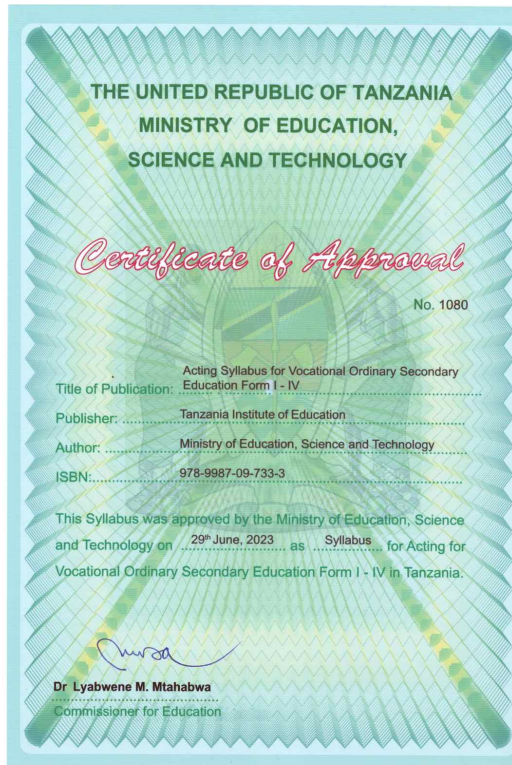


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**ACTING SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION**

**FORM I-IV**

**2023**

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## Abbreviations and Acronyms

ICT	Information and Communication Technology
ISBN	International Standard Book Number
TIE	Tanzania Institute of Education
DVD	Digital Video Disk
CD	Compact Disk

## Acknowledgements

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Dr Aneth A. Komba

Director General

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## **1.0 Introduction**

Acting is an elective trade for Form I-IV in the Vocational Ordinary Secondary Education pathway. This trade is among thirteen trades in Vocational Ordinary Secondary Education. The purpose of studying Acting is to nurture artistic and creative abilities to the student and develop essential skills that are beneficial for personal growth and professional opportunities. The trade also enables student to express themselves creatively and confidently as it introduces one into the real-worlds contexts. It also helps the student to become better performer and entertainer. Thus, studying acting will lead to the student's competition to the local and global market and result to self-employment.

This syllabus is designed to guide the teaching and learning of Acting at Vocational Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote students' acting skills and develop 21<sup>st</sup> century skills which include creativity, communication, collaboration, critical thinking and problem solving.

## **2.0 Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;



- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the constitution of the united republic of Tanzania and international conventions.

### **3.0 Objectives of Ordinary Secondary Education**

The objectives of Ordinary Secondary Education-Vocational Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills for self-employment, employment and managing life through proper use of their environment;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue with further Vocational Education Training.

### **4.0 General Competences for Ordinary Secondary Education**

The general competences for Ordinary Secondary Education -Vocational Education are to:

- (a) Use the knowledge and skills developed in the Primary Education to strengthen and broaden vocational understanding;

- (b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including science and technology, theoretical and technical knowledge;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education training and the life of work.

### 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competences for Form I-IV*

Main Competences	Specific Competences
1.0 Act for stage, film, radio and television	1.1 Demonstrate mastery of principles of acting 1.2 Perform different types of drama 1.3 Observe ethics in acting 1.4 Adhere to health and safety principles in acting 1.5 Use ICT to market theatrical works

## **6.0 Roles of Teachers, Students and Parents in Teaching and Learning**

A good relationship between a teacher, a student and a parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Acting.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Acting;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - (i) develop the competences needed in the 21<sup>st</sup> century; and
  - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The Student**

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

## **6.3 The parent**

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Resources**

The process of teaching and learning require different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

## 8.0 Assessment

Assessment is important in teaching and learning of Acting trade. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

<b>Assessment Measures</b>	<b>Weight (%)</b>
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Project	5
Form IV Mock Examination	5
Form IV National Examination	70
<b>Total</b>	<b>100</b>

## **9.0 Number of Periods**

The Acting Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in learning and teaching, in consideration of the complexity of the specific competences and the learning activities. Twenty-nine (29) periods of 40 minutes each have been allocated for this trade per week.

## **10.0 Teaching and Learning Contents**

The contents of this syllabus are presented in matrix form with six columns which include main competence, specific competence, learning activities, assessment criteria, suggested resources, and number of periods as presented in Table 3-6.

## Form I

**Table 3:** *Detailed Contents for Form I*

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Act for stage, film, radio and television	1.1 Demonstrate mastery of principles of acting	(a) Demonstrate mastery of the basic principles of acting for stage ( <i>mental and physical exercises</i> )	Basic principles of acting for stage correctly demonstrated	Videos containing theatre art games and stage play script	307
		(b) Demonstrate mastery of various approaches to acting ( <i>words and actions, mime, freezing images and improvisation</i> )	Various approaches of acting well demonstrated		

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Demonstrate mastery of acting techniques ( <i>the magic if, given circumstances, objectives, emotional memory, communion and physical action</i> )	Acting techniques efficiently demonstrated	Videos containing theatre art games and stage play script	
	1.2 Perform different types of drama	(a) Perform a scripted stage play ( <i>read the script, internalise, identify character's profile, memorise and rehearse</i> )	A scripted stage play well performed	Video containing theatre art games, videos of stage play performances, costumes, props, makeups and stage play script	369



Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.3 Observe ethics in acting	(a) Demonstrate mastery of acting taking into account appropriate ethical values ( <i>language, gestures and costumes</i> )	Appropriate ethical values demonstrated	Costumes and videos of appropriate ethical values in acting and stage play script	170
	1.4 Adhere to health and safety principles in acting	(a) Demonstrate mastery of the principles of safety and health in acting ( <i>healthy foods and drinks, hygiene</i> )	Principles of safety and health in acting demonstrated	First aid kit and diet magazines	170

## Form II

**Table 4: Detailed Contents for Form II**

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Act for stage, film, radio and television	1.1 Demonstrate mastery of principles of acting	(a) Demonstrate mastery of the basic principles of acting for radio ( <i>mental exercises, emotions and voice</i> )	Basic principles of acting for radio well demonstrated	Radio plays script	400
	1.2 Perform different types of drama	(a) Perform radio drama ( <i>comedy, tragedy, tragicomedy and melodrama</i> )	Radio drama well performed	Radio plays script	170

### Form III

**Table 5: Detailed Contents for Form III**

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Act for stage, film, radio and television	1.1 Demonstrate mastery of principles of acting	(a) Demonstrate mastery of the basic principles of acting for television and film ( <i>no exaggeration, be natural as possible and consider the use of real life/ natural settings</i> )	Basic principles of acting for (film and television drama) well demonstrated	Film and television drama script, a video containing theatre art games, costumes, props, makeup kit	300

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.2 Perform different types of drama	(a) Perform television drama ( <i>comedy, tragedy, tragicomedy and melodrama</i> )	Television drama in various genres well performed	Television drama script, a video containing theatre art games, costumes, props, makeup kit	415
	1.3 Use ICT to market theatrical works	(a) Use ICT to market theatrical works	ICT to market theatrical works well used	Social media and videos of marketing theatrical works	300

## Form IV

**Table 6:** *Detailed Contents for Form IV*

Main competences	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.1 Act for stage, film, radio and television	1.1 Perform different types of drama	(a) Perform for film ( <i>comedy, tragedy, tragicomedy and melodrama</i> )	Film in various dramatic genres well performed	Film and television drama script, costumes, props and makeup kit	1015

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