ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

VISUAL AND PERFORMING ARTS

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2)

SYLLABUS

2015-2022

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

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education would like to acknowledge:

- 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)

- UNICEF –United Nations Children's Fund

- UNESCO-United Nations Educational, Scientific and Cultural Organisation

- Publishers

Visual and Performing Arts

1.0   PREAMBLE

1.1   Introduction

The Visual and Performing Arts is a learning area that seeks to develop the skills of creativity, performance and originality. It involves music, dance, theatre and visual arts which leads to entrepreneurship. The syllabus is for Infant level and intends to help learners gain understanding and appreciation of visual and performing arts. It places visual and performing arts in its socio-economic, political and cultural context in order to help learners understand and appreciate their culture and society.The syllabus follows a developmental approach that leads learners to grow into a mature relationship with Music, Dance, Theatre and Art through primary education.

1.2   Rationale

Zimbabwe is endowed with cultural diversity and therefore it is imperative for learners to acquire visual and performing art skills and competencies as these are essential for national and self-identity , entertainment, employment creation, problem solving, critical thinking, creativity and self-discipline. Visual and Preforming Art embraces inclusivity as leaner are encouraged to appreciate their uniqueness and their products.

1.3   Summary of Content

The Infant School Visual and Performing Arts syllabus covers theory and practical activities in areas such as: sculpture: history of arts and culture creative process and performance aesthetic values and appreciate art technology and enterprise skills. This enables learners to be exposed to a wide diversity of visual and performing arts programmes that develop excellence, originality, confidence, self- identity, ability to communicate and identification of talents.

1.4   Assumptions

The syllabus assumes that learners have innate abilities to:

- use their voices, gestures and sign language 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
- manipulate available resources in the environment

1.5   Cross Cutting Themes

The Visual and Performing 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

Visual and Performing Arts

2.0   PRESENTATION OF THE SYLLABUS

The syllabus is presented as a single document catering for Infant level of primary education.

3.0   AIMS

The syllabus aims to enable learners to:

3.1   become literate in visual and performing arts

3.2   Appreciate Zimbabwean history from pre-colonial, colonial and chimurenga/umvukela eras

3.3   value confidence, self-esteem and self-expression and practice skills necessary for creative expression

3.4   incorporate the use of technology in visual and performing arts

3.5   develop psycho-motor skills through visual and performing arts

3.6   value copyright in Visual and Arts performing Arts.

4.0   SYLLABUS OBJECTIVES

By the end of the infant cycle, learners should be able to:

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

4.2.   attain creative skills that progress towards literacy in dance, theatre, visual art and music

4.3.   express ideas and feelings through music, dance, theatre and visual arts

4.4.   acquire basic enterprise skills in music, dance, theatre and visual art

4.5.   solve problems creatively through imaginative thinking

4.6.   develop natural abilities and potential to acquire techniques in visual and performing arts

4.7.   Protect own and other people's work

4.8.   familiarise with characteristics of theme-based works of Zimbabwean dance, music, theatre, and visual art based on the themes of family, community and school from various historical periods

4.9.   recognise works of dance, music, theatre, and visual art as a reflection of societal values and beliefs of Unhu/Ubuntu/ Vumunhu in the past and present

4.10.   determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history

4.11.   recognise the significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout Zimbabwean history

4.12.   evaluate the impact of technology and innovation in music, theatre, dance and visual art

Visual and Performing Arts

5.0   METHODOLOGY AND TIME ALLOCATION

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

5.1   Methodology

a)   Animation

b)   Notation

c)   Song and dance

d)   Story telling

e)   Group work

f)   Games

g)   Integrated learnig

h)   Simulation

i)   Resource method

j)   Educational tour

k)   Gallery walk

l)   Discussion

m)   Survey method

n)   Problem solving

o)   Experimentation

p)   Research

q)   Poems and Rhymes

5.2   Time Allocation

The suggested time allocation to cover the content adequately is as follows:

Level	Time
Toddlers	3 lessons x 5 minutes per week
ECD A & B	4 lessons x 20 minutes per week
Grade 1 & 2	8 lessons x 30 minutes per week

6.0   SYLLABUS TOPICS

6.1.   History and culture

6.2.   The creative processes and performance

6.3.   Aesthetic values and appreciation

6.4.   Arts technology

6.5.   Enterprise skills

Visual and Performing Arts

7.0   SCOPE AND SEQUENCE

TOPIC 1:   HISTORY AND CULTURE

ECD (0-3 years)	ECD A	ECD B	GRADE 1	GRADE 2
Music • Musical instruments and sounds in the home • Music in everyday life experiences • Movement in response to folk songs	**Music** • The role of music, musicians and composers, in the past and present cultures • Musical instrument in my Environment • Songs and games in my home	**Music** • The role of music, musicians and composers, in the past and present cultures • Cultural diversity as it relates to music, musicians and composers • Movements in response to various musical instruments of different genres and periods • Songs and games in my school	**Music** • The role of music, musicians and composers, in past and present cultures • Music and celebrations within Zimbabwe in the past and present • Movements in response to various musical instruments of different genres, periods and styles • Songs and games in other cultures in my society	**Music** • The role of music, musicians and composers, in past and present cultures in daily and special events • Movements in response to various musical instruments of different genres, periods and styles • Songs and games in my country
Visual Arts • Visual arts in the home: - Eye movement to familiar colours and images - Touching and feeling embossed material	**Visual Arts** • Visual arts in my home and my culture • The role of visual arts and artists in my family • Different types of visual arts in the past and present • Safety and visual arts materials	**Visual arts** • Visual arts in my school environment and my culture • The role of visual arts and artists in my school • Diversity in visual arts and artists • Visual arts materials in the local environment	**Visual arts** • The role of visual arts and artists in my community • Works of art from a variety of places and times • Visual arts materials from different cultures	**Visual arts** • The role of visual arts and artists in my country • Functions of visual arts in daily life • Visual arts objects and materials from different cultures

Visual and Performing Arts

ECD (0-3 years)	ECD A	ECD B	GRADE 1	GRADE 2
Theatre • Mobiles • Animation and puppetry in my home	**Theatre** • The role of theatre, animation and puppetry in my home and my culture • Characterisation: -Different family members and their roles • Family stories	**Theatre** • The role of theatre, animation and puppetry in my school and my culture • Characterisation: Different school members and their roles • School stories	**Theatre** • The role of theatre, animation and puppetry in my community and my culture • Characterisation: Different community members and their roles • Community stories	**Theatre** • The role of theatre, animation and puppetry in my country and my culture • Characterisation: Different national leaders and their roles • National stories • Roles and responsibilities of actors and audiences
Dance • Movement in response to folk songs • Movement to sounds in everyday life experiences	**Dance** • The role of dances and dancers in my home and culture • Dance games	**Dance** • The role of dances and dancers in my school and culture • Folk dance and costumes	**Dance** • The role of dances and dancers in my community and culture • Dance styles, costumes and music	**Dance** • The role of dances and dancers in my country and culture • Social and cultural dances

SCOPE AND SEQUENCE CHART

TOPIC 2:   CREATIVE PROCESSES AND PERFORMANCE

ECD (0-3 years)	ECD A	ECD B	GRADE 1	GRADE 2
Music Body percussion	**Music** • Pitch identification • Body percussion to accompany short melodies • Improvisation of melodies • Oral reading of basic note values	**Music** • Pitch identification • Body percussion to accompany short melodies • Arrangement, and improvisation of melodies • Voice accompaniments • Oral reading of basic note values	**Music** • Pitch identification in short melodies • Percussion instruments in short melodies • Composition, arrangement, and improvisation of songs • Oral reading of basic note values	**Music** • Pitch identification in songs • Percussion instruments in short melodies and songs • Composition, arrangement, and improvisation of melodies • Oral reading of basic note values
Visual Arts Visual arts in the home	**Visual Arts** • Modelling and moulding • Painting in the home • Drawing family members • Sorting and Matching colours	**Visual Arts** • Modelling and moulding • Weaving and decorating • Drawing members in the school • Painting in the school • Sorting and matching primary colours	**Visual Arts** • Two dimensional media and pattern • Application of elements of design • Primary and secondary colours • Picture collage	**Visual Arts** • Three dimensional media • Elements and principles of design • Drawing and painting • Crafting objects

Visual and Performing Arts

ECD (0-3 years)	ECD A	ECD B	GRADE 1	GRADE 2
Theatre • Animated faces • Children's play *Amadlwane/Mahumbwe*	**Theatre** • Call and response games • Children's play *Amadlwane/Mahumbwe* • Tableau/still pictures - myself and my family	**Theatre** • Movement and rhythm – theatre games • Story telling • Pantomime • Tableau/still pictures –my friends • Costumes and props	**Theatre** • Theatre games – trust building games • Improvisation of appropriate age stories • Pantomime • Tableau/Still Pictures – community members • Costumes and props • Picture book reading	**Theatre** • Theatre games – cooperation skills and concentration • Story outline • Tableau/still pictures – National Leaders • Costume and prop creation • Improvisation of stories from picture books
Dance • Body percussion	**Dance** • Movement – daily tasks and activities • Visual and sound stimuli • Music and rhythms	**Dance** • Movement and emotions – movement patterns • Responding to a variety of stimuli • Responding to different types of music, rhythm and sound	**Dance** • Movement problems • Movement, music, pictures and rhymes • Movement sequence, patterns and shapes • Movement and emotions	**Dance** • Movement patterns and sequence • Movement problems • Shapes and movement – fast and slow tempo • Dance phases • Group dynamics in dance

SCOPE AND SEQUENCE CHART

TOPIC 3:   AESTHETICS VALUES AND APPRECIATION

ECD (0 – 3 yrs)	ECD A	ECD B	GRADE 1	GRADE 2
Music • Music and movement	**Music** • Music and movement	**Music** • Music and movement • Songs for different purposes	**Music** • Music and guided movements • Ideas and moods through music	**Music** • Elements of music in movement • Music and musicians - ideas and moods from recorded music
Visual Arts • Artworks in the home	**Visual Arts** • Artworks in my environment • Elements of design • Meaning of artworks within the home	**Visual Arts** • Artworks vocabulary • Elements of design • Meaning of artworks within the school	**Visual Arts** • Artwork production in the environment • Elements and principles of design • Meaning of artworks within the community	**Visual Arts** • Artwork critique • Elements and principles of design • Meaning of artworks within the nation

Theatre
  Audience
• Listening skills
 	
• Animation and puppetry appreciation
	Theatre
	  Audience
	• Listening skills
	• Appreciation skills:
	  - clapping,
	  - smiling,
	  - facial expression
	• Animation and puppetry appreciation
		Theatre
		  Audience
		• Listening skills
		• Appreciation skills
		• Participatory audience
		• Real story and folk tales
		• Animation and puppetry appreciation
			Theatre
			  Audience
			• Theatre appreciation skills
			  - describing
			  - deriving meaning
			  - emotional reaction
			• Animation and puppetry appreciation
				Theatre
				  Audience
				• Actor's performance
				• Live performance appreciation
				  - message/moral values of the story
				• Animation and puppetry appreciation

Visual and Performing Arts

ECD (0 – 3 yrs)	ECD A	ECD B	GRADE 1	GRADE 2

Dance
Movement in dance
	Dance
	• Everyday movements in dance
	• Meaning of dance
		Dance
		• Types of dances
		• Meaning of dance
			Dance
			• Dance vocabulary
			  - shapes
			  - levels
			  - directions
			  - tempos
			• Communication in dance
				Dance
				• Dance vocabulary
				  – levels
				  – rhythm
				  – patterns
				  – types of energy
				• Communication in dance: mood, ideas

Visual and Performing Arts

SCOPE AND SEQUENCE CHART

TOPIC 4:   ARTS TECHNOLOGY

ECD (0 – 3 yrs)	ECD A	ECD B	GRADE 1	GRADE 2
Music • Music videos and pictures	**Music** • Music videos and pictures • Audio and visual music • Ethics, music and the internet	**Music** • Music videos and pictures - use of ICT tools • Audio and visual music • Ethics, music and the internet	**Music** • Music recording • Audio and visual music • Musical icons and symbols • Ethics, music and the internet	**Music** • Music composition and recording • Audio and visual music • Musical icons and symbols • Ethics, music and the internet
Visual Arts • Visual arts technological tools in the home	**Visual Arts** • Visual arts technological tools in my home • Photography • Video and filming • Visual arts software • Ethics, visual art and the internet	**Visual arts** • Visual technological tools in my school • Photography • Video and filming • Visual arts software • Ethics, visual art and the internet	**Visual arts** • Visual technological tools in my community • Photography • Video and filming • Visual arts software • Ethics, visual art and the internet	**Visual arts** • Visual technological tools in my country • Photography • Video and filming • Visual arts software • Ethics, visual art and the internet

Theatre
• Lighting and shadows and silhouette
• Picture stories
	Theatre
	• Lighting and shadows and silhouette
	• Sound effects
	  - natural sounds
	• Slides picture story:
	  -character
	• Ethics, theatre and the internet
		Theatre
		• Lighting and hue/colour
		• Sound effects
		  - recorded sound
		• Slides picture story:
		  - character and objects
		• Ethics, theatre and the internet
			Theatre
			• Lighting and mood
			• Sound effects
			  - responding with movement
			• Slides picture story:
			  -character and objects
			• Ethics, theatre and the internet
				Theatre
				• Lighting and setting
				• Sound effects
				  - impact
				• Slides picture story:
				  - character and conflict
				• Digital theatre
				• Ethics, theatre and the internet

Visual and Performing Arts

ECD (0 – 3 yrs)	ECD A	ECD B	GRADE 1	GRADE 2
Dance	**Dance**	**Dance**	**Dance**	**Dance**
• Lighting and shadows and silhouette	• Lighting and shadows and silhouette	• Lighting and hue/colour	• Lighting and mood	• Lighting and setting
• Slides dance pictures	• Sound effects	• Sound effects	• Sound effects	• Sound effects
	- natural sounds	- recorded sound	- responding with movement	- impact
	• Slides dance pictures	• Slides dance pictures depicting a story	• Slides dancers and objects	• Video
	• Ethics, dance and the internet	• Ethics, dance and the internet	• Ethics, dance and the internet	- dance drama
				• Ethics, dance and the internet

Visual and Performing Arts

TOPIC 5:   ENTERPRISE SKILLS (ENTREPRENEURSHIP)

ECD(0-3 YEARS)	ECD A	ECD B	GRADE 1	GRADE 2

Music
• Folk songs and lullabies
• Musical show
	Music
	• Careers in music
	• Musical instruments
	• Fundraising performances
	• Business ethics
	  - soft skills
	  - *unhu/ubuntu/ vumunhu*
	  - copyright protection
		Music
		• Careers in music
		• Musical instruments
		• Fundraising performances
		• Business ethics
		  - soft skills
		  - *unhu/ubuntu/ vumunhu*
		  - copyright protection
			Music
			• Careers in music
			• Musical instruments
			• Fundraising performances
			• Business ethics
			  - soft skills
			  - *unhu/ubuntu/ vumunhu*
			  - copyright protection
				Music
				• Careers in music
				• Musical instruments
				• Fundraising performances
				• Business ethics,
				  - soft skills
				  - *unhu/ubuntu/ vumunhu*
				  -copyright protection

Visual Arts
• Media and tools
	Visual arts
	• Careers in visual arts
	• Media and tools in my home
	• Exhibitions and commissioned work
	• Business ethics
	  - soft skills
	  - *unhu/ubuntu/ vumunhu*
	  - copyright protection
		Visual arts
		• Careers in visual arts
		• Media and tools in the school
		• Exhibitions and commissioned work
		• Business ethics
		  - soft skills
		  - *unhu/ubuntu/ vumunhu*
		  - copyright protection
			Visual arts
			• Careers in visual arts
			• Media and tools in the community
			• Exhibitions and commissioned work
			• Business ethics
			  - soft skills
			  - *unhu/ubuntu/ vumunhu*
			  - copyright protection
				Visual arts
				• Careers in visual arts
				• Media and tools in my country
				• Exhibitions and commissioned work
				• Business ethics
				  - soft skills
				  - *unhu/ubuntu/ vumunhu*
				  - copyright protection

Visual and Performing Arts

ECD(0-3 YEARS)	ECD A	ECD B	GRADE 1	GRADE 2

Theatre
• Props and costumes
• Fundraising performances
• Story telling
	Theatre
	• Careers in theatre
	• Props and costumes
	• Fundraising performances
	• Business ethics
	  - soft skills
	  - *unhu/Ubuntu/ vumunhu*
	  - copyright protection
		Theatre
		• Careers in theatre
		• Props and costumes
		• Fundraising performances
		• Business ethics
		  - soft skills
		  - *unhu/ubuntu/ vumunhu*
		  - copyright protection
			Theatre
			• Careers in theatre
			• Props and costumes
			• Fundraising performances
			• Business ethics
			  -soft skills
			  - *unhu/ubuntu/ vumunhu*
			  -copyright protection
				Theatre
				• Careers in theatre
				• Props and costumes
				• Fundraising performances
				• Business ethics
				  - soft skills
				  - *unhu/Ubuntu/ vumunhu*
				  - copyright protection

Dance
• Costumes
• Fundraising performances
	Dance
	• Careers in dance
	• Instruments and costumes
	• Fundraising performances
	• Business ethics
	  - soft skills
	  - *unhu/Ubuntu/ vumunhu*
	  - copyright protection
		Dance
		• Careers in dance
		• Instruments and costumes
		• Fundraising performances
		• Business ethics
		  - soft skills
		  - *unhu/ubuntu/ vumunhu*
		  - copyright protection
			Dance
			• Careers in dance
			• Instruments and costumes
			• Fundraising performances
			• Business ethics
			  - soft skills
			  - *unhu/ubuntu/ vumunhu*
			  - copyright protection
				Dance
				• Careers in dance
				• Instruments and costumes
				• Fundraising performances
				• Business ethics
				  - soft skills
				  - *unhu/ubuntu/ vumunhu*
				  - copyright protection

Visual and Performing Arts

8.0   COMPETENCY MATRIX

ECD (0 – 3 years): TOPIC 1:   HISTORY AND CULTURE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Musical instruments and sounds in the home • Music in everyday life experiences • Movement in response to folk songs	• move to music • listen to music • imitate lullabies • play game songs • play musical instruments • listen to familiar voices and sounds • respond to familiar voices	• Songs - lullabies - game songs - folk songs - folktales - rhymes • Musical instruments • Familiar voices and sounds	• Singing lullabies and folk songs • Playing game songs • Listening to songs and rhymes • Playing musical instruments • Listening to familiar voices and sounds • Responding to familiar voices and sounds	• Music play area: - relevant picture books - Radio - DVD - CD - Musical instruments
Visual Arts • Visual arts in the home: - eye movement to familiar colours and images - touching and feeling embossed material	• recognise artifacts in the home • name artifacts in the home • move eyes to mobiles and objects • paste pictures • shade using different colours • manipulate embossed material	• Artifacts in the home - colourful mobiles - objects with different colours • Colouring • Embossed	• Responding to movements of mobiles and objects • Identifying artifacts in the home • Matching pictures of artifacts • Pasting pictures of artifacts • Scribbling using different colours - playing with embossed material - Comparing embossed material	• Visual Arts Learning area - Pictures - Books - Charts - Crayons - Paper - Glue - Zimbabwean Flag - Colourful objects - Charcoal - Embossed material

Visual and Performing Arts

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Theatre • Mobiles • Animation and puppetry in my home	• watch cartoons • participate in animation and puppetry • follow different movements of mobiles	• Film • Animation and puppetry • mobiles with different colours and images such as fruits and flowers	• watching cartoons • imitating cartoon characters • role playing animation and puppetry • responding to movement of mobiles and objects	• Theatre play area: - TV - Puppets - CD/DVD - Mobiles - Smart phone
Dance • Movement in response to folk songs • Movement to sounds in everyday life experiences	• watch folk dances • imitate folk dances • perform folk dances • move to sound	• Folk dances such as *kana ndikadai/ ngayaikibo kantombi* • Sounds such as of; -animals -insects -birds and objects	• Watching folk dances • Imitating folk dances • Dancing to folk songs • Moving in response to sounds in everyday life experiences	• Dance Play Area: - Radio - DVD - CD - Tape recorder - Props and costumes

Visual and Performing Arts

ECD (0 – 3 years): TOPIC 2:   CREATIVE PROCESS AND PERFORMANCE

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Body percussion	• stamp to crotchet note taa semi, breve, quaver and minim • clap to crotchet note taa semi-breve, quaver and minim • flap to crotchet note taa semi-breve, quaver and minim	• Crotchet note *taa, quaver, minim, semi-breve*	• Swaying to Stamping to crotchet note taa • Flapping to crotchet note • Nodding to crotchet note, quaver, minim, semi-breve • Jumping to quaver, minim, semi- breve • Rolling to crotchet note, quaver, minim, semi-breve • Listening to crotchet note, quaver, minim, semi-breve • Mming the crotchet note, quaver, minim, semi-breve • Walking to crotchet note • Watching videos • Saying the crotchet note	• Music learning area: - Pictures - Books - Radio - DVD - CD - Relevant books • Un-pitched musical instruments
Visual Arts • Visual arts in the home • Explore safe and appropriate media and tools	• name objects in the home • arrange blocks into patterns and images • assemble 2 piece puzzles • manipulate safe objects in the home • create stories from pictures and photographs	• safe home Objects • Blocks And Patterns • Puzzles • Pictures And Photographs	• Naming objects in the home • Manipulating different types of blocks • Constructing 2 piece jig-saw puzzles • Touching objects in the home • Making up stories from pictures and photographs • Playing with safe objects in the home • Exploring with safe and appropriate media in activities such as painting, colouring and scribbling	• Visual Arts Corner: - Blocks - Pictures - Charts - Jig-saw puzzles - Maize cobs - Empty boxes - Plastic bottles - Plastic bottle tops • Safe objects in the home

Visual and Performing Arts

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES

Theatre
• Animated faces
• Children's play
  Amadlwane/
  Mahumbwe
	• imitate family roles
	• imitate animated faces
	• watch animated faces
		• Children's play
		• Animated faces
			• Discussing family members roles
			• Imitating family member's roles
			• Watching animated faces
			• Responding to animated faces
				• Theatre Learning Area:
				  - Props and costumes
				  - Bags
				  - Kitchen utensils
				  - Garden utensils
				  - Carpentry tools
				  - Charts
				  - Mobiles
				  - DVD
				  - TV
				  - Computer

Dance
• Body percussion
	• stamp to crotchet note taa
	• clap to crotchet note taa
	• flap to crotchet note taa
		• Crotchet note *taa*, quaiver, minim , semi, breve	• Swaying to Stamping to crotchet note taa
			• Flapping to crotchet note
			• Nodding to crochets note, quaiver, minim, semi-breve
			• Jumping to quaiver, minim, semi-breve
			• Rolling to crochet note, quaiver, minim, semi-breve
			• Listening to crotchet note , quaiver, minim, semi-breve
			• Miming the crochet note, quaiver, minim, semi-breve
			• Walking to crotchet note
			• Watching videos
			• Saying the crotchets note
				• Music learning area:
				  - Pictures
				  - Books
				  - Radio
				  - DVD
				  - CD
				  - Relevant books
				• Un-pitched musical instruments

Visual and Performing Arts

ECD (0 – 3 years): TOPIC 3:   AESTHETIC VALUES AND APPRECIATION

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES

MUSIC
• Music and movement
	• move to musical mobiles
	• move to recorded music
	• respond to happy songs
		• Musical mobiles
		• Recorded music
		• Happy songs such as birthday songs
			• Making free movements to recorded music
			• Listening and responding to happy songs
			• Showing facial expressions to happy songs
			• Watching relevant music videos
				• Music learning area:
				  - TV
				  - Recorded music
				  - Radio
				  - DVD
				  - CD
				  - Cell phones
				• Musical mobiles
				• Tape recorder

Visual Arts
• Artworks in the home
	• name artworks in the home
	• match pictures of artworks in the home
	• assemble puzzles of pictures in the home
	• manipulating objects in the home
		• Artworks in the home
		• Puzzles of pictures in the home
			• Naming artifacts in the home
			• Matching pictures of artifacts in the home
			• Assembling puzzles of artifacts in the home
			• Touching objects in the home
			• Manipulating objects in the home
				• Visual Arts Learning Area :
				  - Objects in the home
				  - Portraits
				  - Clay pots
				  - Vases
				  - Mats
				  - Musical artifacts
				  - Pictures
				  - Charts
				  - DVD
				  - CD
				  - TV
				  - Camera
				  - Smartphones

Visual and Performing Arts

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Theatre Audience • Listening skills • Animation and puppetry appreciation	• Listen to a story • Respond appropriately to theatre performance • Watch cartoons	• Story telling • Animated films • Animated mobiles	• Responding appropriately to performance e.g. clapping, smiling and frowning • Participating in the performance • Watching mobiles, cartoons and performances	• Theatre Learning Area: - Props and costumes - Puppets - Computer - Video - Resource person - Smartphone, TV
Dance • Movement in dance	• move to musical mobiles • move to recorded music • respond to happy songs	• Musical mobiles • Recorded music • Happy songs such as birthday songs	• Making free movements to recorded music • Listening and responding to happy songs • Showing facial expressions to happy songs	• Music learning area: - TV - Recorded music - Radio - CD - Cell phones • Musical mobiles • Tape recorder

Visual and Performing Arts

ECD (0 – 3 years): TOPIC 4:   ARTS TECHNOLOGY

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
MUSIC • Music videos and pictures	• identify music videos from local artists • operate musical devices • assemble pictures of musical instruments • watch relevant music videos • listen to music from technological tools/devices	• Musical tools • Pictures of local musicians • Pictures of musical devices/tools • Local music videos • Technological tools	• Moving to source of sound • Identifying local artists from pictures and videos • Listening to recorded music • Watching recorded music • Recording own music • Naming musical tools/devices • Operating musical tools • Pasting pictures of musical instruments	• Music Play area - Pictures - Musical devices - CDs - memory sticks - smart phone - radio - marimba - chipendani and mkube - hwamanda - Pictures - Puzzles - TV - Glue/*namo/ingcino*
Visual Arts • Visual arts technological tools in the home	• identify visual arts technological tools in the home • operate technological tools in the home • watch pictures and images from visual arts technological devices/tools in the home	• Technological tools	• Naming Visual Arts technology tools • Photographing objects in the home • Filming objects in the home • Pasting pictures of technological tools • Making picture books on technological tools • Grouping pictures of technological tools • Using their technological tool in the home	• Visual Arts learning area : • Objects and crafts in the home - Duri nemutswi - Guyo nehuyo - surudzo - Portraits - Clay pots - Vases - Mats - Musical artifacts - Pictures - Charts

Visual and Performing Arts

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
			• Experimenting with different types of local materials to produce art works	- Glue/*namolingcino* - DVD - CD - TV - Camera - Smartphones - Computers
Theatre • Lighting and shadows and silhouette • Picture stories	• create shadows • create animated shadows • watch shadows and silhouette • read picture books	• Animated shadows • Picture reading	• Making shadows • produce animation using shadows • Imitating silhouette and shadows • Watching shadows and silhouette • Discussing in picture books	• Theatre play area: - Lights - Candles - Torches - Picture books - Resource persons
Dance • Lighting and shadows/ silhouette • Slides dance pictures	• follow a dance through animated shadows and silhouette • imitate dance from dance pictures • respond through body movements to recorded music	• Animated shadows • Dance pictures • Dance movements	• Imitating shadows • Watching dance videos • Reading dance pictures • Moving to recorded sound	• Dance play area - Lights - Candles - Torches - Picture books - Resource persons

ECD (0 – 3 years): TOPIC 5:   ENTERPRISE SKILLS (ENTREPRENEURSHIP)

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT(Attitude, Skills, knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
MUSIC AND DANCE • Folk songs and lullabies • Musical show	• perform to an audience • imitate local artists • sing folk songs for sale • sing lullabies • listen to lullabies and songs	• Local music • Folk songs, rhymes and lullabies	• Performing to an audience • Reciting rhymes • Singing folksongs and lullabies Listening to folk songs, rhymes and lullabies • Singing for a live audience	• Music play area: - Radio microphone - CD - DVD - TV - Computers
Visual Arts • Media and tools	• make photographs and crafts for sale • match pictures of media and tools to real objects	• Media and tools	• Matching pictures of media and tools • Stringing beads for sale • Producing art works for theatre performances • Producing artifacts for cultural exchange	• visual Play Area - Paint - Crayons - Paper - DVD - Computer - TV - Pencils - Pictures - Photographs - thread
Theatre • Props and costumes • Fundraising performances • Story telling	• listen to stories • watch theatre performance • dress up for business • retell stories for paying audiences	• stories • props and costumes • theatre performance	• Listening To Stories • Watching Theatre Performances • Dressing Up For Performance • Performing For An Audience • Miming stories for an audience	• Theatre play area: props and costumes, puppets, computers video, DVD, cellphones
Dance • Costumes • Fundraising performances	• dress up for a performance(s) • dance for paying audience • use body parts to express themselves	• Costumes • Instruments	• Dressing up for performance(s) • Dancing to music for a paying audience • Moving body parts for expression	• Dance Play Area Costumes, Musical instruments, Picture books, Computer, DVD, Recorded music • Resource person

ECD A: COMPETENCY MATRIX

ECD A: TOPIC 1:   HISTORY OF ARTS AND CULTURE

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT(Attitude, Skills, knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
MUSIC • The role of music, musicians and composers, in the past and present cultures • Musical instrument in my environment • Songs and games in my home	• play un-pitched and pitched musical instruments in the classroom • respond to a variety of music from the past and present cultures • name local musicians • identify local musicians • mimic songs by local musicians • play local singing games	• Un-pitched Musical instruments such as shakers and drums • Songs: - Chimurenga - Game - Lullabies - Contemporary - Celebration - Rhymes - Folks	• Playing un-pitched and pitched instruments • Singing music from past and present cultures • Dancing to past and present music • Clapping, stamping, clicking and flapping to music • Mimicking songs by local musicians • Watching musical video clips	• Musical instruments • CDs with recorded music • Video clips • CD/DVD Player • Magazines • Pre-Colonial Era Songs • Colonial Era Songs • Post-Colonial Era Songs • Radio • Smartphones • Tape Recorder • Television • Cassettes • Un-Pitched and pitched instruments
Visual Arts • Visual arts in my home and my culture • The role of visual arts and artists in my family	• name cultural artifacts/artworks found in the home • identify visual artist and their works in the family • classify types of visual arts in the past and present	• Artifacts - Photographs - Kitchen utensils - Sculptures - Paintings - Crafts ceramic objects	• Naming objects found in home and culture • Identifying visual artists and their works in the family • Painting objects from the past and present	• Play dough/ plasticine/clay • Internet • Artifacts • Magazines • Sand and water play area

Visual and Performing Arts

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT(Attitude, Skills, knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
• Different types of visual arts in the past and present • Safety and visual arts materials	• use safe visual arts materials	- Wall hanging - Artist profiles	• Drawing artifacts and artworks found in home and culture • Decorating artifacts and artworks in the home • Photographing artifacts and artworks found in home and culture • Identifying harmful and non-harmful materials used in visual arts • Modeling artifacts and artworks fund in the home	• Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal
Theatre • The role of theatre, film and animation and puppetry in my home and my culture • Characterisation: Different family members and their roles • Family stories	• respond to a variety of theatre and animation performances from past and present cultures • respond to film from past and present cultures • name family members and their roles • mimic family members depicting their roles • listen to family's stories	• Children's theatre performances • Family characters • Fairytales and folktales • Family stories	• Watching theatre performances • Watching animations • Watching and responding to films from the past and present cultures • Naming family members roles • imitating family members roles • Listening to family's stories	• Video clips • Resource persons • Theatre groups • DVD player • Television • Projector and screen • Computer

Visual and Performing Arts

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT(Attitude, Skills, knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance • The role of dances and dancers in my home and my culture • Dance games	• identify the role of local dances and dancers • name local dances and dancers • dance to music from the culture • respond to a variety of songs from the past and present cultures • sing variety of songs from the past and present • play dance games	• Indigenous dances in the home • Contemporary dances and dancers • Dance Games	• Naming the roles of local dancers and dances • Singing songs from past and present • Dancing to cultural songs • Clapping and stamping to cultural songs • Watching dance videos • Mimicking dancers • Watching dance games and videos	• Video clips • Resource persons • Dance groups • DVD player • Television • Projector and screen • Drums • Rattles • Computer

ECD A: TOPIC 2:   CREATIVE PROCESS AND PERFORMANCE

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Pitch identification • Body percussion to accompany short melodies • Improvisation of melodies • Oral reading of basic note values	• distinguish high and low sounds/pitches • respond to high and low sounds with body movements • accompany short motifs/melodies using body percussion • improvise given melodies • walk to the crotchet note (**taa**) quaiver, minim, semi-breve, crochet • move to the minim note (**taa-aa**) quaiver, minim, semi-breve • identify the crotchet and minim note with various types of movements	• Pitch levels: - High - Low • Short melodies/motifs • Walking note (**taa**) quaiver, minim, semi-breve • Grandfather's note (**taa-aa**) quaiver, minim, semi-breve	• Discriminating pitch levels from various sound sources by using different body movements • Imitating various sound levels • Producing different sound levels using the voice and instruments • Illustrating sound levels as high and low • Accompanying short motifs/melodies using body percussion • Improvising melodies from given known songs • Moving to the semi- breve crochet minim, quaiver in the classroom quaiver, minim, semi, breve • Moving to the quaiver, minim, semi- breve	• Music play area - Charts and cards with basic note values - Jig-saw puzzles - Recorded melodies - Percussion instruments
Visual Arts • Modelling and moulding • Painting in the home	• identify three dimensional media • arrange three dimensional objects into patterns • demonstrate appropriate	• Three dimensional objects: - Sculpture - Crafts - Paintings	• Identifying 3 Dimension media • Manipulating a variety of 3 dimensional media to form patterns	• Visual Arts area: Blocks,Maize cobs, Reeds,Play dough/plasticine, Internet,Artifacts,

Visual and Performing Arts

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
• Drawing • Sorting and Matching colours	skills in the use of materials to produce works of art • classify objects according to primary colours	- Puzzles - Wall hangings • Primary colours • Drawing fruits, birds and flowers	• Using different media to create works of art • Sorting and matching primary colours • Drawing family members, trees, animals, birds and flowers,	Magazines, Sand and water play area, Cameras, Paints, Artists portfolios, Bond paper, Monster crayons/charcoal
Theatre • Call and response games • Children's play (*Amadlwane/ Mahumbwe*) • Tableau/still pictures - myself and my family	• state response games • recite response games • play response games • imitate family roles and responsibilities • use objects as props • delegate roles and responsibilities • use appropriate language • create a story • create pictures using body movements of their family members • tell stories about self and family members	• Call and response theatre games • Children's play • Tableau/still pictures	• Identifying response games • Watching game videos • Playing and reciting response games • Identifying family members roles and responsibilities • Imitating family members roles and responsibilities • Casting members into roles • Acting roles and responsibilities of family members • Posing for pictures • Discussing stories about self and family members	• Theatre play area – • Videos • DVD player • Props • Pictures • Costumes • Resource person • Books on theatre games

Visual and Performing Arts

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES AND NOTES	RESOURCES

Dance
• Movement – daily tasks and activities within the family
 	
• Visual and sound stimuli
 	
• Music and rhymes
	• identify dances from daily activities
	• name dances
	• improvise dances from daily activities
	• imitate daily tasks and activities
	• listen to sounds and rhythm
	• identify sounds
	
	• demonstrate movements
	• listen to music and rhythms
	• observe responses to music and rhythms
		• Movement: tasks and activities
		
		• Dance styles
		
		• Visual and sound stimuli
		• Music and rhythms
			• Watching dance videos
			• Dancing to a variety of sounds and music
			• Clapping to a variety of songs
			• Stamping to a variety of songs
			• Practicing listening skills
			• Improvising sounds
			• Identifying music and rhythms
			• Commenting on music and rhythms
			•
				• Dance play area:
				  - books on dance games
				  - Videos
				  - DVD player
				  - Props
				  - Pictures
				  - Costumes
				• Outdoor play area
				• Resource person

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ECD A: TOPIC 3:   AESTHETIC VALUES AND APPRECIATION

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitudes, Skills, knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES
Music • Free movement to music • Movements to happy and sad songs	• create movement in response to recorded music • distinguish between happy and sad song songs • respond appropriately to happy and sad songs	• Recorded music • Happy songs such as wedding and birthday songs • Sad songs such as Tauya kuzoona Mary	• Making free movements in response to recorded music • Identifying happy and sad songs • Mimicking happy and sad songs • Miming happy and sad songs	• Music play area - Charts and cards with basic note values - Charts with happy and sad faces - Recorded melodies - Percussion instruments such as drums and triangles
Visual Arts • Artworks and artifacts in my environment • Elements of design • Meaning of artworks within their home	• identify artworks and artifacts in the local environment • identify elements of design • describe artifacts in the home • assign meaning to artworks and artifacts in the home	• Artworks such as: paintings and drawings • Artifacts such as migoti, misika and zvikeyi • Elements of design • Meaning of artworks and artifacts	• Naming artworks in the environment • Demonstrating elements of design • Discussing artworks in the environment	• Visual arts play area: - Internet - Artifacts - Magazines - Sand and water play area - Play dough/ plasticine/clay - Camera - Paint - Artists portfolios - Bond paper - Monster crayons/ charcoal - Pastels - Soap stone

Visual and Performing Arts

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitudes, Skills, knowledge)	NOTES AND SUGGESTED ACTIVITIES	RESOURCES

Theatre
• Audience
• Listening skills
• Appreciation skills:
- Animation appreciation
	• listen attentively to a story
	• respond appropriately to a theatre performance
	• retell a performance
	• sing
	• recite rhymes
		• Theatre performances
		  - clapping,
		  - smiling,
		  Ululating whistling
		  - facial expression
		  - standing ovation
		
		• Story telling
		• Rhymes
		• Animated films
			• Responding to a performance:
			  - clapping,
			  - Smiling
			  Ululating/mhururu/pululuja
			  - whistling
			• Joining the performance
			• Dancing to a performance
				• Theatre play area
				  - Videos
				  - DVD player
				  - Props
				  - Pictures
				  - Costumes
				• Resource person

Dance • Everyday movements in dance	• observe everyday movements in dance • reproduce everyday movements as dance • apply rhythm to everyday movement • identify dances in the local area	• Everyday movements in dance • Types of dances	• Discussing everyday movements • Mimicking everyday movements • Recording everyday movements • Observing dances in the local environments • Watching videos on dances	• Dance play area • Props • Pictures • Costumes • outdoor play area • Resource person • Dance groups

Visual and Performing Arts

ECD A: TOPIC 4: ART TECHNOLOGY

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT(Attitudes, Skills, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Music videos and pictures • Audio and visual music • Ethics, music and the internet	• name video clips and pictures of different local artists • operate musical tools • identify acceptable music from the internet	• Technological musical tools • Pictures of local artists and musical instruments • Local songs from the internet	• Naming technological musical tools • Watching video clips of music from local artists • Listening to music • Naming local artists on pictures • identifying acceptable music from the internet	• Music play area: • Audio and visual devices such as smartphones - Collage • Pictures of local artists • Books with pictures of musical tools
Visual Arts • Visual arts technological tools in my home • Ethics, visual arts and the internet • Photography • Video and filming • Visual arts softwares	• identify visual technological tools in the homes • use cameras • use visual arts softwares • explain ethics and use of internet	• Technological tools • Appropriate softwares • Ethics	• Identifying visual technological tools in the home • Photographing objects in the home • Filming objects in the home • Editing photographed and filmed objects	• Visual arts play area: • Internet • Artifacts • Magazines • Camera • Artists portfolios • Bond paper • computers

Theatre
• Lighting and shadows and silhouette
• Sound effects
  - Natural
• Slides picture story
  - character
• Ethics, theatre and the internet
	• trace a story told through animated shadows and silhouette
	• retell the story of shadows and silhouettes
	• demonstrate shadows and silhouettes
	• identify natural sounds
	• imitate natural sounds
	• compose own sounds
		• Animated shadows and silhouette
		• Natural sounds
		• Picture stories
		• Accessing internet
			• Watching shadows and silhouette
			• Retelling stories about shadows and silhouette
			• Demonstrating shadows and silhouette
			• Listening to natural sounds
			• Imitating natural sounds
			• Creating own sounds
			• Reading pictures
				Theatre play area:
				• Lights
				• Torches
				• Candles
				• Computers
				• Smartphones
				• Television
				• DVD Player
				• Sunlight
				• Print media

Visual and Performing Arts

TOPIC/CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT(Attitudes, Skills, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	• read picture story books • make own story boards • identify ICT tools that can access internet		• Creating story boards • Identifying tools that can access internet	• Picture books • Theatre groups • Resource person • internet
Dance • Lighting and shadows and silhouette • Sound effects - Natural sounds • Slides – dance pictures • Ethics, dance and the internet	• follow a dance through animated shadow and silhouette • demonstrate shadows and silhouette • identify natural sounds • imitate natural sounds • compose own sounds • read dance pictures • create own dance sequences • identify ICT tools that can access internet	• Animated shadows and silhouette • Natural sounds • Dance pictures • Internet	• Watching dance videos • Demonstrating dances using shadows and silhouette • Listening to natural sounds • Imitating natural sounds • Creating own sounds • Reading dance pictures • Creating dance story boards • Identifying tools that can access internet	• Dance play area • Lights • Torches • lamps • bonfire • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media Picture books • Resource person • Dance groups • Internet

Visual and Performing Arts

ECD A: TOPIC 5:   ENTERPRISE SKILLS (ENTREPRENEURSHIP)

TOPIC/CONCEPT	OBJECTIVES Learners should be able to:	CONTENT(Attitude, Skill, Knowledge)	LEARNING ACTIVITIES	RESOURCES
Music • Careers in music • Musical instruments • Fundraising performances • Business ethics, - soft skills - *unhu/Ubuntu/ vumunhu* - Copyright protection	• name careers in music • make musical instruments which can be sold • price their instruments • perform for paying audience • role play on buying and selling of products • discuss business ethics • practice negotiating skills for buying and selling	• Music careers such as musician, sound engineer, teacher, adjudicator, composer and producers • Musical instruments such as un-pitched instruments • Business ethics	• Listing careers in music • Making musical instruments for selling • Marking prices for their instruments • Performing music for paying audience • Mimicking buying and selling of their products • Talking about copyrights protection •	Music play area • Charts with different music careers • musical instruments • Artifacts for sale • Resource person • Music group
Visual arts • Careers in visual arts • Media and tools in my home • Exhibitions • Commissioned work • Collaborations • Business ethics - soft skills - -*unhu/ubuntu* - copyright protection	• identify careers in visual arts • identify media and tools in my home • display their artworks • outline appropriate business ethics	• Careers in visual arts • Media and tools • Exhibitions • Business ethics	• Categorizing careers in visual arts • Fundraising through exhibitions and selling of artifacts • Naming media tools • Advertising artifacts • Decorating/displaying artworks • Demonstrating soft skills *Unhu/Ubuntu* • Collaborating with other artists such as dancers, musicians, theatre artists and business people	Visual arts area - Artifacts - Magazines - Sand and water play area - Cameras - Paint - Artists portfolios - Bond paper

Visual and Performing Arts

TOPIC/CONCEPT	OBJECTIVES Learners should be able to:	CONTENT(Attitude, Skill, Knowledge)	LEARNING ACTIVITIES	RESOURCES

Theatre
• Careers in theatre
• Props and costumes
• Fundraising performances
• Business ethics
  - soft skills
  - *unhu/Ubuntu*
  - 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
		• Careers in theatre arts such as: script writer, actors, editors, director, production team, composer
		• Theatre arts as business
		• Design and make costumes and props for business
		• Business ethics
			• Identifying and selecting preferred careers in theatre arts
			• producing a theatrical production and pricing it
			• Designing costumes and props
			• Making costumes and props and pricing them
			• Observing business ethics
			• Collaborating with other artists such as dancers, musicians, visual artists and business people
				• Resource person and centres
				• Art management tool kit
				• Materials to make theatre costumes and props
				• Texts on theatre arts

Dance
• Careers in dance
• Instruments and costumes
• Fundraising performances
• Business ethics
  - soft skills
  - *unhu/ubuntu*
  - Copyright protection
	• identify careers in dance
	• design Zimbabwean costumes for business
	• create dance pieces for business
	• practice business ethics
		• Careers in dance such as dancers, choreographers, managers, teachers
		• Zimbabwean costumes and instruments such as mbira, nhembe/amabhetshu
		• Zimbabwean and foreign business dance groups
			• Identifying careers in dance and selecting preferred careers
			• Designing Zimbabwean costumes
			• Constructing instruments
			• Formulating dance pieces for business
			• Practicing business ethics
			• Collaborating with other artists such as theatre artists, musicians, visual artists and business people
				• Resource person and centres
				• Art management tool kit
				• Materials to make costumes and props
				• Texts on dance

Visual and Performing Arts

ECD B: COMPETENCY MATRIX

TOPIC 1:   HISTORY OF ARTS AND CULTURE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • The role of music, musicians and composers, in past and present cultures • Cultural diversity as it relates to music, musicians and composers • Movements in response to various musical instruments of different genres and periods • Songs and games in my school	• List the roles of musicians and composers in the past and present cultures • respond to a variety of music from past and present cultures • identify different types of music through video clips, pictures and performances • move to rhythms played on different types of un-pitched and pitched instruments • play percussion instruments • sing cultural songs from local environment • play singing games from their local environment	• Songs - Chimurenga - Singing games - Folk songs - Lullabies - Gospel • Musical patterns - Mhande - Mbende/Jerusarema - Jiti - Intshomane - Isitshikitsha - Ijukwa - Amabhiza • Un-pitched percussion instruments	• Discussing the role of music, musicians and composers, in past and present cultures • Mimicking past and present songs from local environment • Constructing jigsaw puzzles of past and present musicians • Playing video clips on smart phones and computers • Identifying posters of local musicians • Moving to rhythms played on un-pitched instruments • Miming to past and present songs • Playing un-pitched instruments with song accompaniment • Playing and acting out game songs from local environment • Discussing the role of music, musicians and composers, in past and present cultures	• Music play area - CDs with recorded music - Jig-saw puzzles - Pictures of musicians - Video clips - Radio - TVs - Tape recorders - Un-pitched and pitched musical instruments - Props and costumes • Books on chimurenga songs

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Visual arts • Visual arts in my school environment and my culture • The role of visual arts and artists in my school • Diversity in visual arts and artists • Visual arts materials in the local environment	• identify artifacts in the school environment • identify visual artist and their works in the school environment • categorize artists according to their fields • select visual arts materials according to their use in the local environment	• Artifacts • Photographs • Kitchen utensils • Sculptures • Paintings • Crafts • Ceramic objects • Wall hanging • Artist profiles	• Naming objects found in school environment • Identifying visual artists and their works in the school • Painting objects from the past and present • Drawing artifacts found in the school environment • Photographing artifacts found in home and culture • Identifying harmful and non-harmful materials used in visual arts • Decorating artifacts	• Visual Arts Play Area: - Reeds - Wool and strings - Grass - Coloured paper - Play dough - Magazines - Internet - Artists portfolios - Paints - Monster crayons - Picture puzzles
Theatre • The role of theatre, film and animation in my school and my culture • School stories	• Stating role of theatre, film and animation in my school and my culture • respond to a variety of theatre animation performance from past and present culture in the school • discuss theatre performances in the school • name school members' roles and responsibilities • mimic school members • trace the history of performance in the school • tell stories about the school	• Children's theatre performances from past and present • School characters - Different school members and their roles • School stories - fairytales, - folktales	• discussing role of theatre, film and animation in my school and my culture • Watching theatre performances and films • Watching animation • Imitating characters in plays • Listening to stories • Listening to short stories about the school • Telling stories about the school • Perform folktales and fairytales • Watching school pictures	Theatre play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sun • Print media • Resource person • Picture books • Theatre books

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES

Dance
● The role of dance and dancers in my school and my culture
● Folk dance and costumes
	● state role of theatre, film and animation in my school and my culture
	● respond to a variety of dances from the school, past and present
	● name school dances
	● identify school dances
		● Cultural dances
		  - Contemporary
		  - School
		  - Folk
		● Dance games
			● Discussing role of theatre, film and animation in my school and my culture
			● Singing songs from the school - past and present
			● Showcasing a variety of dances from the school and my culture
			● Dancing to cultural songs
			● Naming different dances
			● Watching dance video clips
			● Mimicking dancers
				Dance play area
				● Lights
				● Torches
				● Candles
				● Computers
				● Smartphones
				● Television
				● DVD Player
				● Sun
				● Print media
				● Resource person
				● Picture books
				● Theatre groups

ECD B: TOPIC 2:   THE CREATIVE PROCESS AND PERFORMANCE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES

Music
 • Pitch identification
 	
   - High, medium and low notes
 • Body percussion to accompany short motifs
 • Arrangement and improvisation of melodies
 • Oral reading of basic note values
 • Voice accompaniments and variety of instruments
	• identify high, medium and low notes
	 • move in response to high, medium and low notes
	 • use body percussion to accompany short motifs/melodies
	 • use the singing voice to echo short melodic patterns
	 • read basic notes
	 • create accompaniment using voice and a variety of instruments
		• Pitch levels
		 • Melodies/Motifs from known songs
		 • Basic note values
		   - minim
		   - crotchet
		   - quaver
		 • Voices and instruments
			• Discriminating levels from various sound sources
			 • Imitating different sound levels (high, medium and low sounds)
			 • Singing short melodies using body percussion
			 • Reading pictures of basic note values
			 • Matching and sorting flash cards of basic note values
			 • Adding some creative activities to make the songs enjoyable
			 • Creating simple melodies
				• Music corner
				 • Charts and cards showing minims crotchet, and quavers
				 • Recorded melodies
				 • Un-pitched instruments
				 • Charts with melodies

Visual Arts • Moulding and modeling • Painting • Weaving and decorating • Collaging pictures	• identify types of media • assemble 3D objects • construct 3 dimension object • produce artworks using different types of media	• Media • Colours • 3 D objects • Crafts • Paintings • Puzzles • Wall hangings	• Identifying different types of media • Creating 3 D constructions using different types of media available • Constructing artworks using different types of media	• Visual art play area • Play dough/ plasticine • Internet • Artifacts • Magazines • Sand and water

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
• Drawing • Primary colours	• demonstrate the use of primary colours to produce artworks	• Primary colours	• Using primary colours to produce artworks	• play area • Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal

Theatre
• Movement and rhythm
  – theatre games
• Story telling
• Pantomime
• Tableau/still pictures
  – my friends
• Costumes and props
	• state theatre games
	• recite theatre games
	• play theatre games/songs
	• listen to stories
	• retell stories
	• perform a story
	• create pictures of friends using body movements
	• tell stories about friends
	• make props
	• design costumes
		• Theatre games
		• Story telling
		• Tableau/still pictures
		• Costumes and props
			• Watching videos
			• Responding to theatre games
			• Playing movement games
			• Playing rhythm games
			• Reciting rhymes
			• Discussing stories
			• Rephrasing a story
			• Performing own story
			• Mimicking and photographing their friends
			• Discussing poses by their friends
			• Collecting costumes
			• Collecting props
			• Modifying costumes
			• Making props
				• Theatre play areas
				• Lights
				• Torches
				• Candles
				• Computers
				• Smartphones
				• Television
				• DVD Player
				• Sunlight
				• Print media
				• Resource person
				• Picture books
				• Theatre books

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance • Movement and emotions – movement patterns • Response to a variety of stimuli • Response to different types of music, rhythm and sound	• identify the difference between movements and emotions • respond to dance with emotions • listen to recorded sound • respond to natural sound • listen to different types of music rhythm and sound • identify different types of music, rhythm and sound • create different types of music	• Movements and emotions • Natural sound • Recorded sound • Improvised sound • Music, rhythm and sound in dance	• Creating dance movements • Expressing emotions in dance • Watching dancers • Stamping, tapping clapping in response to stimuli • Playing recorded sound • Responding to different types of music and sound • Harmonizing dance to different type of music rhythm and sound	• Dance play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre groups

Visual and Performing Arts

ECD B: TOPIC 3:   AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Free movement to music and music appraisal • Songs for different purposes	• create movements that correspond to specific music • discuss recorded music • identify music for specific purposes • sing music recorded for specific purposes	• Recorded music such as play songs, lullabies and game songs	• Making movements that correspond to specific music • Discussing recorded music • Mimicking lullabies, play songs and game songs • Miming lullabies, play songs and game songs	• Music play area • Recorded music • Computers • DVD/CD • Radio • Smartphone • internet
Visual Arts • Artworks vocabulary • Elements of design • Meaning of artworks and artifacts in the school	• list appropriate artworks vocabulary • relate meaning of artworks vocabulary • identify elements of design • assign meaning to artworks in the school	• Artworks vocabulary • Elements of design • Artworks	• Naming artworks • discussing elements of design on artworks and artifacts • Demonstrating elements of design • Discussing the meaning of the artworks	• Visual arts play area • Play dough/ plasticine • Internet • Artifacts • Magazines • Sand and water play area • Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/ charcoal

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Theatre Audience • Listening skills • Appreciation skills • Participatory audience • Real story and folk tales • Animation appreciation	• listen attentively to a children's theatre performance • respond appropriately to a theatre performance • retell the story of a performance • recite rhymes • pronounce new words • follow the story • identify characters • respond appropriately to the performance • take part in performance as an audience	• Children's plays • Story telling • Rhymes • Animated shows • Animated films • Participatory performance	• Making performance presentation • Responding to a performance • Watching videos • Watching animation videos • Retelling stories • Performing characters identified in the story • Watching performances • Participating in a performance as an audience	• Theatre play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre books • Exchange programme
Dance • Types of dances • Meaning of dance	• identify dances in their locality • list types of dances on the locality • state the use of dance • demonstrate the purpose of dance	• Types of dances • Use of dance • Meaning of dance	• Observing dances in their locality • Creating dance in their community • Performing dances in their community • Watching videos • Explaining the meaning and use of dance • Describing dances	• Dance play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre groups

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Visual and Performing Arts

ECD B: TOPIC 4:   ARTS TECHNOLOGY

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
• Music videos and pictures using ICT tools • Audio and visual music • Ethics, music and the internet	• name video clips and pictures of local artists using ICT tools • operate audio and visual musical tools • identify ethical consideration in music • identify child songs on the internet	• Collection of video clips and other musical tools • Pictures of local artists and musical tools • Music piracy • Copy rights • Child songs on the internet	• Watching video clips • Listening to music from radio tape recorder, smart phones • Identifying and naming local musicians from pictures • Playing music from audio tools/devices • Singing songs that discourage piracy and copy rights • Playing child songs on internet	• Music play area • Audio and visual devices • Recorded music • TVs • Radios • Magazines with pictures of musical artists • Posters • computers • smart phones • Flash disk • Memory stick
Visual Arts • Visual technological tools in my school • Ethics, visual arts and the internet • Photography • Video and filming • Visual arts softwares	• identify visual technological tools in the school • explain ethics and use of the internet • use relevant technological tools for photography ,video and filming • identify visual arts softwares	• Technological tools • Appropriate software • Ethics in art technology	• Listing technological tools • Discussing ethics and the use of internet • Taking photographs in the schools • Shooting school events to produce videos and films • Using relevant software to produce artworks	• Visual Arts play areas • Internet • Artifacts and Artworks • Magazines • Camera • Paint • Artistic portfolios • Bond paper • Software • Smartphones • Computers

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Theatre • Lighting and hue/colour • Sound effects – recorded sound • Slides picture story – character and objects • Ethics, theatre and the internet	• identify the different colours in a performance • produce different colours in a theatrical performance • identify recorded sound • imitate recorded sound • respond to recorded sound • compose and record sound • read picture story book • identify characters and objects • make own story board • describe ethics in the use of internet	• Animated shadows and silhouette • Natural sounds • Picture stories accessing internet • Theatre ethics	• Naming different colours in a performance • Operating lighting equipment to produce different colours in a performance • Watching animated shadows and silhouette • Listening to natural sounds • Imitating natural sounds • Creating own sounds • Reading pictures • Retelling story from the picture books • Creating story boards • Identifying tools that can access internet • Discussing ethics and the use of internet	• Theatre play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre books • internet
Dance • Lighting and hue/colour • Sound effects – recorded sound • Slides – dance picture depicting a story • Ethics ,dance and the internet	• identify the different colours in a dance performance • produce different colours in a dance performance • identify recorded sound • imitate recorded sound • respond to recorded sound • compose and record sound • read dance pictures depicting a story	• Animated shadows and silhouette • Natural sounds • Dance pictures • Accessing internet • Dance ethics	• Operating lighting equipment in a dance performance • Watching animated shadows in a dance • Retelling a story from a dance performance • Listening to natural sounds • Recording natural sounds • Creating a story using a dance performance	• Dance play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	• create own dance sequence • identify ICT tool that can access internet		• Imitating natural sounds • Creating own sounds • Reading dance picture • Creating story boards • Identifying tools that can access internet • Discussing ethics and the use of internet	• Resource person • Picture books • Theatre groups

Visual and Performing Arts

ECD B: TOPIC 5:   ENTERPRISE SKILLS (ENTREPRENEURSHIP)

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Careers in music • Musical instruments • Fundraising performances • Business ethics, - soft skills - *unhu/Ubuntu/ vumunhu* - Copyright protection	• identify careers in music • role play careers in music • make musical instruments • role play selling of musical instruments and other tools • perform at fundraising shows • charge fairly, at fundraising shows • incorporate soft skills *unhu/ubuntu/vumunhu* in a performance	• Music careers • Musical instruments production • Fundraising shows • Business ethics	• Identifying music careers • Role playing musical careers • Making musical instruments • Role playing –buying and selling musical instruments • Performing at fundraising shows • Demonstrating business ethics	• Music play area • Pictures of different music careers • video clips of different music careers • paper money tickets • Musical instruments • Coins • internet
Visual arts • Careers in visual arts • Media and tools in the school • Exhibitions and commissioned work • Business ethics - Soft skills - *Unhu/Ubuntu/ vumunhu* - Copyright protection	• identify careers in visual arts • identify media and tools used in visual arts • showcase artworks and artifacts • outline appropriate business ethics and soft skills *unhu/Ubuntu/Vumunhu*	• Careers in visual arts • Media and tools • Exhibitions and commissioned work • Business ethics	• Categorizing careers in visual arts • Exhibiting their artworks • Naming media and tools found in the school • Demonstrating soft skills *Unhu/Ubuntu/Vumunhu*	• Visual arts play area • Internet • Artifacts • Magazines • Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Theatre ● Careers in theatre ● Props and costumes ● Fundraising performances ● 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*	● Careers in theatre arts such as: script writer, composers actors, editors, director, production team ● Theatre arts as business e.g. financial literacy ● Design and make costumes for business	● 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*	● Theatre play area ● Resource person and Centre ● Art management tool kit ● Materials to make theatre costumes and props ● Relevant texts
Dance ● Careers in dance ● Instruments and costumes ● Fundraising performances ● Business ethics - soft skills - *unhu/Ubuntu* - Copyright protection	● Identify careers in Dance ● Design Zimbabwean costumes for business ● create dance pieces for business ● observe business ethics, soft skills, *unhu/ubuntu/vumunhu*	● Careers in dance such as dancers, choreographers, managers, teachers ● Zimbabwean costumes and instruments such as: nhembe/amabhetshu ● Zimbabwean and foreign bussiness dance groups	● identifying careers in dance and selecting preferred careers ● designing costumes ● make constumes ● Making instruments ● Formulating dance pieces for business ● Observing business ethics,soft skills, *unhu/ubuntu/vumunhu*	● Dance play area ● Resource person and Centre ● Art management tool kit ● Materials to make costumes and props ● Relevant texts ● Internet ● computers

Visual and Performing Arts

GRADE 1: TOPIC 1:   HISTORY OF ARTS AND CULTURE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • The role of music, musicians and composers, in past and present cultures • Music and celebrations within Zimbabwe in the past and present • Movements in response to various musical instruments of different genres, periods and styles • Songs and games in other cultures in my society	• identify the role of folktale music in the past and present cultures • name local musicians and composers • discuss music for different celebrations from diverse cultures in the past and present • respond appropriately with movement to music from various genres, periods and styles • sing songs from various cultures within the school • compose celebration songs	• Folktale songs • Music in past and present cultures • Musicians and composers • Music and celebrations • Recorded music from various genres	• Listing roles of folktale songs in the past and present cultures • Identifying musicians on posters • Discussing composers of folktales • Naming celebration songs from diverse cultures • Singing celebration songs from past and present cultures • Recording celebration songs • Making movements in response to music from various genres periods and styles. • Composing celebration songs	• Music play area • CDs with recorded music • Pictures of musicians • Radio • TVs • Tape recorded • Props and costumes • Un-pitched musical instruments • Cultural centre • Resource person • Computers • internet • Recorded folktale
Visual arts • The role of visual arts and artists in my community	• list visual artists and their works in the community • classify visual artworks in the community according to time and use	• Visual arts • Artist profiles • Artifacts and Artwork	• Constructing artifacts • Practicing visual arts activities • Naming visual arts in their community	• Visual arts play area • Play dough/ plasticine/clay • computers • Internet

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
• Works of art from a variety of places and times • Visual arts materials from different cultures	• explain the roles of visual artists and their works in the community • categorise works of art from a variety of places and times • recognise visual art materials of different cultures		• Discussing the roles of visual artists and their works in the community • Identifying visual art materials of different cultures • Describing visual art materials from different cultures	• Artifacts • Magazines • Sand and water play area • Camera • Paint • Artistic portfolios • Bond paper • Crayons/charcoal
Theatre • The role of theatre, film and animation in my community and my culture • Characterisation: Different community members and their roles • Community stories	• Identify the role of theatre • respond to variety of theatre, film and animation performances from their communities • name community members and their roles • mimic community members and their roles • listen to stories from the community • produce own stories • retell stories from the community • perform stories from the community	• Children's theatre animation • Folktales • Fairytales • Community characters • Community stories - legends - Myths	• Discussing the roles of theatre in the community • Watching theatre performances • Watching films • Listening to stories • Retelling stories • Identifying community characters • Mimicking community characters and their roles • Performing community stories • Creating own stories	• Theatre play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre books

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance • The role of dances and dancers in my community and my culture • Dance styles, costumes and music	• identify the role of theatre • imitate dances and dancers from the community • respond to a variety of music from the community through dance • name community dancers • identify community dances • dance to a variety of music from the community • identify dance styles and their costumes	• Different types of dances • Dancers • Dance styles and costumes • Music from the community	• Watching dance performances from the communities • Imitating dances from the community • Identifying dances from the community • Discussing dance styles and costumes • imitate dances and dancers from the community	• Dance play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person(s) • Picture books • Theatre groups

Visual and Performing Arts

GRADE 1:   TOPIC 2:   THE CREATIVE PROCESS AND PERFORMANCE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music • Timing and Barring • Pitch identification in short melodies • percussion instruments in short melodies • Composition, arrangement, and improvisation of songs • Oral reading of basic note values	• distinguish pitch levels in given short melodies/motifs • identify musical forms in melodies • identify pitch levels of the scale from first to fourth degree • identify un-pitched instruments • use percussion instruments to accompany melodies/motifs • compose one bar and two bar songs • create rhythmic movements using body percussion or un-pitched instruments • read basic note value	• Pitch levels such as high, medium and low • Musical forms such as phrases, echoes, call and response • Un-pitched instruments • Composition of one bar and two bar songs • Basic note values such as crotchets minims, quavers and semiquavers.	• Identifying pitch levels given in short melodies/motifs • Describing musical forms in melodies • Denoting pitch levels from first to fourth degree with hand signs • Singing the modulator up to the fourth degree • Playing un-pitched musical instruments • Improvising rhythmic accompaniments using body percussions or un-pitched instruments • Composing one bar and two bar songs • Identifying basic note values • Drawing basic note values (minim crotchet, quaver and semi-quaver) • Moving in classroom in response to basic note value s **NB: Engage learners in pre- performance warm-up activities**	• Music play area • Modulator • Un-pitched musical instruments • Chart with note values • Resource person • Computer • internet

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Visual Arts • 2 Dimensional patterns media • Application of elements of design to artworks • Use of primary and secondary colours to produce artworks	• design different patterns using available resources to produce objects in 2 Dimensional • apply elements of design to artworks • produce secondary colours • use primary and secondary colours to produce artworks	• Colour wheel • 2 Dimensional patterns • Elements of design	• Crafting 2 Dimensional patterns using different media • Applying elements of design to produce different artworks • Experimenting with colours	• Visual arts area • Play dough/ plasticine/clay • Internet • Artifacts • Magazines • Sand and water play area • Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal • computers
Theatre • Theatre games • Improvisation of appropriate age stories • Pantomime • Tableau/living statue – community members • Costumes and props • picture book reading **NB learners engage in pre-performance and warm-up activities**	• play theatre games in groups • create games • create their own short stories • dramatize created stories • act using gestures only • Create pictures of different community leaders • Use appropriate costumes and props • Interpret picture books • Act as living statues of local community leaders	• Theatre games such as: trust building, focus, confidence and facial expression games, • Age appropriate stories • Pantomime • Tableau/still pictures • Costumes • Props • Picture books	• Playing theatre games • Performing their own stories • Telling stories without using any word • Creating group pictures • Manipulating costumes and props to tell a story • Creating story boards • Acting as living statues depicting community leaders	• Theatre play area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre books • computer

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance • Movement problems • Movement, music, pictures and rhymes • Movement sequence, patterns and shapes • Movement and emotions **NB learners engage in pre-performance and warm-up activities**	• solve movement problems • create movement in response to pictures, music and rhymes • perform a complete movement sequence • Create dance shapes • Show different emotions in their dance movements	• Movement problems • Movement, music and rhymes • Movement, sequence, patterns and shapes • Movement and emotions	• Solving movement problems • Creating different movement to do one activity • Responding to music through movement • Performing movement sequences • Creating different dance shapes • Showing different feeling while dancing	• Dance area • Audio visual devices • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Dance groups

Visual and Performing Arts

GRADE 1:   TOPIC 3:   ESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Music • Guided movements to music • Ideas and moods through music	• create movements to music that reflects focused listening • describe how ideas or moods are communicated through music	• Guided movement • Recorded music • Meaning of music	• Making movements to music that reflects focused listening • Singing and expressing the mood of the song • Discussing meaning of songs	• Music area • Recorded music • Audio visual devices • Internet • Computers
Visual Arts • Artworks production in the environment • Elements and principles of design • Meaning of artworks and artifacts within their community	• produce artworks and artifacts from their environment • use elements and principles of design in artworks • analyse artworks within their community • create a gallery	• Elements and principles of design • Aesthetics • Gallery	• Naming artworks in the environment • Producing artworks from the environment • Discussing artworks within their community • Collecting artifacts and artworks to make a gallery • Describing artifacts and artworks in the gallery	• Visual Arts area • Internet • Magazines • Artifacts • Computers • Cameras • Smart phones • Resource person(s)
Theatre Audience: • Theatre appreciation skills • Animation appreciation	• watch a theatre performance • state the meaning of performance • stage a performance	• Theatre appreciation skills • animation	• Discussing the meaning of a performance • Listening to a performance • Watching animation and theatre acts	• Theatre area • Lights • Torches • Candles • Computers

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
NB learners engage in pre-performance and warm-up activities	• respond to an animation programme		• Listing emotions evoked by the performance • Deriving meaning from the programs	• Smart phones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Theatre books
Dance • Dance vocabulary • Communication in dance **NB learners engage in pre-performance and warm-up activities**	• state dance vocabulary • use dance vocabulary • recognize the message portrayed in dance • state the relationship between dance and communication	• Dance vocabulary such as: - Shapes - Levels - Directions - Tempos • Communication and dance • Dances	• Demonstrating the importance of shapes, levels and directions in dance • Performing dance using the correct tempo • Applying dance as a communication tool • Expressing messages through dance	• Dance Area • Lights • Torches • Candles • Computers • Smart phones • Television • DVD Player • Sunlight • Print media • Resource person • Picture books • Dance groups

GRADE 1:   TOPIC 4:   ART TECHNOLOGY

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
• Music recording • Audio and visual music • Musical icons and symbols • Ethics, music and the internet	• record own music using technological tools • listen to audio music • identify musical icons • use icons to play music • describe musical symbols • discuss ethical issues in music when using the internet	• Music recording • Audio music • Video music • Musical icons such as crotchet, minim, quaver and semi-quaver • Musical symbols • Ethical issues in using the internet	• Singing songs and recording them • Recording music from CDs • Playing audio music • opening music folders and play • Arranging music in categories according to genres • Watching music videos • Naming musical icons • Drawing musical symbols • Singing short melodies with musical symbols pp, p, ff • Listing ethical issues in music when using internet	• Music area • smartphones • Tape recorders • Laptops tablets • CDs • Radio • Videos • Charts showing musical icons • Charts showing musical symbols • Internet
Visual arts • Visual arts technological tools in my community • Ethics, visual arts and the internet • Photography • Video and filming • Visual arts softwares	• identify technological visual arts tools • describe technological visual arts tools • use technological visual tools • outline business ethics related to art and the internet • use visual art softwares	• Technological tools in visual arts • Ethics in visual arts • Visual arts softwares	• listing technological tools • Discussing ethics and the use of internet • Taking photographs in the community • Shooting community events to produce films and videos • Using relevant software to produce artworks	• Internet • Artifacts • Magazines • Smartphone • Software • Artworks • Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Theatre • Lighting and mood • Sound effects – responding with movement • Slides – picture story – character and objects • Ethics, theatre and the internet **NB learners engage in pre-performance and warm-up activities**	• demonstrate the use of lighting in creating mood in a theatre performance • Identify sources of sound effects • apply sound effects to movement in theatre • watch a slide show • identify visual tools used • explain the slides • outline business ethics related to theatre and the internet • use visual interface tools	• Lighting and mood • Sound effects and movements • Slide character and objects • Ethics and the internet	• Watching videos • Experimenting with light • Listening to sound effects • Identifying sources of sound effects • Performing to sound effects • Identifying characters and objects in the slide • Arranging a storyboard • Operating visual interface tools	• Theatre area • Lights • Torches • Candles • Computers • Smartphones • Audio visual deviser • Sunlight • Print media • Resource person • Picture books • Theatre books • Computers • Internet
Dance • Lighting and mood • Sound effects – responding with movement • Slides – dancers and objects • Ethics, dance and the internet **NB learners engage in pre-performance and warm-up activities**	• demonstrate the use of lighting in creating mood in a dance performance • identify sources of sound effects • apply sound effects to movement in theatre • watch a dance slide show • identify visual interface tools used • explain the dance slides • use visual interface tools	• Lighting and mood • Sound effects and movements • Slide dancers and objects • Ethics and the internet	• Watching dance videos • Experimenting with light in dance • Identifying sources of sound effects • Performing to sound effects through movement • Identifying dancers and objects in the slide • Arranging a dance storyboard • Operating visual interface tools	• Dance area • Lights • Torches • Candles • Computers • Smartphones • Audio visual devices • Sunlight • Print media • Resource person • Picture books • Dance groups

Visual and Performing Arts

GRADE 1:   TOPIC 5:   ENTERPRISE SKILLS (ENTREPRENEURSHIP)

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Music ● Careers in music ● Musical instruments ● Fundraising performances ● Business ethics - soft skills - *unhu/ubuntu/vumunhu* - Copyright protection	● name careers in music ● make musical instruments which can be sold ● price their instruments ● perform for paying audience ● role play – buying and selling their products ● discuss business ethics ● create a market for produced artifacts and artworks ● observe copyright protection	● Music careers such as musician, sound engineer, music teacher, adjudicator, composer, producer ● Musical instruments such as un-pitched instruments ● Performances ● Business ethics ● Copyright protection	● Listing careers in music ● Making musical instruments for selling ● Marking prices for their instruments ● Performing music for paying audience ● buying and selling of their products ● Discussing business ethics ● Talking about copyrights protection ● Signing profiling and labeling their products ● Organizing funfair, musical festivals and exhibitions	● Charts with different music careers ● Musical instruments ● Artifacts for sale ● Computer ● TV ● CD/DVD ● Internet ● Markers and tags
Visual arts ● Careers in visual Arts ● Media and tools in the community ● Exhibitions and commissioned work ● Business ethics - Soft skills - *unhu/ubuntu/ vumunhu* - Copyright protection	● identify careers in visual arts ● use media and tools in the community ● mount exhibitions ● identify business ethics, soft skill *unhu/ubuntu/vumunhu* ● create a market for produced artifacts and artworks ● observe copyright protection	● careers in visual arts ● Media and tools ● Exhibitions ● Business ethics ● Copyright protection	● Classifying careers in visual arts ● Showcasing their artworks ● Using media and tools found in the community ● Demonstrating soft skills ● Organizing exhibitions visual arts festival	● Visual arts area ● Internet ● Artifacts ● Magazines ● Camera ● Paint ● Artistic portfolios ● Bond paper ● Computers ● Internet ● Relevant books

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Theatre
• Careers in theatre
• Props and costumes
• Fundraising performances
• Business ethics
  - Soft skills
  - *unhu/Ubuntu/ vumunhu*
  - Copyright protection
 	
NB learners engage in pre-performance and warm-up activities
	• 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
	• create a market for theatrical performance
	• observe copyright protection
		• Careers in theatre arts such as : script writer, actors, editors, director, production team
		• Theatre arts as business e.g. financial literacy
		• Design and make costumes as business
		• Copyright protection
			• 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 and copyright protection
			• Organizing theatre festivals
				• Theatre area
				• Computers
				• internet
				• Resource person and Centre's
				• Art management tool kit
				• Materials to make theatre costumes and props
				• Relevant texts

Dance
• Careers in dance
• Instruments and costumes
• Fundraising performances
• Business ethics
  - soft skills
  - *unhu/ubuntu*
  - Copyright protection
 	
NB learners engage in pre-performance and warm-up activities
	• identify careers in dance
	• construct Zimbabwean costumes for business
	• create dances pieces for business
	• observe business ethics,soft skills, *unhu/ubuntu* and copyright protection
	• observe copyright protection
		• Careers in dance such as dancers, choreographers, managers, teachers
		• Zimbabwean costumes and instruments such as: nhembe, amabhetshu
		• Business ethics
		• Zimbabwean and foreign business dance groups
		• Copyright protection
			• 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
				• Dance area
				• Computers
				• smartphones
				• Resource person and Centre
				• Art management tool kit
				• Materials to make costumes and props
				• Relevant texts

Visual and Performing Arts

GRADE 2:   TOPIC 1:   HISTORY OF ARTS AND CULTURE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Music • The role of music, musicians and composers, in past and present • Movements in response to various musical instruments of different genres, periods and styles • Songs and games in my country •	• identify the role of musicians and composers from past and present cultures in daily and special events • move in response to various musical instruments of different genres, periods and styles • move to various rhythms, melodies and form of music • sing Zimbabwean cultural songs • play game songs from Zimbabwean culture • showcasing Zimbabwean culture songs	• Jakwara/nhimbe/ilima songs • Jiti songs • Wedding songs • Celebration songs • Chimurenga songs • Game songs • Musicians and composers • Rhythm and melodies • Zimbabwean cultural songs	• Identifying musicians and composers • Identifying special events and songs in music • Moving to rhythm and melodies played on various musical instruments • Singing songs from Zimbabwean culture • Playing musical games from Zimbabwean culture	• Music area • Video clips • Camera • Musical tools such as radio, TV, smartphones, tape recorders and cassettes • Pictures of local artists such as: • Musical instruments • Props and costumes • Books on chimurenga songs • Internet • computer
Visual arts • The role of visual arts and artists in my country • Functions of visual arts in daily life • Visual arts materials and objects from different cultures	• classify visual art in their country • naming artists in their country and their works • categorise works of art from a variety of places and times • recognize visual art materials from different cultures • identify the role of visual arts and artists	• Visual arts • Artist profiles • Artifacts	• Identifying visual arts in the country • Naming visual arts in the country in daily life • Talking about visual artist in the country • Categorizing visual arts objects according to time and place	• Visual Arts area • Play dough/ plasticine and clay • Internet • Artifacts • Magazines • Sand and water play area • Camera

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS 2015-2022

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	• use visual arts material from different culture • organise educational tours to historical sites in the community		• Creating art works using art materials from different cultures • Visiting historical sites in the local community	• Paint • smartphones • Artistic portfolios • Bond paper • Monster crayons/ charcoal

Theatre
• The role of theatre, film and animation in my country and my culture
• Characterisation: Different national leaders and their roles
• National stories
  - myths
  - legends
• Roles and responsibilities of actors and audiences
 	
NB learners engage in pre-performance and warm-up activities
	• identify the role of theatre film and animation
	• respond to variety of theatre, film and animation performance from their country
	• name different national characters and their roles
	• listen to national stories
	• retell national stories
	• perform national stories
	• name roles of actors and audience
		• Role of theatre
		• Children's theatre performances
		• animation
		• Film
		• National characters and their roles
		• National stories
		• Role of an actor
		• Role of audience
			• Discussing the role of theatre film and animation
			• Watching and responding to theatre, film and animation performances.
			• Listing national characters and their roles
			• Listening to national stories
			• Dramatizing national stories
			• Describing role of actors and audience
				• Theatre area
				• Lights
				• Torches
				• Candles
				• Computers
				• Smartphones
				• Audio visual devices
				• Sunlight
				• Print media
				• Resource person
				• Picture books
				• Theatre books
				• Radio

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Dance • The role of dances and dancers in my country and my culture • Social and cultural dances **NB learners engage in pre-performance and warm-up activities**	• respond to a variety of dance from their country and culture • name different types of dance • identify national dancers • demonstrate types of dances • list national celebrations • relate to national celebrations • participate in community dance festivals and celebrations	• Different types of national dances • Functions of dance • National celebrations	• Watching dance videos • Mimicking dances • Identifying national dancers • Discussing national celebration • Naming types dances • Performing different dances for paying audience • Attending community dance festivals and celebrations	• Dance area • Lights • Torches • Candles • Computers • Smartphones • Audio visual devices • Sunlight • Print media • Resource person • Picture books • Theatre groups

Visual and Performing Arts

GRADE 2:   TOPIC 2:   THE CREATIVE PROCESS AND PERFORMANCE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Music
• Timing
• Pitch identification in songs
• Percussion instruments in short melodies and songs
• Composition, arrangement, and improvisation of melodies
• Oral reading of basic note values
	• identify pitch in songs from 1st to 5th degree of scale
	• play percussion instruments to accompany short melodies
	• compose melodies using digital and electronic melodies
	• arrange short melodies/motifs into songs
	• read basic note values
		• Modulator (d, r, m, f, s)
		• Pitch levels from 1st to 5th degree of the scale
		• Short melodies/motifs from known songs
		• 3 bar composition
		• 4 bar composition
		• Basic note values such as
		  – Semi-breve
		  – Minim
		  – crotchet
		  – Quaver
		  – Semi-quaver
			• Singing songs using pitch level (d,r,m,f,s,)
			• Playing percussion instruments to accompany short melodies
			• Composing 3 bar and 4 bar songs
			• Reading basic note values:
				• Music area
				• Modulator
				• Percussion instruments such as drum, shaker/hosho
				• Melodies on charts
				• Pitch symbols on cards
				• Basic note values on cards
				• Basic note values on charts
				• Tape recorded
				• DVDs
				• Cassettes
				• Internet
				• Computers

Visual Arts • Designs in 3 dimensional media • Application of elements and principles of design	• design patterns using 3 dimensional objects • apply elements and principles of design • create a colour wheel of primary and secondary colours	• 3 dimensional designs • Elements and principles of design • Painting and drawing using the colour wheel	• Designing artworks using 3 dimensional media • Painting and drawing objects using the colour wheel • Creating sculptural objects using different materials available	• Visual Arts areas • Play dough/ plasticine/clay • Internet • Artifacts • Magazines • Sand and water play area

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
• Painting and drawing using warm/cool colours • Crafting objects using different materials such as newspapers, plastics, reeds			• Weaving using different media to produce artworks	• Camera • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal

Theatre
• Theatre games – cooperation skills and concentration
• Story outline (sequencing)
• Tableau/living statue – National Leaders
• Costume and prop creation
• Improvisation of stories from picture books
 	
NB learners engage in pre-performance and warm-up activities
	• play theatre games
	• solve problems in their games
	• focus on their activities
	• arrange a story
	• improvise props and costumes
	• create stories from picture groups telling stories from picture books
	• act as living statues of the community
		• Theatre games
		• Tableau/still pictures
		• Costumes and props
		• Stories from picture books
		• Story outline
		  - plot points
		  - character
		  - identification
		  - letting
		  - conflict
			• Playing theatre games
			• Creating a story in a chronological order
			• Performing theatre games
			• Arranging a story
			• Creating props and costumes using available material
			• Telling stories from picture books
			• Acting as living statues depicting community leaders
				• Theatre area
				• Internet
				• computer
				• Lights
				• Torches
				• Candles
				• Computers
				• Smartphones
				• Audio visual devices
				• Sunlight
				• Print media
				• Resource person
				• Picture books
				• Theatre books

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Dance ● Movement problems ● Movement patterns and sequence ● Shapes and movement – tempo ● Dance phases ● Group dynamics in dance **NB learners engage in pre-performance and warm-up activities**	● perform complete dance movement patterns ● create different variations ● make quick dance turns ● form shapes ● create solo dance performance ● work as a dance ensemble	● Movement problems ● Dance movement patterns and sequence ● Dance shapes ● Dance phrases ● Group dynamics	● Solving dance problems ● Creating different dance patterns and sequence ● Creating different shapes ● Choreographing ● Performing solo dance pieces ● Performing group dances	● Dance area ● Computers ● internet ● Lights ● Torches ● Candles ● Computers ● Smartphones ● Television ● DVD Player ● Sunlight ● Print media ● Resource person ● Picture books ● Dance groups

Visual and Performing Arts

GRADE 2: TOPIC 3: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Music • Movements to express pitch, tempo, form and dynamics • Music and musicians, - ideas and moods from recorded music	• sing notes at each level of the modulator scale • sing fast and slow musical pieces • sing given songs softly and loudly • sing known songs for enjoyment • identify local musicians from given pictures and videos • derive meaning from songs	• Musical ladder (diatonic sale) (d,r,m,f,s) • Tempo markings such as fast and slow • Dynamics such as loud and soft • Recorded music • Musical artists • Wedding songs • Funeral songs • Harvest songs • Story songs	• Singing up and down the musical ladder • Singing songs using tempo markings • Singing songs using dynamics of how loud and how soft • Listening to songs from various artists • Naming artists • Derive meaning from given songs	• Music area • Musical ladder • Pitch symbols in tonic solfa on cards and charts • Tempo markings on cards • Music on CDs • Songs on charts • Pictures of artists • Internet • Computers
Visual Arts • Artwork critique • Elements and principles of design • Meaning of artworks within their nation	• critique artworks in the country • apply elements and principles of design • assign meaning to art works within their nation	• Artworks and Artifacts • Elements and principles of design • Aesthetics	• Analyising artworks and artifacts in the country • Examining elements and principles of design on artworks and artifacts • Designing artworks using elements and principles of design • Discussing artworks found within their nation	• Visual arts area • Play dough/plasticine/clay • Internet • Artifacts • Magazines • Sand and water play area • Cameras • Paint • Artistic portfolios • Bond paper • Monster crayons/charcoal

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Theatre Audience • Actor's performance • Live performance appreciation: – message/moral of the story • Animation appreciation **NB learners engage in pre-performance and warm-up activities**	• identify actors in a performance • discuss the role of actors in a performance • respond to an actor's performance • identify the message in a performance • State the moral message in a performance	• Actors performance • Performance appreciation	• Watching videos • Appreciating an actor's performance by clapping, smiling and laughing • Watching performances • Discussing messages in a performance • Listing the moral message in a performance	• Theatre area • Lights • Torches • Candles • Computers • Smartphones • Television • DVD Player • Sunlight • internet • Print media • Resource person • Picture books • Theatre books

Dance
• Dance vocabulary
• Communication in dance
NB learners engage in pre-performance and warm-up activities
	• use dance vocabulary appropriately
	• recognize the mood portrayed by a dance
	• outline the ideas being shown in dance performance
	• state the relationship between dance mood ideas and communication
		• Dance vocabulary such as:
		– levels
		– rhythm
		– patterns
		– types of energy
		• Communication in dance such as:
		  - Mood
		  - ideas
			• Demonstrating the importance of levels rhythm, patterns
			• Applying the appropriate type of energy for the dance
			• Performing different types of dances
			• Applying dance as communication tool
			• Expressing message through dance
				• Dance area
				• Lights
				• Torches
				• Candles
				• Computers
				• Smartphones
				• Audio visual devices
				• Sunlight
				• Print media
				• Resource person
				• Picture books
				• Dane groups
				• internet

Visual and Performing Arts

GRADE 2:   TOPIC 4:   ARTS TECHNOLOGY

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Music - Music composition and recording - Audio and visual music - Musical icons and symbols - Ethics, music and the internet	- compose songs using technological tools - record own music using technological tools - play music on audio and visual devices/tools - place musical symbols - discuss ethical issues in music - download music from the internet - play music from the internet	- Music composition - Record own music using technological tools - Play music on audio tools - Play music on visual tools - Ethical issues - Music from the internet	- Composing songs - Recording own music - Playing music on audio devices - Playing music on visual devices - Discussing ethical issues downloading music from the internet	- Music area - Tape recorder - smartphones - computers - Radio - Audio visual devices - Markers - Flip charts - Charts - Computer - internet
Visual Arts - Visual arts technological tools in my country - Ethics, visual arts and the internet - Photography - Video and filming - Visual arts softwares	- identify visual arts tools - describe visual arts tools - use visual arts tools - outline business ethics related to art and the use of internet - edit images using visual art tools and softwares - use visual arts softwares to produce artworks	- Visual arts tools - Visual arts ethics - Animation - Photography - Editing - Software	- Listing technological tools - Using technological tools to produce artworks - Shooting events to produce films and videos - Discussing ethics and the use of internet - Taking photographs	- Visual arts areas - Internet - Artifacts - Magazines - Sand and water play area - Camera - Paint - Artistic portfolios - Bond paper - Smartphones
Theatre - Lighting and setting - Sound effects – impact	- demonstrate the use of lighting to enhance setting a theatre performance - identify different types of setting	- Lighting and setting - Sound effects impact	- Watching videos - Experimenting with light on different settings - Applying lighting and settings to evoke emotions	- Theatre area - Lights - Torches - Candles - Computers

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TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
• Slides – picture story – character and conflict • Digital theatre • Ethics ,theatre and the internet	• identify the source of sound effects • state the impact of sound effect in a performance • operate sound effect equipment • state the use of conflict in a story • identify digital tools that enhance theatre • state the link between theatre and digitalisation	• Picture story and conflict • Digital theatre	• Listening to sound effects • Listening to the impact of sound effects in a performance • Using sound effect equipment • Demonstrating the use of conflict in a story • Outlining characters involved in conflict • Using digital tools to create a performance • Demonstrating the link between theatre and digitalization	• Smartphones • Visual audio devices • Sunlight • Print media • Resource person • Picture books • Theatre books • internet
Dance • Lighting and setting • Sound effects – impact • Video – dance drama • Ethics, dance and the internet **NB learners engage in pre-performance and warm-up activities**	• Demonstrate the use of lighting to enhance setting in a dance performance • Identify different types of settings • Identify the source of sound effects • State the impact of sound effects in dance performance • operate sound equipment • identify different types of movements in a video • shoot own dance video skits • perform on a streaming conference platform	• Sound effects impact • Video dance drama	• Watching dance videos • Experimenting with lighting in different dance settings • Applying lighting to dance settings to evoke emotions • Listening to sound effects • Listening to the impact of sound effects in a dance performance • Using sound effects equipment • Shooting video • Live video conferencing	• Dance area • Lights • Torches • Candles • Computers • Smartphones • Audio visual devices • Sunlight • Print media • Resource person • Picture books • Theatre groups

Visual and Performing Arts

GRADE 2:   TOPIC 5:   ENTERPRISE SKILLS (ENTREPRENEURSHIP)

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Music
• Careers in music
• Musical instruments
• Fundraising performances
• Business ethics
  - Soft skills
  - *unhu/ubuntu/ vumunhu*
• Copyright protection
	• Identify different types of musicians from pictures and videos
	• role play different types of jobs in the music industry
	• make musical instruments for sale
	• raise funds through performance at fundraising functions
	• Discuss copyrights protection
		• Music careers such as musician, sound engineer, music teacher, adjudicator, composer and producer.
		• Construction of musical instruments
			• Identifying people at work in music
			• Making musical instruments for sale
			• Role playing different jobs
			• Performing music for paying audience
			• Discussing on copyrights protection
				• Music area
				• Internet
				• Pictures of people at work
				• Musical instruments such as mbira, marimba, hosho and tambourines
				• Radios
				• Laptops
				• Audio visual devices
				• Cassettes
				• Video clips
				• Charts and cards
				• Computers

Visual arts
• Careers in visual arts
• Media and tools in my country
• Exhibitions and commissioned work
• Business ethics
  - Soft skills
  - *unhu/ubuntu*
  - Copyright protection
	• identify careers in visual arts
	• produce media tools using different materials
	• use media and tools in the country
	• showcase their art works
	• recognize business ethics, soft skills *unhu/ubuntu* and copyright protection
		• Careers in visual arts
		• Media and tools
		• Exhibitions and commissioned work
		• Business ethics, soft skills and copyright protection
			• Identifying and selecting preffered careers in visual arts
			• showcasing artworks for sale
			• producing media and tools for sale
			• observing business softskills *unhu/ubuntu* and copyright protection
				• visual arts area
				• Play dough/ plasticine/clay
				• Internet
				• Artifacts
				• Magazines
				• Camera
				• Paint
				• Artistic portfolios
				• Bond paper
				• Monster crayons/charcoal
				• Smartphones
				• computers

Visual and Performing Arts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Theatre
• Careers in theatre
• Props and costumes
• Fundraising performances
• Business ethics
  - Soft skills
  - *unhu/Ubuntu*
• Copyright protection
 	
NB learners engage in pre-performance and warm-up activities
	• 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*
	• observe copyright protection
		• Careers in theatre arts such as: script writer, actors, editors, director, production team
		• Theatre arts as business e.g. financial literacy
		• Design and make costumes in business
			• 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*
			• Discussing copyright protection
				• Lights
				• Theatre area
				• Torches
				• Candles
				• Computers
				• Smartphones
				• Sunlight
				• Print media
				• Resource person(s)
				• internet
				• Picture books
				• Theatre books

Dance • Careers in dance • Instruments and costumes • Fundraising performances • Business ethics - soft skills - *unhu/ubuntu/ vumunhu* - Copyright protection **NB learners engage in pre-performance and warm-up activities**	• identify careers in dance • construct Zimbabwean costumes for business • create dances pieces for business • observe business ethics, soft skills, *unhu/ubuntu/vumunhu* and copyright protection • observe copyright protection	• Careers in dance such as dancers, choreographers, managers, teachers • Zimbabwean costumes and instruments such as: nhembe, amabhetshu • Business ethics • Zimbabwean and foreign business dance groups • Copyright protection	• identifying careers in dance and selecting preferred careers • constructing costumes • Making instruments • Formulating dance pieces for business • Observing business ethics, skills, *unhu/ubuntu/vumunhu* and copyright protection • Discussing copyright protection	• Dance area • Lights • Torches • Candles • Computers • Smartphones • Audio visual devices • Sunlight • Print media • Resource person and Centre • Picture books • Dance groups

Visual and Performing Arts

9.0   ASSESSMENT

9.1   Assessment Objectives

By the end of the course, learners should be able to:

9.1.1.   describe the value of music, dance, art and theatre in Zimbabwean culture

9.1.2.   identify pre-colonial, colonial, chimurenga and post-colonial songs

9.1.3.   compose songs or pieces for different occasions.

9.1.4.   play musical instruments

9.1.5.   create poetic works linked to different occasions

9.1.6.   apply the elements and principles of design

9.1.7.   dance, mime and perform to a variety of traditional and contemporary music linked to Zimbabwean culture

9.1.8.   construct, paint and decorate artifacts used in visual and performing arts

9.1.9.   design dance sequences (choreography) from songs taught in class

9.1.10.   identify dances, songs and artifacts of other cultures

9.1.11.   describe aesthetic values through visual and performing arts

9.1.12.   demonstrate entrepreneurial, Unhu/Ubuntu (soft skills) through visual and performing arts

9.1.13.   analyse finished artworks and performances

9.1.14.   express themselves creatively through visual and performing arts

9.1.15.   use visual and performing arts as a medium of communication

9.1.16.   use visual and performing arts as a vehicle for the enhancement of community consciousness and national identity

9.1.17.   identify careers in visual and performing arts

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

9.1.19.   synthesise skills, media, methods and technologies that are appropriate to creating, performing and presenting works of art in dance, music, theatre and visual art and

9.1.20.   evaluate the impact of technology in visual and performing arts.

Visual and Performing Arts

9.2   Scheme of Assessment

Visual and Performing Arts will be assessed continuously by all teachers from ECD A to Grade 2. Learners will be assessed in the following areas:

9.2.1   Practical

- singing
- drawing
- painting
- sculpture
- animation
- print making
- textile decoration
- dancing
- acting
- filming
- mixed media
- photography
- playing musical instruments
- manipulation of art materials and manipulation of properties and costumes
- listening skills
- composing
- creativity
- music reading
- art criticism
- enterprising skills
- aural skills
- story telling
- graphic design
- editing

Visual and Performing Arts

9.2.2 Assessment Profile

Pupils will be assessed continuously on the skills below.

Assessment Guide

Please tick in the appropriate box

5. Excellent   4. Very Good   3. Good   2. Satisfactory   1. Needs Help

Visual and Performing Arts Skills	1	2	3	4	5	Dates	Comments
1. Manipulative skills							
2. Hand and eye coordination							
3. Left to right orientation							
4. Foot and eye coordination							
5. Creativity							
6. Observation skills							
7. Listening skills							
8. Oral skills							
9. Speaking skills							
10. Communication skills							
11. Imaginative skills							
12. Collaborative skills							
13. Enterprising skills							
14. Cognitive skills							

Visual and Performing Arts

15. Problem solving skills	
16. Emotional skills	
17. Soft skills	
18. Social skills	
19. Mathematical skills	
20. Scientific skills	
21. Psychomotor skills	
22. Visual skills	
23. Technological skills	
24. Tactile skills	
25. Kinesthetic skills	
26. Aesthetic skills	
27. Confidence	
28. Concentration skill	
29. Leadership skills	

9.2.3   Theory

9.2.3.1   Writing exercises
9.2.3.2   Picture reading
9.2.3.3   Drawing exercises

Visual and Performing Arts

9.2.4   Assessment Criteria

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASKS	NATURE	FREQUENCY
ECD (0–3yrs) ECD {A} ECD {B}	Continuous	• Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children's games	➤ Practical ➤ Can be done individually or in Groups	✓ Daily basis
GRADE 1	Continuous	• Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children's games • Written Exercises • Theory tests	➤ Practical ➤ Can be done individually or in Groups	✓ Daily basis ✓ Every Fortnight ✓ Once per Month
GRADE 2	Continuous	• Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children's games • Written Exercises • Theory tests	➤ Practical ➤ Can be done individually or in Groups	✓ Daily basis ✓ Weekly ✓ Once per Month

Visual and Performing Arts

9.2.5   Assessment Instruments

● Checklists   ● Rating Scale   ● Observation Guide   ● Exercises   ● Theory Tests

EARLY CHILDHOOD DEVELOPMENT VISUAL AND PERFORMING ARTS CHECKLISTS

Key: 1.Yes   2.No   3.Sometimes   4.With Assistance   Please Tick one Appropriate Box

	1	2	3	4	DATES	COMMENTS
DANCE						
0-3 years Can dance to folk songs						
Can res pond to crotchet note taa						
Can move to recorded sound						
Can move body parts for expression in a performance						
Can follow a tempo using body movement						
3-4 years						
Can sing cultural songs from past and present						
Can clap and dance to cultural songs						
Can create variations to a given dance						
Can reproduce everyday movement as dance						
Can create dance using ICT tools						
Can show case dance skills						
4-5 years						
Can mimic dancers						
Can harmonise dance to elements of music						
Can identify types of dances in the locality						
Can tell 2 ethical considerations in the use of the internet						
Can dance to recorded sounds						
Can name demonstrate dances in the local community						
Can construct Zimbabwean costumes and instruments						
Can identify and replicate varied movements Using body movement						
Can Demonstrate movements to show relevant energy qualities						

Visual and Performing Arts

4-5 years
Can identify elements of space
- Near/far
- Wide/narrow
Can use space to solve movement challenges
- Light/strong movements
- Resting moving movements
Can use space to solve movement challenges
- Curved pathways
- Spiral pathways
- Positive/negative space

MUSIC

0-3 years
Can identify familiar sounds
Can respond to sound using body percussion
Can respond appropriately to songs
Can perform to an audience
Can manipulate musical devices

3-4 years
Can play musical instruments
Can mimic songs from local musicians
Can identify pitch levels
Can walk to crotchet note taa and taa-aa
Can respond appropriately to happy and sad songs
Can operate musical tools
Can perform for a paying audience

4-5 years
Can play musical instruments with song accompaniment
Can Play and act out game songs
Can imitate different sound levels
- High

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- medium
- Low

Can read basic note values
Can identify music for specific purposes
Can name/identify local musicians
Can make musical unpitched instruments

VISUAL ARTS

0-3 years
Can respond to movements of mobiles
Can name cultural artifacts in the home
Can arrange different types of blocks into patterns/images
Can construct a two piece jigsaw puzzle
can identify technological tools in the home
can operate technological tools in the home
can colour/paint pictures
can string beads

3-4 years
Can draw artifacts found in the home
Can photograph artifacts found in the home
Can arrange three dimensional objects into patterns
Can model objects
Can demonstrate elements of design
Can edit photographed objects
Can display artifacts for sale

4-5years
Can draw artifacts found in the school
Can paint cultural artifacts
Can use appropriate artwork vocabulary
Can produce videos from shot events in the school
Can use relevant softwares to produce artworks
Can display soft skills in business

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THEATRE

0-3 YEARS
Can respond to movement of mobiles and objects
Can imitate cartoon characters
Can imitate family members' roles
Can respond appropriately to a performance
Can make shadows
Can imitate shadows/silhouette
Can dress up for performance

3-4 years
Can respond to animation from past/present
Can assign members into roles
Can dance to a performance
Can create shadows with light
Can create own sounds using available technological tools
Can make costumes for sale

4-5 years
Can create a story about their school
Can perform stories from folktales and fairy tales
Can perform own story
Can modify costumes
Can respond appropriately to the performance
Can take part in performance as an audience
Can compose sounds using different technological tools
Can record sounds using different technological tools
Can make theatrical production and price it

The teachers should also use the following assessment tools interviews, observations and portfolios to come up with an authentic report on the child.

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Visual and Performing Arts

Visual and Performing Arts

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS 2015-2022