of papers and paste them on a surface. - Sharing ideas, tools and materials in the activity. - Asking and responding to questions. - Exhibition of collage artworks and giving opinion on others work.
Link to other subjects: Mathematic: in geometrical shapes				
Assessment criteria: Learners are able to manipulate different tools, materials and articles to make different collage works.				
Materials: Cutting, pasting, gluing tools and materials				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 4		Unit 6: Fabrics, motifs and pattern in embroidery.		Number of periods:6
Key Unit Competence: To be able to create different decorative patterns on fabrics using different embroidery techniques and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different textile materials and tools used in embroidery. - Explain the process of making design patterns using the technique of embroidery. 	<ul style="list-style-type: none"> - Research the different design patterns in embroidery. - Create different embroidery designs and patterns on textiles using stitches 	<ul style="list-style-type: none"> - Appreciate the value of decoration in culture and society. - Care for the different materials, tools and artworks. - Appreciate the opinion of others without regard to sex, gender and age. 	<ul style="list-style-type: none"> - Materials and tools used in embroidery e.g. needles, hooks, loops, scissors and rings. - Apply stitches design embroidery on fabric egg: running stitches. 	<ul style="list-style-type: none"> - In groups learners explore materials and tools for embroidery. - Learners individually make different embroidery art work using various articles and materials. egg: repairing torn clothes using running stitches - Learners share ideas, materials and tools in the activities. - Learners ask and respond to questions. - Exhibit different embroidery works and give opinions.
Link to other subjects: Hygiene in SET				
Assessment criteria: Learners are able to create different decorative embroidery patterns on textiles using stitches technique				
Materials: Drawing and measurement tools, cutting and sewing tools and materials.				

5.2 Key competencies at the end of Primary Five

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

- Appreciate the natural surroundings and be motivated to make various artworks and crafts works by exploiting the environment in acquiring materials, tools and articles.
- Apply the elements of art and crafts (for example texture, shape, tone and color) in making artworks and crafts.
- Explore different materials, tools and articles to make different works of art to convey certain messages and give certain utilitarian functions.
- Creating different artworks and crafts using various methods.
- Give opinions on different artworks and crafts made by peers and others.

Fine Arts and Crafts Syllabus for Primary Five

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 5		Unit 1: Drawing and painting still life and nature.		Number of periods: 8
Key Unit Competence: To be able to draw and paint different pictures using different elements through manipulating various materials and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Outline the elements of drawings and color application. - Identify the process for drawing and painting. - Describe the ways to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Create different pictures using various tools, materials and colors. - Draw and paint different pictures using different methods. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings (e.g. activities and objects) and show a desire to protect them. - Protect the different materials, tools and art works. - Respect the opinion of others without regard to sex, gender, age and other 	<ul style="list-style-type: none"> - Mixing color: Primary and secondary colors. - Elements of drawing and color application e.g. value, texture and proportion. - Drawing and painting from memory e.g. man-made materials, plants, animals and humans 	<ul style="list-style-type: none"> - Individually learners participate in still life and natural drawing and painting activities. - Sharing ideas and tools and materials in activities. - Taking nature walks outside the classroom and observing the surroundings (e.g. color, shape, texture) so that learners can gain ideas and draw or make sketches to paint later. - Ask and respond to questions in activities. - Display artworks and give opinions.
Link to other subjects: In SET, comparison of shapes in plants, animals. In Mathematics: area and geometry. In Social Studies: tools, materials used at home.				
Assessment criteria: Learners are able to draw and paint different pictures using different element principles through manipulating various materials and tools.				
Materials: Drawing materials, coloring tools and paints				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 5	Unit 2: Motifs and patterns design		Number of periods: 4	
Key Unit Competence: To be able to make pattern design on surface through manipulating various materials and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various ways of making different motifs. - Explain the ways of applying various patterns and color on surfaces. - Describe how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Research on different techniques of making different patterns. - Create various motif and patterns designs on surface using various techniques i.e. stenciling and stamping. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Value the opinion of others without regard to age, sex, gender etc. in shaping their own views. 	<ul style="list-style-type: none"> - Various motif and patterns designs from organic shapes - Different designs on surfaces using various techniques i.e. stenciling and stamping. 	<ul style="list-style-type: none"> - In group, pairs or individually, collecting and sharing different materials and articles while sketching and designing different patterns. - Asking and responding to questions in activity when producing motifs and patterns. - In pairs or individually using different application techniques produce motif patterns on different surfaces. (paper, plastic or wood) - Display of artworks and giving opinions.
Link to other subjects: Comparison of shapes in Mathematics and knowledge of behavior of color in Science.				
Assessment criteria: Learners are able to make various motifs and patterns using various techniques (stamping and stenciling) and apply them on surfaces.				
Materials: Drawing materials, cutting, stamping and stenciling tools.				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 5		Unit 3: Letter styles, illustrations and color application.		Number of periods: 6
Key Unit Competence: To be able to design various graphics using different materials and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different letter styles like san serifs and Serifs - Describe the process of making posters. 	<ul style="list-style-type: none"> - Research on different letter styles. - Create different graphic designs (i.e. poster 	<ul style="list-style-type: none"> - Appreciate the value of graphic works in communication. - Respect and protect the different materials and tools. - Value the opinion of others without regard to gender, age and other inclinations 	<ul style="list-style-type: none"> - Different letter styles like san serifs and Serifs - -Different letter styles using digital devices and software. - -Different Design concepts with certain visual functions i.e. poster 	<ul style="list-style-type: none"> - In group, pairs or individually, collecting different materials, tools and articles and participating in drawing and designing activities. - Sharing ideas, materials and tools, when making graphic designs. - Display of artworks and giving opinions
Link to other subjects: Perform writing activity in SET				
Assessment criteria: Learners are able to create various graphic designs using different techniques and tools.				
Materials: Drawing /measuring tools and coloring equipment, graphics software in ICT				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 5		Unit 4: Clay and methods of building clay figures.		Number of periods: 6
Key Unit Competence: To be able to create clay figures and forms using various methods, materials and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain methods of molding clay figures. - Identify techniques that can be used to decorate clay figures 	<ul style="list-style-type: none"> - Model figures and clay forms using different methods. i.e. slabs, coils etc. - -Decorate different clay figures Using different techniques like impressions and incision. 	<ul style="list-style-type: none"> - Respect and protect the different materials, tools and artworks. - Appreciate the opinion of others regardless of gender and other inclinations 	<ul style="list-style-type: none"> - Various methods of molding different clay figures i.e. coil and slabs. - Different techniques of decorating clay surfaces i.e. incision, impression etc. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating modeling activities. - In groups, pairs or individually participating in decorating forms and figures. - Sharing ideas, materials and tools in activity. - Asking and responding to questions in activities. - - Exhibition of artworks and giving opinions
Link to other subjects: Tools, utensils, shapes and figures in cultural/Social Studies, History and Religious Education and types of soil in social studies				
Assessment criteria: Learners are able to model and decorate various clay figures and forms using different techniques, materials and tools.				
Materials: Drawing tools, clay preparation and handling tools i.e. cans, buckets and carving tools				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 5	Unit 5: Transforming different wasted articles into craftworks.		Number of periods: 6	
Key Unit Competence: To be able to create various craftworks from recycling wasted materials using different techniques and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Prepare different articles and materials from the surrounding that can be used in collage work. - Describe the techniques of assembling different articles to make collage works i.e. pasting, gluing 	<ul style="list-style-type: none"> - Research on the different ways of building collages. - Create different collage pieces using various articles and materials. - Applying the different techniques of cutting, pasting. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena in providing an environment for making different craftworks. - Protect the different materials and tools. - Appreciate the opinion of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Preparation of articles and materials used in making collage. - Making collage art work using different articles and materials 	<ul style="list-style-type: none"> - In groups, pairs and individually, prepare different materials and articles for collage art work. - In pairs, individually or groups assemble various articles and materials while making collage art work. - Sharing ideas, materials and tools in activities of making a collage. - Asking and responding to questions in activities. - Exhibition of artworks and giving opinions.
Link to other subjects : Geometrical shapes in mathematics, hygiene in SET				
Assessment criteria: Learners are able to manipulate different materials and articles to create various collage works using different techniques like cutting, pasting, and gluing.				
Materials: Drawing tools, Pasting and gluing materials and various articles gathered from the surrounding.				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 5	Unit 6: Fabrics, motifs and patterns		Number of periods: 6	
Key Unit Competence: to be able to manipulate different materials and tools in making different embroidery patterns on textiles				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
- Explain the process of making patterns in embroidery.	- Research on the different methods and patterns used in embroidery. - Create patterns using stitch technique - Apply different stitch techniques on textiles	- Appreciate the value of decoration in society. - Care for the different materials, tools and artworks. - Appreciate the opinion of others without regard to gender and other inclinations.	Using different stitches for putting embroidery design on a surface: <ul style="list-style-type: none"> ▪ Stem stitch ▪ Chain stitch ▪ Button hole stitch 	- In groups, pairs or individually make different embroidery patterns on surfaces. - Using stem stitch and chain stitch for putting embroidery design on a surface. - Sharing ideas, materials and tools in activities when creating patterns. - Asking and responding to questions in activities. - Exhibition of craftworks and giving opinions.
Link to other subjects: Lines in mathematic				
Assessment criteria: Learners are able to manipulate different tools, materials to make different embroidery patterns using stem stitch and chain stitch on textiles				
Materials: Drawing, measuring, cutting and sewing tools.				

5.3 Key competencies at the end of Primary Six

By the end of Primary Six, the learner should be able to:

- Appreciate the contribution of the natural environment in providing opportunity for getting materials, tools and articles for making of various artworks and crafts.
- Apply elements of art and crafts for example texture/pattern, shape, tone and color in making artworks and crafts.
- Use different materials, tools and articles to create different artworks of to convey certain messages and give certain utilitarian functions.
- Apply different methods in making different artworks and crafts.
- Give opinion on different artworks of and crafts made by him/her and those made by others.

Fine Arts and Crafts Syllabus for Primary Six

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 6		Unit 1: Drawing and painting still life and nature.		Number of periods: 8
Key Unit Competence: To be able to draw and paint different pictures of objects and scenes in still life and nature using different tools and materials.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the process of making a drawing and a painting using various materials and tools - Name new colors found from mixture of colors 	<ul style="list-style-type: none"> - Research on different Principles and tools and materials used in drawing and painting. - Create different pictures by manipulating various dry medium or wet met medium 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings (i.e. activities and objects) and desire to protect them. - Respect and protect the different materials, tools and art works. - Respect opinions of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Principles of drawing and painting - Color application in drawing and painting i.e. mixing of neutral colors with primary and secondary colors. - Different textural pattern in scenery and landscape drawing and painting. - Draw objects from imagination. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating in drawing and painting activities while sharing ideas materials and tools as a class. - Sharing ideas, materials and tools in activities of drawing and painting by applying shading techniques like cross-hatching, dotting and hatching - As a class taking nature walks outside classroom and observing the surrounding to gain ideas, make sketches or still life drawings. - Asking and responding to questions. - Display of artworks and giving opinions.
Link to other subjects: maps in social studies				
Assessment criteria: Learners are able to draw and paint different pictures of objects in still life and nature using different color application techniques and varied textural patterns				
Materials: Drawing and coloring tools.				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 6	Unit:2 Motifs and pattern design		Number of periods: 4	
Key Unit Competence: To be able to create various motif patterns and apply them on surfaces using different techniques				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various ways of making motifs. - Explain the various ways of applying various patterns and color on surfaces. - Show how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Research on different motifs, patterns and methods of printmaking. - Apply different methods and techniques to print different designs on surfaces. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Appreciate the opinions of others without regard to age, sex and gender and inclinations. 	<ul style="list-style-type: none"> - Applying motifs on surfaces in color using different techniques i.e. stamping, stenciling. - Making different motif patterns and designs i.e. half drop, full drop and repeat pattern. 	<ul style="list-style-type: none"> - Collecting different materials, tools and articles and sketching and designing different images and motifs as a class. - Sharing ideas, materials and tools in group activity of printing using stamping and stencil techniques. - Asking and responding to questions during activities. - Display of artworks and giving opinions.
Link to other subjects: Geometrical shapes in Mathematics.				
Assessment criteria: Learners are able to create various motif patterns and apply them on surfaces using different techniques like incision, stamping, stenciling and impressions.				
Materials: Drawing materials, cutting, stamping and stenciling tools.				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 6		Unit 3: Letter styles, illustrations and design technology.		Number of periods:6
Key Unit Competence: To be able to design <i>3D letters and</i> Writing different letter styles using digital devices and software				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic digital devices and software for Writing different letter styles (italics, 3D and san serifs) - Describe the design process of 3D letters 	<ul style="list-style-type: none"> - Research on various digital devices and software to be used for Writing different letter styles (italics, 3D and san serifs). - Design 3D letter styles. 	<ul style="list-style-type: none"> - Appreciate the importance of visual communication in society. - Respect and protect the different materials and tools. - Appreciate the opinions of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - 3D letter styles - Writing different letter styles (italics, 3D and san serifs) using digital devices and software 	<ul style="list-style-type: none"> - In group, pairs or individually, participating in drawing and sketching activities while sharing ideas, materials and tools. - Practice 3D letters from 2 D letters - Using digital devices like XO computer in pairs, examine serifs and san serifs, italics as a style and other fonts. - In pairs using a computer produce a design using different fonts, italics, symbols, borders, images and other presentation tools.
Link to other subjects: pattern in ICT presentation in SET.				
Assessment criteria: Learners are able to design 3D letters and Writing different letter styles (italics, 3D and san serifs) using digital devices and software				
Materials: Drawing, measuring and lettering tools, color application tools and graphic software, magazines, pictures and XO computer.				

TOPIC AREA: VISUAL ARTS			SUBTOPIC AREA: CREATIVE ARTS	
Fine Arts and Craft : Primary 6	Unit 4: Clay and methods of building clay figures.		Number of periods: 6	
Key Unit Competence: To be able to create clay figures using various techniques, materials and tools				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify and explain different methods used to create clay figures and forms. - Choose appropriate decorating technique in relation with modeled products. 	<ul style="list-style-type: none"> - Apply methods of molding clay figures for producing decorative artworks. - Use incision and impression for decorate modeled products. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Appreciate the opinions of others without regard to age, sex and gender and inclinations. 	<ul style="list-style-type: none"> - Creating different figures, egg: human figures and animal figures 	<ul style="list-style-type: none"> - In group, pairs or individually, participating in preparing materials to be used for modeling and choosing the theme. - Individual participation in molding according to chosen theme. - Individual participation while decorating modeled products - Sharing materials and ideas while molding and decorating clay figures.
Link to other subjects: Types of soil in Social Studies				
Assessment criteria: Learners are able to create clay figures and decorate them				
Materials: clay, Sharpening tools, water,...				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 6		Unit 5: Recycling different wasted articles into craftworks		Number of periods: 6
Key Unit Competence: To be able to make craftworks using techniques of recycling wastes materials and tools.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify and select wastes materials from the surrounding that are used in making craftworks. - Explain the process of making different craftworks. 	<ul style="list-style-type: none"> - Research on different wastes and techniques to use in making craftworks. - Create different craftworks using different articles. 	<ul style="list-style-type: none"> - Appreciate the value of recycling articles used to make various craftworks. - Respect and protect the different materials and tools. - Value the opinions of others without regard to gender and other affiliations or inclinations. 	<ul style="list-style-type: none"> - Making craftworks from wastes materials by using; pasting, gluing, knotting, weaving, constructing, folding, covering, ... 	<ul style="list-style-type: none"> - In groups or pairs students collect different wastes materials and tools to make different craftworks. - Sharing ideas, materials and tools while making craftworks. - Exhibition of craftworks
Link to other subjects: Geometrical shapes in Mathematics, hygiene in SET.				
Assessment criteria: Learners are able to make craftworks from wastes materials				
Materials: Drawing and assembling tools, colors and glue.				

TOPIC AREA: VISUAL ARTS		SUBTOPIC AREA: CREATIVE ARTS		
Fine Arts and Craft : Primary 6	Unit 6: Embroidery motifs and patterns		Number of periods:6	
Key Unit Competence: To be able to create different embroidery on different textiles by manipulating various tools, and techniques				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the ways of making different motifs using needles and thread. - Describe the process of sewing different design patterns on cloth and other surfaces. 	<ul style="list-style-type: none"> - Research on different patterns of embroidery. - Examine the different techniques of embroidery. - Make different design patterns on cloth or other surfaces using different ways and tools. 	<ul style="list-style-type: none"> - Appreciate the value of embroidery designs in society. - Care for the different materials, tools and artworks. - Appreciate the opinion of others without regard to gender and other inclinations or affiliations. 	Using different stitches for putting embroidery design on a surface: <ul style="list-style-type: none"> ▪ Cross stitch ▪ Satin stitch ▪ Loop stitch 	<ul style="list-style-type: none"> - In pairs or individually make different drawings and sketches of embroidery designs. - Use needles and threads to sew the designs permanent on the fabrics - Sharing ideas, materials and tools in activities. - Asking and responding to questions in activities. - Exhibition of artworks and giving opinion.
Link to other subjects: Tools and objects production (sewing materials) in SET				
Assessment criteria: Learners are able to create different embroidery designs on textiles by manipulating various tools, and techniques.				
Materials: Drawing and assembling tools and materials, needles, threads and fabrics				

PART II: MUSIC

6. SYLLABUS UNITS FOR MUSIC

6.1 Key competences at the end of Primary Four

By the end of Primary Six, the learner should be able to:

- ♩ Sing in tune with some expression.
- ♩ Perform simple accompaniments on instruments that use a limited range of tones.
- ♩ Compose a short self-praise poem (*Icyivugo*) in Kinyarwanda for performing with music.
- ♩ Differentiate modern rhythms from Rwandan traditional

Music Syllabus for Primary Four

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: SINGING		
Music: Primary 4	Unit 1: Singing in tune respecting traditional rhythms		Number of periods: 12	
Key Unit Competence: Be able to sing in tune and match songs and rhythms				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> ♩ Identify a range of songs and their traditional rhythms. ♩ Explain the general meaning of a song and its general themes. 	<ul style="list-style-type: none"> ♩ Listen and learn the lyrics of the chosen songs. ♩ Learn and practice the traditional rhythms that match the song. ♩ Perform specific songs in public with some expression and control. 	<ul style="list-style-type: none"> ♩ Enjoy singing with others in public ♩ Increase self-confidence and determination. ♩ Show respect for the meaning of songs. 	<ul style="list-style-type: none"> ♩ Definition of terms (Music, Rhythms, traditional rhythms) ♩ Types of traditional rhythms with examples on each (Ikinimba, Umushayayo, Umudiho, Igishakamba, Umuhamirizo) ♩ Traditional songs related to different themes: <ul style="list-style-type: none"> ➤ Genocide ➤ Unity and reconciliation. ➤ Gender equality. ➤ Patriotism. ➤ Church music. 	<ul style="list-style-type: none"> ♩ Learners sing any songs of their choice ♩ Find the meaning of music and rhythm ♩ Play a Rwandan traditional song and invite them to differentiate it with other Rwandan songs according to their rhythms. ♩ Play different Rwandan traditional rhythms and guide them to identify the difference between them ♩ In groups choose a song related to one of the listed themes and discuss the lyrics of the song ♩ In groups match the chosen song with its traditional rhythm and practice the song so that it can be performed with rhythm to the class. ♩ In groups learn and memorize the lyrics to a song. ♩ Rehearse a song alone or in a group. ♩ Perform the song to peers

Link to other subjects: *History and Citizenship: to be aware of consequences of genocide, the benefits of unity and reconciliation and gender balance. Religious studies: strengthen faith. Physical education: body fitness.*

Assessment criteria: *Learners are able to sing in tune accurately and match songs with their rhythms.*

Materials: *Books of songs, audiovisual songs, audio songs, recorder, DVD, and CD.*

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: SINGING	
Music: Primary 4	Unit 2: Singing in tune with accompaniments.		Number of periods: 12	
Key Unit Competence: Be able to sing in tune and match songs and rhythms with musical instruments				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> ♫ Discover different musical instruments. ♫ Use musical instruments in singing. ♫ Play the available musical instruments. 	<ul style="list-style-type: none"> ♫ Learn the fundamentals and playing techniques of musical instruments. ♫ Accompany songs with musical instruments. ♫ Perform in public with some expression and control. 	<ul style="list-style-type: none"> ♫ Enjoy singing with others in public. ♫ Increase self-confidence and determination. ♫ Appreciate the importance of musical instruments in performance. 	<ul style="list-style-type: none"> ♫ Types of musical instruments <ul style="list-style-type: none"> ➤ Wind instruments ➤ String instruments ➤ Percussion instruments ➤ Body percussion ♫ Singing and performing songs relating to different themes: <ul style="list-style-type: none"> ➤ Drug abuse ➤ HIV/AIDS and malaria. ➤ Child rights. ➤ Environment protection 	<ul style="list-style-type: none"> ♫ Display different musical instruments that are found in the surrounding ♫ Manipulate them by letting each learner to participate individually ♫ Describe how they can be played as to produce sounds and differentiate them accordingly. ♫ Choose his /her favorite available musical instrument and try to play it with the teacher's guidance. ♫ Individually learners play on musical instruments and use them to accompany a song of their choice ♫ In groups choose songs related to the determined theme. ♫ Rehearse the songs alone or as a group and accompany them with different available musical instruments and the claps. ♫ Perform the song to their peers with accompaniment of different available musical instruments and the claps.
Link to other subjects: <i>Social studies: Be aware of consequences of drugs, and learn about HIV/AIDS, malaria, and child rights. Physical education: body fitness.</i>				
Assessment criteria: <i>Learners are able to accurately sing in tune and correctly accompany a song with different available musical instruments and the claps.</i>				
Material: <i>Books of songs, different available musical instruments, audiovisual songs, audio songs, recorder, DVD, and CD</i>				

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: COMPOSITION	
Music: Primary 4	Unit 3: Compose Ibyivugo (self-praise poems)		Number of periods: 12	
Key Unit Competence: Be able to compose and perform self-praise poems publicly.				
Learning outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> ♫ Differentiate self-praise poems from ordinary songs. ♫ Compose a self-praise poem. 	<ul style="list-style-type: none"> ♫ Structure the words so they rhyme. ♫ Describe the structure of a self-praise poem. ♫ Create a self-praise poem and perform it. 	<ul style="list-style-type: none"> ♫ Show respect for others performance of self-praise poems. ♫ Increase self-confidence and determination. ♫ Appreciation of the competitive nature of performance 	<ul style="list-style-type: none"> ♫ Types of ibyivugo <ul style="list-style-type: none"> ➤ Amahomvu ➤ Iningwa ➤ Imyato ♫ Compose and perform Ibyivugo related to different themes: <ul style="list-style-type: none"> ➤ Patriotism. ➤ Hard work and success. ➤ Environment sustainability. ➤ Gender equality. ➤ Inclusive education. 	<ul style="list-style-type: none"> ♫ From a proposed list of Ibyivugo like: <ul style="list-style-type: none"> ➤ Iningwa: Inshyikanyakumubiri ya Rugemahica ... Etc. ➤ Amahomvu: Rumiramuneke ... Nagiye ku rusenge ... Etc. ➤ Imyato: Inkotanyi cyane ... Etc ♫ Choose one from each type and compare them according to their length. ♫ Make difference between amahomvu, iningwa and imyato ♫ Compose self-praise poems alone basing on the models. ♫ Discuss the self-praise poems in groups. ♫ One by one recite self-praise poems before the class. ♫ Perform self-praise poems alongside a performance
Link to other subjects: <i>Languages: gain a greater vocabulary. History and Citizenship: learn about patriotism, and hard work and success. Social studies: be aware of environmental protection, gender equality and inclusive education. Physical education; develop body fitness.</i>				
Assessment criteria: <i>Learners are able to compose self-praise poems reflecting different themes, and to recite self-praise poems and match them with music and dance.</i>				
Materials: <i>Books of songs, audiovisual songs, collection of self-praise poems, and audio songs.</i>				

6.2 Music Units for Primary Five

Key competences at the end of Primary Five

By the end of primary five, the pupil will be able to:

- ♩ Sing simple songs with some expression.
- ♩ Perform an *Intore* dance according to *umurishyo w'ingoma*
- ♩ Increase the range of instruments used in accompanying songs.
- ♩ Apply *umurishyo w'ingoma*.
- ♩ Compose a short song in Kinyarwanda.
- ♩ Analyze songs and take into account the message highlighted.

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: SINGING	
Music: Primary 5	Unit 1: Singing in tune with some expression.		Number of periods: 12	
Key Unit Competence: Be able to sing in tune with emotional expression.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> ♩ Know human organs involved in sound production ♩ Know some tempos and dynamics used in music ♩ Use various tempos and emotional expressions when singing 	<ul style="list-style-type: none"> ♩ Use the human organs to produce sounds ♩ Sing respecting some tempos and dynamics used in music ♩ Rehearse the melody of a song and perform it in front of an audience. ♩ Sing songs with emphasis, emotion and control. 	<ul style="list-style-type: none"> ♩ Enjoy singing in public. ♩ Increased taste in music. ♩ Increase respect, self-confidence and determination. 	<ul style="list-style-type: none"> ♩ Human sound production ♩ Tempo and dynamics ♩ Songs relating to different themes: <ul style="list-style-type: none"> ➤ Church music. ➤ General health. ➤ Peace education and values (tolerance). 	<ul style="list-style-type: none"> ♩ Sing different songs of their choices ♩ State the parts of the body that were involved while producing the sounds ♩ Experience the role of lungs, larynx, mouth and nose in sound production ♩ Repeat the songs respecting the following indications: vivace, lento, piano, forte. ♩ In groups, choose the song related to one of the themes, discuss and explain the lyrics ♩ Learn and memorize the melody, then repeat it in groups ♩ Sing the song with emotional expression and perform it to the class.
Link to other subjects: <i>History and Citizenship: peace education and values. Religious education: faith. Physical education: body fitness.</i>				
Assessment criteria: <i>Learners are able to sing in tune with emotional expression.</i>				
Materials: <i>Books of songs, audiovisual songs, and audio songs.</i>				

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: DANCING		
Music: Primary 5	Unit 2: Perform <i>intore</i> according to <i>umurishyo w'ingoma</i> .		Number of periods: 12	
Key Unit Competence: Be able to perform <i>intore</i> (war dance)				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> ⌘ Differentiate types of <i>imihamirizo</i> dances. ⌘ Differentiate types of <i>imirishyo y'ingoma</i> (drum beats). 	<ul style="list-style-type: none"> ⌘ Play drums in different styles. ⌘ Dance with agility and balance. ⌘ Dance matching body movement with <i>umuhamirizo</i> and <i>umurishyo w'ingoma</i> 	<ul style="list-style-type: none"> ⌘ Enjoy singing and dancing with others. ⌘ Increase respect, self-confidence and determination ⌘ Love of <i>intore</i> dance and <i>umurishyo w'ingoma</i>. 	<ul style="list-style-type: none"> ⌘ Types of <i>imihamirizo</i> (Intore dances) ⌘ Perform <i>umuhamirizo</i> (Intore dance) ⌘ Types of drums (Ishakwe, Inyahura, Igihumurizo, Inumvu) ⌘ Main types of <i>imirishyo y'ingoma</i> (<i>umutimbo</i>, <i>imirindi</i>, <i>agasiga</i>, <i>ikirushya</i>, <i>inyanja</i>, <i>ikimanura</i>, <i>inege</i>) ⌘ Playing <i>umurishyo w'ingoma</i>. 	<ul style="list-style-type: none"> ⌘ Learners watch and observe an <i>intore</i> dance performance on the screen or live. ⌘ Choose one of the dances and guide them to imitate how it is performed. ⌘ Invite learners and guide them to observe a performance by drummers on the screen or live. ⌘ Observe different types of drums and compare their sounds to their respective size ⌘ Identify the played drums ⌘ From the mentioned list, learners choose one of the types of <i>Imirishyo y'ingoma</i> and try to imitate them using <i>Ingoma</i> or other available materials ⌘ Individually and then in groups learners imitate what they have seen. ⌘ Learners accompany <i>umuhamirizo</i> with <i>umurishyo w'ingoma</i>.
Link to other subjects: <i>History and Citizenship: culture. Physical education: body fitness.</i>				
Assessment criteria: <i>Learners are able to perform intore accompanied by umurishyo ingoma.</i>				
Materials: <i>Imigara (head laces), incunda (dancing ropes), amayugi (rattles), amacumu (spears), ingabo (shields), inkindi (dancing ribbons), and ingoma (drum.)</i>				

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: COMPOSITION	
Music: Primary 5	Unit 3: Compose a short song in Kinyarwanda		Number of periods: 12	
Key Unit Competence: Be able to compose a short song in Kinyarwanda and perform it.				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
♪ Explain the meaning of the lyrics of a song. ♪ Identify the structure of a song.	♪ Compose lyrics with rhyme and rhythm. ♪ Give a melody to the lyrics. ♪ Perform the song before an audience.	♪ Enjoy performing short songs individually or with others. ♪ Increase self-confidence and determination through performance ♪ Appreciation of competitiveness	♪ Elements of a good song ♪ Compose a short song in Kinyarwanda on different topics: <ul style="list-style-type: none"> ➤ Patriotism. ➤ Unity and reconciliation. ➤ Hard work and success. ➤ Religion. 	♪ Listen to different songs and appreciate their beauty according to the sound, melody, harmony, rhythm, structure and expression ♪ Discuss the elements that are found in those songs ♪ Write lyrics individually in Kinyarwanda respecting the discussed elements. ♪ Discuss lyrics with peers. ♪ Create a melody for a song. ♪ Match the melody with the lyrics. ♪ In groups rehearse the song. ♪ Individually or in groups perform it for the audience.
Link to other subjects: <i>Kinyarwanda language: gain new vocabulary, Literature: metric and prosody</i>				
Assessment criteria: <i>Check if the learners are able to compose lyrics and correctly develop them into songs.</i>				
Materials: <i>Books of songs, audiovisual songs, audio songs, DVD, and CD.</i>				

6.3 Key competences at the end of Primary Six

By the end of Primary six, the pupil will be able to:

- ♩ Sing simple songs according to musical notation.
- ♩ Sing the ascending and descending C scale beating the simple time.
- ♩ Perform simple instrumental pieces.
- ♩ Compose a short song in English or French.
- ♩ Explain why some songs are more liked than others.

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: COMPOSING	
Music: Primary 6	Unit 1: Compose a short song in English or French		Number of periods: 12	
Key Unit Competence: Be able to compose a short song in English or French				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
♪ Explain the meaning of the words used in the lyrics of a song. ♪ Justify why some lyrics are better than others.	♪ Compose lyrics for a song. ♪ Match the words with a melody. ♪ Teach the song to peers. ♪ Perform the song for an audience.	♪ Value others' composition. ♪ Develop a competitive spirit. ♪ Appreciate different compositions. ♪ Develop friendliness.	♪ Qualities of a good song ♪ Composing lyrics for a short song on different topics: <ul style="list-style-type: none"> ➤ Environment. ➤ Patriotism. ➤ Religion. ➤ Celebrations. 	♪ Listen to different songs and compare their beauty based on the sound, melody, harmony, rhythm, structure and expression ♪ Discuss the qualities that are found in those songs ♪ Write lyrics individually in English or Français respecting the discussed qualities. ♪ Discuss the lyrics with peers. ♪ Create a melody for the song and match the melody with the lyrics. ♪ In groups rehearse the song. ♪ Individually or in groups perform it to the audience.
Link to other subjects: English or French languages: gain a new vocabulary, Literature: metric and prosody				
Assessment criteria: Learners are able to compose and perform a short song in English or French and explain the meaning of the lyrics.				
Materials: Books of songs, audiovisual songs, audio songs, DVD, CD, and Umwirongi (the flute)				

TOPIC AREA: MUSIC THEORY		SUBTOPIC AREA: PERFORMING MUSIC		
Music: Primary 6	Unit 2: Basic concepts of music		Number of periods: 12	
Key Unit Competence: Be able to place musical notes on a staff and sing ascending and descending musical notes correctly.				
Learning outcomes				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> ♩ Layout the basic concepts of music (staff and treble clef). ♩ Apply the succession of musical notes on the staff. ♩ Describe the piano keyboard 	<ul style="list-style-type: none"> ♩ Locate musical notes on the staff and on the keyboard. ♩ Practice singing ascending and descending musical scales respecting the pitch of the notes. 	<ul style="list-style-type: none"> ♩ Appreciate the beauty of the music staff as a means of writing music. ♩ Increase self-confidence and self-esteem 	<ul style="list-style-type: none"> ♩ Musical staff. ♩ Treble clef. ♩ Music notes symbols ♩ Description of the Piano keyboard. 	<ul style="list-style-type: none"> ♩ Observe different musical sheets containing musical staves, treble clefs and note symbols and try to imitate the observed symbols ♩ Individually, draw 5 horizontal lines with 4 equal spaces between them repetitively until they all make correct musical staves ♩ Observe how the treble clef is written and imitate it by writing it in the staff focusing on the second line ♩ Considering the following fractions 1/1, 1/2, 1/4, deduce the value of whole, half and quarter respectively. ♩ Write different musical notes and compare them basing on their shapes and values ♩ Observe the piano keyboard and describe its keys and determine the patterns of white and black keys.
Link to other subjects: <i>Fine Arts: shapes. Science and Elementary Technologies: notion of sounds.</i>				
Assessment criteria: <i>Learners can place musical notes on the staff and correctly sing the ascending and descending musical scale.</i>				
Material: <i>Manual of Sol-fa, tuning fork, and keyboard.</i>				

TOPIC AREA: MUSIC THEORY			SUBTOPIC AREA: PERFORMING MUSIC	
Music: Primary 6	Unit 3: Perform musical notes in the C scale		Number of periods: 12	
Key Unit Competence: Be able to place musical notes on the staff and sol-fa using musical notes in the C scale				
Learning outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> ♩ Discover the number of minims and crotchets used in one measure. ♩ Use the two four time signature and the relationship to minims and crotchets. ♩ Apply the succession of musical notes on the staff. 	<ul style="list-style-type: none"> ♩ Correctly place music notes on the staff. ♩ Practice musical notes, respecting the tempo generated by minims and crotchets. ♩ Beat out two four time. 	<ul style="list-style-type: none"> ♩ Appreciate the beauty of musical sounds and changes in rhythm. ♩ Develop a spirit of patience, endurance and orderliness. ♩ Increase self-confidence and self-esteem. 	<ul style="list-style-type: none"> ♩ Semi-breve (Whole), Minim (Half), crotchet (Quarter) and quaver (Eighth) notes. ♩ Two four time signature. ♩ Sol-fa notes in different pitches. 	<ul style="list-style-type: none"> ♩ Observe different musical sheets containing musical staves with the treble clef, notes and two four time signature. Then, determine the position of C note. ♩ Sing from C note in ascending order up to an octave repeatedly until they get familiarity. ♩ Put notes of different values in a staff respecting two four time signature and sight sing the notes respectively. ♩ Observe the keyboard and determine the position of middle C and from it, play up to its octave. ♩ Taking C as reference, deduce the value of distance between the white keys from C to C and determine the succession of tones and semi tones. ♩ Deduce the series of tones and semi-tones ♩ Practice the two four time. ♩ In groups and then individually, rehearse and perform ascending and descending musical scales respecting pitches in the C scale.
Link to other subjects: <i>Mathematics: fractions. Science and Elementary Technologies: notion of sound.</i>				
Assessment criteria: <i>Learners are able to place musical notes on the staff and sol-fa correctly in the C scale.</i>				
Material: <i>Manual of Sol-fa, tuning fork, and keyboard.</i>				

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