

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



**ARTS AND SPORTS SYLLABUS FOR PRIMARY EDUCATION
STANDARD III–VI
2023**

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Abbreviations and Acronyms

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education

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1.0 Introduction

Arts and Sports is a compulsory subject for all pupils in Primary Education from Standard III-VI. The purpose of teaching this subject is to enable pupils to develop competence in creating imaginative artistic works, improve their health, skills and competitiveness and use sports and arts skills to acquire other personal and community benefits. Pupils will also develop an understanding of the fundamentals of singing and acting, modelling and the creation of images and objects using various materials. Additionally, this subject will enable pupils to master various work-related skills and hence be able to participate in sport competitions and arts exhibitions at the community and national levels.

The Arts and Sports Syllabus for Primary Education is designed to guide teaching and learning of Arts and Sports for standards III–VI in Tanzania mainland. The syllabus interprets the competences indicated in the 2023 Primary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively and help learner to develop the intended competences. In addition, the syllabus will enable the teacher to plan teaching and learning activities to develop the pupil’s 21st century skills of curiosity, creativity, collaboration, communication and problem-solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of providing 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) Apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her 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 in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Primary Education

The objectives of Primary Education Standard III—VI are to:

- (a) Develop reading, writing, and arithmetic skills, communicate fluently, using Tanzanian Sign Language (TSL) and tactile communication;
- (b) Master, appreciate and use Kiswahili and English Language and at least one other foreign language;
- (c) Appreciate and maintain Tanzanian culture, and national unity and recognising other people's cultures;
- (d) Develop knowledge, the ability to inquire, think critically, design and solve problems;
- (e) Promote moral values, integrity, and respect for differences of /in faith;
- (f) Identify and develop talents, gifts, work skills, sports and arts;
- (g) Develop the habit of appreciating/valuing and loving work;
- (h) Recognise and use science and technology in learning and daily life;
- (i) Develop knowledge, skills and inclination to take care of the environment, respect gender equality and other cross-cutting issues; and
- (j) Develop the ability to socialise in an inclusive environment.

4.0 General Competences for Primary Education

The general competences for Primary Education, Standard III—VI are to:

- (a) Develop reading, writing, and arithmetic skills and communicate fluently using Tanzanian Sign Language (TSL) and tactile communication;
- (b) Use and appreciate Kiswahili and English Language. Also, a pupil should be encouraged to develop competence in at least one other foreign language depending on the school situation;
- (c) Appreciate and maintain Tanzanian culture and national unity and acknowledge other people's cultures;
- (d) Develop knowledge, inquisitive mind, critical thinking, creativity and problem-solving skills;
- (e) Promote ethics, integrity, and respect for differences in faith;
- (f) Identify and develop talents, gifts, work skills, sports and arts;
- (g) Develop the habit of valuing and loving work;
- (h) Recognise and use science and technology in learning and daily life;
- (i) Develop knowledge, skills and attitude towards taking care of the environment and respect gender equality, as well as other cross-cutting issues; and
- (j) Develop the ability to interact in an inclusive environment.

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 Standard III–VI

Main competences	Specific competences
1.0 Create works of art	1.1 Demonstrate mastery of the basics of singing and acting 1.2 Create images 1.3 Create various shapes 1.4 Create objects by using various unconventional materials
2.0 Improve health, skills, and competitiveness	2.1 Demonstrate mastery of physical exercises 2.1 Play traditional games 2.2 Play modern sports
3.0 Demonstrate mastery of exhibition skills in arts and sports	3.1 Participate in sports and arts exhibitions

6.0 Roles of the Teacher, Pupil and Parent in Teaching and Learning

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

6.1 The teacher

The teacher is expected to:

- (a) Help the pupil to learn and acquire the intended competencies in Arts and Sports ;
- (b) Use teaching and learning approaches that will allow the pupil with different needs and abilities to;
 - i. develop the competences needed in the 21st century;
 - ii. actively participate in the teaching and learning process;

- (c) Use learner centred instructional strategies that make the pupils 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 pupils equally irrespective of their differences;
- (h) Protect pupils while at school;
- (i) Keep track of pupil's daily progress;
- (j) Identify individual pupil's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the pupils' learning processes; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The pupil

The pupil is expected to:

- (a) Develop the intended competences by participating in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books from physical and online libraries.

6.3 The parent

The parent/guardian is expected to do the following:

- (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 that is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education.

7.0 Teaching and Learning Methods

Teaching and learning of Arts and Sports subject will be guided by a competence-based approach that places the pupils at the centre of learning, and the teacher as a facilitator. The teacher will employ methods that engage pupils in the learning process, considering their age, needs and abilities. These methods include collaborative learning that enable pupils to think critically, seek for knowledge from various sources, engage in group discussions, and participate in providing feedback. Other methods include educational field trips, project-based learning, hands-on activities, and other relevant tasks tailored to the context to enhance learning.

8.0 Teaching and Learning Resources

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

9.0 Assessment

Assessment is an important process in the learning and teaching process to facilitate the development of intended competences. The assessment of Arts and Sports subject will involve continuous and summative assessment. The continuous assessment will take into account the criteria in each learning activity and will enable the teacher to determine the pupil's learning ability and needs. It will also help the teacher to assess pupil's knowledge, skills and attitudes, and apply the skills they learn in their surroundings. Furthermore, the assessment information will enable the teacher to improve teaching and learning to facilitate the pupil's achievement of the intended outcomes. The assessment tools that will be used during teaching and learning are, checklists, classroom exercises, home works, questionnaires, face-to-face questions, practical works (individual and group works), project works and portfolios and other similar tools.

The final assessment will include weekly, monthly, terminal and annual examinations which will be used to assess pupil's learning progress and provide feedback to facilitate teaching and learning process. In addition, there will be a standard six national assessment that will contribute 7.5% marks to the Form Four National Examination.

10.0 Number of Periods

The Arts and Sports Syllabus for Primary Education Standard III–VI provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Therefore, four periods of 40 minutes each have been allocated for this subject per week for Standard III and IV and five periods of 40 minutes each have been allocated for this subject per week for Standard V and VI.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in a matrix form with seven columns which include main competences, specific competences, learning activities, suggested methods, assessment criteria, resources and the number of periods as presented in Tables 2 to 5.

Standard III

Table 2: Detailed contents for Standard III

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Create works of art	1.1 Demonstrate mastery of the basics of singing and acting	(a) Imitate various sounds of living and non-living things	<p>Think-Write-Pair-Share: Guide pupils to imitate various sounds of living and non-living things through thinking, writing names of living and non-living things, sharing in pairs and sharing to the class</p> <p>Improvisation and Exhibition: Guide pupils in manageable groups through acting out short</p>	Acting skills are correctly identified	Recorded voices of living and non-living things, musk, costumes and drama scripts about sounds of living and non-living things	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			<p>events in order to identify the skills of using the body, voice/words and imagination in their environment</p> <p>Peer learning: Guide the pupils through preparing and acting out a short play</p>			
		(b) Sing in unison considering proper posture and breathing	<p>Story songs: Guide pupils through singing narrative songs</p> <p>Role play: Guide pupils through demonstrating actions that</p>	Singing in unison considering proper posture and breathing is performed correctly	Short music scores, recorded songs, musical instruments, microphones	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			<p>enhance breath control during singing</p> <p>Peer-learning: Guide pupils through singing their favourite songs to each other</p>			
		(c) Use musical instruments found in their environment to accompany short songs	<p>Inquiry: Guide pupils through trying-out varieties of musical instruments on their own</p> <p>Demonstration: Guide pupils through using musical instruments found in their environment to accompany short songs</p>	Musical instruments found in their environment are used correctly to accompany short songs	Short music scores, recorded songs, musical instruments found in their environment, microphones, computers, smartphones and radios	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Create images	Draw images of various objects using a pencil	Project: In manageable groups, guide pupils through drawing images of various objects using pencils	Images of various objects are well drawn using pencils	Drawing tools and various pictures drawn in pencils, textural sources depicting how to draw using pencils	20
	1.3 Create various shapes	Create simple shapes	Demonstration: Guide pupils through identifying the steps used in creating simple shapes Project: In manageable groups, guide pupils through modelling simple shapes	Simple shapes are created correctly	Clay soil, clay preparation tools, shape-modelling tools, papers, glue, tools for keeping clay-soil and various texts on modelling shapes	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Improve health, skills, and competitiveness	2.1 Demonstrate mastery of physical exercises	Perform agility and balance exercises	Demonstration: Show pupils the steps to perform agility and balance exercises; then, guide them through performing agility and balance exercises	Agility and balance exercises are well performed	Cone, rope, balance board, mats, whistle and playground	20
	2.2 Play traditional games	Play <i>rede</i> , running with a bottle on the head and running with a spoon	Guided practice: Guide pupils through playing <i>rede</i> , running with a bottle on the head and running with a spoon	<i>Rede</i> , running with a bottle on the head and running with a spoon are well played	<i>Rede</i> ball, spoon, lemon or egg, bottle, and playground	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Demonstrate mastery of exhibition skills in arts and sports	3.1 Participate in sports and arts exhibitions	(a) Participate in various art exhibitions at the class level	Project: Guide pupils in manageable groups, participate in various art exhibitions at the class level	Participation in various art exhibitions is well done	Works of art	10
		Participate in various sports competitions at the class level	Project: Guide pupils in manageable groups, participate in sports competitions at the class level	Participation in sports competitions is well done	Sports equipment, playgrounds, sport watches and whistles	20

Standard IV

Table 3: *Detailed Contents for Standard IV*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Create works of art	1.1 Demonstrate mastery of the basics of singing and acting	(a) Perform various body movements by imitating living and non-living things	<p>Demonstration: Guide pupils to perform various body movements by imitating living and non-living things</p> <p>Role play: Guide pupils through imagining and creating pictures of different types of living and non-living things in their environment, and then act out their voice and actions in front of their classmates</p>	Various artistic exercises by improvising living and non-living things are well performed	Masks, <i>ngoma</i> , costumes and various props used in acting	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Sing in unison and in two-part harmony based on diction and tone	<p>Imitation: Guide the pupils through singing a song based on diction and tone</p> <p>Song composition: Guide the pupils through singing to each other spontaneously</p> <p>Storytelling: Engage pupils in stories that incorporate varieties of songs while considering diction and tone</p>	Singing in unison and in two-part harmony based on diction and tone is performed correctly	Short music scores, recorded songs and musical instruments	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p>Role play: Engage pupils in singing varieties of role-based songs while considering diction and tone</p>			
		<p>(c) Use musical instruments found in their environment to accompany the school song</p>	<p>Inquiry: Guide pupils through playing varieties of musical instruments</p> <p>Peer-learning: Encourage pupils to learn from each other how to play musical instruments to accompany the school song</p>	<p>Musical instruments found in their environment are used correctly to accompany the school song</p>	<p>A music score for the school song and musical instruments</p>	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Create images	Create images of various objects using a pencil	<p>Demonstration: Guide pupils through the steps of creating images using pencils</p> <p>Project: In manageable groups, guide pupils through creating images using pencils</p>	Images are correctly created using pencils	Drawing equipment, pencils and textural sources depicting how to create images using pencils	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Create various shapes	Create shapes based on real objects	<p>Demonstration: Guide pupils through steps of creating shapes of various shapes</p> <p>Project: Guide pupils in manageable groups in creating of shapes based on real objects</p>	A shape of an object is correctly created	Clay, clay preparation equipment, modelling equipment, shapes, papers, glue, clay storage devices, real objects and various textural and pictural sources on modelling	20
2.0 Improve health, skills and competitiveness	2.1 Demonstrate mastery of physical exercises	Perform coordination and flexibility exercises	<p>Guided practice: Guide pupils through performing coordination and flexibility exercises</p>	Coordination and flexibility exercises are well performed	Balance pad, balance discs, balance boards and mat, whistle, and playground	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Play traditional games	Play sack-race and chicken chase games	Guided practice: Guide pupils through playing sack-race and chicken chase games	Sack-race and chicken chase games are well played	Sack, chicken, whistle and cone or mark	20
	2.3 Play modern sports	Play acrobatics	Guided practice: Guide pupils through playing acrobatics	acrobatics are well performed	acrobatics equipment; mat, spring floor and carpet	20
3.0 Demonstrate mastery of exhibition skills in arts and sports	3.1 Participate in sports and arts exhibitions	(a) Participate in various art exhibitions at the school level	Exhibition: Guide pupils to participate in various art exhibitions	Arts exhibitions are well done	Various work of arts	20
		(b) Participate in various sports competitions at the school level	Exhibition: Guide pupils to participate in various sports competitions	Sports competitions are well done	Sports equipment	

Standard V

Table 4: *Detailed contents for standard V*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Create works of art	1.1 Demonstrate mastery of the basics of singing and acting	(a) Act with or without vocalization	<p>Demonstration: Guide pupils in to act with or without vocalization</p> <p>Mime and pantomime: Guide pupils through acting out the actions of living and non-living things with or without vocalization accompanied by music</p>	Attributes of living and non-living things with or without vocalization are accurately acted	Masks, ngoma, costumes, makeups and various props used in acting	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Sing songs based on musical dynamics and voice balancing	<p>Imitation: Guide pupils through imitating singing based on musical dynamics and voice balancing</p> <p>Exploration: Provide pupils with an opportunity to watch and listen to various choirs in order to identify musical dynamics and voice balancing</p> <p>Project: Guide pupils through singing songs with at least two-part harmony</p>	Singing based on musical dynamics and voice balancing is correctly performed	A chart with a two-part harmony song, short music scores, recorded songs, Tanzanian patriotic songs and musical instruments	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			<p>Storytelling: Engage pupils in stories that incorporate varieties of songs based on diction and tone</p> <p>Role play: Engage pupils in singing songs that reflect various roles based on diction and tone</p>			

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Use musical instruments to accompany solfege singing (<i>d r m f s l t d'</i>)	<p>Exploration: Provide pupils with an opportunity to watch videos and listen to audios of various groups that play musical instruments skillfully to accompany solfege singing</p> <p>Peer-learning: Guide pupils through teaching each other how to play musical instruments</p> <p>Imitation: Guide pupils through playing musical instruments by following musical scales</p>	Musical instruments are used correctly to accompany solfege singing (<i>d r m f s l t d'</i>)	A chart with a two-part harmony songs, short music scores, recorded songs, Tanzanian patriotic songs and musical instruments, projectors, computers and solfege charts	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Create images	Draw images that express feelings and situations using a pencil	<p>Demonstration: Guide pupils through showing how to correctly use pencils to draw pictures of various objects and shapes</p> <p>Demonstration: Guide pupils through choosing and using drawing materials</p> <p>Exhibition: Guide pupils through preparing an appropriate area to hang the created works for class discussion</p>	Images and shapes of various objects are appropriately created	Drawing equipment, and various pictures and textural sources depicting drawing techniques	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.3 Create various shapes	Create and decorate various shapes	<p>Discussion: Lead pupils to discuss the suitable modelling soil, its preparation, equipment and methods used in modelling and drying various modelled shapes</p> <p>Demonstration: Guide pupils through showing the correct method of modelling and decorating various modelled shapes</p> <p>Exhibition: Guide the pupils through showcase works of art for discussion</p>	Various shapes are modelled and decorated with precisely	Decoration equipment, soil storing devices, soil preparation equipment, papers, glue, modelling equipment and textural sources depicting modelling techniques	25

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.4 Create objects by using various unconventional materials	Use unconventional materials to create objects with simple shapes	Discussion: Guide pupils through discussing required materials methods for creating objects of various shapes	Various objects with simple shapes are well created	Various unconventional materials for creating objects	25
2.0 Improve health, skills, and competitiveness	2.1 Demonstrate mastery of physical exercises	Perform exercises for building strength and speed	Guided practice: Guide pupils through performing exercises for building strength and speed	Exercises for strength and speed are correctly performed	Cone, rope, hurdle, whistle, playground and sport watches	25
	2.2 Play traditional games	Play tug of war	Guided practice: Guide pupils through playing tug of war games	Tug of war games are correctly played	String, mark and whistle	25
	2.3 Play modern sports	Play football and netball	Guided practice: Guide pupils through playing football and netball	Football and netball are correctly played	Balls, whistle, cards, cones and flags	25

Standard VI

Table 5: *Detailed contents for Standard VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Create works of art	1.1 Demonstrate mastery of the basics of singing and acting	(a) Apply various acting techniques	<p>Discussion: Guide the pupils through discussing how singing and acting activities are performed in their community</p> <p>Exhibition: Guide pupils in groups through creating and performing in the class a short play with a message from their community</p>	Various acting techniques are applied correctly	Masks, props, <i>ngoma</i> , costumes, makeups, props	25

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Perform traditional ngoma	<p>Discussion: Guide the pupils through discussing how different traditional <i>ngoma</i> in Tanzania are performed</p> <p>Exhibition: Guide pupils in groups through creating and performing ngoma at school and the performance should carry a message from their community</p>	Different ngoma performing techniques are applied correctly	Ngoma, shakers, rattles, costumes, makeups, props	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Create images	Create images from observing different objects	<p>Discussion: Guide pupils through discussing the basic principles to consider when drawing images by observing various real objects and shapes</p> <p>Demonstration: Guide pupils through demonstrating the correct ways of using tools and techniques in drawing pictures of real objects from observation</p> <p>Exhibitions: Guide pupils through showcasing artworks for discussion and further learning</p>	Images are created correctly from observing different objects	Drawing and painting tools, watercolour, shapes and various texts depicting drawing techniques	25

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Improve health, skills, and competitiveness	2.1 Demonstrate mastery of physical exercises	Perform endurance exercises	Guide pupils through performing endurance exercises	Endurance exercises are correctly performed	Jumping rope, trade mills and sports watches	25
	2.2 Play traditional games	Play high and long jump	Guided practice: Guide pupils through playing high and long jump	High and long jump games are correctly played	Playground, tape measure, sportswear, Whistle, mattress, mats, hurdle, flags, board and sports watch	25
	2.3 Play modern sports	Play athletic games	Guided practice: Guide pupils through playing athletic games	Athletic games are correctly played	Whistle, board, hurdle, flags, sports watch, rope, marker, sportswear and playground	25

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