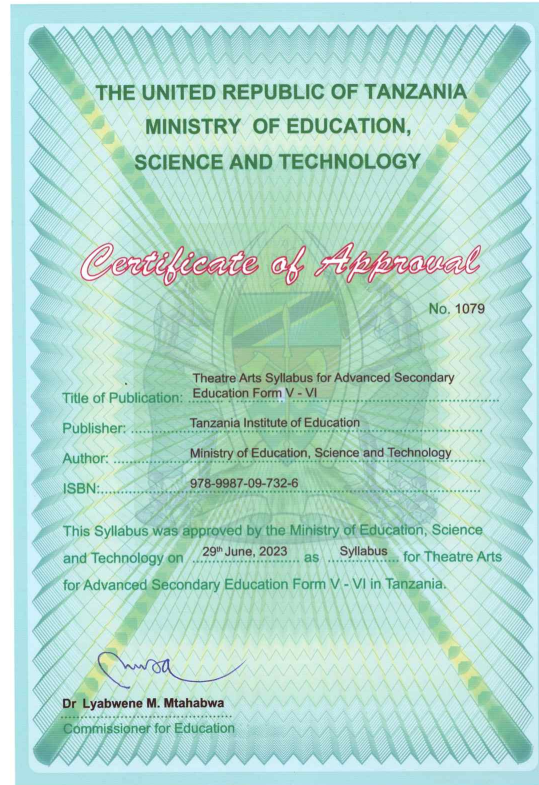


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**THEATRE ARTS SYLLABUS FOR ADVANCED SECONDARY EDUCATION
FORM V-VI**

2023



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Abbreviations and Acronyms

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

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Dr Aneth A. Komba

Director General

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1.0 Introduction

Theatre Arts at Advanced Secondary Education is a compulsory subject for students who choose to join Creative Arts stream taking Theatre Arts among the subjects in their combination. The purpose of learning Theatre Arts at this level is to enable students to embrace artistic creativity and identity that helps to shape the students through theatrical works. Thus, enabling them to compete in the local and global market. Furthermore, the subject will enable students to relate well with people nationally and internationally through appreciating their own culture and the culture of others. It also serves as a bridge to enable students appreciate the values of resources present in Tanzania and develop the ability to create and perform theatrical performances for self-employment.

This syllabus is designed to guide the teaching and learning of Theatre Arts at Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced 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' theatrical skills and develop 21st 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 Advanced Secondary Education

The objectives of Advanced Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education.
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights.
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge.
- (d) Improve the use of language in academic communication.
- (e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to a college education.

4.0 General Competences of Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

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 V-VI*

Main competences	Specific competences
1.0 Demonstrate mastery of some advanced concepts, theories and principles of theatre arts	1.1 Demonstrate an understanding of the development of theatre arts and its major trends 1.2 Demonstrate an understanding of the history and principles of scriptwriting, acting and directing 1.3 Demonstrate mastery of the methods of identifying an ideal performing space 1.4 Demonstrate mastery of the principles of managing theatrical events

Main competences	Specific competences
2.0 Perform theatre arts	2.1 Compose theatrical works for stage, film, radio and television 2.2 Perform and direct theatrical works for stage, film, radio and television 2.3 Use ICT in theatre arts 2.4 Demonstrate an understanding of ethics and professional conduct in theatre arts
3.0 Demonstrate mastery of the creative use of language in theatre	3.1 Demonstrate an understanding of the theories and principles related to the use of body language in theatrical works 3.2 Use body language to prepare and present 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 Theatre Arts.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Theatre Arts;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) develop the competences needed in the 21st 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 Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 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.

9.0 Assessment

Assessment is important in teaching and learning of Theatre Arts subject. 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 VI 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*

Assessment Measures	Form V	Form VI
First Term Examination	5%	5%
Second Term Examination	5%	-
Project	-	10%
Mock Examination	-	5%
National Examination		70%
Total	100	

10.0 Number of Periods

The Theatre Arts Syllabus for Advanced Secondary Education Form V–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. Ten (10) periods of 40 minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form which has seven columns which include main competence, specific competence, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources and number of periods as presented in Table 3 and 4.

Form V

Table 3: *Detailed Contents for Form V*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of some advanced concepts, theories and principles of theatre arts	1.1 Demonstrate an understanding of the development of theatre arts and its major trends	(a) Describe the major trends in the development of theatre worldwide (<i>naturalism, realism, symbolism, expressionism and theatre of the absurd</i>)	<p>ICT-based learning: Guide students to use mobile application and web-based learning to search on the major trends in the development of theatre worldwide</p> <p>Think-ink-pair-share: Guide students into collaborative learning in answering questions based on the major trends in the development of theatre worldwide</p> <p>Snow-balling: Guide students to summarize the major trends in the development of theatre worldwide</p>	Major trends in the development of theatre worldwide well described	Videos of theatre arts movements and trends	8

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Explain the major trends in the development of theatre in Africa (<i>theatre for social change</i>)	<p>ICT-based learning: Guide students to use mobile application and web-based learning to search the major trends in the development of theatre in Africa</p> <p>Case study: Organize students into conducting depth examination and analysis to distinguish theatre for social change events from other events and situation</p>	Trends in the development of theatre in Africa well described	Videos of theatre arts movement and trends	
	1.2 Demonstrate an understanding of the history and principles of scriptwriting, acting and directing	(a) Explain the emergence and development of scriptwriting for stage, film, radio and television	<p>ICT-based learning: Guide students to use mobile application and web-based learning to understand the development of scriptwriting for stage, film, radio and television</p>	The emergence and development of scriptwriting for stage, film, radio and television well explained	Written script for film, radio and television	12

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p>Group discussion: Help students to actively contribute to the discussion of emergence of scriptwriting for stage, film, radio and television</p> <p>Snow-balling: Use snow-balling to summarize the importance of scriptwriting for stage, film, radio and television</p>			
		(b) Describe principles of scriptwriting for stage, film, radio and television <i>(Konstantin Stanislavski, Bertolt Brecht, Antonin Artaud and Jerzy Grotowski)</i>	<p>ICT-based learning: Guide students to use mobile application and web-based learning to explore theories of scriptwriting</p> <p>Jigsaw Learning approach: Guide students through jigsaw, to understand the principles of scriptwriting for stage, film, radio and television</p>	Principles of scriptwriting for stage, film, radio and television clearly described	Written scripts for film, radio and television	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			Brainstorming: Guide students to brainstorm the relationship between scholars and their principles			
		(c) Describe various software used for scriptwriting (<i>Celtix, Movie Magic screenwriter</i>)	Brainstorming: Guide students to brainstorm various software used for scriptwriting ICT-based learning: Guide students to use mobile application and web-based learning to explore various software used for scriptwriting	Various software used for scriptwriting well described	Software used for scriptwriting Celtix, Movie Magic screenwriter	
	1.3 Demonstrate mastery of the methods of identifying an ideal performing space	(a) Describe the methods and techniques of identifying an ideal performing space	Brainstorming: Guide students to brainstorm the methods and techniques of identifying an ideal performing space ICT-based learning: Guide students to use mobile application and web-based learning to explore the methods and techniques of identifying an ideal performing space	The methods and techniques of identifying an ideal performing space well described	Videos of identifying an ideal performing space	14

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Design an area for staging a theatrical performance	Visit/tours: Guide students to visit theatre performances to see how theatre spaces are designed	An area for staging a theatrical performance well designed	Videos of designing various areas for staging a theatrical performance	
2.0 Perform theatre arts	2.1 Compose theatrical works for stage, film, radio and television	(a) Write script for stage, film, radio and television	<p>Group discussion: Guide the student to discuss the differences between writing for stage, film, radio and television</p> <p>Improvisation: Guide the students into manageable group to write script for stage, film, radio and television</p> <p>Brainstorming: Guide students to brainstorm for performance feedback for more improvement</p>	Stage, film, radio and television scripts well written	Drama videos, microphone, Public Address system (PA), stage lights and visual elements	42

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Perform and direct theatrical works for stage, film, radio and television	(a) Perform for stage and film	Improvisation: Guide the students into manageable group to perform for stage and film	Stage and film well performed	Scripts, props, costumes, stage lights and visual elements	39
		(b) Perform for radio drama and television drama	Improvisation: Guide the students into manageable group to perform for radio and television drama	Radio drama and television drama well performed	Drama videos, microphone, props, costumes and Public Address system (PA)	
	2.3 Use ICT in theatre arts	(a) Use digital technology to produce stage and film programmes	ICT-based learning: Guide students to use mobile application and web-based learning to produce stage and film programmes Self-reflection: Guide students to answer formulated questions in relation to the programs produced	Digital technology in producing stage and film programmes effectively used	Camera and accessories, sound recording equipment, light equipment, microphone, props and costumes	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.4 Demonstrate an understanding of ethics and professional conduct in theatre arts	(a) Describe the rights and responsibilities of an artist	Resourceful person: Invite resourceful person from the ethical organisation to clarify and share experiences about the rights and responsibilities of an artist Brainstorming: Guide students to brainstorm the rights and responsibilities of an artist	The rights and responsibilities of an artist	Videos of rights and responsibilities of an artist	12
		(b) Identify the regulatory institutions and organisations dealing with the rights of an artist	Brainstorming: Guide students to brainstorm the regulatory institutions and organisations dealing with the rights of an artist	The regulatory institutions and organisations dealing with the rights of an artist well identified	Videos of rights and responsibilities of an artist	
		(c) Discuss ethical issues in theatrical productions focusing on <i>mise-en-scene</i> (stage and film)	Group discussion: Guide students in groups to discuss ethical issues in theatrical productions	Ethical issues in theatrical productions focusing on <i>mise-en-scene</i> well discussed	Videos of ethical issues in theatrical productions	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the creative use of language in theatre	3.1 Demonstrate an understanding of the theories and principles related to the use of body language in theatrical works	(a) Explain principles of using body language (<i>Aristotle and Plato</i>)	<p>Mime and pantomime: Organise students in manageable groups to imitate life from their surroundings to create drama through mime and pantomime</p> <p>Observation checklist: Guide students by giving them set of questions to evaluate the mime and pantomime performance</p>	Principles of using body language well explained	Videos of various body language	8
		(b) Describe theories of using body language (<i>Konstantin Stanislavski</i>)	<p>Improvisation and performance: Organise students in manageable groups to improvise and perform short plays basing on Konstantine Stanislavsky theories</p> <p>Observation checklist: Guide students by giving them set of questions to evaluate the Konstantin Stanislavsky theories</p>	Theories of using body language effectively described	Videos of various body language	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Use body language to prepare and present theatrical works	(a) Produce a mimetic play	<p>Improvisation and performance: Organise manageable groups to rehearse and produce mimetic play</p> <p>Self reflection: Guide students to answer fomulated questions in relation to mimetic play produced and performed</p>	A mimetic play is professionally produced	Videos of mimetic plays	20

Form VI

Table 4: *Detailed Contents for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of some advanced concepts, theories and principles of theatre arts	1.1 Demonstrate an understanding of the history and principles of scriptwriting, acting and directing	(a) Explain the emergence and development of directing for stage, film, radio and television	<p>Think-ink-pair-share: Guide students in manageable groups, assign them to read about the emergence and development of directing for stage, film, radio and television</p> <p>Group discussion: Guide students to discuss emergence and development of directing for stage, film, radio and television</p> <p>Self-reflection: Help students to answer formulated questions to reflect on what they have learnt</p>	The emergence and development of directing for stage, film, radio and television clearly explained	Written script and directed video	28

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe principles of directing for stage, film, radio and television (<i>Konstantin Stanislavsky, Bertolt Brecht, Antonin Artaud and Jerzy Grotowski</i>)	<p>Jigsaw Learning approach: Guide students in manageable groups to prepare cards of principles and stick them around classroom wall</p> <p>Gallery Walk: Guide students to actively walk around the classroom exploring principles of directing from Konstantine Stanislavsky, Bertolt, Antonin and Grotowski</p> <p>Question and answers: Formulate questions for students to summarize the topic</p>	Principles of directing for stage, film, radio and television clearly described	Directed videos for film, radio and television drama	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate mastery of the principles of managing theatrical events	(a) Explain principles and processes for preparing and managing a theatrical event	<p>Brainstorming: Guide students to brainstorm principles and processes for preparing and managing a theatrical event</p> <p>ICT-based learning: Guide students to use mobile application and web-based learning to explore the principles and processes for preparing and managing a theatrical event</p>	Principles and processes for preparing and managing a theatrical event well explained	Written script, video of processes preparing and managing a theatrical event	34
		(b) Manage a theatrical event	<p>ICT-based learning: Guide students to use mobile application and web-based learning to explore how theatrical events are managed</p> <p>Visit/tours: Help the students to visit different performing places to see how performance spaces are designed</p>	Theatrical event well managed	Written scripts	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Perform theatre arts	2.1 Perform and direct theatrical works for stage, film, radio and television	(a) Direct for stage and film	<p>Group discussion: Guide students to discuss the work of director for stage and film.</p> <p>Improvisation: Guide students in manageable group to direct and perform short improvised</p>	Stage and film well directed	Stage, cameras, props and costumes	70
		(b) Direct for radio and television	<p>Group discussion: Guide students to discuss the work of director for radio and television</p> <p>Improvisation: Guide students in manageable group to direct and perform short improvised play for radio and television</p> <p>Brainstorming: Guide students to brainstorm directed plays for radio and television so as to give feedback</p>	Radio and television well directed	Drama videos, microphone, Public Address system, stage lights and visual elements	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Use ICT in theatre arts	(a) Use digital technology to produce radio and television programmes	<p>Learning: Guide students to online learning through mobile application and web-based learning to produce short programs for radio and television</p> <p>Showcase: Guide students to showcase their production to the school audience and community</p> <p>Self-reflection: Guide students to answer formulated questions in relation to the programs produced</p>	Digital technology to produce radio and television programmes well used	Computer, production software, camera and accessories, sound recording equipment and light equipment	24
	2.3 Demonstrate an understanding of ethics and professional conduct in theatre arts	(a) Describe ethical issues in theatrical productions by focusing on <i>mise-en-scene</i> (radio and television)	<p>Resource person: Invite resource person from the ethical organisation/government/art group from the community to clarify and share experiences with students in relation to <i>mise-en-scene</i> in radio and television productions</p> <p>Brainstorming: Guide students to brainstorm ethical issues concerning <i>mise-en-scene</i> in radio and television productions</p>	Ethical issues in theatre arts productions well described	Videos of ethical issues in theatrical productions	19

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