FOREWORD

Dear Teacher,

Rwanda Education Board is honored to present Creative Arts - Music 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 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.

Dr. NDAYAMBAJE Irénée
Director General, REB
ACKNOWLEDGEMENT

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 Education Board staff particularly those from the department of curriculum who were involved in the whole process of in-house textbook writing.

Joan MURUNGI,
Head of Department CTLR
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1. GENERAL INTRODUCTION

1.0. About the 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, career 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, learners 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.

2. 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: .................................................................**

<table>
<thead>
<tr>
<th>Term one</th>
<th>Date</th>
<th>Subject</th>
<th>Class</th>
<th>Unit</th>
<th>Topic</th>
<th>Timing</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........</td>
<td>Music</td>
<td>P1</td>
<td>one</td>
<td>1 of 5</td>
<td>40mn</td>
<td>..........</td>
<td></td>
</tr>
<tr>
<td>Learners with special needs education</td>
<td>2 learners with hearing impairments</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Unit One</td>
<td><strong>Performing short songs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key unit competences</td>
<td>Performing songs in public</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Songs related to the benefits of school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning and teaching environment</strong></td>
<td>The lesson will be delivered in classroom or outside</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning and teaching materials</strong></td>
<td>• Using picture showing the school and benefits of it (learners at school, learners who are playing at school, the teacher who is teaching, etc.........).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The lesson will be delivered in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and references</td>
<td>Arts and music syllabus, lower primary level, page 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stages and timing</th>
<th><strong>Description of teaching and learning activities</strong></th>
<th><strong>Cross cutting issues</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Body of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Activity one</td>
<td>Singing the new song to the learners verse by verse</td>
<td>Listening calmly to the teacher and repeating the song verse by verse</td>
</tr>
<tr>
<td>2.2. Activity Two</td>
<td>Inviting learners to give the meaning of the new words which are in the song</td>
<td>Give the meaning of the new words in the song</td>
</tr>
<tr>
<td>2.3. Activity</td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving assistance to the learners group by group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners sing the new song in their groups and repeat it many times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic competences: each learner compete to perform and memorize the new song.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.4. Conclusion/Synthesis 5 mn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have learners in plenary and invite them to perform the song group by group</td>
</tr>
<tr>
<td>Each group performs the song</td>
</tr>
<tr>
<td>Cooperate with others:</td>
</tr>
<tr>
<td>Learners sing together the new song</td>
</tr>
<tr>
<td><strong>Key Competences:</strong></td>
</tr>
<tr>
<td>This is applicable when learners are choosing the group which performs the song correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Assessment 5mn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing one learner from each group to sing the song</td>
</tr>
<tr>
<td>The learner who is chosen performs that song.</td>
</tr>
<tr>
<td><strong>Inclusive education:</strong></td>
</tr>
<tr>
<td>The learner with disability is given chances to sing the song</td>
</tr>
<tr>
<td><strong>Gender equity and equality:</strong></td>
</tr>
<tr>
<td>While choosing learners to sing, this gives equal opportunities to both girls and boys/</td>
</tr>
<tr>
<td>Inviting one learner with hearing impairment to sing the song and appreciating her/him</td>
</tr>
<tr>
<td>The learner with hearing impairment sings the song.</td>
</tr>
</tbody>
</table>
### 4. Homework

<table>
<thead>
<tr>
<th>Mention other benefits that you will gain from the school.</th>
<th>Listening attentively to the homework given</th>
<th>Research work: Each learner compete to gain new knowledge</th>
</tr>
</thead>
</table>

**Lesson learnt:**
Each learner has to be active to gain new knowledge from the song

### Self evaluation

| Evaluate that the objectives of the lesson were reached (Example: The objects were attained) |
| Finding the reasons why objectives were not reached (Example: learner undersood the lesson because the teacher used appropriate methods and approaches) |
| **Determining what should be taken into account** (example: During next lesson the teacher will consider that each learner is able to sing alone) |
UNIT 1: PERFORMING SHORT SONGS

1.1. Key unit competence
Learners will be able to sing short songs in public.

1.2. Prerequisite skills
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 forms 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

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

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 assess 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 question 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

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).

Song 2: Ibyiza by’ishuri

Iyo ngeze mu ishuri
Nshimishwano guhura na mwarimu
Na bagenzi bange nkahigira byinshi birimo n’ikinyabupfura, gusoma no kwandika.
Nzakunda ishuri nzabe umuntu muzima (x2).

Song 3: Nkunda ishuri

Iyo ngeze mu ishuri 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.

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??

---

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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 equipements 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
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 udasinziriye
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.
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 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) *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, mountains, 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
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!
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!

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.
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.
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 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)
- Equipements 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.

**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.

**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 initiate 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 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...).
UNIT 2: SINGING SHORT SONGS RESPECTING THE RHYTHM

2.1. Key unit competence

Sing the songs accompanied by claps and respecting the rhythm.

2.2. Prerequisite skills

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. Cross-cutting issues to be addressed

2.3.1. Peace and 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 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 previously.

2.5. List of lessons

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

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

b) Learning and teaching materials
- Pictures or photos showing environmental elements (mountains, forests, rivers, lakes, etc...)
- Various equipment 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.
Song 2: Ibidukikije

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

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 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?
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 twitoze kubahana tube intangarugero aho tunyura hose turangwe no kubaha tuzatanga amahoro natwe tuyabone
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 toilets, 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

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.
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 intangularugero O O O
Nzagira ubumuntu U U U
Nzaba umuntu wuzuye 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.
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.
UNIT 3: IMITATING THE SONG

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. Cross-cutting issues to be addressed

3.1.1. Peace and 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

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<tr>
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<th>Number of periods</th>
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<tbody>
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<td>1.</td>
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<td>Imitate sound</td>
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<td>Assessment</td>
<td></td>
<td>1 Period</td>
</tr>
</tbody>
</table>

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 equipment 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 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 created me, he gave me life, he created my parents, he has protected me?

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: Imana ni nziza
Imana isumba byose,
Imana niyo yaturemye,
Imana niyo dukeasha byose,
Imana ni nziza!

Song 2: Mana urankunda
Mana urankunda, nanjye ndagukunda.
Nzakomeza ngukunde, kuko unkunda cyane.
Nzakomeza ngukunde, kuko unkunda cyane.

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 equipment 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 urashye.

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

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 ibi ori
Dore ibi ori bitazibagirana Turirimbe ducinye akadiho
Twishimire kwita izina uyu mwana wacu
Twishimire ukubatizwa k’umuvandimwe wacu (kw’abavandimwe bacu)
Twishimire ukubatizwa k’uyu mwana wacu (kw’aba bana bacu) twishimire kuba
dutangiye umwaka mushya.

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 ibi ori!
   • 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 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. What are the ceremonies that people do for fiancees?
   = 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.
Song 2: Umugenwi mwiza

Umugenwi mwiza ni uhuza imiryango;
Umwari warezwe neza araje: tambuka!
Mumurebe, uwo Imana yageneye uwo bazafatanya kurushinga.

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. Umugenwi 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 munsi wavutseho, ishimire uyu munsi wavutseho, isabukuru nziza!
2. Tukwifurije gukura utera imbere, tukwifurije gukura utera imbere, isabukuru nziza!
3. Tukwifurije amahoro no kuramba, tukwifurije amahoro no kuramba, isabukuru nziza!

Song 2: Gira umunsi mwiza

1. Gira umunsi mwiza w’amavuko ibuka itariki wavutseho,
   Shimira Imana kuba ukirihoro.

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
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 birth day?

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 cerebrated by people:
• Baptism, confirmation, getting married....
• Naming ceremanies
• National festival days (liberation day, heroes’ day...)
• New year day

b) Activities of people in the ceremonies:
• They enjoy
• They sing
• They dance
• They cerebrate...

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 to repeat many times till the child performs 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 repeats. 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 cerebrates

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 cerebrated 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 classroom, even if the song is in another language. The teacher ensures that the learner imitates correctly the content of the song.
REFERENCES


