

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

REB

Rwanda Education Board



UPPER PRIMARY LEVEL CREATIVE ARTS SYLLABUS

Kigali, 2015

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FOREWORD

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

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

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

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

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

GASANA I. Janvier
Director General REB

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PART I: MUSIC

1. INTRODUCTION

1.1. Background to the syllabus review: the rationale behind the review of the syllabus

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

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

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

1.2. Rational of teaching and learning music

1.2.1. Music and society

Music is one of the basic human functions. The interaction with sound is unavoidable, either to make it or take pleasure in it. People have always found music significant in their lives, whether for enjoyment performing and/or creating. The role of music in our society fills a void that we all need in order to enrich our culture and ourselves. It provides alternate infinite experiences, and it also further

enhances the skills we use in other subjects and professions. In addition, it is the only subject in which obtaining varied skills is possible. It reflects and creates social conditions including the factors that either facilitate or impede societal change. It is powerful at a social group level because it facilitates communication which goes beyond words, enables meanings to be shared, and promotes the development and maintenance of group, cultural and national identities.

1.2.2. Music and learners

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

Music develops unique, powerful, and multiple ways of perceiving, as well as interpreting, knowing, representing, and communicating understandings about one's self and the world. Through musical experiences, learners have opportunities to think creatively, explore ideas and feelings, and develop emerging personal, cultural, and social identities. It teaches learners about unique aspects of their relationships with other human beings and with the world around them, in their own and other cultures. Studying music increases the satisfaction by sharpening sensitivity, raising learners' level of appreciation, and expanding their musical horizons.

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

1.2.3. Competences

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

❖ Generic competences

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

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

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

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

Cooperation, inter personal management and life skills: This will help the learner to cooperate in a team in whatever task is assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Learners will perform practical

activities related to environmental conservation and protection. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

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

❖ **Broad music competences at the end of upper primary**

During the learning process, the learner should be able to:

- Gain knowledge and understanding of Rwandan traditional musical styles.
- Perform Rwandan traditional songs/dances.
- Gain knowledge of the characteristics of traditional musical instruments and their use.
- Use some Rwandan traditional musical instruments to accompany songs.
- Compose their own short songs and *ibyvugo* (self-praise poems) and perform them.
- Gain basic knowledge of the theory of music.

❖ **Music and developing competences**

The national policy documents, based on the national aspirations, identify some basic competencies alongside more generic competencies that will develop higher order thinking skills. These will help subject learning and the application of what has been learnt in real life situations. These generic competencies help learners deepen their understanding of music in a range of situations. As learners develop these generic competencies they also acquire the set of skills that will help them to be ready for employment. The generic

competencies are also vital for enabling learners to become life-long learners who can adapt to our fast-changing world and uncertain future.

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

The manipulation of different instruments during class and the undertaking of project work by learners will involve analytical and problem solving skills

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

2. PEDAGOGICAL APPROACHES

Music is a subject that requires the integration of theory and practice, the former being proved by the latter. Therefore, it is necessary to provide learners with many practical exercises. The teacher should make sure that the learner is able to put into practice what they have previously learnt. Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution, and production. At the same time, each learner is an individual with their own needs, pace of learning, experiences and

abilities. Therefore, teaching strategies must be varied and flexible within well-structured sequences of lessons. Learner centered education does not mean that the teacher no longer has responsibility for seeing that learning takes place, rather there is an increased importance placed on the role of the teacher as a facilitator of learning.

2.1. Role of learners

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

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

2.2. Role of teacher as a facilitator

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

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

2.3. Special needs education and inclusive approach

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

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the school's role is to enroll them and also set strategies to provide relevant education to them. All schools should have an accessible learning environment. This includes mainly physical accessibility. For example, the school infrastructure matches the range of special educational needs among the learners.

3. ASSESSMENT APPROACHES

Assessment is central to the effective teaching and learning of music. It encompasses the many and varied situations in which the teacher observes the child's participation in musical activity and in the application of knowledge, skills and understanding. Such opportunity for assessment arises when the child composes something new, plays an instrument or sings, listens to live or recorded music, or shares responses and ideas in a class discussion.

Assessment in music is related to the sequence in which music knowledge and understanding are acquired. A new concept will not be grasped unless the previous concepts are understood. For example, the learner needs to learn about note values before being asked to read a particular rhythm pattern from sight. By identifying the learners learning needs in music the teacher can adjust instruction and plan more appropriate activities.

3.1. Types of assessment

3.1.1 Formative or continuous assessment (assessment for learning)

Formative assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: *listening and responding, performing, and composing*.

During the process of performing, involving singing and playing instruments, the learner will exhibit the skills and commitment required to demonstrate a sense of pulse, imitate simple rhythms and how to sing or play simple melodies. As confidence grows, dynamics and phrasing will bring meaning and expression to the learner's singing and playing. Assessment of composing music and dance will examine the process the learner takes, i.e. the efforts of the learner to illustrate new musical ideas by improvising, composing and arranging sounds, alone or with others, in ways that involve imagination and originality.

3.1.2. Summative assessment (assessment of learning)

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

It is applied usually after a period of training and verifies whether or not learners have mastered the content of the subject. Thus, at the end of each term and each level the teacher will evaluate:

- ✓ The overall quality in the execution of a familiar or unfamiliar songs
- ✓ Accompanying a song with (a) Rwandan traditional musical instrument(s)
- ✓ The sol-fa in C scale

At the end of the Upper Primary level, the examination will cover the whole content of this syllabus.

3.2. Record Keeping

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

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item writing in summative assessment

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

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

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

Structure and format of the examination

There will be one paper in the Music subject at upper primary. This paper is practical. Time will depend on the paper's items and should be 3hrs. In practical skills, the paper consists to compose and perform new song from different topic areas of the syllabus.

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what learners are doing well and where they need to improve.

4. RESOURCES

4.1. Material resources

Teaching and learning of music necessitates both theory and practical activities. For the success of this syllabus, the school should have the following equipment and materials:

- String instruments: *umuduri*, *iningiri* (violin), *ikembe* (thumb piano), and *inanga* (traditional oval-shaped harp).
- Percussion instruments: *ingoma* (drums), and *ibinyuguri* (handle shakers).
- Wind instruments: *umwirongi* (Recorder), *ihembe* (horn).
- *Imigara* (head laces), *incunda* (dancing ropes), *amayugi* (rattles), *amacumu* (spears), *ingabo* (shields), *inkindi* (dancing ribbons), and *ingoma* (drum).

- Books of songs, and audiovisual songs in different languages.
- Collections of Rwandan songs.
- Music dictionary.
- Teacher's guide.
- Learner's manuals.

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

4.2. Human resources

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

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

Skills required for the teacher of this subject:

- Engage pupils.
- Use multiple assessment methods.

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

5. SYLLABUS UNITS FOR MUSIC

5.1. Presentation of the structure of the syllabus units

The creative arts (music subject) is taught and learned in upper primary education (P4-P6) as a core subject. At every grade, the syllabus is structured in Topic Areas, Sub Topic Areas where applicable, and then further broken down into Units. The units have the following elements:

1. A Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.

Each Unit Key Competence is broken into three types of Learning Objectives as follows:

- a. Type I: Learning Objectives relating to Knowledge and Understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS).

- b. Type II and Type III: These Learning Objectives relate to acquisition of skills, attitudes and values (Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives have been targeted by the present curriculum review.
5. Each Unit has Content which indicates the scope of the coverage of what a teacher should teach and learner should learn in line with the stated Learning Objectives.
 6. Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centred and participatory approach).
 7. Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

In all, the syllabus of music for upper primary level has 2 Topic Areas (performing music and music theory) and 3 Subtopic Areas (singing, dancing and composition). As for Units, there are 3 in each year.

5.2. Music Units: Primary Four

5.2.1. Key competences at the end of Primary Four

At the end of Primary Four, the pupil will be able to:

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

5.2.2. Primary Four Units

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: SINGING	
Music: Primary 4	Unit 1: Singing in tune respecting traditional rhythms.		Number of periods: 6	
Key Unit Competence: Sing in tune and match songs and rhythms				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify a range of songs and their traditional rhythms. - Explain the general meaning of a song and its general themes. 	<ul style="list-style-type: none"> - Listen and learn the lyrics of the chosen songs. - Learn and practice the traditional rhythms that match the song. - Perform specific songs in public with some expression and control. 	<ul style="list-style-type: none"> - Enjoy singing with others in public - Increase self-confidence and determination. - Show respect for the meaning of songs. 	<ul style="list-style-type: none"> - Songs relating to different themes: <ul style="list-style-type: none"> - Genocide - Unity and reconciliation. - Gender equality. - Patriotism. - Church music. 	<ul style="list-style-type: none"> - In groups choose a song and discuss the lyrics of the song to identify the theme. - In groups match the chosen song with its traditional rhythm and practice the song so that it can be performed with rhythm to the class. - In groups learn and memorize the lyrics to a song. - Rehearse a song alone or in a group. - Perform the song to peers
<p>Link to other subjects: <i>History and Citizenship: to be aware of consequences of genocide, the benefits of unity and reconciliation and gender balance. Religious studies: strengthen faith. Physical education: body fitness.</i></p>				
<p>Assessment criteria: <i>Learners are able to sing in tune accurately and match songs with their rhythms.</i></p>				
<p>Materials: <i>Books of songs, audiovisual songs, audio songs, recorder, DVD, and CD.</i></p>				

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: SINGING	
Music: Primary 4	Unit 2: Singing in tune with accompaniments.		Number of periods: 6	
Key Unit Competence: Be able to sing in tune and match songs and rhythms with musical instruments.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Discover traditional Rwandan musical instruments. - Use traditional musical instruments in singing. - Play the <i>umuduri</i>. 	<ul style="list-style-type: none"> - Learn the fundamentals and playing techniques of the <i>umuduri</i>. - Accompany songs with traditional instruments. E.g. the <i>umuduri</i> (one stringed instrument). - Perform in public with some expression and control. 	<ul style="list-style-type: none"> Enjoy singing with others in public. - Increase self-confidence and determination. - Appreciate traditional musical instruments. 	<ul style="list-style-type: none"> - Singing and performing songs relating to different themes: - Drug abuse - HIV/AIDS and malaria. - Child rights. - Environment protection. 	<ul style="list-style-type: none"> - In groups choose a song and discuss the lyrics of the song to identify the theme. - In groups learn and memorize the lyrics to a song. - Learners then explain their theme to the other groups. - Rehearse the song alone or as a group. - In groups match the chosen song with the <i>umuduri</i> and practice the song so that it can be performed with instruments for the class. - Learners then perform the song to their peers with the <i>umuduri</i> accompaniments.
<p>Link to other subjects: <i>Social studies: Be aware of consequences of drugs, and learn about HIV/AIDS, malaria, and child rights. Physical education: body fitness.</i></p>				
<p>Assessment criteria: <i>Learners are able to accurately sing in tune and correctly accompany a song with the umuduri.</i></p>				
<p>Material: <i>Books of songs, audiovisual songs, audio songs, recorder, DVD, and CD</i></p>				

TOPIC AREA: PERFORMING MUSIC		SUBTOPIC AREA: COMPOSITION		
Music: Primary 4	Unit 3: Compose <i>ibyivugo</i> (self-praise poems).		Number of periods: 6	
Key Unit Competence: Able to compose and sing self praise poems publicly.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Differentiate self praise poems from ordinary songs. - Compose a self praise poem. 	<ul style="list-style-type: none"> - Structure the words so they rhyme. - Describe the structure of a self praise poem. - Create a self praise poem and perform it. 	<ul style="list-style-type: none"> - Show respect for others performance of self praise poems. - Increase self-confidence and determination. - Appreciation of the competitive nature of performance 	Compose <i>ibyivugo</i> relating to different themes: <ul style="list-style-type: none"> - Patriotism. - Hard work and success. - Environment sustainability. - Gender equality. - Inclusive education. 	<ul style="list-style-type: none"> - Compose self praise poems alone. - Discuss the self praise poems in groups. - One by one recite self praise poems before the class. - Perform self praise poems alongside a dance.
Link to other subjects: <i>Languages: gain a greater vocabulary. History and Citizenship: learn about patriotism, and hard work and success. Social studies: be aware of environmental protection, gender equality and inclusive education. Physical education; develop body fitness.</i>				
Assessment criteria: <i>Learners are able to compose self praise poems reflecting different themes, and to recite self praise poems and match them with music and dance.</i>				
Materials: <i>Books of songs, audiovisual songs, collection of self praise poems, and audio songs.</i>				

5.3. Music Units: Primary Five

5.3.1. Key competences at the end of Primary Five

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

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

5.3.2. Primary Five Units

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: SINGING	
Music: Primary 5	Unit 1: Singing in tune with some expression.			Number of periods: 6
Key Unit Competence: Able to sing in tune with emotional expression.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Use various tempos and emotional expressions when singing. 	<ul style="list-style-type: none"> - Rehearse the melody of a song and perform it in front of an audience. - Sing songs with emphasis, emotion and control. 	<ul style="list-style-type: none"> - Enjoy singing in public. - Increased taste in music. - Increase respect, self-confidence and determination. 	<ul style="list-style-type: none"> - Songs relating to different themes: - Church music. - General health. - Peace education and values (tolerance). 	<ul style="list-style-type: none"> - In groups choose a song and discuss the lyrics of the song to understand the theme. Learners then explain the themes to other groups. - In groups learn and memorize the melody and lyrics of a song. Learners then perform the song for their peers. - In groups sing the chosen song with emotional expression and practice the song so that it can be performed to the class.
Link to other subjects: <i>History and Citizenship: peace education and values. Religious education: faith. Physical education: body fitness.</i>				
Assessment criteria: <i>Learners are able to sing in tune with emotional expression.</i>				
Materials: <i>Books of songs, audiovisual songs, and audio songs.</i>				

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: DANCING	
Music: Primary 5		Unit 2: Perform <i>intore</i> according to <i>umurishyo w'ingoma</i> .		Number of periods: 6
Key Unit Competence: Able to perform <i>intore</i> (war dance).				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Differentiate types of <i>imihamirizo</i> dances. - Differentiate types of <i>imirishyo y'ingoma</i> (drum beats). 	<ul style="list-style-type: none"> - Play drums in different styles. - Dance with agility and balance. - Dance matching body.movement with <i>umuhamirizo</i> and <i>umurishyo w'ingoma</i> 	<ul style="list-style-type: none"> - Enjoy singing and dancing with others. - Increase respect, self-confidence and determination - Love of <i>intore</i> dance and <i>umurishyo w'ingoma</i>. 	<ul style="list-style-type: none"> - Performing <i>intore</i> dance - Playing <i>ingoma</i> (drums) with different rhythms. 	<ul style="list-style-type: none"> - Learners watch and observe an <i>intore</i> dance performance on the screen or live. - Learners observe a performance by drummers on the screen or live. - Individually and then in groups learners imitate what they have seen. - Learners accompany <i>umuhamirizo</i> with <i>umurishyo w'ingoma</i> and <i>ibyivugo</i>.
Link to other subjects: <i>History and Citizenship: culture. Physical education: body fitness.</i>				
Assessment criteria: <i>Learners are able to perform intore accompanied by umurishyo ingoma.</i>				
Materials: <i>Imigara (head laces), incunda (dancing ropes), amayugi (rattles), amacumu (spears), ingabo (shields), inkindi (dancing ribbons), and ingoma (drum.)</i>				

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: COMPOSITION	
Music: Primary 5	Unit 3: Compose a short song in Kinyarwanda.		Number of periods: 6	
Key Unit Competence: Able to compose a short song in Kinyarwanda and perform it.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the meaning of the lyrics of a song. - Identify the structure of a song. 	<ul style="list-style-type: none"> - Compose lyrics with rhyme and rhythm. - Give a melody to the lyrics. - Perform the song before an audience. 	<ul style="list-style-type: none"> - Enjoy performing short songs individually or with others. - Increase self-confidence and determination through performance - Appreciation of competitiveness 	Compose a short song in Kinyarwanda on different topics: <ul style="list-style-type: none"> - Patriotism. - Unity and reconciliation. - Hard work and success. - Religion. 	<ul style="list-style-type: none"> - Write lyrics individually in Kinyarwanda. - Discuss lyrics with peers. - Create a melody for a song. - Match the melody with the lyrics. - In groups rehearse the song. - Individually or in groups perform it for the audience.
Link to other subjects: Kinyarwanda language: gain new vocabulary, Literature: metric and prosody				
Assessment criteria: Check if the learners are able to compose lyrics and correctly develop them into songs.				
Materials: Books of songs, audiovisual songs, audio songs, DVD, and CD.				

5.4. Music Units: Primary six

5.4.1. Key competences at the end of Primary Six

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

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

5.4.2. Primary Six Units

TOPIC AREA: PERFORMING MUSIC			SUBTOPIC AREA: COMPOSING	
Music: Primary 6	Unit 1: Compose a short song in English or French.			Number of periods: 6
Key Unit Competence: Able to compose a short song in English or French.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the meaning of the words used in the lyrics of a song. - Justify why some lyrics are better than others. 	<ul style="list-style-type: none"> - Compose lyrics for a song. - Match the words with a melody. - Teach the song to peers. - Play an <i>umwirongi</i> accompaniment. - Perform the song for an audience. 	<ul style="list-style-type: none"> - Value others' composition. - Develop a competitive spirit. - Appreciate different compositions. - Develop friendliness. 	Composing lyrics for a short song on different topics: <ul style="list-style-type: none"> - Environment. - Patriotism. - Religion. - Celebrations. - Playing <i>umwirongi</i> (the flute). 	<ul style="list-style-type: none"> - Individually write lyrics of song in English or French. - Discuss the lyrics with peers. - Create a melody for the song and match the melody with the lyrics. - Play the <i>umwirongi</i> to accompany the song. - In groups rehearse the song accompanied by <i>umwirongi</i> and perform it for an audience.
Link to other subjects: <i>English or French languages: gain a new vocabulary, Literature: metric and prosody.</i>				
Assessment criteria: <i>Learners are able to compose and perform a short song in English or French and explain the meaning of the lyrics.</i>				
Materials: <i>Books of songs, audiovisual songs, audio songs, DVD, CD, and umwirongi (the flute)</i>				

TOPIC AREA: MUSIC THEORY			SUBTOPIC AREA: PERFORMING MUSIC	
Music: Primary 6	Unit 2: Basic concepts of music.			Number of periods: 6
Key Unit Competence: Able to place musical notes on a staff and sing ascending and descending musical notes correctly.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Layout the basic concepts of music (staff and treble clef). - Apply the succession of musical notes on the staff. 	<ul style="list-style-type: none"> - Locate musical notes on the staff. - Practice singing ascending and descending musical scales respecting the pitch of the notes. 	<ul style="list-style-type: none"> - Appreciate the beauty of the music staff as a means of writing music. - Increase self-confidence and self-esteem. 	Define and describe: <ul style="list-style-type: none"> - Musical staff. - Treble clef. - Music notes symbols. 	<ul style="list-style-type: none"> - Individually, draw a treble musical staff. Using semibreve place musical notes (octave) on the staff starting from middle C. - Individually and then in groups practice and rehearse singing ascending and descending musical scales.
Link to other subjects: <i>Fine arts: shapes. Science and Elementary Technologies: notion of sounds.</i>				
Assessment criteria: <i>Learners can place musical notes on the staff and correctly sing the ascending and descending musical scale.</i>				
Material: <i>Manual of Sol-fa, tuning fork, and keyboard.</i>				

TOPIC AREA: MUSIC THEORY			SUBTOPIC AREA: PERFORMING MUSIC	
Music: Primary 6	Unit 3: Perform musical notes in the C scale			Number of periods: 6
Key Unit Competence: To be able to place musical notes on the staff and sol-fa using musical notes in the C scale.				
Learning Outcomes			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Discover the number of minims and crotchets used in one measure. - Use the two four time signature and the relationship to minims and crotchets. - Apply the succession of musical notes on the staff. 	<ul style="list-style-type: none"> - Correctly place music notes on the staff. - Practice musical notes, respecting the tempo generated by minims and crotchets. - Beat out two four time. 	<ul style="list-style-type: none"> - Appreciate the beauty of musical sounds and changes in rhythm. - Develop a spirit of patience, endurance and orderliness. - Increase self-confidence and self-esteem. 	<ul style="list-style-type: none"> - Minim and crotchet musical notes. - Two four time signature. - Sol-fa notes in different pitches. 	<ul style="list-style-type: none"> - Individually, draw a treble musical staff and place two four time signature and musical notes (minims and crotchets) on the staff. - Practice the two four time. - Individually and then in groups, rehearse and perform ascending and descending musical scales respecting pitches in the C scale.
Link to other subjects: <i>Mathematics: fractions. Science and Elementary Technologies: notion of sound.</i>				
Assessment criteria: <i>Learners are able to place musical notes on the staff and sol-fa correctly in the C scale.</i>				
Material: <i>Manual of Sol-fa, tuning fork, and keyboard.</i>				

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PART II: FINE ART AND CRAFTS

1. INTRODUCTION

1.1. Background to curriculum review

The rationale behind the review exercise for the creative arts (Fine Arts and Crafts) syllabus was to ensure that each learner effectively owns the syllabus by ensuring that it caters for their needs, learning trends, growth and development patterns. This therefore, necessitated the shift from knowledge based to competence based learning. This syllabus has been designed with an emphasis on developing learner competences e.g. knowledge, skills, attitudes and values rather than just knowledge and understanding. Care has been taken to ensure that the content, learning objectives, and learning activities are coherent. It has also been compared with other learning models and best practices and paradigms. The new Creative Arts Syllabus guides the interaction between the teacher and the learner in the learning processes and highlights the essential practical skills and competences a learner should acquire during and at the end of each learning unit.

1.2. Rationale of teaching and learning Creative Arts (Fine Art and Crafts)

1.2.1. Fine Art and Crafts and society

Since the earliest history of man, art has been regarded as a fundamental area for the development of the intellectual abilities, cognitive faculties, manipulative skills and creative talent. Art has also been widely viewed as a therapeutic subject that facilitates mental calmness. Research also shows that it can heal simple trauma and emotions especially through colour and music.

Every child is born an artist with ability for creativity, innovation and imitation. No work of Art is either right or wrong as long as the artist has interest in practice. Fine Art and Crafts are therefore central to all subjects, forming the basis of all creativity. This is a key reason why every learner in a Rwandan school should have the opportunity to engage with Fine Arts and Crafts. This will also cater for

the future employment needs of citizens through the creation of self-reliant citizens with vocational skills and attitudes. This will enable them to join the workforce through self-employment or by being gainfully employed. Fine Art and Crafts develops innovation, imitation and creativity in the learner which facilitates comprehension in all other subjects. It develops love for beauty, nature, culture and tradition which will develop responsibility in the learner. It will also develop a citizen's love for the nation.

1.2.2. Fine Arts and Crafts and learners

Fine art and crafts helps the learner to develop their muscular patterns and general body control. It supports the development of the learner's body senses, e.g. sight, touch-and-feel, which will help them to become accurate, smart, orderly and neat in all walks of life. Art also helps the learner in the interpretation and application of pictures and illustrations used in other subjects like geography, mathematics, science and ICT. Through the engagement with Fine Art and Crafts, the learner will develop love for nature and beauty. It will provide them with creative talents and allow them to manipulate different tools and materials that will help solve the ever-changing needs of man in society. The subject is also central in the promotion of gender equality, peace-building, self-control, HIV/ AIDS awareness and the aspect of togetherness. Because of all these reasons, teachers, parents and other stakeholders who are involved in the nurturing of children should foster the learning of Fine Art and Crafts and give it respectful value.

1.2.3. Competences

Competence is defined as the "ability to apply learning with confidence in a range of situations." Basic competences are addressed in the stated broad subject competences, in the objectives highlighted on a year basis, and in each of the units of learning. The generic competences and basic competences that must be emphasized and reflected in the learning process are briefly described below. Teachers will ensure that learners are exposed to tasks that help the learners acquire

❖ Generic competences

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

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

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

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

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

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

❖ **Broad Fine Art and Crafts competences**

- Create different pictures using various tools, materials and articles from the surroundings and express certain ideas.
- Make different crafts using various materials, tools and articles expressing certain ideas and also serve different utilitarian and aesthetic purposes.
- To express certain intellectual abilities such as decision making, free expression, creativity in making works of Art and Crafts.
- Care for and protect objects and the surroundings and express love for beauty.
- Give opinions on different self-made works of Art and Crafts, those made by peers and others artists.

❖ **Fine Arts and Crafts and developing competences**

The national policy documents based on the national aspirations identify some 'Basic Competencies' alongside the 'Generic Competencies' that will develop higher order thinking skills. They also help students learn the subject content and promote the application of acquired knowledge and skills.

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

Art also helps the learner in the interpretation and application of pictures and illustrations used in other subjects like geography, mathematics, science and ICT. Through the engagement of Fine Art and Crafts, the learner will develop love for nature and beauty. By manipulating different tools and materials both from the immediate surrounding and others, learners will also develop their creative talents to solve the ever changing needs of man in society. Because of all these reasons, teachers, parents and other stakeholders who are involved in nurturing children should foster the learning of fine art and crafts and give it the respectful value.

2. PEDAGOGICAL APPROACH

In Art and Crafts, there is no work that is right and no work is wrong as long as the learner is engaged in practice. Motivation is the key for the learner to practice and the learner continues to perfect him or herself during the process. Learners learn best when they are actively engaged in learning activities. Art is a subject of observation, experimentation, exploration and manipulation where learners learn by doing. Art and Crafts is best learnt when learners are given guided independence to express their own ideas through discovery, imitation and creativity. Each learner is different from others in tastes, preferences and ways of doing and interpreting things. These mixed abilities demand that the teacher employ a multidimensional approach in teaching within the given time allotment and be flexible in order to meet the overall objectives of the lesson. Learner centered education does not mean that the teacher is no longer responsible for a learner's learning.

2.1. Role of the learner

The learning activities indicated against each unit correspond with the content of the lesson and are a reflection of the total engagement of the learner during the lesson. They require adequate preparation from the teacher and also require that the teacher follows up with each individual learner in the learning process.

The activities and the environment are supposed to be friendly and enjoyable and learners are expected to be participatory according to their capabilities, needs and interests.

The lesson is tailored in such a way that learners are to work in groups, pairs or individually. This will help an individual learner to generate skills and values through observation, discovery, imitation and exploration.

The engagement of the learner with the learning activities will facilitate their development of understanding, skills and values. This will form a competence and thus the desired change and development in the learner's learning trends.

2.2. Role of the teacher

The purpose of the curriculum review was to fully put the learner at the centre of the lesson by making learning activities more deep and interesting in order to cause the desired positive change in the individual learner.

The teacher therefore, needs to acknowledge that the shift from a knowledge-based to a competence-based curriculum is to cause actual learning. The teacher is expected to play the role of a facilitator rather than director of the learning activities. This requires that they value and monitor each individual learner's engagement to meet the expectations, needs and aspirations.

The teacher should identify the learning needs, habits, requirements, abilities and environment before hand in order to shape the learning process.

Learners may work in the art room/class room or outside. The laboratory for an artist is the environment. Teachers therefore are advised to make use of the surroundings as much as possible. Learners may take nature walks to observe the environment or select for themselves what to draw or use. Alternatively, they can be allowed to observe and return to class or art room to work. They can work in groups, pairs or as individuals. The teacher must ensure that the learning process is **interactive, cooperative** and **active**. They should be engaged in discussion and exhibition. The learning experiences should appeal to all their body senses e.g. touch and feel, taste, sight

and hearing. They should be guided to develop from what they already know to carry on with the tasks. Learners should be given the opportunity to observe works of Art made by others and also use books and look at pictures. They should be encouraged to draw their own sketches and make notes where possible.

Before the learning activity, the Art teacher is advised to choose and select or develop learning materials and necessary aids appropriate to the locality, number of learners and time allocation for the lesson. Such tools and media which may be harmful to the learners like scissors, glue, paints and dyes, pencils and razors must be taken care of so that the learners are guided on how to handle and keep them. The teacher should improvise where materials and tools are limited and will also be expected to cater for slow learners or special needs cases, in case remedial action is necessary, in order to keep pace of the learning outcomes for all individual learners.

2.3. Special Needs Education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of Special Needs Education. The critical issue is that we have learners who are totally different in their ways of living and learning as opposed to the majority. These differences can either be emotional, physical or sensory. Traditionally intellectual learning challenges were known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream school. Therefore, the schools' role is to enroll them and also set up strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with Special Education Needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress. It also makes a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence based, whereby a learner is given a complex situation related to their everyday life and asked to try to overcome the situation by applying what they have learned.

3.1. Types of assessment

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by teachers to check whether learning is taking place. When a teacher is planning the lesson, they should establish the criteria for performance and behavioral changes at the beginning of each unit. At the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and develops the generic competencies described in the syllabus, and from this the teacher will gain a picture of the all round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of the competence or performance of a learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative

assessment is to evaluate whether learning objectives have been achieved. The results are also used for the ranking or grading of learners, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a learners must be able to show mastery of all competencies.

It can be internal or school-based assessment or external assessment in the form of national examinations. School-based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in the assessment techniques. In the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners across individual schools. External summative assessment will be done at the end of Form 3. At the end of this level, there is a competition among learners of the same class or schools of the same level. At this level the teacher may even identify the best achievers or even encourage and organize Art and Crafts competitions.

3.2. Record Keeping

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

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

3.3. Item writing in summative assessment

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

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

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

How to appreciate Art works?

- The teacher is expected to help the learner to identify their own strengths and weaknesses.

- Appreciation of learners' works according to their level: The teacher needs to understand that the learner's Art works are made according to the ability of the learner rather than the way it is supposed to be done. As the learner develops perfection, they move from using strokes to scribbles, from scribbles to abstracts, from abstracts to pictures and from pictures to murals etc. The true image keeps evolving until it is done according the learner's intention. The teacher in this new syllabus is called to acknowledge that **practice** breeds **perfection** and **motivation** is the driver for practice.
- The teacher is expected to appreciate every step that the learner attains and to help them to always discover the center of their interest. The assessment on the centre of interest should involve the layout and plan of the drawings, tonal variations, textural patterns, compositions, functions, or the purpose and personal quality development of the learner.

Structure and format of the examination

There will be one paper in the Fine Art and Crafts subject at upper primary. This paper is practical. Time will depend on the paper's items and should be 3hrs. In practical skills, the paper consists to create picture from different topic areas of the syllabus

3.4. Reporting to parents

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

4. RESOURCES

4.1. Material resources

Learning Fine Art and Crafts requires that the learner is fully engaged in the activity. This therefore requires the availability of the necessary tools (supports), materials (grounds), articles/ specimens (aids) and media. Teachers and learners are advised to improvise in the absence of enough materials and tools.

- Set of colour-wheels.
- Colour laminated A2 posters of artifacts and artworks.
- Color laminated A2 Art posters of graphic design, print making, sculpture and ceramics, collage, puppetry, embroidery and the history of art.
- Set of realistic animal models.
- Mannequin of a man and a woman.
- Art kits containing medium and supports of aArt and Crafts: colours, brush, graphite, pencils, brushes, laid paper, ink, and palettes.
- Geometrical set.
- Stencils (letters & forms).
- Books of Art and Crafts.
- Easels.
- Fixative.
- Canvas (e.g. to demonstrate to student).
- Video or film of an art gallery (Louvre, Tate Britain, Hermitage, MBT New York, or the Rwandan Gallery).

- Graphic Design software (MS Paint, Adobe Photoshop, Illustrator, Premiere).
- Materials: drawing books, tracing paper, transparent paper, paper boxes, cloth, carbon paper, construction paper, and wood slates.
- Tools: coloured pencils, erasers, crayons, pastels, cans, clips, pins, drawing squares, rulers, needles, hooks, rings, cutters (scissors), and drawing boards.
- Media: paints (powder, finger, water colour, acrylics, inks, glue, raphia, clay, play dough, plasticine, scraps and cut-offs, and water).

4.2. Human resources

The effective implementation of this curriculum needs the joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated above. School head teachers and directors of studies are also required to follow-up and assess the teaching and learning of this subject due to the high profiles of this subject in their schools. These combined efforts will ensure the bright future careers and lives for learners as well as the contemporary development of the country. All personnel in the school are should be supportive to creative activities. Where art rooms are available, there is need for a regular art lab attendant who also does the work of a curator. Works of Art of different levels and in different areas should be displayed for the learners to view or observe. For this competence based syllabus to be fully effective, there is a need for high level collaboration among all the teachers.

Skills required for the teacher of this subject:

For this syllabus to be effective, the teacher should have adequate skills and abilities to engage the learner. The teacher therefore is expected to be a guide and a motivator, passionate, adjustable, creative, knowledgeable, innovative, friendly, participatory, and cooperative and have love for the subject. Teachers should:

- Engage learners in a variety of learning activities.
- Use multiple teaching and assessment methods.
- Adjust instructions to the level of the learner.
- Show creativity and innovation.
- Make connections/relations with other subjects.
- Have a high level of knowledge of the content.
- Have effective discipline skills.
- Have good classroom management skills.
- Be a good communicator.
- Be a guide and counselor.
- Have passion for children and teaching and learning.

5. SYLLABUS UNITS FOR FINE ART AND CRAFTS

5.1. Presentation of the structure of the syllabus units

The creative arts syllabus (Fine Art and Crafts) subject is taught and learned in Upper Primary education as a core subject, i.e. in P4, P5 and P6 respectively. At every grade, the syllabus is structured in Topic Areas, sub-topic Areas where applicable and then further broken down into Units. The units have the following elements:

1. Each Unit is aligned with the Number of Lessons.
2. Each Unit has a Key Unit Competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and learners.
3. Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - a. Type I: Learning Objectives relating to Knowledge and Understanding (Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS).
 - b. Type II and Type III: These Learning Objectives relate to acquisition of Skills, Attitudes and Values (Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually the ones targeted by the present reviewed curriculum.
4. Each Unit has Content which indicates the scope of coverage of what a teacher should teach and learner should learn in line with stated Learning Objectives.
5. Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centered and participatory approach).

6. Finally, each Unit is linked to Other Subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

At this level, the subject is divided in two: **Visual Arts** and **Crafts**. The syllabus is arranged in such a way that learners first master the aspects of Visual Arts which are vital in making all crafts works. Drawing and the use of colour has been treated as cross-cutting since it covers both art and crafts.

The Visual Arts section in the lower secondary syllabus is composed of the sub topics of **Drawing and Painting, Print-making and Graphic design**.

The Crafts sub topics are **Sculpture and Ceramics, Collage and Textile design**. As for units, there are 6 in P4, 6 in P5 and 6 in P6.

In this syllabus, each sub topic is composed of one unit. The number of lessons in each unit is also indicated against the unit. The teacher should know beforehand that in art and crafts some lessons can be repeated because learners may work at different stages (e.g. observation, nature walk, sketching and then painting), and also the fact that practice makes perfect. It is vital therefore that every user of this syllabus understands all its parts and dispositions.

5.2. Fine Art and Crafts Units: Primary Four

5.2.1. Key competencies at the end of Primary 4

After completion of secondary one, the Fine Art and Crafts syllabus will help learner to:

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

5.2.2. Fine Art Units for Primary Four

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: DRAWING AND PAINTING	
P4: CREATIVE ARTS		Unit 1: Drawing still life and nature.		No. of periods: 5
Key Unit Competence: To be able to apply simple forms in drawing and painting and express opinions through self-drawn pictures and those made by others.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic tools and ways of drawing and painting. - Give personal opinion on self-made pictures or those made by others based on style, shape, color and size. 	<ul style="list-style-type: none"> - Apply tools and materials in drawing and painting. - Make recognizable objects with simple forms from the surroundings. 	<ul style="list-style-type: none"> - Appreciate the beauty of objects from the surroundings. - Respect and protect different materials and tools. - Appreciate the opinion of others without regard to gender, age and other inclinations. 	<ul style="list-style-type: none"> - How to use basic tools and materials for drawing and painting in different ways. - Drawing and painting basic objects with different shapes e.g. chairs, houses and tables. - Drawing and painting from memory pictures of objects from the surroundings e.g. plants, animals and humans. 	<ul style="list-style-type: none"> - In groups, pairs or individually participate in a drawing and painting activity. The teacher directs the activity. - Sharing ideas, materials and tools in the activity. - Asking and responding to questions during the activity. - Display of artworks and providing opinions on artwork.
Links to other subjects: Science: comparison of shapes (plants, animals). Math: area and geometry. Social Studies: tools, materials used in the home.				
Assessment criteria: Learners are able to apply simple shapes when drawing and colouring and are also able to express opinions on self-drawn pictures and those made by others.				
Materials: Drawing materials and colouring tools.				

TOPIC AREA: VISUAL ARTS			SUB TOPIC: PRINT-MAKING	
P4: CREATIVE ARTS		Unit 2: Motifs, patterns and the design process.		No. of periods: 2
Key Unit Competence: To be able to create various motifs and patterns and be able to apply them on surfaces.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different elements of motifs e.g. line, shape and pattern. - Explain the ways of applying various patterns on a surface. - Describe how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Create different motifs by manipulating different materials and tools. - Make various motifs on surfaces using different techniques e.g. impression and stamping. 	<ul style="list-style-type: none"> - Appreciate the beauty of the surroundings (shapes, objects and colours). - Love and protect the environment. - Value the opinion of others without regard to age, sex and gender. 	<ul style="list-style-type: none"> - Motif patterns made from different shapes inspired from the surroundings. - Different design techniques on surfaces e.g. impression, stenciling and stamping. 	<ul style="list-style-type: none"> - In groups learners design different shapes and motifs. - They share ideas, materials and tools in the activity. - In groups, pairs or individually learners print different patterns on surfaces. - Ask and answer questions during the activities. - Display the artworks and give opinions.
Links to other subjects: Mathematics: comparison of shapes. Science: understanding behaviour and colour.				
Assessment criteria: Learners are able to create different motifs and apply them on surfaces using colour.				
Materials: Drawing tools, cutting and colouring tools and materials.				

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: GRAPHIC DESIGN	
P4: CREATIVE ARTS	Unit 3: Letter styles, illustrations and color.			No. of periods: 3
Key Unit Competence: Learners will be able to create different graphic designs using different techniques and colours by manipulating various tools and materials.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the elements of graphic art. - Describe the process of making different graphic designs e.g. posters and calligraphic texts. 	<ul style="list-style-type: none"> - Create graphic designs using different materials and tools. - Apply various designs using different techniques and color. 	<ul style="list-style-type: none"> - Appreciate the value of graphics work in communication. - Respect and protect the different materials and tools. - Value the opinion of others without regard to age, sex and gender. 	<ul style="list-style-type: none"> - Different calligraphic styles (letter styles) e.g. italics, 3D, san serifs and gothic. - Aspects of design e.g. dots and lines, colors, shapes and patterns. - Different styles of graphic design e.g. abstract (humour), realism and geometrical symbols. 	<ul style="list-style-type: none"> - In groups, pairs and individually, draw different images as directed by the teacher. - Learners plan their designs by sketching and then applying their designs to a fixed layout. - Learners participate in drawing and design activities. - Learners share ideas, tools and materials in activities. - Display artworks and give opinions.
Links to other subjects: Mathematics: measurement and shapes including polygons				
Assessment criteria: Learners are able to create different graphic designs using different techniques and colours by manipulating various tools and materials.				
Materials: Drawing tools, measuring, colouring and design tools e.g. ICT - graphic software.				

TOPIC AREA: CRAFTS		SUB-TOPIC: SCULPTURE AND CERAMICS		
P4: CREATIVE ARTS	Unit 4: Clay and methods of building clay figures.		No. of periods: 3	
Key Unit Competence: To be able to model and decorate different clay figures using different techniques, materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different ways of making figures and ceramic articles. - Show the different ways of processing clay. - Describe the process of making clay works. 	<ul style="list-style-type: none"> - Create different ceramic wares using different techniques e.g. slab, coil and pinch. - Model different sculpture figures using various methods. - Make different textural impressions on the surface of clay figures. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena. - Respect and protect the different materials and tools. - Appreciate the opinion of others without regard to age, sex and gender. 	<ul style="list-style-type: none"> - Processes of preparing clay e.g. sorting, sieving and kneading. - Different ways of making clay shapes e.g. coils and slabs. - Various ways of decorating clay surfaces e.g. impression, incision and etching. 	<ul style="list-style-type: none"> - In groups, pairs or working individually, prepare clay or soil. - Model figures while sharing ideas, materials and tools with others. - Create various decorations on the surfaces of clay figures. - Ask and respond to questions in the activity. - Exhibit artworks and give opinions.
Links to other subjects: Cultural/Social Studies, History and Religious Education: tools, utensils, shapes, motifs and figures.				
Assessment criteria: Learners are able to model and decorate different figures using different techniques, materials and tools.				
Materials: Drawing tools, clay preparation and handling tools e.g. cans, buckets and carving tools.				

TOPIC AREA: CRAFTS			SUB TOPIC: COLLAGE	
P4: CREATIVE ARTS	Unit 5: Transforming different wasted articles into craftworks.		No. of periods : 3	
Key Unit Competence: To be able to create various craftworks from recycling wasted and other articles and materials using different techniques and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different articles and materials from the surroundings that may be used in making a collage. - Explain the techniques of making a collage e.g. pasting, joining and knotting. 	<ul style="list-style-type: none"> - Research different methods of assembling articles in a collage. - Create different collages using various articles and materials. 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena. - Respect and protect the different materials and tools. - Appreciate the opinion of others without regard to sex, gender and age. 	<ul style="list-style-type: none"> - Materials, articles and tools used in collage. - Preparation of materials and articles used in collage. - Different methods of making different collage works e.g. cutting, colouring and pasting. 	<ul style="list-style-type: none"> - Learners collect different materials and articles. - In groups or individually assemble different articles and materials to create a collage by cutting, colouring and pasting - Sharing ideas, tools and materials in the activity. - Asking and responding to questions. - Exhibition of collage artworks and giving opinion on others work.
Links to other subjects: Carpentry and Technical Drawing: handling tools/materials e.g. chisels, saw, glues and nails.				
Assessment criteria: Learners are able to manipulate different tools, materials and articles to make different collage works.				
Materials: Cutting, pasting, gluing materials and tools.				

TOPIC AREA: CRAFTS			SUB TOPIC: TEXTILE DECORATION	
P4: CREATIVE ARTS	Unit 6: Fabrics, motifs and pattern in embroidery.		No. of periods: 2	
Key Unit Competence: To be able to create different decorative patterns on fabrics using different embroidery techniques and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different textile materials and tools used in embroidery. - Explain the process of making design patterns using the technique of embroidery. 	<ul style="list-style-type: none"> - Research the different design patterns in embroidery. - Create different embroidery designs and patterns on textiles using different techniques. 	<ul style="list-style-type: none"> - Appreciate the value of decoration in culture and society. - Care for the different materials, tools and artworks. - Appreciate the opinion of others without regard to sex, gender and age. 	<ul style="list-style-type: none"> - Materials and tools used in embroidery e.g. needles, hooks, loops, scissors and rings. - Techniques and process of creating embroidery designs on textiles e.g. line stitch and cross stitch. 	<ul style="list-style-type: none"> - Learners individually make different embroidery works using various articles and materials. - Learners share ideas, materials and tools in the activities. - Learners ask and respond to questions. - Exhibit different embroidery works and give opinions.
Links to other subjects: Handling of tools in practical subjects.				
Assessment criteria: Learners are able to create different decorative embroidery patterns on textiles using different techniques and tools.				
Materials: Drawing and measurement tools, cutting and sewing tools and materials.				

5.3. Fine Art and Crafts Units: Primary Five

5.3.1. Key competences at the end of P5

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

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

5.3.2. Fine art and crafts units for P5

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: DRAWING AND PAINTING	
P5: CREATIVE ARTS	Unit 1: Drawing and painting still life and nature.			No. of periods: 5
Key Unit Competence: To be able to draw and paint different pictures using different elements through manipulating various materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Outline the elements of drawings and colour. - Identify the process for drawing or painting. - Describe the ways to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Create different pictures using various tools, materials and colours. - Draw different pictures using different methods. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings (e.g. activities and objects) and show a desire to protect them. - Protect the different materials, tools and art works. - Respect the opinion of others without regard to sex, gender, age and other inclinations. 	<ul style="list-style-type: none"> - Materials and tools used in drawing and painting. - Colour and its behavior e.g. mix characteristics and tone. - Elements of drawing and color application e.g. value, texture and proportion. - Methods of drawing and colour application. - Drawing through imitation and or memorization. 	<ul style="list-style-type: none"> - In group, pairs or individually learners participate in still life and natural drawing and painting activities. - Sharing ideas and tools and materials in activities. - Taking nature walks outside the classroom and observing the surroundings (e.g. color, shape, texture) so that learners can gain ideas and draw or make sketches to paint later. - Ask and respond to questions in activities. - Display artworks and give opinions.
Links to other subjects: Science: comparison of shapes in plants, animals. Math: area and geometry. Social Studies: tools, materials used in the home.				
Assessment criteria: Learners are able to draw and paint different pictures using different element principles through manipulating various materials and tools.				
Materials: Drawing materials, colouring tools and paints				

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: PRINT-MAKING	
P5: CREATIVE ARTS	Unit 2: Motifs, pattern and design process.			No. of periods: 5
Key Unit Competence: To be able to draw and paint different pictures using different elements through manipulating various materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various ways of making different motifs. - Explain the ways of applying various patterns and colour on surfaces. - Describe how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Research on different techniques of making different patterns. - Create various motif patterns on surface using various techniques i.e. impression, stenciling and stamping. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Value the opinion of others without regard to age, sex, gender etc in shaping their own views. 	<ul style="list-style-type: none"> - Various motif patterns and shapes inspired from the surrounding. - Different designs on surfaces using various techniques i.e. impression, stenciling and stamping. 	<ul style="list-style-type: none"> - In group, pairs or individually, collecting and sharing different materials and articles while sketching and designing different images. - Asking and responding to questions in activity when producing motifs and patterns. - In pairs or individually using different application techniques produce motif patterns on different surfaces. (paper, plastic or wood) - Display of artworks and giving opinions.
Links to other subjects: Comparison of shapes in Mathematics and knowledge of behaviour of colour in Science.				
Assessment criteria: Learners are able to make various motifs and patterns using various techniques (stenciling, stamping & impression) and apply them on surfaces.				
Materials: Drawing and measuring tools and colouring tools and materials.				

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: GRAPHIC DESIGN	
P5: CREATIVE ARTS	Unit 3: Letter styles, illustrations and color.		No. of periods: 3	
Key Unit Competence: To be able to design various graphics using different materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different elements of graphic designs. - Describe the process of making calligraphic works and posters. 	<ul style="list-style-type: none"> - Research on difference techniques, materials and tools. - Create different graphic designs (i.e. poster and calligraphic texts) using different tools. 	<ul style="list-style-type: none"> - Appreciate the value of graphic works in communication. - Respect and protect the different materials and tools. - Value the opinion of others without regard to gender, age and other inclinations. 	<ul style="list-style-type: none"> - Various designs using aspects and elements i.e. dots and lines, color, shape and pattern. - Different styles and patterns using various tools, materials and software. - Different Design concepts with certain visual functions i.e. poster or calligraphic text. 	<ul style="list-style-type: none"> - In group, pairs or individually, collecting different materials, tools and articles and participating in drawing and designing activities. - Sharing ideas, materials and tools, when making graphic designs. - Display of artworks and giving opinions
Links to other subjects: Clarity and neatness in geometry (Maths), sketching and graphic representations in Biology.				
Assessment criteria: Learners are able to create various graphic designs using different techniques (calligraphy) and tools.				
Materials and tools: Drawing /measuring tools and colouring equipment (ICT –graphics software)				

TOPIC AREA: CRAFTS			SUB-TOPIC: SCULPTURE AND CERAMICS	
P5: CREATIVE ARTS	Unit 4: Clay and methods of building clay figures			No. of periods: 3
Key Unit Competence: To be able to create clay figures and forms using various techniques, materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different ways of preparing clay. - Explain the process of making figures in sculpture and ceramics. - 	<ul style="list-style-type: none"> - Model figures and clay wares using different materials and tools. - Create different moulds using various techniques i.e. slabs, coils etc - Make different textural impressions on the surfaces of clay figures. 	<ul style="list-style-type: none"> - Respect and protect the different materials, tools and artworks. - Appreciate the opinion of others regardless of gender and other inclinations. 	<ul style="list-style-type: none"> - The process of preparing clay i.e. sorting and kneading, sieving. - Various ways of molding different clay figures i.e. coils and slabs. - Different ways of decorating clay surfaces i.e. incision, impression etc. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating in preparing clay and modeling activities and decorating the surfaces. - Sharing ideas, materials and tools in activity. - Asking and responding to questions in activities. - Exhibition of artworks and giving opinions.
Links to other subjects: Tools, utensils, shapes and figures in cultural/Social Studies, History and Religious Education				
Assessment criteria: Learners are able to model and decorate various clay figures and forms using different techniques, materials and tools. Learners are also able to successfully prepare clay for modeling.				
Materials and tools: Drawing tools, clay preparation and handling tools i.e. cans, buckets and carving tools				

TOPIC AREA: CRAFTS			SUB-TOPIC: COLLAGE		
P5: CREATIVE ARTS		Unit 5: Transforming different wasted articles into craftworks.		No. of periods: 3	
Key Unit Competence: To be able to create clay figures and forms using various techniques, materials and tools.					
Learning Objectives			Content	Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
<ul style="list-style-type: none"> - Select different articles and materials from the surrounding that can be used in collage work. - Describe the techniques of assembling different articles to make collage works i.e. pasting, gluing and knotting. 	<ul style="list-style-type: none"> - Research on the different ways of building collages. - Create different collage pieces using various articles and materials. - Applying the different techniques of cutting, pasting, colouring, tying and glueing, in assembling collages 	<ul style="list-style-type: none"> - Appreciate the value of the natural phenomena in providing an environment for making different craftworks. - Protect the different materials and tools. - Appreciate the opinion of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Materials, tools and articles used in making collage. - Preparation of articles and materials used in making collage. - Different methods of assembling collage. (cutting, pasting, colouring, tying and gluing,) 	<ul style="list-style-type: none"> - In groups, pairs and individually, collecting different materials and articles. - In pairs or groups assembling various articles and materials while sharing ideas, materials and tools in activities when making a collage. - The teacher must reinforce collage methods of cutting, pasting, colouring and introduce tying and gluing in making collages - Asking and responding to questions in activities. - Exhibition of artworks and giving opinions. 	
Links to other subjects: Handling tools/materials in carpentry and technical drawing i.e. chisels, saw and glue.					
Assessment criteria: Learners are able to manipulate different materials and articles to create various collage works using different techniques like cutting, pasting, colouring, tying and glueing,.					
Materials and tools: Drawing tools, Pasting and glueing materials and various articles gathered from the surrounding.					

TOPIC AREA: CRAFTS			SUB-TOPIC: TEXTILE DECORATION	
P5: CREATIVE ARTS	Unit 6: Fabrics, motifs and pattern			No. of periods: 2
Key Unit Competence: To be able to manipulate different tools and materials to make different embroidery patterns on textiles				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the different materials and tools used in embroidery. - Explain the process of making patterns in embroidery. 	<ul style="list-style-type: none"> - Research on the different methods and patterns used in embroidery. - Create different patterns using the technique of embroidery using various methods. 	<ul style="list-style-type: none"> - Appreciate the value of decoration in society. - Care for the different materials, tools and artworks. - Appreciate the opinion of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Materials and tools used in embroidery. - Techniques and process of creating designs and patterns on textiles. - Using stem stitch and chain stitch 	<ul style="list-style-type: none"> - In groups, pairs or individually making different embroidery patterns on surfaces. Using stem stitch and chain stitch - Sharing ideas, materials and tools in activities when creating patterns. - Asking and responding to questions in activities. - Exhibition of craftworks and giving opinions.
Links to other subjects: Handling of tools i.e. in dissection in Biology and Agriculture.				
Assessment criteria: Learners are able to manipulate different tools, materials to make different embroidery patterns using stem stitch and chain stitch on textiles				
Materials and tools: Drawing, measuring, cutting and sewing tools.				

5.4. Fine Art and Crafts Units: Primary six

5.4.1. Key competences at the end of primary six

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

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

5.4.2. Fine art and crafts units for primary 6

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: DRAWING AND PAINTING	
P6: CREATIVE ARTS	Unit 1: Drawing and painting still life and nature.		No. of periods: 5	
Key Unit Competence: To be able to draw and paint different pictures of objects and scenes in still life and nature using different tools and materials.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the elements and principles of drawing and colour. - Explain the process of making a drawing or a painting using various materials and tools - Describe ways of using and caring for different materials and tools. 	<ul style="list-style-type: none"> - Research on different techniques and tools and materials used in drawing and painting. - Create different pictures by manipulating various tools and materials. - Draw different pictures using different methods and colours. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings (i.e. activities and objects) and desire to protect them. - Respect and protect the different materials, tools and art works. - Respect opinions of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Different aspects of drawing i.e. dots, lines, shape and tone. - Principles of drawing i.e. balance and perspectives. - Colour application in drawing and painting i.e. dry medium and wet medium. - Different textural pattern (i.e. cross-hatching, dotting and hatching) in scenery and landscape drawing and painting from imagination or observation. 	<ul style="list-style-type: none"> - In groups, pairs or individually participating in drawing and painting activities while sharing ideas materials and tools as a class. - Sharing ideas, materials and tools in activities. like cross-hatching, dotting and hatching - As a class taking nature walks outside classroom and observing the surrounding to gain ideas, make sketches or still life drawings. - Asking and responding to questions. - Display of artworks and giving opinions.
Links to other subjects: Drawing of structures of organism in Biology and maps in Geography.				
Assessment criteria: Learners are able to draw and paint different pictures of objects in still life and nature using different colour application techniques and varied textural patterns..				
Materials: Drawing and colouring tools.				

TOPIC AREA: VISUAL ARTS		SUB-TOPIC: Print-Making		
P6: CREATIVE ARTS	Unit 2: Motifs, pattern and design process		No. of periods: 2	
Key Unit Competence: To be able to create various motif patterns and apply them on surfaces using different techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various ways of making motifs. - Explain the various ways of applying various patterns and colour on surfaces. - Show how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Research on different motifs, patterns and methods of printmaking. - Apply different methods and techniques to print different designs on surfaces. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Appreciate the opinions of others without regard to age, sex and gender and inclinations. 	<ul style="list-style-type: none"> - Making different motif patterns and designs i.e. half drop, full drop and repeat pattern by manipulating various techniques (i.e. incision and repeat pattern), tools and materials. - Applying motifs on surfaces in colour using different techniques i.e. stamping, stenciling and impressing 	<ul style="list-style-type: none"> - Collecting different materials, tools and articles and sketching and designing different images and motifs as a class. - Sharing ideas, materials and tools in group activity, so that new patterns can be created. - Asking and responding to questions during activities. - Display of artworks and giving opinions.
Links to other subjects: <i>Mixing colours in fashion, handling chemicals in Biology and Chemistry.</i>				
Assessment criteria: <i>Learners are able to create various motif patterns and apply them on surfaces using different techniques like incision , stamping, stenciling and impressions..</i>				
Materials: <i>Drawing and cutting tools colour and application tools i.e. palettes, cans and tins.</i>				

TOPIC AREA: VISUAL ARTS			SUB-TOPIC: GRAPHIC DESIGN	
P6: CREATIVE ARTS			Unit 3: Letter styles, illustrations and design technology.	No. of periods : 3
Key Unit Competence: To be able to design calligraphic texts and graphic images using various techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the basic elements of graphic art i.e. shape illustration, layout and colour. - Describe the design process in making different graphic designs. 	<ul style="list-style-type: none"> - Research on various methods, tools and materials used in graphic design. - Design posters using different techniques, color and letter patterns. 	<ul style="list-style-type: none"> - Appreciate the importance of visual communication in society. - Respect and protect the different materials and tools. - Appreciate the opinions of others without regard to gender and other inclinations. 	<ul style="list-style-type: none"> - Aspects and elements of design i.e. dots and lines, color, shape and pattern. - Different letter styles and patterns using various tools, software and materials i.e. italics, 3D and san serifs. 	<ul style="list-style-type: none"> - In group, pairs or individually, participating in drawing and sketching activities while sharing ideas, materials and tools. - Using a computer in pairs, examine serifs and san serifs, italics as a style and other fonts. - In pairs using a computer produce a poster using different fonts, italics, symbols, borders,, images and other presentation tools.
Links to other subjects: Clarity and neatness in Geometry colour and pattern in ICT presentations.				
Assessment criteria: Learners are able to design calligraphic texts and graphic images using various techniques (hand, computer) by manipulating various tools and materials.				
Materials and tools: Drawing, measuring and lettering tools, color application tools and graphic software, magazines and pictures.				

TOPIC AREA: CRAFTS			SUB-TOPIC: SCULPTURE AND POTTERY	
P6: CREATIVE ARTS	Unit 4: Clay and methods of building clay figures.		No. of periods: 3	
Key Unit Competence: To be able to create various motif patterns and apply them on surfaces using different techniques.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the various ways of making motifs. - Explain the various ways of applying various patterns and colour on surfaces. - Show how to use and care for different materials and tools. 	<ul style="list-style-type: none"> - Research on different motifs, patterns and methods of printmaking. - Apply different methods and techniques to print different designs on surfaces. 	<ul style="list-style-type: none"> - Appreciate the beauty of their surroundings. - Respect and care for the different materials and tools. - Appreciate the opinions of others without regard to age, sex and gender and inclinations. 	<ul style="list-style-type: none"> - Making different motif patterns and designs i.e. half drop, full drop and repeat pattern by manipulating various techniques (i.e. incision and repeat pattern), tools and materials. - Applying motifs on surfaces in colour using different techniques i.e. stamping, stenciling and impressing 	<ul style="list-style-type: none"> - Collecting different materials, tools and articles and sketching and designing different images and motifs as a class. - Sharing ideas, materials and tools in group activity, so that new patterns can be created. - Asking and responding to questions during activities. - Display of artworks and giving opinions.
Links to other subjects: <i>Mixing colours in fashion, handling chemicals in Biology and Chemistry.</i>				
Assessment criteria: <i>Learners are able to create various motif patterns and apply them on surfaces using different techniques like incision , stamping, stenciling and impressions..</i>				
Materials: <i>Drawing and cutting tools colour and application tools i.e. palettes, cans and tins.</i>				

TOPIC AREA: CRAFTS			SUB-TOPIC: COLLAGE	
P6: CREATIVE ARTS	Unit 5: Recycling different wasted articles into craftworks		No. of periods: 3	
Key Unit Competence: To be able to make collages using various methods by transforming different articles, materials and tools.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify and select different articles and materials from the surrounding that are used in making collage works. - Explain the process of assembling different articles to make collage works. 	<ul style="list-style-type: none"> - Research on different articles, methods and techniques used in assemblage. - Create different collages using different techniques i.e. pasting, nailing and knotting. 	<ul style="list-style-type: none"> - Appreciate the value of recycling articles used to make various craftworks. - Respect and protect the different materials and tools. - Value the opinions of others without regard to gender and other affiliations or inclinations. 	<ul style="list-style-type: none"> - Various recycled materials and articles in making different collage works. - Different collage works using different articles. - Different collage works imitating work done by others. 	<ul style="list-style-type: none"> - In groups or pairs students collect different materials, tools and articles and make different collage works through assembling various articles and materials. - Sharing ideas, materials and tools. - Asking and answering questions. - Exhibition of artworks - Tidying up the tools and art room.
Links to other subjects: Tailoring (TVET)				
Assessment criteria: Learners are able to make collages by using recycled materials and tools.				
Materials: Drawing and assembling tools and materials.				

TOPIC AREA: CRAFTS			SUB-TOPIC: TEXTILE DECORATION	
P5: CREATIVE ARTS	Unit 6: Embroidery motifs and patterns on fabrics and other surfaces.		No. of periods: 3	
Key Unit Competence: To be able to create different designs of embroidery on different textiles by manipulating various tools, and techniques				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the ways of making different motifs using needles and thread. - Describe the process of sewing different design patterns on cloth and other surfaces. - Identify different embroidery techniques 	<ul style="list-style-type: none"> - Research on different patterns of embroidery. - Examine the different techniques of embroidery. - Make different design patterns on cloth or other surfaces using different ways and tools. 	<ul style="list-style-type: none"> - Appreciate the value of decoration in society. - Care for the different materials, tools and artworks. - Appreciate the opinion of others without regard to gender and other inclinations or affiliations. 	<ul style="list-style-type: none"> - Different materials and tools and sketching various motifs on surfaces. - Drawing various patterns of embroidery on surface using various ways. - Different embroidery design techniques using .stem, stitch, cross stitch, button hole stitch, satin stich and loop stich. 	<ul style="list-style-type: none"> - In pairs or individually making different drawings and sketches of embroidery designs and decorations. - Making different embroidery works through manipulating tools and patterns. - Students can also stitch shapes (patterns) to create a design by stitching the outline. - Sharing ideas, materials and tools in activities. - Asking and responding to questions in activities. - Exhibition of artworks and giving opinion.
Links to other subjects: <i>Mixing colours in Tailoring , handling tools in Biology (dissection).</i>				
Assessment criteria: <i>Learners are able to create different designs of embroidery on different textiles by manipulating various tools, and techniques.</i>				
Materials and tools: <i>Drawing and measuring tools and cutting tools and sewing tools.</i>				

6. REFERENCES

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5. APPENDICES

Subjects and weekly time allocation for upper primary (P4 to P6)

Subjects in Primary 4-6	Weight (%)	Number of periods (1 period = 40 min.)		
		P4	P5	P6
1. Kinyarwanda	13	4	4	4
2. English	23	7	7	7
3. Mathematics	23	7	7	7
4. Social and Religious Studies	13	4	4	4
5. Sciences and Elementary Technologies	17	5	5	5
6. Creative Arts: Music, Fine Art and Craft	3	1	1	1
7. Physical Education	3	1	1	1
8. French	3	1	1	1
Total (number of periods per week)	100	(30)	(30)	(30)
Total number of contact hours per week		20	20	20
Total number of contact hours per year (39 weeks)		780		