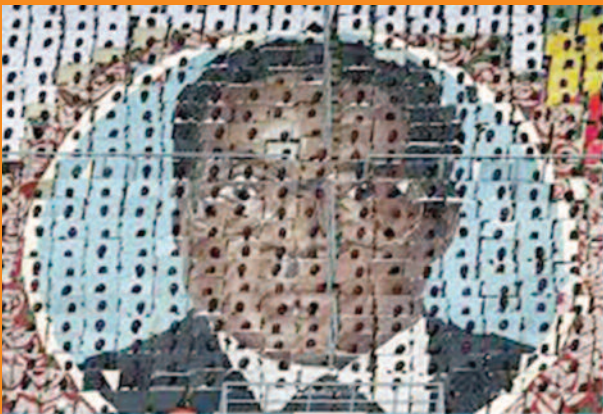




ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION



MASS DISPLAYS

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS

2015-2022

Curriculum Development Unit
P.O. BOX MP133
Mount Pleasant
Harare

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MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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SYLLABUS

2015-2022

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- Ministry of Higher and Tertiary Education, Science and Technology Development
- Belvedere Technical Teachers' College
- Zimbabwe Schools Examination Council (ZIMSEC)
- United Nations Children's Fund (UNICEF) for providing financial support

English Language

1.0 PREAMBLE

1.1 Introduction

This Mass Displays Syllabus is designed for Infant Learners (Early Childhood Development to Grade 2). It provides core study areas for Mass Displays. The syllabus is designed to ensure access to a Mass Displays Curriculum regardless of gender, race, religion, handicap and learners' current level of Mass Displays performance. This syllabus asserts that the learner is mobile.

The syllabus promotes learners' development of psychomotor skills and techniques and ensures that learners develop socially, physically, emotionally and cognitively. It serves as a firm foundation for entry into Junior School Mass Displays studies.

1.2 Rationale

Mass Displays are spectacular artistic performances which display the aesthetic values of sound, artifacts, movement and posture. They promote a sense of beauty, harmony, discipline, leadership, collaboration, teamwork, social integration and tolerance. They are an important vehicle for mass education and communication.

1.3 Summary of Content

The Infant Mass Displays syllabus focuses on the display concepts of gymnastics, dance, music and art with culminations of Mass Displays by learners of the Infant School level.

1.4 Assumptions

The syllabus assumes that learners have abilities to:

- express themselves through movement
- respond to stimuli through dance
- appreciate the performance of Mass Displays
- explore the elements and principles of design
- make use of information communication technology
- engage in cooperative work and self-assessment activities

1.5 Cross Cutting Themes

In order to foster competence development for further studies, life and work, the following cross-cutting priorities have to be taken into consideration in the teaching and learning of Mass Displays:

- Gender
- Children's Rights
- Disaster risk management
- Information Communication Technology (ICT)
- Child Protection
- Heritage
- Collaboration
- Environmental Issues

Mass Displays

2.0 PRESENTATION OF THE SYLLABUS

This Infant School Mass Displays Syllabus is in the form of one document consisting of four main topics namely, Gymnastics, Arena choreography, Music and Art which are further divided into sub-topics. The syllabus caters for learners in the Infant School Level Early Childhood Development to Grade 2.

3.0 AIMS

The syllabus helps learners to:

- 3.1 develop psychomotor skills, team building, confidence and self esteem
- 3.2 develop a collective spirit, based on our norms and values as well as an appreciation of the diverse cultures of the Zimbabwean society
- 3.3 promote good health and safety, appreciate senses of beauty and achievement as provide entertainment at ceremonies.
- 3.4 lay foundations for creativity in learners through talent and skill transfer
- 3.5 communicate information, knowledge and national ideals through the displays

4.0 SYLLABUS OBJECTIVES

By the end of the Infant School level, learners should be able to:

- 4.1. apply knowledge and skills appropriately in a variety of movement related situations
- 4.2 demonstrate the basic concepts of gross and fine motor skills
- 4.3 acquire and appreciate social skills related to the cultural values of a Zimbabwean society
- 4.4 exhibit musical and dance repertoire sourced from indigenous and other cultural sources
- 4.5 observe the conventions of fair play, fun and enjoyment in Mass Displays
- 4.6 apply principles and rules of safety and responsibility related to themselves, others, equipment and facilities acquire and appreciate social skills related to the cultural values of a Zimbabwean society
- 4.7 identify physical activities which illustrate care and optimal health issues
- 4.8 correlate talent and skill in mass displays with those in other study areas in the curriculum
- 4.9 demonstrate the ability to perform basic Mass Displays skills
- 4.10 participate in public performances at different levels

Mass Displays

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The methods suggested below overlap and are mutually supportive but not exhaustive. They all allow and enhance natural exploration processes. Engagement of resource persons is encouraged.

- Discovery including guided discovery
- Problem solving
- Experimentation
- Discussion
- Word games/ puzzles
- Quizzes, poems and rhymes
- Telling and listening to stories
- Song and dance
- Role play, drama and animation
- Simulation and questioning
- Group projects
- Demonstration
- Educational tours
- Command
- Reciprocal
- Practice

5.2 Time Allocation

Early Childhood Development A and B: five 20 minute periods per week
Grades 1 and 2: five 30 minute periods per week

Infants need this time, for it is at this stage that learners develop and acquire most of the basic Mass Displays skills which need to be constantly reinforced.

Mass Displays

6.0 TOPICS

6.1 Gymnastics

- 6.1.1 Locomotion
- 6.1.2 Balances
- 6.1.3 Coordination
- 6.1.4 Formations

6.1 Arena Choreography

- 6.2.1 Movement and Rhythm
- 6.2.2 Choreography

6.1 Music

- 6.3.1 Background and Performing Music

6.1 Art

- 6.4.1 Patterns
- 6.4.2 Colours
- 6.4.3 Shapes



Mass Displays

7.0 SCOPE AND SEQUENCE

7.1 TOPIC 1: GYMNASTICS

| TOPIC | ECD 'A' | ECD 'B' | GRADE 1 | GRADE 2 |
|---------------------|---|--|--|---|
| Locomotion | <ul style="list-style-type: none"> Free movement Instructed free movement for space, speed, direction and with apparatus | <ul style="list-style-type: none"> Movement for space, speed, direction and with apparatus | <ul style="list-style-type: none"> Movement with prescribed basic shapes and formations in response to given tasks and stimuli | <ul style="list-style-type: none"> Linked movements with prescribed shapes and formations in response to given tasks (e.g. martial arts) and stimuli |
| Balances | <ul style="list-style-type: none"> Supported balances Individual balances Balances and weight bearing Balancing and creating shapes and formations | <ul style="list-style-type: none"> Balances, weight bearing and weight transfer Balancing a creating shapes and formations | <ul style="list-style-type: none"> Balance on or with prescribed apparatus Balancing and creating prescribed shapes and formations | <ul style="list-style-type: none"> Balance on prescribed apparatus Balancing and creating different body shapes and formations |
| Coordination | <ul style="list-style-type: none"> Coordination of hand and eye coordination of limbs Show basic concepts of coordination Coordination in relation to stimuli | <ul style="list-style-type: none"> Coordination in relation to balance and weight transfer Coordination in relation to stimuli | <ul style="list-style-type: none"> Coordination with equipment and apparatus in relation to stimuli | <ul style="list-style-type: none"> Coordination in relation to stimuli and change of formations motor skills |
| Formations | <ul style="list-style-type: none"> Basic linear formations in pairs and groups Linear and simple shape formations Formations displays | <ul style="list-style-type: none"> Linear and simple shape formations Formations displays | <ul style="list-style-type: none"> Linear, circular, square and oblique formations Formations displays | <ul style="list-style-type: none"> Linear, circular, square, oblique and chevron formations Formations displays |



Mass Displays

7.2 TOPIC 2: ARENA CHOREOGRAPHY

| TOPIC | ECD 'A' | ECD 'B' | GRADE 1 | GRADE 2 |
|----------------------------|---|--|---|--|
| Movement and rhythm | <ul style="list-style-type: none"> • Movement in different directions • Intermittent time and continuous motion • Movement to cover space, rhythm and direction • Movement and stoppages involving gestures and rhythm • Movement and rhythm display | <ul style="list-style-type: none"> • Movement to cover space, rhythm and direction • Movement and stoppages involving gestures and rhythm with weight qualities • Movement and rhythm display | <ul style="list-style-type: none"> • Movement to cover space, rhythm and direction • Movement and stoppages involving gestures and rhythm with weight and time qualities • Movement and rhythm display | <ul style="list-style-type: none"> • Movement to cover space, rhythm and direction • Movement and stoppages involving gestures and rhythm with weight, time and flexibility qualities • Movement and rhythm display |
| Choreography | <ul style="list-style-type: none"> • Perform a variety of dances and physical activities • Combine at least 2 learnt activities to form choreography • Display the combined activities | <ul style="list-style-type: none"> • Combine at least 3 learnt activities selected from dance and rhythm to form choreography • Display the activities | <ul style="list-style-type: none"> • Combine at least 4 learnt activities selected from dance, rhythm and gymnastic activities to form choreography • Display the combined activities | <ul style="list-style-type: none"> • Combine beat notation, movement patterns and verbal cues from learnt dance, rhythm and gymnastics activities to form choreography • Display the combined activities |

Mass Displays

7.3 TOPIC 3: MUSIC

| TOPIC | ECD 'A' | ECD 'B' | GRADE 1 | GRADE 2 |
|--|--|---|---|---|
| Background and Performing Music | <ul style="list-style-type: none"> Listening, recalling and singing various types of performance music Folk songs Imitation | <ul style="list-style-type: none"> Folk songs Contemporary music Folk songs and contemporary songs for display | <ul style="list-style-type: none"> Folk songs that add an appreciation of Unhu/Ubuntu/Vumunhu Folk and contemporary songs for display | <ul style="list-style-type: none"> Contemporary music and folk songs The meaning of folk songs in indigenous languages Folk and contemporary songs for display |

7.4 TOPIC 4: ART

| TOPIC | ECD 'A' | ECD 'B' | GRADE 1 | GRADE 2 |
|-----------------|---|--|--|---|
| Patterns | <ul style="list-style-type: none"> Basic patterns, free drawing, cutting and pasting | <ul style="list-style-type: none"> Basic patterns, guided drawing, cutting and pasting Single page background Art charts | <ul style="list-style-type: none"> Basic patterns, guided drawing, cutting and pasting Triple page Background Art books | <ul style="list-style-type: none"> Basic patterns, guided or creative drawing, cutting and pasting Five page Background Art books |
| Colours | <ul style="list-style-type: none"> Colour-matching from paper and objects Corporeal (bodily) and object prints using various colours Primary colours in painting | <ul style="list-style-type: none"> Primary and secondary colours in painting | <ul style="list-style-type: none"> National colours in painting National colours as background art | <ul style="list-style-type: none"> National colours in relation to given patterns in painting and used as background art |
| Shapes | <ul style="list-style-type: none"> Shapes inventory Shape-matching by size, colour, texture and shape | <ul style="list-style-type: none"> Shapes drawing and colouring Shape- matching by colour, texture and size | <ul style="list-style-type: none"> Plain shapes collection by colour, texture and size Collection used as background art | <ul style="list-style-type: none"> Shapes drawing, cutting and pasting Collection used as background art |

Mass Displays

8.0 COMPETENCE MATRIX ECD A

8.1 GYMNASTICS

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-------------------|--|--|---|--|
| Locomotion | <ul style="list-style-type: none"> move from point A to point B under given instruction move from point A to point B using apparatus | <ul style="list-style-type: none"> Instructed free movement for space, speed and direction with apparatus movement for space, speed, direction using apparatus | <ul style="list-style-type: none"> Movement in any direction with contrasting qualities eg heavy and light walking, running, jumping, rolling, skipping with or without apparatus travelling on hands and on feet Viewing and practicing locomotion activities drills on videos | <ul style="list-style-type: none"> hula hoops skipping ropes tyres musical drums open-ended drum containers jingles sticks recorded music mats equipment within the ECD play centre age appropriate and safe equipment improvised props ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------|--|---|---|---|
| Balances | <ul style="list-style-type: none"> balance on different points balance on apparatus | <ul style="list-style-type: none"> basic common balances and weight bearing balancing and creating shapes and formations basic common balances, weight bearing | <ul style="list-style-type: none"> balancing on various points such as:- <ul style="list-style-type: none"> One point Two points Three points Four points Five points Six points balancing on fixed points | <ul style="list-style-type: none"> sticks mats equipment within the ECD play centre tyres hula hoops skittles and cones ICT tools |
| Coordination | <ul style="list-style-type: none"> execute easy movements in a sequence perform rhythmic movements perform tasks at varied speeds | <ul style="list-style-type: none"> hand and eye coordination coordination in relation to formations and stimuli auditory coordination to stimuli | <ul style="list-style-type: none"> throwing, aiming and receiving using various equipment and apparatus body bouncing bouncing apparatus marking to music and clapping at the same time practising cross crawls Jumping activities changing over from one balance to the other using jumping jacks, music, folk dances and animal walks Viewing and practicing coordination drills | <ul style="list-style-type: none"> balls ropes hula hoops sticks tins skittles and cones coordination ladder medicine balls age appropriate and safe equipment jumping jacks ICT tools |
| Formations | <ul style="list-style-type: none"> formulate basic formations using various body parts and apparatus | <ul style="list-style-type: none"> basic formations : linear, chevron, triangular , circular, basic formations :linear, circular, square, | <ul style="list-style-type: none"> forming basic formation as outlined in content column | <ul style="list-style-type: none"> cones, ropes lime or whitewash sand mounts sticks marked datum points ICT tools |

Mass Displays

8.2 ARENA CHOREOGRAPHY

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|----------------------------|--|--|---|---|
| Movement and rhythm | <ul style="list-style-type: none"> demonstrate different forms of creative dances using various body parts execute rhythmic movements that showing body awareness in relation to direction and space create movements that lead to exploration and discovery exhibit an appreciation of the diversity in the norms and values of the Zimbabwean society perform routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> movement to cover space, rhythm and direction moving and stopping leading the movement with different parts of the body showing different gestures dancing following prescribed instruction or command individually, in pairs and in groups routines for Mass Displays | <ul style="list-style-type: none"> dancing to instrumental music, drum beats, clapping and vocal sounds moving about prescribed space using small and big, heavy and light steps, fast and slow performing various folkdances with an appreciation to Zimbabwe's diverse societal norms and values performing routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harp and flutes keyboards improvised, safe and age appropriate equipment dance apparatus such as: flowers, balls and cloth ICT tools |
| Choreography | <ul style="list-style-type: none"> perform selected linked patterns and movements obtained from dance and gymnastics depict the aesthetic nature of the Zimbabwean culture and values imbued in <i>Unhu/Ubuntu/Yumunhu</i> | <ul style="list-style-type: none"> combine at least 2 activities selected from dance and play to form choreography combine beat notation, movement patterns and verbal cues from dance, play and gymnastics activities to form choreography | <ul style="list-style-type: none"> combining activities identified from gymnastics, dance, art and music modifying and sequencing of the contemporary and cultural formations | <ul style="list-style-type: none"> percussion instruments such as drums, reed flute, cymbals, shakers, triangles ensembles such as marimba, mbira, harps, flutes and keyboards age appropriate and safe equipment Props such as wooden spears and paper hoes |

Mass Displays

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none"> perform choreography for Mass Displays functions or exhibitions | <ul style="list-style-type: none"> routines for Mass Displays | <ul style="list-style-type: none"> performing and fusing different people's ways of life which depict norms and values in Zimbabwean cultures performing choreography for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> dance apparatus such as: flowers, balls and clothes ICT tools |
|--|---|--|--|--|

8.3 MUSIC

| TOPIC | OBJECTIVES Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|--|---|---|--|--|
| Background and Performing Music | <ul style="list-style-type: none"> perform theme related background music respond to various musical genres related to performed dances and movements enjoy themselves by showing elements of virtuosity perform genres synchronised with audience response provide music for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> folk songs contemporary songs folk songs that add an appreciation to Unhu/Ubuntu/Vumunhu rhythms matching arena choreography | <ul style="list-style-type: none"> singing Zimbabwean liberation war songs playing basic percussion instruments provision of audio sounds reciting the national school pledge Singing songs for cultural chores and festivals. play music for arena choreography | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harps and flutes keyboards age appropriate and safe equipment innovative props such as wooden spears and paper hoes ICT tools |

Mass Displays

8.4 ART

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-----------------|---|---|---|---|
| Patterns | <ul style="list-style-type: none"> draw, cut and paste basic patterns and shapes using different types of paper design and display different charts and book pages collect locally available monumental designs, historical drawings, patterns and artifacts | <ul style="list-style-type: none"> basic patterns, free drawing, cutting and pasting guided drawing, creative drawing, cutting and pasting designs and drawings for background art | <ul style="list-style-type: none"> building collections of designs and objects from cultural centres and localities collecting artifacts depicting patterns found on various species of animals, plants and rocks telling a story using artworks drawn from man-made and natural findings or collections visiting ancient habitats of our forefathers, archives, monuments places of interest and holiday resorts | <ul style="list-style-type: none"> pencils paints brushes paper crayons ribbons water paper glue resource persons local environs age appropriate and safe equipment canvas/cloth background art books ICT tools |
| Colours | <ul style="list-style-type: none"> draw various designs paint different designs and patterns mix various colours for painting | <ul style="list-style-type: none"> Primary colours (red, blue, yellow) | <ul style="list-style-type: none"> Drawing and designs Painting using various colours mixing various colours performing Mass Displays activities using primary colours | <ul style="list-style-type: none"> pencils paints brushes paper paper glue drawing pins crayons water ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------|--|---|--|---|
| Shapes | <ul style="list-style-type: none"> • Identify and match various shapes • Create different shapes | <ul style="list-style-type: none"> • manipulation of common shapes in various sizes and colours • shapes from the local environment | <ul style="list-style-type: none"> • matching size and space • playing games showing shapes such as 'pada', 'tsoro' and 'nhodo' • drawing and colouring shapes • showing innovation and creativity in identifying, drawing, cutting and pasting • building of a collection of different shapes from the local environment | <ul style="list-style-type: none"> • seeds • fruits • balls • poster paints • crayons • kaylites • paper • water • brushes • pebbles • small stones • ICT tools |

Mass Displays

9.0 COMPETENCE MATRIX ECD B

9.1 GYMNASTICS

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-------------------|--|--|---|--|
| Locomotion | <ul style="list-style-type: none"> • move from point A to point B under given instruction • move from point A to point B using apparatus | <ul style="list-style-type: none"> • Instructed free movement for space, speed and direction with apparatus • movement for space, speed, direction using apparatus • movement in prescribed basic shapes and formations | <ul style="list-style-type: none"> • Movement in any direction with contrasting qualities eg heavy and light, fast and slow • walking, running, jumping, rolling, skipping with or without apparatus • travelling on hands and on feet • move apparatus • move on apparatus • roll in different ways • Viewing and practicing locomotion activities drills on videos | <ul style="list-style-type: none"> • hula hoops • skipping ropes • tyres • musical drums • open-ended drum containers • jingles • sticks • recorded music • mats • equipment within the ECD play centre • age appropriate and safe equipment • improvised props • ICT tools |
| Balances | <ul style="list-style-type: none"> • balance on different points • transfer and bear weight • Bear and transfer weight | <ul style="list-style-type: none"> • basic common balances and weight bearing • balancing and creating shapes and formations • basic common balances, weight bearing and weight transfer | <ul style="list-style-type: none"> • balancing on various points such as:- <ul style="list-style-type: none"> ➢ One point ➢ Two points ➢ Three points ➢ Four points ➢ Five points ➢ Six points | <ul style="list-style-type: none"> • sticks • mats • equipment within the ECD play centre • tyres • hula hoops • tins |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------|---|--|--|---|
| | | <ul style="list-style-type: none"> balancing and creating prescribed shapes and formations balancing and creating shapes and formations individual balances | <ul style="list-style-type: none"> transfer and bear weight through balancing on each other, matching balances, linked balances in pairs or groups balancing on fixed points and transfer weight | <ul style="list-style-type: none"> skittles and cones age appropriate and safe equipment ICT tools |
| Coordination | <ul style="list-style-type: none"> execute easy movements in a sequence perform rhythmic movements link weight bearing and weight transfer perform tasks at varied speeds | <ul style="list-style-type: none"> hand and eye coordination coordination in relation to balance and weight transfer coordination in relation to formations and stimuli auditory coordination to stimuli | <ul style="list-style-type: none"> throwing, aiming and receiving using various equipment and apparatus body bouncing marching to music and clapping at the same time practising cross crawls Jumping activities changing over from one balance to the other using jumping jacks, music, folk dances and animal walks Viewing and practicing coordination drills on videos | <ul style="list-style-type: none"> balls ropes hula hoops sticks tins skittles and cones coordination ladder medicine balls age appropriate and safe equipment jumping jacks ICT tools |
| Formations | <ul style="list-style-type: none"> formulate basic formations using various body parts and apparatus | <ul style="list-style-type: none"> basic formations : linear, circular, Formations displays | <ul style="list-style-type: none"> forming basic formation as outlined in content column form various basic formations in groups | <ul style="list-style-type: none"> cones lime or whitewash ropes sand mounts sticks (staff) marked datum points ICT tools |

Mass Displays

9.2 ARENA CHOREOGRAPHY

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|----------------------------|---|--|--|--|
| Movement and rhythm | <ul style="list-style-type: none"> demonstrate different forms of creative dances using various body parts execute rhythmical movements that showing body awareness in relation to direction and space exhibit an appreciation of the diversity in the norms and values of the Zimbabwean society perform routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> movement to cover space, rhythm and direction moving and stopping leading the movement with different parts of the body showing different gestures dancing following prescribed instruction or command individually, in pairs and in groups routines for Mass Displays | <ul style="list-style-type: none"> dancing to instrumental music, drum beats, clapping and vocal sounds moving about prescribed space using small and big, heavy and light steps performing various folkdances with an appreciation to Zimbabwe's diverse societal norms and values performing routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harps and flutes keyboards improvised, safe and age appropriate equipment dance apparatus such as: flowers, balls and cloth ICT tools |
| Choreography | <ul style="list-style-type: none"> perform selected linked patterns and movements obtained from dance and gymnastics depict the aesthetic nature of the Zimbabwean culture and values imbued in Unhu/Ubuntu/Vumunhu perform choreography for Mass Displays functions or exhibitions | <ul style="list-style-type: none"> combine at least 3 activities selected from dance and play to form choreography combine beat notation, movement patterns and verbal cues from dance, play and gymnastics activities to form choreography routines for Mass Displays | <ul style="list-style-type: none"> combining activities identified from gymnastics, dance, art and music modifying and sequencing of the contemporary and cultural formations performing and fusing different people's ways of life which depict norms and values in Zimbabwean cultures performing choreography for Mass Displays at functions and exhibition | <ul style="list-style-type: none"> percussion instruments such as drums, reed flute, cymbals, shakers, triangles ensembles such as marimba, mbira, harps, flutes and keyboards age appropriate and safe equipment Props such as wooden spears and paper hoes dance apparatus such as: flowers, balls and clothes ICT tools |

Mass Displays

9.3 MUSIC

| TOPIC | OBJECTIVES Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------------------|---|--|--|--|
| Background and Performing Music | <ul style="list-style-type: none"> perform theme related background music respond to various musical genres related to performed dances and movements enjoy themselves by showing elements of virtuosity perform genres synchronised with audience response provide music for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> folk songs contemporary songs folk songs that add an appreciation to <i>Unhu/Ubuntu/Vumunhu</i> rhythms matching arena choreography | <ul style="list-style-type: none"> singing Zimbabwean liberation war songs playing basic percussion instruments provision of audio sounds reciting the national school pledge Singing songs for cultural chores and festivals. play music for arena choreography | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harps and flutes keyboards age appropriate and safe equipment innovative props such as wooden spears and paper hoes ICT tools |

Mass Displays

9.4 ART

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-----------------|---|---|---|---|
| Patterns | <ul style="list-style-type: none"> draw, cut and paste basic patterns and shapes using different types of paper design and display different charts and book pages collect locally available monumental designs, historical drawings, patterns and artifacts | <ul style="list-style-type: none"> basic patterns, free drawing, cutting and pasting guided drawing, creative drawing, cutting and pasting designs and drawings for background art single page charts | <ul style="list-style-type: none"> building collections of designs and objects from cultural centres and localities collecting artifacts depicting patterns found on various species of animals, plants and rocks telling a story using artworks drawn from man-made and natural findings or collections visiting ancient habitats of our forefathers, archives, monuments places of interest and holiday resorts building themes for background art | <ul style="list-style-type: none"> pencils paints brushes paper crayons ribbons water paper glue resource persons local environs age appropriate and safe equipment canvas/cloth background art books ICT tools |
| Colours | <ul style="list-style-type: none"> draw various designs paint different designs and patterns mix various colours for painting identify national colours and relate to them | <ul style="list-style-type: none"> Primary colours (red, blue, yellow) Primary and secondary colours (green, orange, purple) Zimbabwean national colours in painting | <ul style="list-style-type: none"> Drawing and designs Painting using various colours mixing various colours performing Mass Displays activities using national colours | <ul style="list-style-type: none"> pencils paints brushes paper paper glue drawing pins crayons water Zimbabwean flag ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------|---|---|--|---|
| Shapes | <ul style="list-style-type: none"> • Identify and match various shapes • Create different shapes • Link shapes to create background art themes | <ul style="list-style-type: none"> • manipulation of common shapes in various sizes and colours • shapes from the local environment | <ul style="list-style-type: none"> • matching shapes by colour, texture and size • playing games showing shapes such as 'pada', 'tsoro' and 'nhodo' • drawing and colouring shapes • showing innovation and creativity in identifying, drawing, cutting and pasting • using shapes in background art • building of a collection of different shapes from the local environment | <ul style="list-style-type: none"> • seeds • fruits • balls • poster paints • crayons • kaylites • paper • water • brushes • pebbles • small stones • ICT tools |

Mass Displays

10.0 COMPETENCE MATRIX GRADE 1

10.1 GYMNASTICS

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|------------|---|---|---|--|
| Locomotion | <ul style="list-style-type: none"> • move from point A to point B under given instruction • move from point A to point B using apparatus • Move from point A to point B in response to stimuli | <ul style="list-style-type: none"> • Instructed free movement for space, speed and direction with apparatus • movement for space, speed, direction using apparatus • movement in prescribed basic shapes and formations in response to given tasks and stimuli • linked movement in prescribed shapes and formations in response to given tasks and stimuli | <p>In response to stimuli:</p> <ul style="list-style-type: none"> • Movement in any direction with contrasting qualities eg heavy and light • walking, running, jumping, rolling, skipping with or without apparatus • travelling on hands and on feet • move apparatus • move on apparatus • roll in different ways • Viewing and practicing locomotion activities drills on videos | <ul style="list-style-type: none"> • hula hoops • skipping ropes • tyres • musical drums • open-ended drum containers • jingles • sticks • recorded music • mats • equipment within the ECD play centre • age appropriate and safe equipment • improvised props • ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-----------------|---|--|--|--|
| Balances | <ul style="list-style-type: none"> • balance on different points • balance on apparatus • transfer and bear weight • Bear and transfer weight | <ul style="list-style-type: none"> • basic common balances and weight bearing • balancing and creating shapes and formations • basic common balances, weight bearing and weight transfer • balance on or with prescribed apparatus • balancing and creating prescribed shapes and formations • balance on prescribed apparatus- moderate motor skills • balancing and creating shapes and formations • individual balances | <ul style="list-style-type: none"> • balancing on various points such as:- <ul style="list-style-type: none"> ➢ One point ➢ Two points ➢ Three points ➢ Four points ➢ Five points ➢ Six points • transfer and bear weight through balancing on each other, matching balances, linked balances in pairs or groups • balancing on fixed points and transfer weight | <ul style="list-style-type: none"> • sticks • mats • equipment within the ECD play centre • tyres • hula hoops • tins • skittles and cones • age appropriate and safe equipment • ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------|---|--|--|---|
| Coordination | <ul style="list-style-type: none"> execute easy movements in a sequence perform rhythmic movements link weight bearing and weight transfer perform tasks at varied speeds | <ul style="list-style-type: none"> hand and eye coordination coordination in relation to balance and weight transfer display skills of coordination with equipment or apparatus coordination in relation to formations and stimuli auditory coordination to stimuli | <ul style="list-style-type: none"> throwing, aiming and receiving using various equipment and apparatus body bouncing bouncing apparatus marching to music and clapping at the same time practising cross crawls Jumping activities changing over from one balance to the other using jumping jacks, music, folk dances and animal walks Viewing and practicing coordination drills on videos | <ul style="list-style-type: none"> balls ropes hula hoops sticks tins skittles and cones coordination ladder medicine balls age appropriate and safe equipment jumping jacks ICT tools |
| Formations | <ul style="list-style-type: none"> formulate basic formations using various body parts and apparatus | <ul style="list-style-type: none"> basic formations: linear, chevron, triangular, circular, and oblique basic formations: linear, circular, square, oblique and column | <ul style="list-style-type: none"> forming basic formation as outlined in content column | <ul style="list-style-type: none"> cones lime or whitewash ropes sand mounts sticks (staff) marked datum points ICT tools |

Mass Displays

10.2 ARENA CHOREOGRAPHY

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|----------------------------|--|---|--|--|
| Movement and rhythm | <ul style="list-style-type: none"> demonstrate different forms of creative dances using various body parts execute rhythmical movements that showing body awareness in relation to direction and space create movements that lead to exploration and discovery exhibit an appreciation of the diversity in the norms and values of the Zimbabwean society perform routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> movement to cover space, rhythm and direction moving and stopping leading the movement with different parts of the body showing different gestures dancing following prescribed instruction or command individually, in pairs and in groups routines for Mass Displays | <ul style="list-style-type: none"> dancing to instrumental music, drum beats, clapping and vocal sounds moving about prescribed space using small and big, heavy and light steps performing various folkdances with an appreciation to Zimbabwe's diverse societal norms and values performing routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harps and flutes keyboards improvised, safe and age appropriate equipment dance apparatus such as: flowers, balls and cloth ICT tools |

Mass Displays

| | | | | |
|----------------------------|---|--|--|--|
| <p>Choreography</p> | <ul style="list-style-type: none"> perform selected linked patterns and movements obtained from dance and gymnastics depict the aesthetic nature of the Zimbabwean culture and values imbedded in <i>Unhu/Ubuntu/Vumunhu</i> perform choreography for Mass Displays functions or exhibitions | <ul style="list-style-type: none"> combine at least 3 activities selected from dance and play to form choreography combine at least 4 activities selected from dance, play and gymnastics to form choreography routines for Mass Displays | <ul style="list-style-type: none"> combining activities identified from gymnastics, dance, art and music modifying and sequencing of the contemporary and cultural formations performing and fusing different people's ways of life which depict norms and values in Zimbabwean cultures performing choreography for Mass Displays at functions and exhibition | <ul style="list-style-type: none"> percussion instruments such as drums, reed flute, cymbals, shakers, triangles ensembles such as marimba, mbira, harps, flutes and keyboards age appropriate and safe equipment Props such as wooden spears and paper hoes dance apparatus such as: flowers, balls and clothes ICT tools |
|----------------------------|---|--|--|--|

Mass Displays

10.3 MUSIC

| TOPIC | OBJECTIVES Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|--|---|---|---|--|
| Background and Performing Music | <ul style="list-style-type: none"> perform theme related background music respond to various musical genres related to performed dances and movements provide music for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> folk songs contemporary songs folk songs that add an appreciation to <i>Uhu/Ubuntu/Vumunhu</i> rhythms matching arena choreography | <ul style="list-style-type: none"> singing Zimbabwean liberation war songs playing basic percussion instruments provision of audio sounds reciting the national school pledge Singing arena choreography songs for cultural chores and festivals | <ul style="list-style-type: none"> drums percussion instruments marimba mbira age appropriate and safe equipment innovative props ICT tools |

Mass Displays

10.4 ART

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-----------------|---|--|---|---|
| Patterns | <ul style="list-style-type: none"> draw, cut and paste basic patterns and shapes using different types of paper design and display different charts and book pages collect locally available monumental designs, historical drawings, patterns and artifacts | <ul style="list-style-type: none"> basic patterns, free drawing, cutting and pasting guided drawing, creative drawing, cutting and pasting designs and drawings for background art single page charts 3 page background art books | <ul style="list-style-type: none"> building collections of designs and objects from cultural centres and localities collecting artifacts depicting patterns found on various species of animals, plants and rocks telling a story using artworks drawn from man-made and natural findings or collections visiting ancient habitats of our forefathers, archives, monuments places of interest and holiday resorts building themes for background art | <ul style="list-style-type: none"> pencils paints brushes paper crayons ribbons water paper glue resource persons local environs age appropriate and safe equipment canvas/cloth background art books ICT tools |
| Colours | <ul style="list-style-type: none"> draw various designs paint different designs and patterns mix various colours for painting identify national colours and relate to them | <ul style="list-style-type: none"> Primary colours (red, blue, yellow) Primary and secondary colours (green, orange, purple) Zimbabwean national colours in painting | <ul style="list-style-type: none"> Drawing and designs Painting using various colours mixing various colours performing Mass Displays activities using national colours | <ul style="list-style-type: none"> pencils paints brushes paper paper glue drawing pins crayons water Zimbabwean flag age appropriate and safe equipment ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------|---|---|--|---|
| Shapes | <ul style="list-style-type: none"> • Identify and match various shapes • Create different shapes • Link shapes to create background art themes | <ul style="list-style-type: none"> • manipulation of common shapes in various sizes and colours • shapes from the local environment | <ul style="list-style-type: none"> • matching size and space • playing games showing shapes such as 'pada', 'tsoro' and 'nhodo' • drawing and colouring shapes • showing innovation and creativity in identifying, drawing, cutting and pasting • using shapes in background art • building of a collection of different shapes from the local environment | <ul style="list-style-type: none"> • seeds • fruits • balls • poster paints • crayons • kaylites • paper • water • brushes • pebbles • small stones • ICT tools |

11.0 COMPETENCE MATRIX GRADE 2

11.1 GYMNASTICS

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|------------|---|---|--|--|
| Locomotion | <ul style="list-style-type: none"> • move from point A to point B under given instruction • move from point A to point B using apparatus • Move from point A to point B in response to stimuli | <ul style="list-style-type: none"> • Instructed free movement for space, speed and direction with apparatus • movement for space, speed, direction using apparatus • movement in prescribed basic shapes and formations in response to given tasks and stimuli • linked movement in prescribed shapes and formations in response to given tasks (e.g. martial arts) and stimuli | <p>In response to stimuli:</p> <ul style="list-style-type: none"> • Movement in any direction with contrasting qualities eg heavy and light • walking, running, jumping, rolling, skipping with or without apparatus • travelling on hands and on feet • move apparatus • move on apparatus • roll in different ways • Viewing and practicing locomotion activities • drills on videos | <ul style="list-style-type: none"> • hula hoops • skipping ropes • tyres • musical drums • open-ended drum containers • jingles • sticks • recorded music • mats • equipment within the ECD play centre • age appropriate and safe equipment • improvised props • ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-----------------|---|--|--|--|
| Balances | <ul style="list-style-type: none"> • balance on different points • balance on apparatus • transfer and bear weight • Bear and transfer weight | <ul style="list-style-type: none"> • basic common balances and weight bearing • balancing and creating shapes and formations • basic common balances, weight bearing and weight transfer • balance on or with prescribed apparatus • balancing and creating prescribed shapes and formations • balance on prescribed apparatus- moderate motor skills • balancing and creating shapes and formations • individual balances | <ul style="list-style-type: none"> • balancing on various points such as:- <ul style="list-style-type: none"> ➢ One point ➢ Two points ➢ Three points ➢ Four points ➢ Five points ➢ Six points • transfer and bear weight through balancing on each other, matching balances, linked balances in pairs or groups • balancing on fixed points and transfer weight | <ul style="list-style-type: none"> • sticks • mats • equipment within the ECD play centre • tyres • hula hoops • tins • skittles and cones • age appropriate and safe equipment • ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------|---|--|---|---|
| Coordination | <ul style="list-style-type: none"> execute easy movements in a sequence perform rhythmic movements link weight bearing and weight transfer perform tasks at varied speeds | <ul style="list-style-type: none"> hand and eye coordination coordination in relation to balance and weight transfer display skills of coordination with equipment or apparatus coordination in relation to formations and stimuli auditory coordination to stimuli | <ul style="list-style-type: none"> throwing, aiming and receiving using various equipment and apparatus body bouncing bouncing apparatus marking to music and clapping at the same time practising cross crawls Jumping activities changing over from one balance to the other using jumping jacks, music, folk dances and animal walks Viewing and practicing coordination drills on videos | <ul style="list-style-type: none"> balls ropes hula hoops sticks tins skittles and cones coordination ladder medicine balls age appropriate and safe equipment jumping jacks ICT tools |
| Formations | <ul style="list-style-type: none"> formulate basic formations using various body parts and apparatus | <ul style="list-style-type: none"> basic formations : linear, chevron, triangular, circular, and oblique basic formations :linear, circular, square, oblique and column | <ul style="list-style-type: none"> forming basic formation as outlined in content column | <ul style="list-style-type: none"> cones lime or whitewash ropes sand mounts sticks (staff) marked datum points ICT tools |

Mass Displays

11.2 ARENA CHOREOGRAPHY

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------|--|---|--|--|
| Movement and rhythm | <ul style="list-style-type: none"> demonstrate different forms of creative dances using various body parts execute rhythmical movements that showing body awareness in relation to direction and space create movements that lead to exploration and discovery exhibit an appreciation of the diversity in the norms and values of the Zimbabwean society perform routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> movement to cover space, rhythm and direction moving and stopping leading the movement with different parts of the body showing different gestures dancing following prescribed instruction or command individually, in pairs and in groups routines for Mass Displays | <ul style="list-style-type: none"> dancing to instrumental music, drum beats, clapping and vocal sounds moving about prescribed space using small and big, heavy and light steps performing various folkdances with an appreciation to Zimbabwe's diverse societal norms and values performing routines for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harps and flutes keyboards improvised, safe and age appropriate equipment dance apparatus such as: flowers, balls and cloth ICT tools |

Mass Displays

| TOPIC | OBJECTIVES Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------------|---|--|--|--|
| Choreography | <ul style="list-style-type: none"> perform selected linked patterns and movements obtained from dance and gymnastics depict the aesthetic nature of the Zimbabwean culture and values imbedded in <i>Unhu/Ubuntu/Vumunhu</i> perform choreography for Mass Displays functions or exhibitions | <ul style="list-style-type: none"> combine at least 3 activities selected from dance and play to form choreography combine at least 4 activities selected from dance, play and gymnastics to form choreography combine beat notation, movement patterns and verbal cues from dance, play and gymnastics activities to form choreography routines for Mass Displays | <ul style="list-style-type: none"> combining activities identified from gymnastics, dance, art and music modifying and sequencing of the contemporary and cultural formations performing and fusing different people's ways of life which depict norms and values in Zimbabwean cultures performing choreography for Mass Displays at functions and exhibition | <ul style="list-style-type: none"> percussion instruments such as drums, reed flute, cymbals, shakers, triangles ensembles such as marimba, mbira, harps, flutes and keyboards age appropriate and safe equipment Props such as wooden spears and paper hoes dance apparatus such as: flowers, balls and clothes ICT tools |

Mass Displays

11.3 MUSIC

| TOPIC | OBJECTIVES Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|--|---|--|--|---|
| Background and Performing Music | <ul style="list-style-type: none"> perform theme related background music respond to various musical genres related to performed dances and movements enjoy themselves by showing elements of virtuosity perform genres synchronised with audience response provide music for Mass Displays at functions and exhibitions | <ul style="list-style-type: none"> folk songs contemporary songs folk songs that add an appreciation to <i>Unhu/Ubuntu/Vumunhu</i> rhythms matching arena choreography | <ul style="list-style-type: none"> singing Zimbabwean liberation war songs playing basic percussion instruments provision of audio sounds reciting the national school pledge Singing songs for cultural chores and festivals. play music for arena choreography | <ul style="list-style-type: none"> drums percussion instruments marimba mbira harp and flutes keyboards age appropriate and safe equipment innovative props such as wooden spears and paper hoes ICT tools |

Mass Displays

11.4 ART

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|-----------------|---|--|---|---|
| Patterns | <ul style="list-style-type: none"> draw, cut and paste basic patterns and shapes using different types of paper design and display different charts and book pages collect locally available monumental designs, historical drawings, patterns and artifacts | <ul style="list-style-type: none"> basic patterns, free drawing, cutting and pasting guided drawing, creative drawing, cutting and pasting designs and drawings for background art single page charts 3 page background art books 5 page background art books | <ul style="list-style-type: none"> building collections of designs and objects from cultural centres and localities collecting artifacts depicting patterns found on various species of animals, plants and rocks telling a story using artworks drawn from man-made and natural findings or collections visiting ancient habitats of our forefathers, archives, monuments places of interest and holiday resorts building themes for background art | <ul style="list-style-type: none"> pencils paints brushes paper crayons ribbons water paper glue resource persons local environs age appropriate and safe equipment canvas/cloth background art books ICT tools |
| Colours | <ul style="list-style-type: none"> draw various designs paint different designs and patterns mix various colours for painting identify national colours and relate to them | <ul style="list-style-type: none"> Primary colours (red, blue, yellow) Primary and secondary colours (green, orange, purple) Zimbabwean national colours in painting | <ul style="list-style-type: none"> Drawing and designs Painting using various colours mixing various colours performing Mass Displays activities using national colours | <ul style="list-style-type: none"> pencils paints brushes paper paper glue drawing pins crayons water Zimbabwean flag ICT tools |

Mass Displays

| TOPIC | OBJECTIVES: Learners should be able to: | CONTENT | SUGGESTED ACTIVITIES | SUGGESTED RESOURCE MATERIALS |
|---------------|---|---|---|---|
| Shapes | <ul style="list-style-type: none"> • Identify and match various shapes • Create different shapes • Link shapes to create background art themes | <ul style="list-style-type: none"> • manipulation of common shapes in various sizes and colours • shapes from the local environment | <ul style="list-style-type: none"> • matching size and space • playing games showing shapes such as 'pada', 'tsoro', and 'nhodo' • drawing and colouring shapes • showing innovation and creativity in identifying, drawing, cutting and pasting • using shapes in background art • building of a collection of different shapes from the local environment | <ul style="list-style-type: none"> • seeds • fruits • balls • poster paints • crayons • kaylites • paper • water • brushes • pebbles • small stones • ICT tools |

Mass Displays

12.0 ASSESSMENT

This syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in continuous assessments to enable candidates with special needs to access assessments.

12.1 Assessment Objectives

By the end of the Infant School level, learners are expected to:-

- use body parts to perform gymnastics gestures
- balance and create different body shapes
- dance to different kinds of music
- singing folk songs and perform folk dances
- move and stop rhythmically in dance taking directions to cover space
- design, draw, colour and cut out shapes
- write, paint, cut and paste letters
- perform gestures in formations
- perform gestures with or without apparatus and in formations
- display gymnastics gestures individually and in groups for displays
- combine dance routines in response to stimuli for display purposes
- arrange letters into meaning for displays

12.2 Scheme of Assessment (100%)

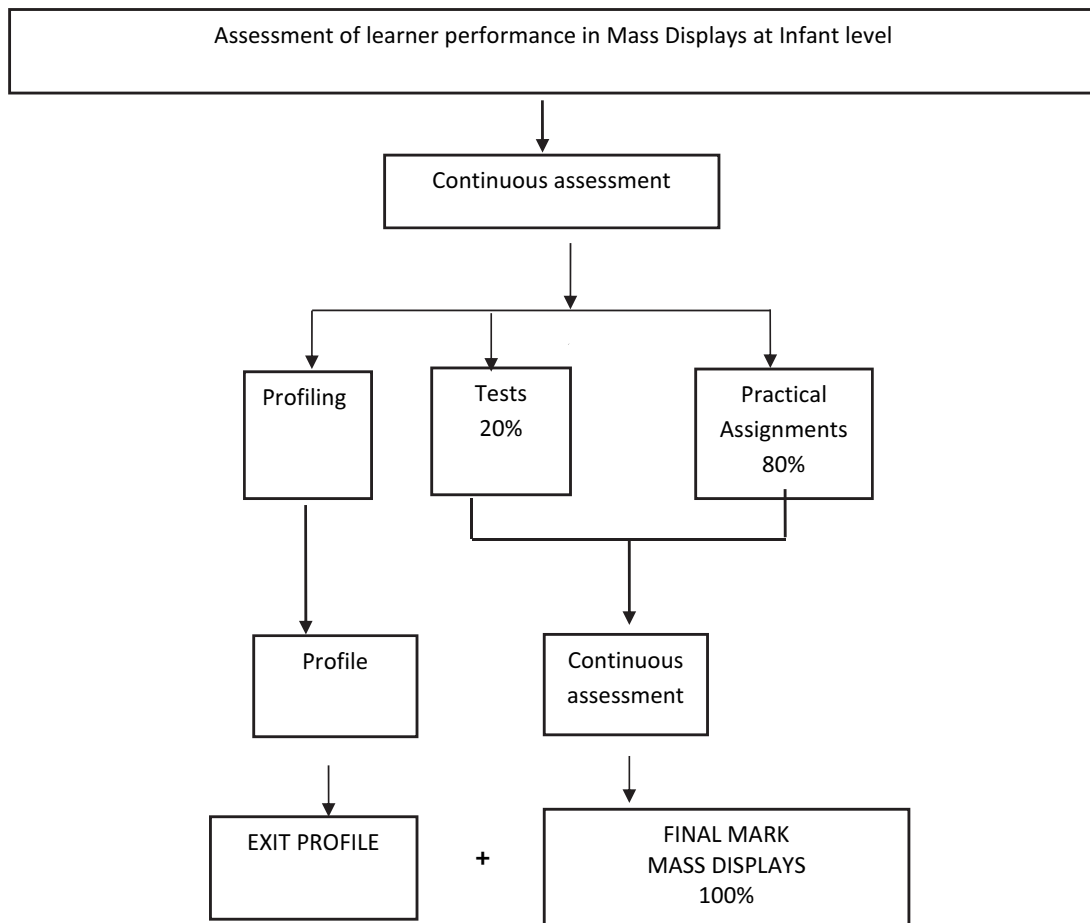
- The assessment will be continuous, mainly formative in nature and based on achieving the learning outcomes for each topic and grade level. Learner profiling must inform where the learner has made progress and areas for future development in relation to the objectives.
- Profiling and practical assignments are administered to learners from ECD through to Grade 2, while tests start at Grade 1. Tests and assignments are designed by the class teacher. Assessment instruments like check lists and observation schedules must go through national standardization.
- The Learner Profile Record must state the learner's entry abilities and potential at every level in addition to concepts, skills and knowledge the child has acquired or developed.

NB: Assessment through practical assignments and tests may not contribute to the final mark. Profiling should continue through to Grade 7.

For further details of assessment for Infant School level Mass Displays, refer to the Physical Education, Sport and Mass Displays Assessment Procedure booklet.

Mass Displays

Model of Assessment



12.3 Specification Grid

In this learning area, there is only formative assessment for the Infant School cycle. Learners will be assessed through continuous assessment. Progress made by the learner will be profiled weekly in the individual learner profile record.



