ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

VISUAL AND PERFORMING ARTS

JUNIOR (GRADE 3-7) SYLLABUS

2015-2022

Curriculum Development Unit
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The Ministry of Primary and Secondary Education would like to acknowledge the
National Visual and Performing Arts Syllabus Panel which comprises:

- The National Visual and Performing Arts Syllabus Panel

- CHIPAWO – Arts Education for Development and Employment

- Teachers' Colleges Representatives

- National Arts Council of Zimbabwe (NACZ)

- Universities Representatives

- Zimbabwe School Examinations Council (ZIMSEC)

- United Nations Children's Education Fund (UNICEF)

- United Nations Educational, Scientific and Cultural Organisation (UNESCO)

- Publishers

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1   PREAMBLE

1.1 Introduction

The Visual and Performing Arts is a learning area that seeks to develop the skills of creativity, performance, originality and entrepreneurship. It involves music, dance, theatre and visual arts. The syllabus is for junior level and intends to help learners to take pride in their history from pre-colonial, colonial and post-colonial eras as well as gain understanding and appreciation of Zimbabwean visual and performing arts. It places visual and performing arts in its socio-economic, political and cultural context. Learners will understand and appreciate their culture and society, as well as develop a positive self, group and national identity.

The syllabus follows a developmental approach that leads learners to grow into a mature relationship with Music, Dance, Theatre and Visual Arts through primary education.

1.2 Rationale

Zimbabwe is endowed with cultural diversity and therefore it is imperative for learners to acquire visual and performing arts skills and competencies as these are essential for national and self-identity, entertainment, employment creation, problem solving, critical thinking, creativity and self-discipline.

1.3 Summary of Content

The Junior School Visual and Performing Arts syllabus covers theory and practical activities in the areas of Music, Visual Arts ,Dance and Theatre This enables learners to be exposed to a wide diversity of visual and performing arts programmes which develop excellence, originality, confidence, self- identity, ability to communicate and identification of talents. The syllabus emphasises the use and adaptation of technology in producing and packaging works of art. The practice of arts will have a very significant contribution to the sustainable socio-economic development of the nation.

1.4 Assumptions

The syllabus assumes that learners have innate abilities to:

- use their voices to express themselves
- express themselves through movement
- explore the basic elements and principles of design
- respond to stimuli through movement
- appreciate visual and performing arts

1.5 Cross-Cutting Themes

The Visual and Performance Arts learning area will encompass the following cross cutting themes:

- Heritage Studies
- Climate change and Environmental issues
- Human Rights
- Children's rights and Responsibilities
- Child Protection
- Financial Literacy
- Gender
- Sexuality, HIV and AIDS Education
- Disaster Risk Management
- Collaboration

2   PRESENTATION OF SYLLABUS

The syllabus is presented as a single document catering for junior level (Grades 3-7).

3   AIMS

The syllabus aims to enable learners to:

3.1   become literate in visual and performing arts

3.2   improve enterprise and psycho-motor skills through visual and performing arts

3.3   demonstrate an understanding of the elements and principles that govern the creation of works of art in music, visual arts theatre and dance.

3.4   take pride in the history and influence of arts throughout history from pre-colonial, colonial, *Chimurenga/Umvukela* and post-colonial eras across cultures

3.5   appreciate and apply an understanding of arts philosophies, judgment and analysis to works of art in music, visual arts theatre and dance.

3.6   incorporate the use of information communication technology tools in visual and performing arts

3.7   use visual and performing arts as a vehicle for the enhancement of creativity, self-identity, and community consciousness

4   SYLLABUS OBJECTIVES

By the end of junior level all learners should be able to:

4.1   use relevant skills that progress towards basic literacy creativity in music, visual arts theatre and dance.

4.2   identify characteristics of theme-based works of Zimbabwean music, visual arts theatre and dance based on the themes of family and community, from various historical periods and world cultures

4.3   apply enterprise skills in music, visual arts theatre and dance.

4.4   present an analysis of artworks from structural, historical, cultural aesthetic perspectives pointing to their impact on modes of expression

4.5   perform in a chosen area of arts with consistency, artistry, technical ability and proficiency

4.6   use technology and innovation in music, visual arts theatre and dance.

4.7   display works of dance, music, theatre, and visual art as a reflection of societal values and beliefs *Unhu/Ubuntu/Vumunhu* in the past and present

4.8   describe significant contributions of individual artists in dance, music, theatre, and visual arts from diverse cultures throughout history

4.9   map historical innovations in music, visual arts theatre and dance that were caused by the creation of new technologies

5   METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In this syllabus, some of the inclusive learner centered and multisensory methods and approaches that can be used to learn Visual and Performing Arts at junior level are suggested below. Principles of individualisation, concreteness, unification and stimulation should enhance implementation of these methods.

- Animation
- Notation
- Song
- Dance
- Story telling
- Games
- Integrated learning
- Simulation
- Resource method
- Educational tours
- Gallery walk
- Discussion
- Survey method
- Case study
- Problem solving
- Experimentation
- Research

5.2 Time Allocation

In order to cover the content adequately, Grades 3-7 should be allocated eight thirty minute lessons per week with two double lessons. The Visual and Performing Arts will showcase and exhibit artworks, artifacts and performances termly.

6   SYLLABUS TOPICS

6.1   History and culture

6.2   The creative process and performance

6.3   Aesthetic values and appreciation

6.4   Arts technology

6.5   Enterprise skills

7   SCOPE AND SEQUENCE

7.1   TOPIC 1: HISTORY AND CULTURE

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music • The role of music in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe • Zimbabwean musical instruments	**Music** • Relationship between music and historical events. • Music and Children's rights • Zimbabwean musical instruments	**Music** • Social functions of music from various cultures • Gender and music in the community • Historical development of music technology • Zimbabwean musical instruments	**Music** • Types of music in Africa • Indigenous and foreign musical instruments in Southern Africa • Roles of musicians in pre-colonial, colonial and post-colonial periods • Gender and music in the modern world	**Music** • Cultural diversity in the music of the modern world • Indigenous and foreign musical instruments in Southern Africa • Musicians, health and social issues
Visual Arts • The role and development of visual arts in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe • Diversity in Zimbabwean tools and media	**Visual arts** • Development of visual arts in colonial era • Role of art in life - photo gallery, - Zimbabwean architecture. • Visual Arts Heritage in Zimbabwe • Visual arts and the environment	**Visual arts** • Role and development of visual arts in post-colonial era • Ways of preserving and conserving artworks • Works of art in Zimbabwean societies	**Visual arts** • Development of visual arts in the past and present. • Visual arts from Zimbabwe and Southern Africa • Diversity of visual art works and artists in Zimbabwe	**Visual arts** • Cultural values in various artworks of Zimbabwe and Southern Africa • Art styles from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Theatre • Role and development of theatre in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe • The Zimbabwean story telling	**Theatre** • Story telling: Zimbabwe • Themes in stories and plays in the past and present	**Theatre** • Props, set and costumes • Historical development of technology in theatre and film • Child protection in theatre	**Theatre** • Creation of scripts, sets, costumes and props • Theatre from Zimbabwean communities.	**Theatre** • Theatrical styles from past and present Zimbabwe • Theatre from Southern Africa
Dance • Development and function of dance in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe • Cultural diversity in dance	**Dance** • Dances from various cultures in Zimbabwe • Zimbabwean instruments used in dance	**Dance** • Development of cultural dances in Zimbabwe. • Cultural dance preservation	**Dance** • Features of Dance from various cultures • Functions of dance in life • Dance and ceremonies in Zimbabwe	**Dance** • Dance ceremonies from Southern Africa • Dance performances from different periods. • Functions of dance in different age groups

7.2 TOPIC 2: CREATIVE PROCESSES AND PERFORMANCE

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music • Vocal and instrumental musical skills • Arrangement and creation of melodies • Playing instruments	**Music** • Vocal and instrumental musical skills • Music composition and improvisation of melodies • Dotted notes • Rests • More time signatures	**Music** • Rounds, descants, and songs with ostinato • Two and three-part harmony • Tuned and un-tuned percussion instruments • Theory of music - Major keys of C and G - Simple time signatures	**Music** • Intervals • Triads • Choral music • Song composition • Instrument playing • Simple and compound time signatures • Musical scales of D and F Major	**Music** • Intervals • Simple and compound time signatures • Song composition • Harmony • Musical instruments

Visual Arts
• Application of artistic processes and skills
• Art media and tools
	Visual Arts
	• Artworks in two dimensional and 3 dimensional forms
	• Elements and principles of design
	• Creative lettering and pattern making
	• Visual arts and the environment
		Visual Arts
		• Drawing and painting
		  - Observational
		  - Life
		  - Still life
		• Three dimensional crafts
		• Environment and Visual Arts
			Visual Arts
			• Three dimensional artworks
			• Observational artworks
			• Life artworks
				Visual Arts
				• Observational and imaginary artworks
				• Abstract compositions
				• Life drawing

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GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Theatre • Development of theatre skills • Improvisation incorporating 5Ws (Which, Who, When, Why and Where)	**Theatre** • Story telling • Improvisation/ scriptwriting • Costume and prop designs	**Theatre** • Improvisation: using universal themes • Blocking: Stage areas • Scripting • Character development	**Theatre** • Blocking: Movement and levels • Improvisation on text, subtext and given circumstance • Scriptwriting: Development of themes • Production values: action/reaction/mood/ theme/subtext	**Theatre** • Blocking: Actor's positions • Improvisation on characters and motivation • Environment/ Setting • Actions, tension and suspense
Dance • Dance vocabulary • Choreography • Performance	**Dance** • Personal experiences in movement • Extended movement phrases • Choreography • Performance	**Dance** • Complex movement sequences • Movement problems and solutions • Principles of balance in dance • Performance	**Dance** • Multiple movement problems • Imitated and created movement • Movement with different musical rhythms and styles • Performance	**Dance** • Performance of improvised movement sequences • Improvisation and choreography • Thematic dance drama

7.3   TOPIC 3: AESTHETICS VALUES AND APPRECIATION

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music • Elements of music • Aesthetic qualities • Playing instruments	**Music** • Elements of music • Analysis of musical works • The stave/staff	**Music** • Elements of music • Analysis of musical works	**Music** • Elements of music • Staff and Tonic solfa notation	**Music** • Elements of music • Music adjudication
Visual Arts • Elements and principles of design • Aesthetic qualities	**Visual Arts** • Aesthetic qualities • Elements and principles of design • Responses to works of art in nature	**Visual Arts** • Aesthetic qualities • Evaluation of artifacts	**Visual Arts** • Aesthetic qualities, elements and principles of design. • Different cultures depicted in works of art in Zimbabwe.	**Visual Arts** • Aesthetic qualities, elements and principles of design • Form and content in works of art

Theatre
• Aesthetic qualities, elements and principles of design:
  - meaning of content in theatre
	Theatre
	• Aesthetic qualities, elements and principles of design:
	  - Meaning of theatre works: personal responses to theatrical productions
		Theatre
		• Aesthetic qualities, elements and principles of design:
		  - Criteria for assessing theatre productions
			Theatre
			• Aesthetic qualities, elements and principles of design:
			  - Culture depiction in theatre production
				Theatre
				• Aesthetic qualities, elements and principles of design:
				  - form and content in theatre production

Dance
• Aesthetic qualities, elements and principles of dance:
  - meaning of dance
	Dance
	• Aesthetic qualities, elements and principles of dance:
	  - Meaning of dance: personal response to dance productions
		Dance
		• Aesthetic qualities, elements and principles of dance:
		  - Criteria for assessing dance movements and patterns
			Dance
			• Aesthetic qualities, elements and principles of dance:
			  - culture depiction in dance
				Dance
				• Aesthetic qualities, elements and principles of dance:
				  - form and content in dance
				  - Venues and dance

7.4   TOPIC 4: ARTS TECHNOLOGY

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music • Music technology • Composition of two bar rythms • Playing instruments	**Music** • Music Technology • Ethics in music and the internet	**Music** • Music technology • Ethics in music and the internet	**Music** • Music technology - Tonic Solfa and Staff Notation • Ethics in music and the internet	**Music** • Music technology • Song composition • Performance directions • Ethics in music and the internet
Visual Arts • Visual arts technology • Visual arts software	**Visual Arts** • Visual arts technology • Visual arts software	**Visual Arts** • Technology in visual arts • Visual arts software	**Visual Arts** • Technology in visual arts • Software design packages	**Visual Arts** • Visual arts technology • Corel draw and Adobe suite

Theatre
• Theatre arts production technology
  - sound effects
	Theatre
	• Theatre arts technology
	• Ethics in theatre and the internet
		Theatre
		• Theatre arts technology
		• Ethics in theatre and the internet
			Theatre
			• Design
			  - Sound effects
			  - Visual effects
			  - Lighting effects
			• Ethics in theatre and the internet
				Theatre
				• Design
				  - Sound effects
				  - Visual effects
				• Lighting effects
				Ethics in theatre and the internet

Dance
• Dance technology
• Ethics in dance and the internet
	Dance
	• Dance technology
	• Ethics in dance and the internet
		Dance
		• Dance technology
		  - Sound effects
		  - Visual effects
		  - Lighting
			Dance
			• Dance technology
			  - - musical beats,
			  - lighting,
			  - visual effects
			  set design
				Dance
				• Dance technology in dance:
				  - musical beats,
				  - lighting,
				  - visual effects
				  - set design

7.5   TOPIC 5: ENTERPRISE SKILLS

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music • Careers in music • Tuned and unturned Musical instruments • Performances for paying audience or commissioned work • Business ethics - soft skills - unhu/ubuntu/ vumunhu - Copyright protection • Protection of creative works	**Music** • Careers in music • tuned and un-tuned instruments • Performances for paying audience or commissioned work • Business ethics - soft skills - unhu/ubuntu/ vumunhu - Copyright protection • Marketing	**Music** • Careers in music • Tuned and un-tuned instruments • Performances for paying audience or commissioned work • Business ethics - soft skills - unhu/Ubuntu/ vumunhu - copyright protection • Maketing	**Music** • Careers in music • Construction of musical instruments • Commercial performances or commissioned work • Business ethics - soft skills - unhu/Ubuntu /vumunhu - Copyright protection • Marketing	**Music** • Careers in music • Musical Instruments • Public performances • Business ethics - soft skills - unhu/Ubuntu/ vumunhu - Copyright protection • Marketing
Visual arts • Careers in visual arts • media and tools • Exhibitions and commissioned work • Business ethics - soft skills - unhu/Ubuntu/ vumunhu - - Copyright protection	**Visual arts** • Careers in visual arts • media and tools • Exhibitions and commissioned work • Business ethics - Soft skills - unhu/Ubuntu/ vumunhu - copyright and protection • Marketing	**Visual arts** • Careers in visual arts • media and tools • Exhibitions and commissioned work • Business ethics: - Soft skills - unhu/ubuntu/ vumunhu - Copyright protection • Marketing	**Visual arts** • Careers in visual arts • Zimbabwean media and tools • Exhibitions and commissioned work • Business ethics - soft skills - unhu/Ubuntu/ /vumunhu - Copyright protection • Marketing	**Visual arts** • Visual arts careers • media and tools • Exhibitions and commissioned works of art • Business ethics - Soft skills , Unhu/Ubuntu /vumunhu - Copyright protection • Marketing

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Theatre • Careers in theatre • props and costumes • Performances for paying audience or commissioned work • Business ethics - soft skills - unhu/Ubuntu/ vumunhu • Marketing - copyright protection	**Theatre** • Careers in theatre • Props and costumes • Performances for the paying audience or commissioned work • Business ethics - soft skills - unhu/Ubuntu/ vumunhu - copyright protection - Copyright protection • Marketing	**Theatre** • Careers in theatre • Props and costumes • Commercial performances or commissioned work • Business ethics - Soft skills - unhu/Ubuntu/ vumunhu - copyright protection • Marketing	**Theatre** • Careers in theatre • props and costumes : make-up, • Commercial performances or commissioned work • Business ethics - soft skills - unhu/Ubuntu/ vumunhu - Copyright protection • Marketing	**Theatre** • Careers in theatre • Props and costumes • Commercial performances or commissioned work • Business ethics • Soft skills • unhu/Ubuntu/ vumunhu • Copyright protection • Marketing
Dance • Careers in dance • Instruments and costumes • Performances for paying audience or commissioned work • Business ethics - soft skills • unhu/Ubuntu Marketing - - copyright protection	**Dance** • Careers in dance • Indigenous and contemporary instruments • Costumes and props • Performances for paying audience or commissioned work • Business ethics - soft skills • unhu/Ubuntu/ vumunhu - Copyright protection • Marketing	**Dance** • Careers in dance • Indigenous and contemporary instruments • Costumes and props • Performances for paying audience or commissioned work • Business ethics - soft skills • unhu/Ubuntu/ vumunhu - copyright protection • Marketing	**Dance** - Careers in dance - Indigenous and contemporary instruments - Costumes and props - Performances for paying audience or commissioned work - Business ethics - soft skills • unhu/Ubuntu/ vumunhu - copyright protection - Marketing	**Dance** • Careers in dance • Indigenous and contemporary instruments • Costumes and props • Performances for paying audience or commissioned work • Business ethics - soft skills • unhu/Ubuntu/ vumunhu - copyright protection • Marketing

8   COMPETENCY MATRIX

GRADE 3: HISTORY OF ARTS AND CULTURE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC ● The role of music in pre-colonial, colonial, chimurenga/umvukela and post-colonial Zimbabwe ● Zimbabwean musical instruments	- identify pre-colonial, colonial, chimurenga and post-colonial songs - sing pre-colonial, colonial, chimurenga/umvukela and post-colonial songs	- Pre-colonial songs - Colonial songs - Chimurenga songs - Post-colonial songs - Musical instruments e.g hosho, ngoma, makwa/izikeyi, chigufe	- Identifying pre-colonial, colonial, chimurenga/umvukela and post-colonial songs e.g Chemutengure, Kudhala kwakunganje, Chaminuka ndiMambo - Singing pre-colonial, colonial, chimurenga/umvukela and post-colonial songs - Dancing to pre-colonial, colonial, chimurenga/umvukela and post-colonial songs - Playing musical instruments - Making musical instruments	- CDs with recorded music - Video clips - CD/DVD Player - Magazines - Pre-colonial, colonial, chimurenga and post-colonial songs and texts - hosho, ngoma, makwa/izikeyi, chigufe - internet
VISUAL ARTS ● The role and development of visual arts in pre-colonial, colonial, chimurenga/umvukela and post-colonial Zimbabwe ● Diversity in Zimbabwean tools and media	- identify the role of visual arts in pre-colonial, colonial, chimurenga and post-colonial Zimbabwe - draw and paint artifacts - identify indigeneous tools and media - use indigenous tools and media to create artifacts	- Artifacts such as : Zimbabwe bird/Hungwe, stone sculptures, basketry, rock paintings - Indigenous media and tools such as: charcoal/marasha, soap stone, sticks, adzes/mbezo	- Identifying artifacts in the environment - Drawing and painting artifacts - Naming media and tools - Using indigenous media and tools to create artifacts	- Artifacts such as : Zimbabwe bird/Hungwe, stone sculptures, basketry, rock paintings - Video clips - CD/DVD Player - Magazines - Photographs - Internet - Camera

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TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
THEATRE ● Role and development of theatre in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe ● Zimbabwean story telling	- state the role and development of theatre in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe. - re-tell Zimbabwean indigenous stories	- indigeneous stories such as the hare and the baboon/tsuro, nagudo,nyaminyami - functions of theatre such as dramatic plays focusing on nationhood or Health issues - drama	- stating the role and development of theatre in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe - dramatizing plays focusing on nationhood or Health issues - retelling Zimbabwean stories	- Video clips - CD/DVD Player - Relevant plays - Resource persons - Camera - Internet - Costumes and props - Musical instruments
DANCE ● Development and function of dance in pre-colonial, colonial, chimurenga/umvuk ela and post- colonial Zimbabwe ● Cultural diversity in dance	- list dances, songs and artifacts in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe - identify dances, songs and artifacts of other cultures	- Zimbabwean dances such as mbakumba, jiti, dinhe, amajukwa, amantshomane, kongonya - Cultures such as: Tswana,Zulu, Venda,Sena,Chewa	- Listing different dances, songs and artifacts in pre-colonial, colonial, chimurenga/umvukela and post- colonial Zimbabwe - Stating other cultures and their songs - Dancing to cultural songs - Participating in cultural festivals from district to national level	- Video clips - CD/DVD Player - CDs with recorded music - Resource person - Camera - Internet - Costumes and props - Musical instruments

GRADE 3 THE CREATIVE PROCESS AND PERFORMANCE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC • Vocal and instrumental musical skills • organising and creation of melodies • Playing instruments	• play musical instruments • compose songs or pieces for different occasions. • express themselves creatively through singing short melodies	• Songs of different occasions such as weddings, games, hunting and celebrations • Short melodies • Musical instruments such as marimba, hosho, mbira, chipendani,piano and keyboard	- reading basic note values - composing short melodies - singing songs of different occasions - playing musical instruments - performing actions on game songs	• Video clips • CD/DVD Player • CDs with recorded music • Resource person - Relevant reference books - Musical instruments - Computer - internet
VISUAL ARTS • Application of artistic processes and skills • Art media and tools	- apply the elements and principles of design - produce artifacts	- Elements and principles of design such as: colour, shape, line ,form, harmony and balance - Artifacts such as baskets, mats, stone sculpture, paintings and drawings	- Constructing different artifacts - Producing paints using different media - Decorating artifacts using different media	- Artifacts - Paints, brushes, papers, canvas, sketch books, pencils, rubbers, rulers, chisels,stones - Relevant reference books - Internet - Computers

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
THEATRE ● Development of theatre skills ● Improvisation incorporating 5Ws (Who, What, Where, When and Why)	- create poetic works linked to different occasions - synthesise skills, media, methods and technologies that are appropriate to theatre	- Poems for different occasions such as : praise poetry and celebrations - Elements and technologies appropriate to theatre such as: songs, games, use of slides and stage lights	- Creating poetic works linked to different occasions - Synthesising elements and technologies appropriate to theatre - Acting to various scenes	- Audio visual devices player, - Relevant reference books - Resource person - Resource centre - Internet - Computers
DANCE ● Dance vocabulary ● Choreography ● Performance	- describe the value of music and dance in Zimbabwean culture - design dance sequences /choreography from songs taught in class - dance, mime and perform a variety of traditional and contemporary music linked to Zimbabwean culture	- Value of music and dance in Zimbabwean culture - Dance sequences /choreography from songs taught in class - Dance styles and performance linked to a variety of Zimbabwean traditional and contemporary music such as: Jerusarema, isitshikitsha and clarks	- Describing the values of music and dance in Zimbabwean culture - Designing, dance sequences / choreographing. - Performing to dance styles e.g. Jerusarema, Isitshikitsha and clarks	- Audio visual devices, - Relevant reference books - Resource person and centres - Computer - Internet

GRADE 3 AESTHETIC VALUES AND APPRECIATION

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC • Elements of music • Aesthetic qualities • Playing instruments	• use specific criteria in analysing the quality of a musical piece. • create developmentally appropriate movements to express pitch, tempo, form, and dynamics. • describe how specific musical elements communicate particular movements or moods in music	• Elements of music such as: rhythm, pitch, melody, tempo, form, dynamics and moods	• Listening and analyzing pre-recorded music • Creating movements in response to specific musical sounds • Describing movements carried in different musical pieces • Responding to different movements or moods in music	• Audio visual devices, • Relevant reference books • Resource person • Resource centres • Computers • Musical instruments • Internet

VISUAL ARTS
• Elements and principles of design
• Aesthetic qualities
	• explore ideas for art in a personal sketchbook.
	• mix and apply paints to create tints, shades, and secondary colours
		- elements and principles of design
		  - colour
		  - shape
		  - balance
		  - harmony
		- Ideas for sketching
		- Tints
		- Shades
		• Colour wheel
			- Producing different artworks using elements and principle of design
			- Exploring ideas using media such as: charcoal, and pastels
			- Painting using different paints
			- Mixing primary colours
				- Audio visual devices
				- Relevant reference books
				- Artist
				- Resource person and centres
				- Artifacts
				- Paints, brushes, papers, canvas,sketch books, pencils, rubbers, rulers, chisels,stones
				- Internet
				- Computers

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
THEATRE ● Elements and principles of design ● Aesthetic qualities: - meaning of content in theatre	● apply appropriate criteria or rubrics for evaluating a play - derive meaning from works of theatre play - compare the content or message in two different works of theatre	- Elements of theatre such as story, themes, conflict, suspense and plot - Meaning of drama - Storylines of two theatre works	- Applying appropriate criteria or rubrics for evaluating a play - Evaluating theatre pieces - Comparing theatre pieces	- Audio visual devices, - Resources centres - Relevant reference books - Resource person - Internet - Computers
DANCE ● Elements and principles of dance ● Aesthetic qualities: - meaning of dance	- create and perform complex improvised movement patterns, and dance sequences - improvise and select multiple possibilities to solve a given traditional dance problem - apply choreographic principles and processes to create a dance pattern - create a wide variety of shapes and movements, using different levels in space.	- Dance movement patterns such as ordinary shapes, letter shapes and collage - Movement problems such as four different ways to combine a turn, stretch and jump. - Choreographic principles - Sequencing	- Creating dance patterns - Improvising multiple patterns to a known traditional dance - Choreographing dance patterns - Creating a sequence that has a beginning, middle, and an end. - Naming and refining the parts of the dance sequence	- Audio visual devices - Relevant reference books - Resource person - Resource centres - Computers - Internet

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GRADE 3 ARTS TECHNOLOGY

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC - Music technology - Composition of two bar rhythms - Ethics, music and the internet - Playing instruments	- identify music software used to compose music - store composed music safely using audio visual devices - discuss acceptable and unacceptable music from the internet	• Music softwares such as Finale and Sibelius • Storage of music compositions • Ethics and internet	• Composing music pieces using software • Storage of composed music in computers, CD's, flash disks and other devices • Talking about ethics in music and the internet	• Computer hardware and software • Cameras • Smartphones • Ipads • Musical instruments • Audio visual devices • Projector and screen • Slides • Computer • Internet
VISUAL ARTS • Visual arts technology • Visual arts softwares • Photography • Video and filming • Ethics, visual arts and the internet	• use technology to store their artworks • identify relevant technology to design artworks and graphics • apply available technology to learn filming skills • explain ethics and the use of internet	• Design softwares such as corel draw, • Storage devices such as computers, smartphones, tablets • Filming skills such as camera handling, editing, recording, digital processing • Ethics and the internet	• Designing of artworks and graphics using softwares • Storing artworks using computers, smartphones, tablets • Filming and photographing events and or scenery • Discussing ethics in visual arts and the internet	• Computer hardware and software • Cameras • smartphones • iPads and tablets • Audio visual devices • Projector and screen • Slides • Light • Graphics • Internet • Computers

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TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
THEATRE • Theatre arts production technology - sound effects • ethics in theatre and the internet	• design lighting plans and effects for their performances • use technology to design appropriate sound effects that accompany live performance • apply appropriate technology to design visual effects that accompany live performance • explain ethics and the use of internet	• Lighting plans design such as :spot light, general lighting • Sound effects design such as : natural sounds • Visual effects design such as : shadow puppetry , back drop slides • Ethics and the internet	• Designing lighting plans for their performances • Designing sound effects for their performances • Recording sound effects for their performances • Designing visual effects for their performances • Discussing ethics in theatre and the internet	• Computer hardware and software • Cameras • Smartphones • ipads • Audio visual devices • Projector and screen • Slides • Lights • internet
DANCE • Dance technology • Ethics in dance and the internet	• use appropriate technology to produce rhythmic sounds to accompany dance movements • create dance patterns using different time signatures such as 3 6 9 12 8, 8, 8 8 • apply appropriate technology to design visual effects that accompany dance • identify ethics in dance and the internet	• Musical beats and design such as: 3 6 9 12 8, 8, 8 8 • Visual effects and dance design such as: shadow puppetry , back drop and slides • Ethics and the internet	• using different time signatures such as 3 6 9 12 8, 8, 8 8 • creating dance patterns using different time signatures such as 3 6 9 12 8, 8, 8 8 • Designing visual effects using shadows and lighting • Identifying ethics in dance and the internet	• Computer hardware and software • Cameras • Smartphones • iPads • Audio visual devices • Projector and screen • Slides • Lights • Internet • Computers

ENTERPRISE SKILLS (ENTREPRENURESHIP)

TOPIC	OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	LEARNING ACTIVITIES	RESOURCES

MUSIC
• Careers in music
• Musical instruments
• Performances for paying audience or commissioned work
• Business ethics
  - soft skills
  - *unhu/ubuntu/ Vumunhu*
  - Copyright protection
	• identify different career paths in music
	• construct musical instruments for enterprise
	• compose and perform a musical piece for business functions
	• observe business ethics and soft skills, *unhu/ubuntu/ Vumunhu* and copyright protection
		• Careers in music such as: musicians, promoters, managers and teachers
		• Musical instruments such as: mbira, marimba, ngoma and guitar
		• Music as business
		• Business ethics and soft skills, *unhu/ubuntu/ Vumunhu* and copyright protection
			• Identifying and selecting preferred musical careers
			• Constructing instruments and pricing them
			• Composing a musical piece and pricing it
			• Performing for paying audiences
			• Observing business ethics and soft skills, *unhu/ubuntu/ Vumunhu* and copyright protection
				• Resource person
				• Resources centres
				• Materials to make musical instruments
				• Relevant texts
				• Internet
				• Computers

VISUAL ARTS
• Careers in visual arts
• Media and tools
• Exhibitions and commissioned work
• Business ethics
  - soft skills
  - *unhu/ubuntu/ Vumunhu*
  - copyright protection
	• identify different career paths in visual arts
	• construct various media and tools
	• curate a mini exhibition as business
	• observe demonstration of business ethics, soft skills, *unhu/ubuntu/Vumunhu* and copyright protection
		• Careers in visual arts such as curators, sculptors, painters, illustrators and teachers
		• Media and tools in visual arts as business such as brushes, paints, chisels, pencils, pastels and soapstones
		• Exhibition as business such as : school exhibitions, agricultural shows, gallery exhibitions
		• Business Ethics
			• Identifying and selecting desired careers in visual arts
			• making media, tools and pricing them
			• Curating mini exhibitions at school
			• Pricing exhibited artifacts
			• Observing business ethics and soft skills, *unhu/ubuntu/Vumunhu* and copyright protection
				• Resource person
				• Resource centres
				• Art management tool kit
				• Relevant texts
				• Materials to construct media and tools such as: pigments, brushes
				• Internet
				• Computers

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TOPIC	OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	LEARNING ACTIVITIES	RESOURCES

THEATRE
• Careers in theatre
• Props and costumes
• Performances for paying audience or commissioned work
• Business ethics
  - soft skills
  - *unhu/ubuntu/ Vumunhu*
  - copyright protection
	• identify different careers in theatre arts
	• make an age appropriate theatrical performance for business
	• design and make costumes for business
	• observe business ethics,soft skills, *Unhu/ubuntu/Vumunhu* and copyright protection
		• Careers in theatre arts such as : script writers, actors, editors, directors and production team
		• Theatre arts as business such as financial literacy
		• Design and make costumes as business
		• Business ethics
			• Identifying and selecting preferred careers in theatre arts
			• Making a theatrical production and pricing it
			• Making costumes and pricing them
			• Observing business ethics, soft skills, *unhu/ubuntu/Vumunhu* and copyright protection
				• Resource person
				• Resource centres
				• Art management tool kit
				• Materials to make theatre costumes and props
				• Relevant texts
				• Internet
				• Computer

DANCE
• Careers in dance
• instruments and costumes
• Performances for paying audience or commissioned work
• Business ethics
  - soft skills
  - *unhu/ubuntu/ Vumunhu*
  - copyright protection
	• identify careers in dance
	• construct Zimbabwean costumes for business
	• create dance pieces for business
	• observe business ethics,soft skills, *Unhu/ubuntu/Vumunhu* and copyright protection
		• Careers in dance such as dancers, choreographers, managers, and teachers
		• Zimbabwean costumes and instruments such as: nhembe/amabhetshu
		• Zimbabwe and foreign business dance groups
		• Business ethics
			• identifying careers in dance and selecting preferred careers
			• constructing costumes
			• Making instruments
			• Formulating dance pieces for business
			• Observing business ethics,soft skills, *Unhu/Ubuntu/ Vumunhu* and copyright protection
				• Resource person
				• Resource centres
				• Art management tool kit
				• Materials to make costumes and props
				• Relevant texts
				• Computer
				• internet

GRADE FOUR (4): HISTORY OF ARTS AND CULTURE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC • Relationship between music and historical events. • Music and children's rights and development • Zimbabwean musical instruments	- explain the relationship between music and historical events of the colonial and post-colonial era - compose songs that depict historical events - sing songs that express children's rights - compose songs that express children's rights - play musical instruments	• Pre-colonial era songs • Colonial era songs • Chimurenga era songs • Post-colonial era songs • Music and children's rights • The Zimbabwean Constitution • Musical instruments such as: marimba, -hosho, -mbira, -chipendani, -chigufe, -keyboard, -piano, -guitar	• Explaining the relationship between music and historical events • Composing songs that depict historical events • Listing children's rights • Composing songs that express children's rights • Singing songs on children's rights • Playing musical instruments	- Audio visual devices - Resource persons - Charts with children's rights - Relevant books - Pictures - Internet downloads - Memory stick - Computer - Smartphone
VISUAL ARTS • Development of visual arts in colonial era • Role of art in life - photo gallery, - Zimbabwean architecture. • Visual Arts Heritage in Zimbabwe • Visual arts and the environment.	• trace visual arts development in colonial era • relate visual arts to life • describe the influence of visual arts heritage in Zimbabwe • identify art heritage sites in Zimbabwe • appreciate visual arts in different environments	- Visual arts in the colonial era - Functions of visual arts to life - Art heritage sites in Zimbabwe - Visual arts and the environment	- Identifying visual arts developments in the colonial era - Describing the functions of visual arts to life - Naming heritage sites in Zimbabwe - Visiting different heritage sites - Photographing artifacts and heritage sites	- Sculptures - Paintings - Baskets - Crafts - Textbooks - Magazines - Audio visual devices - Photographs - Pottery - Heritage sites - Cameras

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
			- Debating on the influence of visual arts heritage in Zimbabwe	- Memory stick - Resource person - Internet - Computers - Smartphone

THEATRE
● Story telling: Zimbabwe
● Themes in stories and plays in the past and present
	- identify theatrical or storytelling traditions in Zimbabwean cultures
	- recognize key developments in the creative industry in Zimbabwe
	- identify key themes in stories from pre-colonial, colonial and post-colonial eras
		- Functions of storytelling :
		  - taboos
		  - entertainment
		  - character building
		  - language acquisition
		  - singing skills
		  - voice exploration,
		  - diction,
		  - pace and volume
		● Television programmes and movies from the pre-colonial, colonial and post-colonial period
		● Themes from radio and television drama from the pre-colonial , colonial and post-colonial Zimbabwe
			● Listening to stories
			● Engaging in participatory listening
			● Live reading of Zimbabwean stories
			● Listing key developments in the creative industry such as movies, animation, radio and television broadcasting
			● Singing folk songs
			● Discussing themes in stories from pre-colonial, colonial and post-colonial eras
			●
				- Resource centre
				- Video clips
				- Audio visual devices
				- Resource persons
				- Theatre groups
				- E-learning materials
				- Magazines
				- Indigenous story books
				- Internet
				- Computers
				- Smartphone

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
DANCE • Dances from various cultures in Zimbabwe • Zimbabwean instruments used in dance	• identify past and present dances from various cultures in Zimbabwe • perform different dances from past and present cultures in Zimbabwe • relate dances to Zimbabwean geographical locations • identify the sound of instruments and relate them to dance • identify instruments related to different types of dances in Zimbabwe • play different instruments	• Zimbabwean dances from the past: - Mhande, Isitshikitsha, Muchongoyo, Inquzu, Mbakumba, Hosana, Amabhiza, Zvinyawu • Zimbabwean dances from the present: - Museve, sungura • Non-Zimbabwean dances	- Naming different types of dances - Collecting images of different dancers - Demonstrating different dances from past and present dances - Listening to music that accompany different types of dances - Making instruments - Playing instruments to different types of dances	- Resource centre - Video clips - Audio visual devices - Resource person - Mitumba - Izikeyi/clappers - Magavhu - Hosho/shakers - Hwamanda/horn - Whistles - Computers - Internet

GRADE FOUR (4) THE CREATIVE PROCESS AND PERFORMANCE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC				

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TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

VISUAL ARTS
● Artworks in two dimensional and 3 dimensional forms
 	
● Elements and principles of design
 	
● Creative lettering and pattern making
 	
● Visual arts and the environment
	- modify two dimensional into three dimensional forms
	
	- apply art elements to create different artworks
	
	- apply principles of design to produce artworks
	
	- design patterns using principles and elements of design
	
	- utilise waste materials to produce artworks
		- Two dimensional and three dimensional forms
		
		- Elements and principles of design
		
		- Lettering using art elements and principles of design
		
		- Recycle, reuse and reduce
			- Manipulating different media
			- Mixing secondary colours to produce artworks
			- Decorating artworks using appropriate media
			- Painting various artworks in any form:
			  - Three dimensional
			  - Two dimensional
			- Drawing different patterns using different tools and media
			● Conducting awareness campaigns
			  - Constructing artifacts using waste materials from the local environment
			● Reducing negative impact on the environment
				- Various tools
				- Different types of media
				- Internet
				- Audio visual devices
				- Resource persons
				- Waste materials
				- Relevant reference books
				- Computer
				- Internet

THEATRE
● Story telling
	- demonstrate emotional traits of a story teller through gestures, action, movement, facial expression and body language
	- retell stories from the classroom literature using a variety of tones
		- Characterisation
		
		- Voice variations and emotions:
		  - happy
		  - sad
			- Telling stories to demonstrate emotional traits through gesture, action, movement, facial expressions, and body language.
			- Listening to stories from colleagues
			- Reading stories from classroom prose literature
				- Resource centres
				- Audio visual devices,
				- Relevant reference books
				- Resource person and centres
				- Memory stick
				- Costumes

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
• Improvisation -scriptwriting • Costume and prop designs	- improvise stories from classroom prose literature using a variety of tones - relate improvisation to scriptwriting - create costumes and props relevant to their improvised stories	- sorrowful - joyful - frightened - Scripting - Costume and prop designs	- Discussing stories they have read - Acting the story out - Recording their performances - making costumes and props for different characters	- Props - Computers - Internet - Smartphones
DANCE • Personal experiences in movement • Extended movement phrases • Choreography • Performance	• create a set of dance movement patterns and sequence from personal experiences • convey feelings through shape and posture • master the dance movements and patterns • create a dance movement that has a beginning, middle and end • analyse the process of creating dance patterns and sequences • demonstrate additional partner and group skills	• Dance movements and sequences • Feelings • Dance phrases • Dance patterns and sequences • Group skills such as - Leading - Following - Imitating - Responding	- Identifying personal experiences - Arranging experience into dance patterns and sequences - Expressing feelings through shape, posture and movement - Designing dance phrases that tell a story - Discussing the process of dance creation - Performing dance in groups - Recording dances	- Audio visual devices - Relevant reference books - Resource person - Resource centre - Memory stick - Internet - Computers - Smartphones

GRADE FOUR (4) AESTHETIC VALUES AND APPRECIATION

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC • Elements of music • Analysis of musical works • The stave/staff	• analyse the elements of music • identify the number of beats in a bar for music written in simple time • name the five lines and four spaces in the treble/G Clef using the music alphabet • create melodic lines using the first three notes of the scale • interpret musical pieces • analyse musical works	• Rhythm • Pitch • Melody • The stave/staff • Musical pieces	• Arranging different notes to form rhythms • Naming the five lines and four spaces in the treble/G Clef using the music alphabet • Filling in number of beats to given rhythms • Using tonic solfa notes to create melodies - Listening to music on audio visual devices • Interpreting the meaning of songs on tapes, DVDs and videos • Analyzing musical pieces	• Audio visual devices • Videos and cassette recorders • Relevant reference books • Radio • Computer • Costumes • Keyboard • Resource person • Resource centres • Internet downloads • Memory stick • Charts • Internet • Smartphones

VISUAL ARTS
• Aesthetic qualities
• Elements and principles of design
• Responses to works of art in nature
	• describe aesthetic qualities of different art objects
	• identify the roles of artists in the society
	• recognize elements and principles of design in artworks
	• respond to nature with feelings
		• Aesthetic qualities in different objects
		• Elements and principles of design
		• Nature and artifacts
		  - Derive meaning
		  - Assessment
		  - Appreciation
			- Listing elements and principles of design
			- Gallery walk to view artworks by different artists
			- Observing and commenting art works on display
			- Discussing different artworks
				- Artifacts
				- Relevant reference books
				- Artist
				- Resource person
				- Resource centre
				- Magazines
				- Culture centres
				- Computers
				- Internet
				- smartphones

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
THEATRE • •	• • • •			
DANCE • •	• • • • •			

GRADE FOUR (4) ARTS TECHNOLOGY

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC • Music technology • Ethics, music and the internet • Playing instruments	• write musical symbols using music software • sing musical sounds from music software • record audio and visual songs • play music from the internet • discuss the Do(s) and Don't(s) when downloading and uploading music from the internet	• Music composition - Four bar rhythms • Staff notation rhythms: - Semibreve - Minim - Crotchet - Quaver(s) - Semibreve rest - Minim rest - Crotchet rest • Music software • Music from the internet	• Barring of the unbarred four bar rhythms • Reading four bar rhythms • Writing four bar rhythms • Singing songs downloaded from the internet • Recording audio and visual songs • Formulating four bar rhythms using the internet • Analyzing songs from the internet	• Keyboards • Finale • Sibelius • Smartphones • Marimba • Recorder • Concertina • Audio visual devices • Cassettes • Piano • Computer • Mbira • Internet
VISUAL ARTS • Visual arts technology • visual arts Softwares • Ethics, visual arts and the internet	• identify appropriate technological tools in visual arts • classify visual arts technological tools according to epoc/time • explore with different technological tools in visual arts • use visual arts software to produce different artworks • identify media used in visual arts technology	• Visual art technological tools • Visual arts technological tools and their history - Precolonial - Colonial - Postcolonial • Visual art software • Media and technology in visual arts • Visual arts integration in mass media • Ethics and the internet	• Manipulating pictures using relevant software • Grouping visual technological tools in relation to epoc/time • Making prints • Making some graphic designing • Constructing artworks using different media • Producing different mass media for the school: - Newsletter - Flyers	• Software • Cameras • Computers • Smartphones • Paints • Wire • Strings • Stick • Canvas • Cardbox • Calico • Bond/paper • Manila

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

	• produce artworks using different media
	• integrate visual arts in mass media
	- able to download and upload artworks from the internet
			- Cards
			  - Cartoons
			  - Magazine
			
			• Observing ethics when downloading and uploading artworks from the internet
				• Internet
				• Audio and visual devise stick
				• Resource person
				• Relevant text books

THEATRE
• theatre arts Technology
• Ethics, theatre and the internet
	• Identify recorded sound and visual effects in performances
	• produce recorded sound and visual effects
	• select specific lighting for different scenes in a performance
	• apply recorded sounds, visual and lighting effects to a theatre performance
	• apply the do(s) and don't(s) when using internet
		• sound, visual and lighting technology
		  - Sound effects
		  - visual effects
		  - lighting effects
		• Ethics and the internet
			• Watching performances with visual effects
			• Listening to performances with visual effects
			• Designing sound, lighting and visual effects for live performances
			• Manipulating recorded visual images, sound effects and lighting
			• Discussing the do(s) and don't(s) in theatre when using the internet
				• Computer hardware and software
				• Cameras
				• Smartphones
				• Audio visual devices
				• Projector and screen
				• Slides
				• Lights
				• Touch
				• Lamps
				• Dimmer board
				• Radio
				• Candles
				• Internet

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

DANCE
• Technology in dance
• Ethics, dance and the internet
	• Identify sound, visual and lighting technological tools
	• identify recorded sound and visual effects to accompany dance movements
	• select specific lighting for different dances
	• apply recorded sounds, visual and lighting effects to a dance performance
	• create own equipment for lighting, sound and visual effects
	• discuss ethics in dance using the internet
		• Sound, visual and lighting technology
		  - sound effects
		  - visual effects
		  - lighting effects
		• Ethics and the internet
			• Watching dance performance with visual and sound effects
			• Designing sound and visual effects in live performances
			• Manipulating visual lighting and sound in dance
			• Visiting theatre/studio
			• Designing equipment for lighting, sound and visual effects using locally available resources
			• Explaining ethics in dance using the internet
				• Computer hardware and software
				• Cameras
				• Smartphones
				• Lighting equipment
				• Audio visual devices
				• Projector and screen
				• Slides
				• Internet

GRADE FOUR (4): ENTERPRISE SKILLS

TOPIC	OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	LEARNING ACTIVITIES	RESOURCES

VISUAL ARTS
• Careers in visual arts
• Media and tools
• Exhibitions and commissioned work
• Business ethics
  - soft skills
  - *unhu/ubuntu/ vumunhu*
  - copyright protection
• Marketing
	• classify different career paths in Visual Arts
	• experiment using various indigenous media and tools
	• produce artworks from indigenous media using indigenous tools
	• market artworks from indigenous media and tools
	• showcase artworks
	• apply business ethics
		• Careers in visual arts such as sculptors, painters, curators and illustrators
		• Indigenous media and tools such as reeds, barks, stones, wood, soil, chisel, mbezo/isancele, needle/dungo/ usungulo
		• Exhibition of artworks such as paintings and curving
		• Business ethics
			• Discussing careers in visual arts
			• Manipulating different tools to produce artifacts
			• Exploring with different indigenous media to produce artworks
			• Displaying their artworks
			• Dramitising business ethics
			• Marketing artworks
				• Textbooks
				• Resource persons
				• Artifacts
				• Different tools:
				  - mbezo/isancele
				  - chisel
				  - sisal
				  - feathers
				• Different media
				  - charcoal
				  - fruits
				  - leaves
				  - seeds
				  - logs
				  - barks
				  - soil
				  • Internet
				  • Computers
				  • Smartphone

THEATRE
• Careers in theatre
• Props and costumes
• Performances for paying audience or commissioned work
• Business ethics
  - Soft skills
  - *unhu/ubuntu/ vumunhu*
  - copyright protection
	• identify different careers in theatre arts
	• make an age appropriate theatrical performance for business
	• design costumes and props for business
	• make costumes and props for business
	• observe business ethics, soft skills, *unhu/ubuntu/vumunhu* and copyright protection
		• Careers in theatre arts such as : script writers, actors, editors, directors, production team
		• Theatre arts as business
		• Props and costumes for business
		• Business ethics
		• Marketing
			• Identifying careers in theatre, film/video and electronic media
			• Selecting preferred careers in theatre, film/video and electronic media
			• Making a theatrical production and pricing it
			• Making costumes and pricing them
				• Resource person
				• Resource centres
				• Art management tool kit
				• Materials to make theatre costumes and props
				  - fabric
				  - sewing kit
				  - wool
				  - sacks

TOPIC	OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	LEARNING ACTIVITIES	RESOURCES
• Marketing			• Observing business ethics, soft skills, *unhu/ubuntu/vumunhu* and copyright protection • Marketing productions	• Relevant textbooks • Internet • Computers • Smartphones
DANCE Careers in dance Indigenous and contemporary instruments Costumes and props Performances for paying audience or commissioned work Business ethics - Soft skills - *unhu/ubuntu/vumunhu* - copyright protection	identify careers in dance • construct Zimbabwean costumes and props for business • create dance pieces for business • observe business ethics, soft skills, *unhu/ubuntu/vumunhu* and copyright protection	• Careers in dance such as dancers, choreographers, managers, teachers • Zimbabwean costumes and instruments • Zimbabwean and foreign dances as business • Business ethics	• Selecting preferred careers • Identifying careers in dance • designing costumes • Making instruments • Formulating dance pieces for business • Observing business ethics, soft skills, *unhu/ubuntu/vumunhu* and copyright protection • Marketing finished products • Selling finished products	• Resource person • Resource centres • Art management tool kit • Materials to make costumes and props - fabric - sewing kit - wool - sacks - barks - sisal - fruits - seeds - animal skin • Relevant text books • Internet • Computers • Smartphones

GRADE FIVE (5) HISTORY OF ARTS AND CULTURE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

MUSIC
• Social functions of music from various cultures.
• Gender and music in the community
• Historical development of technology in music
• Child protection and development in music
• Zimbabwean musical instruments
	- identify social functions of music
	- sing songs that are sung during social functions
	- identify gendered nature of folk songs
	- derive meaning of songs sung during different social activities
	- assess gender roles in indigenous music
	- identify how music has used technology in the past and present
	- incorporate children's rights, responsibilities and *unhu/ubuntu/vumunhu* in their improvisation
	• Play musical instruments
		- Social functions of music in events such as:
		  - nhimbe/ilima
		  - weddings
		  - funerals
		  - religious functions
		• Gender and music
		- Use of technology in music in the past and present
		- incorporate children's rights, responsibilities and *unhu/ubuntu/vumunhu* in their improvisation
		• musical instruments such as:
		  - marimba
		  - mbira
		  - chipendani
		  - keyboard
		  - piano
		  - guitar
			• Listing social functions of music
			• Singing songs sung at social functions
			• Critiquing songs for different social activities
			• Listening to songs from different artists
			• Analyzing gender roles in music
			• Recording songs from social functions
			• Tracing the use of technology in music
			• Performing acts incorporating children's, rights, responsibilities and *unhu/ubuntu/vumumhu*
			• Playing music instruments
				- Audio visual storage devices
				- Tape recorder
				- Resource persons
				- Choreographer
				- Smartphones
				- Charts
				- Books
				- Pictures
				- Computer
				- Musical instruments
				- Smartphones

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
VISUAL ARTS				
THEATRE				

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TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Historical development of technology in theatre and film Child protection and development in theatre	- identify how theatre has used technology in the past and present - incorporate children's rights, responsibilities and *unhu/ubuntu/vumunhu* in their improvisation	- Use of technology in theatre in the past and present - Children's rights, responsibilities and *unhu/ubuntu/vumunhu*	- Using designed props, sets and costumes in group performances - Tracing the use of technology in Zimbabwean theatre - Recording performances - Listing folktales - Retelling folktales - Extracting beliefs, customs and traditions from folktales - Performing acts incorporating children's, rights, responsibilities and *unhu/ubuntu/vumumhu*	- Live performances - Relevant books - Charts - Pictures - Costumes - Recorder - Internet - Smartphones

DANCE
Development of cultural dances in Zimbabwe.
 	
Cultural dance preservation
 	
Child protection and development in dance
	identify cultural dances from past and present
	outline dances performed by:
	  - men
	  - women
	  - children
	explain the purpose of the dances
	use music to accompany dances
		Cultural dances where men are the main dancers such as muchongoyo, amabhiza, gule wamkulu and chinyambera
		
		- Women as the main dancers such as chihodha/chimtale, isitshikitsha
			- Discussing cultural dances past and present
			- Examining changes in cultural dances when performed for an audience
			- Demonstrating changes that can be made on cultural dances
			- Distinguishing dances for
			  - men,
			  - women
			  - children
			- Outlining the purpose of dance
				- cultural centres
				- Video clips
				- Audio visual storage devices with recorded music
				- Resource person
				- Props and costumes
				- Live performances
				- Internet
				- Computers
				- Smartphones

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
	• justify why cultural dances change when performed for an audience • suggest ways to preserve cultural dances • incorporate children's rights, responsibilities and *unhu/ubuntu/vumunhu* in their improvisation	- Children as the main dancers such as chokoto, clarks - Combined, such as rhumba, jaka, mbakumba, jerusarema • Children's rights and responsibilities	- Discussing ways of preserving cultural dances - Performing acts incorporating children's, rights, responsibilities and *unhu/ubuntu/vumumhu*	

GRADE FIVE (5) THE CREATIVE PROCESS AND PERFORMANCE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

MUSIC
• Theory of music
  - Major keys of C and G
 	
• Simple and compound time signatures
 	
• Rounds, descants, and songs with ostinato
 	
• Two and three part harmony songs
 	
• Tuned and un-tuned percussion instruments
 	
• Playing musical instruments
	• identify musical symbols in C and G major
	• sing songs written in C and G major
	• write music in C and G major
	• use simple and compound time signatures in composing rhythms
	• sing rounds
	• sing ostinatos
	• improvise descants on known songs
	• play ostinato on percussion instruments
	• sing songs in two and three part harmony
	• play tuned and un-tuned percussion instruments
	• explain musical terms that denote soft and loud, fast and slow music
		• Key C major
		• Key G major
		• Simple and compound time signatures
		• Musical instruments such as piano, keyboard, guitar and recording
		• Rounds
		• Descants
		• Ostinatos
		• Percussion instruments
		• Songs in two and three part harmony
		• Tuned instruments such as mbira, marimba, chipendani/umqangala
		• Un-tuned instruments such as, hosho, tambourine
		• Musical terms:
		  - Dynamic markings
		  - Tempo markings
			- Identifying music written in C and G major
			- Writing songs in C and G major
			- Singing songs written in C and G major
			- Composing rhythms using simple and compound time signatures
			- Singing rounds and ostinatos
			- Composing rounds
			- Improvising descants
			- Playing ostinato on percussion instruments
			- Singing songs in two and three part harmony
			- Playing tuned and un-tuned percussion instruments
			- Discussing the meanings of dynamic and tempo markings
				• Video clips
				• Visual and audio storage devices recorded music
				• Resource persons
				- Relevant reference books
				- Television
				- Computer
				- Smart phones
				- Musical instruments
				- Charts
				- Pictures
				- Computers
				- Internet
				- Smartphones

VISUAL ARTS
• Drawing and painting
  - Observational
	- apply element and principles of design in observational, still life and life drawing	- elements of design such as:
		  - texture
		  - line
			- Discussing elements and principles of design
			- Applying elements and principles of design in
				- Models
				- Paints
				- Reeds
				- Newspaper

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- Life
- Still life
● Three dimensional crafts
 	
● Environment and Visual Arts
	- construct three dimensional crafts using different shades of paints to produce artifacts
	- use a combination of waste materials to produce artifacts
		- colour
		- Principles of design such as:
		  - Balance
		  - Proportion
		- Observational drawing
		- Media and 3 dimensional crafts
		- Shades of paints
		- Environment and visual arts
			drawing, painting, sculpting, moulding, assembling and modeling
			- Visiting the galleries
			
			- Identifying waste materials in the environment
			  - reduce
			  - reuse
			  - recycle
			- Utilizing the environment in a sustainable manner
			- Mixing waste material to produce an artwork
				- Magazines
				- Brushes
				- Waste material
				- Internet
				- Resource person
				- Computers
				- Art portfolios
				- Smartphones

● Improvisation: using universal themes ● Blocking:stage areas ● Scripting ● Character development	- explore complex themes and come up with improvised works - identify stage areas - demonstrate the use of stage areas, levels and positions in dramatisation - develop characters emotionally and physically - collaborate with other players in creating a performance - outline the playmaking process	- Acting skills: characterization - Directing skills : - Blocking ● Scriptwriting skills	- Identifying universal themes - Creating stories from selected themes - Formulating characters for the performance - Role playing different characters - Directing the performance - Recording performances	- Computers - Visual audio storage devices - Relevant reference books - Resource person - Resource centres - Internet - Cultural centres - Smartphone

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

DANCE
x Complex movement sequences
 	
x Movement problems and solutions
x Principles of balance in dance
x Performance
	x identify complex movements
	x create complex sequences of movements with greater focus, force and intent
	x master complex sequence of movements with greater focus, force and intent
	x invent possibilities to solve given movement problems
	x analyse problem solving strategies
	x incorporate dance forms
	x demonstrate principles of opposing weight and force
	x convey feelings and expression through gestures, posture and movement
	x demonstrate group dynamics
		x Movement sequences
		  - force/energy
		  - intent
		  - focus
		x Movement problems solutions
		x Dance principles
		  - weight and energy
		  - balance and counter balance
		x AB and canon dance forms
		x Meaning in dance
		x Group dynamics
		  - leading/following
		  - mirroring
		  - imitating
		  - call and response
		  - echoing
		  - opposing
			- Stating complex movements
			- Designing complex sequence of movements
			- Rehearsing complex sequences of movements
			- Solving movement problems
			- Deducing the strategies used to solve movement problems
			- Integrating dance forms in performances
			- Performing dance movements
			- Expressing feeling through gestures, posture and movement
			- Teaming up to produce a dance performance
				- Visual audio storage devices,
				- Relevant reference books
				- Choreographer
				- Resource person
				- Resource centre
				- Computer
				- Internet

GRADE FIVE (5) AESTHETIC VALUES AND APPRECIATION

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
MUSIC • Elements of music • Analysis of musical works	• analyse the elements of music • identify the number of beats in a bar for music written in simple and compound time signature • place the semi-breve note on the lines and spaces of the stave/staff • create a melodic line using the first five notes of a modulator • sing a short piece in three part harmony • fit in dynamics to a given song • interpret musical pieces • analyse musical works	• Rhythm • Pitch • Melody • Harmony • Dynamic markings • Musical pieces	• Arranging different notes to form rhythms • Placing notes on the stave • Creating short melodic tunes • Harmonizing melodic lines • Fitting in dynamics to music pieces • Interpreting musical pieces • Analysing given musical works	• video • cassette recorders • Visual audio storage devices • Radio • Computer • Smartphones • Keyboard • Modulator • Charts • Musical instruments • Resource persons • Resource centres
VISUAL ARTS • Aesthetic qualities • Evaluation of artifacts	• identify elements and principles of design • apply elements and principles of design in artworks • use appropriate criteria for assessing artworks • evaluate art production according to selected criteria	• Elements and principles of design • Criteria for assessing artworks • Assessment of artifacts	- Painting different objects - Drawing different objects of their own choice - Decorating their own works of art - Assessing artworks according to selected criteria - Visiting places where art is found or exhibited for various purposes	- Artifacts - Resource persons - Relevant reference books - Internet - Resource centre - Storage devices - Computer

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (attitudes, skills and knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
THEATRE ● Aesthetic qualities - Criteria for assessing theatre productions ● elements and principles of design -	● critique the work of actors in theatre, film and video ● assess the work of directors in theatre, film and video ● analyse the work of scriptwriters in theatre, film and video ● describe devices used by actors to convey meaning or intend in commercials ● use the appropriate vocabulary of theatre ● identify the structural elements of a plot (exposition, complication, crisis, climax and resolution)	- Actors work - Directors work - Scriptwriters work - Technical artists work - Devices used in producing commercials - Theatre vocabulary - Elements of the plot	- Appraising the work of actors in theatre, film and video - Evaluating the work of directors in theatre, film and video - Discussing the work of writers in theatre, film and video - Identifying the work of technical artists in theatre, film and video - Naming devices used by actors to convey meaning or intent in commercials - Listing the structural elements of a plot - Applying the appropriate vocabulary used in theatre	- Visual audio storage devices - Relevant reference books - Resource person - Resource centres - Live performances - Internet - Computers - Projectors
DANCE ● Aesthetic qualities - criteria for assessing dance movements and patterns ● elements and principles of dance	● identify appropriate vocabulary for dance criticism ● analyse the quality of dance performance ● solve the problems associated with dancing for an audience ● evaluate the effect of outstanding dancers on the audience	- Dance vocabulary - Quality of dance performance - Dancing for an audience - Outstanding dancers - Dancers and audience	- Selecting appropriate vocabulary for dance criticism - Watching dance performance - Evaluating dance performance - Discussing the problems associated with dancing for an audience - Highlighting the effect of outstanding dancers on the audience	- Visual audio storage devices - Relevant reference books - Choreographer - Resource person - Resource centres - Computers - Internet

GRADE FIVE (5) ARTS TECHNOLOGY

• Music technology
 	
 • Ethics, music and the internet
	- write musical symbols using music software
	 - sing musical sounds from music software
	 - play music from internet
	 - outline the Do(s) and Don't(s) when downloading and uploading music from the internet
		• Music composition
		   - eight bar rhythms in staff notation
		     - using semi breve,
		     - minim,
		     crotchet,
		     - quaver(s),
		     dotted
		     - minim, dotted
		     - semibreve and
		     - dotted crotchet
		 • Music from the internet
			• Barring of unbarred eight bar rhythms
			 • Writing eight bar rhythms
			 • Reading eight bar rhythms
			 • recording audio and visual songs
			 • Singing songs from the internet
			 • Formulating eight bar rhythms using the internet
			 • Discussing the dos and don'ts of the internet
				• Keyboards
				 • Computers
				 • Finale
				 • Sibelius
				 • Smartphones
				 • Marimba
				 • Mbira
				 • Recorder
				 • Concertina
				 • Piano
				 • Audio visual storage devices
				 • Computer
				 • Radio tape recorder
				 • Recording studio
				 • Internet

• Visual arts technology • Visual arts software • Ethics in visual arts and the internet	• explore technological tools used in the past and present • apply different technological tools in visual arts • use visual arts software to produce different artworks • identify different media used in visual technology • produce artworks using different media • explain ethics in visual arts when using internet	• Visual arts technological tools • Visual arts software • Media and technology • Animation • Ethics and the internet	• Photographing using smartphones, computers and cameras • Graphic designing • Constructing artworks using different media • Discussing ethics in visual arts when using the internet	• Computers hardware and software • Cameras • Smartphones • iPad and tablets • Audio and visual devices • Graphics • Corel draw • Internet