

## EXPRESSIVE ARTS

**Please approach Expressive Arts and Entertainment Industry from an activity-oriented point of view; enjoy teaching and learning the subject for self-reliance and self-confidence in other learning needs.**

Most primary school teachers in Sierra Leone shy away from teach expressive arts effectively and efficiently due to their poor backgrounds in the subject matter. Teachers view the subject as being too difficult to learn let alone teach it. Also, the idea that art is not a core subject in schools curriculum equally helps to derive less interest and attraction from teachers and students in the teaching and learning of the subject, whether there is the acumen for the arts or not.

“In 2019, a survey of primary school teachers in Britain found that two thirds of the teachers believe that arts education incorporating art and design, music, drama, and dance was in dramatic decline, and half felt the remaining provision was poorer than in 2010” (KS1

[www.theschoolrun.com](http://www.theschoolrun.com)) This finding confirms the belief that art education is not prioritized in British education system; and Sierra Leone may not be an exception to such anomaly.

### **The Rationale for the inclusion of expressive arts and entertainment industry in school’s curriculum**

The curriculum specifically intends to provide students at all levels with an education that will serve them meaningfully regardless of their choice after the end of school. Hence, global educations systems do recognize the significance of the arts as integral components of teaching and learning processes for various reasons.

For instance, the findings of Hallgarten, in an article published in Premier Media News (2017) maintained that “people believe, better learning through music, dance, film, literature, theatre, practical arts and culture can help transform children’s life chances and give them the skills and qualities that will help them thrive” even after leaving school. Any desire to acquire sustainable quality knowledge, skills and attitudes from a broad perspective of talent-based learning capabilities is achievable through teaching and learning of arts in schools. Rich arts lessons could produce a cadre of brilliant and happy learners who are actively involved in the learning processes with the level of confidence that can help them become life-long critical thinkers. Such lessons can also groom a vibrant civil society that values creativity, innovation and freedom of expression among all age groups.

Digging deep into the benefits reveals that students who engage in constructing and applying knowledge build a positive disposition towards learning and seek to create, express and evaluate knowledge through entertainment industry models, including interdisciplinary studies. Learners acquire a depth of understanding about the world and human experiences that enable them to become more knowledgeable, confident and creative lifelong learners when they engage in meaningful cultural and artistic inquiry. People leaving in the world today need to understand how things work especially in growing technological advancement; and that opportunity is best sought in learning institutions where the study of arts is prioritized.

The study of arts in school provides the fondest ways of ensuring coherence in harnessing student’s performance, increased self-understanding, enhanced communication skills and improved cognition. Students are often able to nurture meaningful relationships and appreciate various contributions through the exploration and expression of their own ideas, feelings, beliefs and values while learning to interpret and understand those expressed by others at the same time. They could help in building communities with cultural and historical backgrounds, critical and responsive attitudes, creative and productive potentials.

Moreover, artistic skills and techniques are applied as valuable methods of teaching integrated lessons in institutions. It provides room for the combination of two or more content materials based on shared or related concepts. The arts being activity oriented assist teachers in assessing knowledge, understanding and skills acquired by learners, which can have sustainable impact on the learners, instead of relying only on measuring the cognitive aspect of learning. Contemporary studies carried out in different of the world indicate that expressive art in schools is the most recent trending means of developing learner's holistic capability. Learner's curiosity, adventure, endless use of the imaginative, imitative, and intuitive skills can be heightened during art lessons as they discover their individual gifts and talents in combined arts and technology. The study of expressive arts promotes student's self-esteem to live an amicably independent life amidst existing job challenging situations.

The broader picture of the game suggests that expressive arts lessons may be the last hope for children to turn out as well-rounded, creative, realistic and well-informed adults who are capable of more complex thinking and life changing engagements. They become more socially and culturally inclined; able to apply skills and techniques in problem-solving situations as is expected of well accomplished human beings who are valuable assets to themselves and their communities.

### **General Learning Outcomes**

#### **1. First stage of Basic Education (Class 1 to Class 3)**

The learner will be able to:

- a) Enjoy taking part in the practice of rudimentary aspects of expressive arts at the primary level.
- b) Develop muscle and mind coordination in artistic engagements
- c) Maintain a repertoire of simple songs with improvised movements and instrumental accompaniment.
- d) Produce simple drawings, paintings, designs and craft for self satisfaction.
- e) Demonstrate an understanding of basic elements of performing arts; and the vocabularies involved in each aspect.
- f) Explore a variety of local materials and develop skills to express ideas and moods that are relevant to life around them.
- g) Identify aspects of performing arts (music, dance and drama) from different cultures in communities. .
- h) Demonstrate artistic skills that develop their self-confidence, creativity and innovation in classroom activities.

#### **2. Second stage of Basic Education (Class 4 to Class 6)**

The learners will be able to:

- (a) Interpret, appreciate, and give meaning to aspects of performing arts from different cultures during classroom activities.
- (b) Demonstrate understanding of the meaning and scope of practical arts at the primary level.
- (c) Show understanding of how to be creative and innovative in performing arts, the entertainment industry and community work.
- (d) Practice how arts and crafts could be used as a medium of expression in creating different items in the environment.
- (e) Demonstrate aroused interest and motivation for talent based education through the study of music, dance, and drama as components of the cultural heritage in entertainment industry.
- (f) Use appropriate waste or discarded materials (paper, plastic, rice sacks etc.) in the production of domestic and imaginary items (e.g. Rugs, Vase, toilet seat etc.)
- (g) Appreciate and perform some original works done by great western and indigenous musicians, playwrights and dancers

- (h) Identify, prepare and use available materials in the environment to do weaving, tinting and shadowing in arts and crafts works (e.g. rocks, leaves, wood, clay, seeds etc.)
- (i) Display appreciable knowledge and understanding in the making and playing of indigenous and western musical instruments, theatre props, costumes and dance gears.

**3. Third stage of Basic Education (JSS 1 - 3)**

Learners will be able to:

- a) Develop awareness of their traditional and cultural environment through the study of performing arts.
- b) Show basic understanding of music, dance, and drama as well as the types of each aspect through performances.
- c) Develop a rich repertoire of songs, dance movements and vocabulary, and acting skills from different cultural heritage in applying the relevant skills.
- d) Interpret and perform notated music taking into consideration all the elements (pitch, rhythm, volume, and tempo) through rhythmic dictation exercises.
- e) Show appreciation of religious and secular music in the life and works of selected musicians of West Africa and foreign countries.
- f) Engage in show understanding of singing in unison or harmony and ensemble playing through improvisation and rhythmic accompaniment to classroom songs.
- g) Engaged in the playing and interpretation of ceremonial music for different occasions; basic terminologies in western music; contemporary music in Sierra Leone; and indigenous and western musical instruments in communities.
- h) Appreciate applied dance through the development of a repertoire of dance movements showing dance types, elements, uses of space and choreography.
- i) Demonstrate basic understanding of stage craft, production theatre and the entertainment industry; oral literature from West African countries; theatre props, costumes and musical instruments.
- j) Show awareness of the life and works of playwrights from Sierra Leone and other West African countries.

**Specific Learning Outcomes**

**The first Grade (Class 1)**

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
EXPRESSIVE ARTS AND ENTERTAINMENT INDUSTRY	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>a) Show understanding of basic concepts, rules, and procedures in performing arts using a repertoire of songs with improvised movements and instrumental accompaniment.</li> <li>b) Develop skills in handling scribbling materials in the correct sitting position.</li> <li>c) Express enjoyment in classroom music making, rhythmic movements and acting of stories fluidly, smoothly and timely to show self-confidence, creativity and innovation.</li> <li>d) Progress from random to controlled scribbling (purposeless to purposive)</li> <li>e) Identify ideas, skills and moods in pieces of music, dance and drama while adding free simple rhythmic accompaniments to songs.</li> </ul>

	<ul style="list-style-type: none"> <li>f) Acquire a vocabulary of words, their pronunciations and meanings through singing, movement and acting.</li> <li>g) Use different lines and shapes to represent concrete objects in the classroom, home and environment.</li> </ul>
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**The Second Grade (Class 2)**

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
EXPRESSIVE ARTS AND ENTERTAINMENT INDUSTRY	Learners will be able to <ul style="list-style-type: none"> <li>a) Brainstorm multiple approaches in making classroom music, drama, and dance more enjoyable and interesting.</li> <li>b) Demonstrate creativity and productivity in designing.</li> <li>c) Improve on the repertoire of songs (10) adding steps and movements to express feelings, emotions, skills and ideas using improvised materials for accompaniment.</li> <li>d) Identify and manipulate colors to produce desired effects.</li> <li>e) Appreciate recordings of music, acting, and dance performances by watching CD plates, video clips, film strips etc.; and practicing what they see or hear.</li> <li>f) Make use of colored papers to create designs.</li> <li>g) Describe and state the values of music, dance, and drama (local/foreign) while showing an understanding of the rudiments and vocabularies in each aspect.</li> </ul>

**The Third Grade (Class 3)**

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
EXPRESSIVE ARTS AND ENTERTAINMENT.	The learner will be able to: <ul style="list-style-type: none"> <li>a) Act out short skits of imaginary or real stories; sing simple melodies in unison; and perform choreographed dance patterns; using technology and previous knowledge.</li> <li>b) Develop the ability to progress from creating abstract works to realistic images.</li> <li>c) Engage in team work to perform simple drama and dance pieces for enjoyment and satisfaction; showing creativity and innovation.</li> <li>d) Manipulate colors to produce different designs.</li> <li>e) Identify and interpret basic elements of music (pitch, melody, duration, rhythm and phrases, notes and rests); and practice playing simple tunes on Descant Recorder in C, G, and D major scales.</li> <li>f) Develop craftsmanship to create 3D effects on paper.</li> <li>g) Demonstrate knowledge and understanding of different cultural styles in local community music and dance patterns (i.e. Milo jazz, March Band music, Praise and Worship music, Hymns, and Bubu music etc.)</li> <li>h) Create and transform textures on artistic materials.</li> </ul>

**The Fourth Grade (Class 4)**

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
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<p><b>EXPRESSIVE ARTS AND ENTERTAINMENT INDUSTRY.</b></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>a) Appreciate and analyze forms in music and dance styles of past and present local performing artists such as Ebenezer Calendar, Salia Koroma, Bassie Kondi, Chris During and others.</li> <li>b) Engage in activities that will indicate meaning, scope, and importance of practical arts.</li> <li>c) Practice basic knowledge and skills involved in the playing of indigenous and pitched western musical instruments in C, G, D and F major scales.</li> <li>d) Manipulate colors to produce different designs.</li> <li>e) Improve on the repertoire of classroom music and dance using basic techniques and skills (e.g. call and response, round, two-part harmony, structured, unstructured and symmetry).</li> <li>f) Practice the good habits of drawing, painting and designing existing objects and ideas in the environment.</li> <li>g) Demonstrate awareness of/and the ability to apply popular acting techniques (e.g. Miesner and Stanislavsky etc) in the study of drama.</li> <li>h) Use different colors to produce drawing and painting effects of things in the environment.</li> <li>i) Create and show understanding of music, movement ideas, and types of stories: (tragedy, comedy) and trace the historical backgrounds of great musicians, dramatists, dancers and their works.</li> <li>j) Engage in color paintings of various food stuffs and other real objects.</li> </ul>
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**The Fifth Stage (Class 5)**

<b>SUBJECT AREA</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
<p><b>EXPRESSIVE ARTS AND ENTERTAINMENT INDUSTRY.</b></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>a) Display musicianship skills in the performance of indigenous and foreign music while appreciating the works of great western and local musicians.</li> <li>b) Use different initiatives in creating print outs and drawings of objects in the environment.</li> <li>c) Describe and display dance skill associated with masquerades and other types of local dances for presentation at a school ceremony.</li> <li>d) Exhibit models of new initiatives in printing and technology using imaginative, creative, and innovative skills and techniques in practical arts.</li> <li>e) Demonstrate and appreciate oral literature; as well as the history of some prominent West African playwrights/musicians/dancers.</li> <li>f) Express knowledge and skills in representing details about real life situations (e.g. the family, the home etc.) in drawing and painting.</li> <li>g) Undertake community theatre programs using comedians and other acting styles to show accurate stage management techniques.</li> <li>h) Display decorative skills in adding aesthetic value to items in a community.</li> <li>i) Add flavor to classroom singing with descant recorder and other instrumental accompaniment.</li> <li>j) Practice skills and techniques in printing and design to creates Styrofoam blocks.</li> </ul>

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**The Sixth Stage (Class 6)**

<b>SUBJECT AREA</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
EXPRESSIVE ARTS AND ENTERTAINMENT INDUSTRY.	Learners will be able to: <ol style="list-style-type: none"> <li>a) Express ideas, feelings, and emotions using different props, costumes and skills associated with performing activities in the entertainment industry.</li> <li>b) Practice and produce samples of stencil items and template works.</li> <li>c) Perform vocal and instrumental pieces that show understanding of simple notated scores and un-notated music of western and indigenous origin with movement accompaniments.</li> <li>d) Engage in the making of greeting cards for different occasions.</li> <li>e) Show readiness and willingness to perform choral ensembles and other performing arts presentation when necessarily using entertainment industry modes.</li> <li>f) Practice to perfect skills in calligraphic writing styles.</li> <li>g) Demonstrate abilities to improvised musical instruments for classroom use.</li> <li>h) Demonstrate techniques and skills in weaving, tinting and shading using colors and other relevant materials.</li> <li>i) Display vast knowledge about important African and European playwrights, musicians, and dancers and their works.</li> </ol>

**The Seventh Grade (JSS 1)**

<b>SUBJECT AREA</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
PERFORMING ARTS AND ENTERTAINMENT INDUSTRY	Learners will be able to: <ol style="list-style-type: none"> <li>a) Interact with available resources to demonstrate meaningful cultural and artistic inquiry, creativity and communication of ideas and feelings through dance, music and drama.</li> <li>b) Show how well informed they are about types and uses of music, dance, and drama; props and costumes; masks and gears through performances.</li> </ol>

	<ul style="list-style-type: none"> <li>c) Compile an archive of classroom composition of music, dance and drama using skills, vocabularies, instruments, styles and codes that highlight learners' levels of exposure in performing arts studies.</li> <li>d) Exhibit an appreciable knowledge and understanding of theoretical and practical aspects of music by interpreting and performing all characters involved in notated and un-notated scores.</li> <li>e) Display understanding of social and critical-thinking skills related to oral literature; stages; stage craft; history of theatre; and the duties of entertainment industry personnel.</li> <li>f) Brainstorm the lives and works of some West African and foreign musicians in relation to religious and secular music.</li> <li>g) Discuss features of structured and unstructured; axial and locomotors; levels and uses of dance; and the body in dance activities.</li> <li>h) Show understanding about the lives and works of professional dancers and playwrights from different cultures in performance.</li> </ul>
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**The Eighth Grade (JSS 2)**

<b>SUBJECT AREA</b>	<b>SPECIFIC LEARNING OUTCOMES</b>
PERFORMING ART AND ENTERTAINMENT INDUSTRY	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>a) Explore advance understanding of music theories such as simple and compound time signatures; intervals and their inversions; transposition; chords; singing styles; rhythms in some major and minor scales; the Great Staff; terms and signs through games and exercises.</li> <li>b) Distinguish between secular and ceremonial music with combined foreign and local instrumental accompaniments.</li> <li>c) Trace and perform the development of theatre/drama types in the world according to periods.</li> </ul>

	<ul style="list-style-type: none"> <li>d) Demonstrate advanced awareness of how the entertainment industry and oral literature works in local communities.</li> <li>e) Show understanding of types of dance; stages in dance presentations; indigenous dances; masquerades, structured and unstructured dances, choreography and dance symmetry.</li> <li>f) Show understanding of the interpretations of advanced basic terminologies in music, dance, and drama.</li> </ul>
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**The Ninth Grade (JSS 3)**

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
PERFORMING ARTS AND ENTERTAINMENT INDUSTRY.	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>a) Participate in more fact finding activities of different songs and singing styles; ensemble or solo playing of instruments; performing of improvised dance sequences; and play acting.</li> <li>b) Develop more knowledge and skills in manipulating various tools, musical instruments and materials in playing notated music in C, G, D, F or B Flat major scales; some minor scales; apply stage craft codes and choreography in performing arts presentations in the entertainment industry.</li> <li>c) Participate in performances like Ballet, African dance drama; and make more props, costumes and materials relevant to applied music, dance, and theatre.</li> <li>d) Watch, appreciate, and perform examples of the works of renowned foreign or indigenous musicians, dramatists and dancers in project works.</li> <li>e) Examine contemporary styles in music, dance, and drama within the local entertainment industry.</li> <li>f) Revise all relevant performing arts topics in preparation of external theory and practical examination.</li> </ul>

**Expressive Arts and the Entertainment Industry  
Teaching Syllabus Outline for the First Stage of Basic Education (Class 1)**

Suggested Topics/Sub	Specific Learning	Recommended Teaching	Assessment Methods	Suggested Learning &
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Topics	Outcomes	Styles or Pedagogical Approaches		Teaching Resources
<ul style="list-style-type: none"> <li><b>Introduction to sounds through singing (The Voice).</b></li> </ul>	<p>By the end of Grade 1 learners will be able to:</p> <ul style="list-style-type: none"> <li>Practice good classroom singing habits by using simple local action songs, accompanied with body movements (e.g. ‘Makutuma Limba Song’, ‘O Ya Toma Tanti Mbakala Temne Song’, ‘Tranga Yes Nor Good Krio Song’, ‘Korlor Gaalei Mane Ngor Mende Song’ and others.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher should engage learners in vocal warm ups which leads to singing of the selected simple action song.</li> <li>Learners should listen attentively to the song and join in singing along with the teacher.</li> <li>The teacher should correct pronunciation of words, and the tune, through repetition of syllables, words or the tune while varying singing techniques and tempos as a way of complimenting and building in language arts.</li> <li>The teacher should group learners into manageable teams with a task to accompany the singing with guided improvisation of movements and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher should check for correct pronunciation and intonations during singing exercises.</li> <li>The teacher should observe learners by accompanying them in singing with body beats, clapping and tapping of feet, etc.</li> <li>The teacher should appraise learner’s active participation in the singing, with beat and movement accompaniments.</li> <li>Teacher and learners critique incorrect performance.</li> </ul>	<ul style="list-style-type: none"> <li>Role of Music and Movement. <a href="http://www.ukessay.com">www.ukessay.com</a></li> <li>Infant literature texts.</li> <li>Nursery rhymes. <ul style="list-style-type: none"> <li>Improvised props, costumes and instruments (e.g. beaters, shakers, sticks etc.)</li> </ul> </li> <li>British Council World Voice Guide to Sing in the Classroom by Richard Frostick.</li> <li>Introduction: Nonverbal Communication - (Albert Mehrabian, 1967)</li> </ul>
<ul style="list-style-type: none"> <li><b>Scribbling</b></li> </ul>	<ul style="list-style-type: none"> <li>Assume correct sitting position.</li> <li>Practice proper handling of writing materials.</li> <li>Make random lines with</li> </ul>	<ul style="list-style-type: none"> <li>Do warm up exercises of the hands, wrists and finger muscles</li> <li>Guide learners on sitting position and handling of</li> </ul>	<ul style="list-style-type: none"> <li>Comment on proper sitting position and handling of writing materials.</li> </ul>	<ul style="list-style-type: none"> <li>Writing book</li> <li>Paper</li> <li>Soft pencils</li> <li>Sand tray</li> <li>Slate</li> </ul>

	<ul style="list-style-type: none"> <li>free-hand movements.</li> </ul>	<ul style="list-style-type: none"> <li>writing materials, (e.g. sit straight, pencil between pointing and thumb).</li> <li>Demonstrate how random and controlled scribbling are made.</li> </ul>	<ul style="list-style-type: none"> <li>Give word comments on children's work (e.g. nice, bold, clear, beautiful, straight and scribbles etc.)</li> <li>Grade learner's scribbling.</li> </ul>	<ul style="list-style-type: none"> <li>Chalk</li> </ul>
<ul style="list-style-type: none"> <li><b>Sounds in the environment</b></li> </ul>	<ul style="list-style-type: none"> <li>Imitate different sounds made by animal or object in the environment while keeping steady pulse with improvised instruments, (e.g. birds singing, dogs barking, frogs croaking, cats mewling, cars honking etc.)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher should instruct learners to observe a moment of silence while identifying sounds heard around and the things that produce them.</li> <li>The teacher should imitate a sound he or she heard and asks pupils to identify the sound producing object.</li> <li>Individual pupils follow suit while the rest of the pupils identify the sound producing object.</li> <li>Teacher and pupils sing a simple song like "School is where I love to be ---" adding free movements and the identified sounds at intervals.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher should assess learner's imitation of familiar sounds they hear in the community.</li> <li>The teacher should listen to sounds and correct imitated sounds that represent the intended objects, (e.g. car honking, dog barking, birds singing etc.)</li> <li>The teacher should watch out for any pupil(s) who cannot carry out the activity and urge them to join in at will.</li> <li>Otherwise such pupils stay out of the exercise and observe the others to make comments where necessary.</li> <li>Record the activities comments on whether the outcome was accomplished.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction: On Music and Movement by John Finn. <a href="http://www.researchgate.net">www.researchgate.net</a></li> <li>Charts with pictures of sound producing objects in the community.</li> <li>Early Childhood / Music, Movement and Dramatic Play <ul style="list-style-type: none"> <li>British Council World Voice Guide to Singing in the Classroom by Richard Frostick.</li> <li>Audio/Video recording materials</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><b>Writing letters and numbers</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop good habits in effective writing skills.</li> <li>Practice writing letters</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the writing of letters and numbers through tracing.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and comment on the correct sitting position.</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet and Number charts.</li> <li>Tracing paper.</li> </ul>

	<ul style="list-style-type: none"> <li>and numbers through tracing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher should supply materials.</li> <li>Ask pupils to trace selected letters and numbers.</li> <li>Ensure pupils have enough time to practice.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and comment on pupil's correct handling of writing materials.</li> <li>Observe and comment on pupil's work in writing letters and numbers.</li> <li>Grade learner's writing abilities and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil/Marker, Eraser.</li> <li>Crayons.</li> <li>Flashcards bearing numbers and letters.</li> </ul>
<ul style="list-style-type: none"> <li><b>Classroom Drama in Make-believe Situations</b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate samples of make-believe events like personal experiences or imaginary events, (e.g. On the Way to Market or School', 'My Last Birthday etc.) <ul style="list-style-type: none"> <li>Practice some pantomime actions to tell a story.</li> <li>Dramatize familiar events or classroom stories from literature texts or rhymes etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a short warm up act without words.</li> <li>Ask pupils to guess what the act implies.</li> <li>Let few pupils mime ideas for the others to guess what is mimed.</li> <li>The teacher should encourage pupil do voluntary narration of a short event.</li> <li>The teacher should narrate a short story from any source.</li> <li>Pupils should listen attentively and ask relevant question where possible.</li> <li>Teacher assists pupils in identifying people or things and what they do in the story.</li> <li>Ask for voluntary demonstration of the actions in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and comment on the story sequence of events.</li> <li>Compare their skills in communicating ideas, moods and feelings about the short narrative</li> <li>Comment on how they play the roles in the story using their appropriate improvised props.</li> <li>The teacher should record personal impression about acting skills demonstrated by pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Improvised props and costumes</li> <li>Any short literature series.</li> <li>Library materials.</li> </ul>

		<ul style="list-style-type: none"> <li>Teacher guides pupil's role played using samples of improvised props and costumes.</li> </ul>		
<b>Shapes and objects.</b>	<ul style="list-style-type: none"> <li>Draw basic shapes and object in the home, classroom.</li> <li>Trace shapes and objects from templates.</li> <li>Shade shapes and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate drawing of shapes and objects Show skills and techniques in tracing.</li> </ul>	<ul style="list-style-type: none"> <li>Observe shapes and objects drawn.</li> <li>Make comments on children's work.</li> </ul>	<ul style="list-style-type: none"> <li>Tracing paper and pencil/crayons.</li> <li>Charts and templates of shapes.</li> </ul>
<b>Body and Sensory Movement in Space.</b>	<ul style="list-style-type: none"> <li>Vary, control, and direct energy in moving the body within a given space to show posture, mood and dynamics.</li> <li>Imitate different animals or objects using improvised props/costumes to show expressions and gestures in real situations.</li> </ul>	<ul style="list-style-type: none"> <li>Engage pupils in free movement activities in a space and give commands such as freeze or motion.</li> <li>Take a photograph of the different postures, moods and dynamic for display on the classroom picture mat.</li> <li>Do audio recording of different sounds produced by the pupils.</li> <li>The teacher and pupils may repeat the song "School is where I love to be ---" to reinforce what was learnt earlier in like manner.</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic assessment - comparing skills learners possess and their learning potentials</li> <li>Formative assessment to provide feedback during the instructional process.</li> <li>Do a video recording of class activities for self-assessment of what they had done later.</li> </ul>	<ul style="list-style-type: none"> <li>Body Language: Picking up and understanding Nonverbal Signals. (<a href="http://www.mindtools.com">www.mindtools.com</a>)</li> <li>Introduction: Nonverbal Communication - (Albert Mehrabian, 1967)</li> <li>A video and voice recording appliance like digital phone where possible.</li> <li>OR</li> <li>A video camera meant for class activities.</li> </ul>
<b>Rehearsals and Project work.</b>	<ul style="list-style-type: none"> <li>Watch, observe and imitate music and movement. from CD plates, video clips, or film strips.</li> <li>Practice other simple</li> </ul>	<ul style="list-style-type: none"> <li>Make time for rehearsals during school hours.</li> <li>Engage pupils for regular rehearsal of the performance project.</li> </ul>	<ul style="list-style-type: none"> <li>Give comments and make corrections on the rehearsal items to be done by pupils.</li> <li>Ask would be audience at the ceremony to make</li> </ul>	<ul style="list-style-type: none"> <li>Pupils improvised Props and Costumes.</li> <li>Television set and CD players, digital recording facilities, pen drives etc.</li> </ul>

	<p>action and game songs such as ‘Greeting Songs’, ‘Days of the Week and Month Song’, ‘Throw Catch’ or ‘Boom Tika Boom’ mood song for entertainment at a school function.</p>		<p>individual comments about the class presentations.</p> <ul style="list-style-type: none"> <li>Do a video recording of pupil’s presentation for class archives and comments later.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils improvised musical instruments.</li> </ul>
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**Expressive / Performing Arts**  
**Teaching Syllabus Outline for the First Stage of Basic Education (Class 2)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<ul style="list-style-type: none"> <li><b>Introduction to Elements of Music and Movement.</b></li> </ul>	<p>At the end of Grade 2 learners will be able to:</p> <ul style="list-style-type: none"> <li>Use sounds and movements to express pitch, tempo, style and dynamics through singing and playing of improvised percussion instruments such as, well arranged stick or beaters, empty cups or tins etc.</li> <li>Perform selected songs where one group sings with movement and another groups provides instrumental accompaniment to the music and movement.</li> <li>Practice singing rounds, echo songs, call and response songs and single melody or chants from different cultures with steady beat and rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a short song pupils can sing with ease. For example ‘leh We Lan’, ‘Means of Transportation’ etc. to compliment the study of social studies.</li> <li>Practice singing the songs line-by-line whilst the teacher corrects pronunciation, articulation, and intonation of words.</li> <li>Motivate the groups to sing with actions, demonstrating pitch, tempo, dynamics, and rhythm in steady beats with the help of hand signs.</li> <li>Get pupils to explain how the elements of pitch, duration, tempo and dynamics are linked in the singing and movements.</li> <li>Demonstrate enjoyment by adding variations of ideas and feelings to the singing.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher should pick out and comment on wrong intonations, pronunciations or articulations in the singing, and correct them skillfully without discouraging any pupil.</li> <li>Make comments on the explanations given.</li> <li>Have a class rating list for individual or group participation appraisal.</li> <li>Do a video and audio recording of class participation for the archives.</li> <li>Gauge pupil’s learning potentials and special gifts in music and movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>Composing Songs in the Classroom by Elizabeth Peterson.</li> <li>Television set and CD player plus other digital recording facilities.</li> <li>British Council World Voice: A Guide to Singing in the Classroom by Richard Frostick – World Voice Artistic Director.</li> <li>Improvised or real instruments; props and costumes.</li> </ul>

	<p>accompaniment.</p> <ul style="list-style-type: none"> <li>Practice humming, whistling, nonsense syllables, and laughing sounds accompanied by body or material percussion.</li> </ul>			
<ul style="list-style-type: none"> <li><b>Random Design</b></li> </ul>	<ul style="list-style-type: none"> <li>Use local materials to create stippling.</li> <li>Identify the importance of the finished product (as in a gift wrapper, wall paper etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the different steps and technique in stippling.</li> <li>Create simple designs in stippling.</li> <li>Exhibit final product of stippling design.</li> </ul>	<ul style="list-style-type: none"> <li>Observe pupil's creative abilities during the lesson.</li> <li>Comment on pupils finished products.</li> <li>Grading of final products.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing books; water color paints / improvised colors from plants; paint brush, tooth brush etc.</li> </ul>
<ul style="list-style-type: none"> <li><b>Improvised Movement using Body and Space.</b></li> </ul>	<ul style="list-style-type: none"> <li>Improvise movement patterns and phrases in sequence and dynamics.</li> <li>Demonstrate awareness of personal and general space with movement vocabularies like symmetry, flow, freeze, and action etc.</li> </ul>	<ul style="list-style-type: none"> <li>Start with physical and vocal warm ups.</li> <li>Let the pupils suggest and practice movement patterns in suggested space and time.</li> <li>Teacher encourages pupils to demonstrate simple movement vocabulary, (e.g. symmetrical or asymmetrical, flow, freeze etc.)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher should assess the skills pupils have acquired and their potentials to acquire more.</li> <li>Teacher tests pupils understanding of links between movement and space (e.g. centering, balance, and gravity etc.)</li> <li>Teacher appraises movement patterns and sequence with comments.</li> </ul>	<ul style="list-style-type: none"> <li>Television Screen with Video or internet materials.</li> <li>Body Language: Picking up and understanding Nonverbal Signals (<a href="http://www.mindtools.com">www.mindtools.com</a>)</li> <li>Instruments; props and costumes.</li> </ul>
<ul style="list-style-type: none"> <li><b>Colors (primary / secondary).</b></li> </ul>	<ul style="list-style-type: none"> <li>Name and identify primary colors.</li> <li>Demonstrate what happens when two primary colors are mixed by engaging tasks. E.g. Red + Yellow = Orange Red + Blue = violet Yellow + Blue + Green</li> <li>Produce a painting with primary and secondary</li> </ul>	<ul style="list-style-type: none"> <li>Explain what colors are.</li> <li>Identify what primary colors are.</li> <li>Demonstrate how each secondary color is produced.</li> <li>Learners should mix two primary colors and observe what happens.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and grade pupil's description of colors and other terms.</li> <li>Inspect finished work and make comments.</li> <li>Evaluate children's production of secondary colors.</li> </ul>	<ul style="list-style-type: none"> <li>Containers,</li> <li>Spoons,</li> <li>Powder color</li> <li>Sponge,</li> <li>Drawing book.</li> </ul>

	colors.			
<ul style="list-style-type: none"> <li>• <b>Storytelling and Improvisation from real life situations.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain what storytelling is.</li> <li>• Narrate a short story heard or a real experience showing the beginning, middle and end <ul style="list-style-type: none"> <li>• Practice the activities and speech patterns involved in the narrative for speech clarity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should encourage pupils to narrate their stories sequentially observing the beginning, middle and end points.</li> <li>• The teacher should ensure that pupils practice being-in-the-role using the imaginative and imitative speech and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil's active participation in class activity.</li> </ul>	<ul style="list-style-type: none"> <li>• 40 Make-believe games by We Love Family Fun <a href="http://www.printest.fr">www.printest.fr</a></li> <li>• Acting and Teacher Education: The BEING Model by KS Ozman, 2011</li> <li>• Improvised or Real Props</li> <li>• Improvised or Real Costumes</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Paper Collage</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make simple colored paper collage.</li> <li>• Tear papers into basic shapes.</li> <li>• Paste torn papers to create images (hut, trees, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how shapes are made from colored papers.</li> <li>• Show how cut out papers are glued together on a background.</li> <li>• Produce a composition of shapes to form paper collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe pupils creating shapes</li> <li>• Appreciate pupils gluing and pasting ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Colored papers, Vanguard, glue, paint brush.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Make-Belief Situations.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use acting skills to present solutions to community problems, (e.g. Truancy, Gender-Based Violence, Disrespect for Public Property, Corruption, Public Order Offences, etc.)</li> <li>• Perform simple pantomime games for other learners to guess what is mimed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and pupils engage in physical/vocal warm ups.</li> <li>• The teacher and pupils should discuss common problems in communities.</li> <li>• Brainstorm how some of the problems could be solved through dramatization.</li> <li>• The teacher should encourage pupils to demonstrate how community problems could be solved through acting.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comments and grade pupil's performances.</li> <li>• Rate group presentations on acting community problems and possible solutions.</li> <li>• Keep a check list or discussion points.</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Visual and Performing Arts Curriculum Guide. (Examples of integrated Lessons)</li> <li>• Variety of safe materials found around the classroom.</li> <li>• Pictures of common community problems.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Rehearsals of Project work.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse selected music, dance and drama activities for a presentation at an</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should guide pupils during rehearsals towards an accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a checklist for pupils' active participation at rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvised Props and Costumes.</li> </ul>

	audience-based school ceremony.	presentation of the project.		<ul style="list-style-type: none"> <li>• Improvised Classroom Percussion instruments.</li> <li>• Pre-recorded materials of music, dance and drama presentations.</li> </ul>
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**Expressive / Performing Arts  
Teaching Syllabus Outline for the First Stage of Basic Education (Class 3)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<ul style="list-style-type: none"> <li>• <b>Introduction to Music Notation.</b></li> </ul>	<p>By the end of Grade 3 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and interpret basic musical notes and symbols according to names, volume, pitch, tempo, duration and dynamics through classroom vocal and instrumental music.</li> <li>• Practice the notation of simple recorded classroom songs using shorthand signs.</li> <li>• Clapping the rhythms of indigenous songs taught.</li> <li>• Practice correct fingering position on the Descant recorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces details of the first 4 musical notes; their names, time value, shorthand signs and rests, (crotchet, minim semibreve and quaver).</li> <li>• Demonstrate examples of how to notate sounds using shorthand signs.</li> <li>• The teacher should guide pupils to use shorthand signs to notate simple songs from a repertoire of classroom songs learned.</li> <li>• Teacher engages pupils in perform different rhythms of songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade pupils notation of sounds given.</li> <li>• Keep a check list of pupil's performances in notating sounds.</li> <li>• Appraise pupil's clapping of rhythms of indigenous songs learnt.</li> <li>• Give tests and assignments and mark work done</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous songs.</li> <li>• Performing Arts for Schools and Colleges by Sam Macauley and Sam Wyse.</li> <li>• Descant Recorder.</li> <li>• British Council World Voice: A Guide to Singing in the Classroom by Richard Frostick – World Voice Artistic Director.</li> <li>• Audio and Video Recording equipments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Clay forms (regular / irregular)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between regular and irregular clay forms.</li> <li>• Identify simple tools</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how regular and irregular clay forms are made.</li> <li>• Display samples of</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and comments on children's work.</li> <li>• Display children's finished work.</li> </ul>	<ul style="list-style-type: none"> <li>• Processed clay,</li> <li>• Bats</li> <li>• Plastic foils</li> <li>• Modeling tools</li> </ul>



	<p>used in clay work.</p> <ul style="list-style-type: none"> <li>• Creating regular and irregular clay forms.</li> </ul>	<p>regular and irregular clay forms.</p> <ul style="list-style-type: none"> <li>• Make a few items out of clay showing regular and irregular objects, (animals, cups, yam, stones etc).</li> <li>•</li> </ul>		<p>(scooper, small wooden spoon etc.)</p>
<ul style="list-style-type: none"> <li>• <b>Musical Instruments.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe and demonstrate different types of instrumental music heard in the community (Milo jazz, keyboard music, praise and worship, March Band etc.)</li> <li>• Practice playing the descant recorder plus 1 indigenous percussion instrument made out of scrap materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher engages learners in vocal warm ups leading to singing of the selected simple action song.</li> <li>• Learners listen attentively to the song and join in singing along with the teacher.</li> <li>• Teacher corrects pronunciation of words, and the tune, through repetition of syllables, words or the tune while varying singing techniques and tempos as a way of complimenting and building in language arts.</li> </ul> <p>The teacher should group learners into manageable teams with a task to accompany the singing with guided improvisation of movements and</p>	<ul style="list-style-type: none"> <li>• Teacher observes learners accompanying the singing with body beats, clapping, tapping of feet etc.</li> <li>• Teacher appraises learner's active participation in the singing, with beat and movement accompaniments. Teacher and learners critique incorrect performance.</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Visual and Performing Arts Curriculum Guide. (Examples of integrated Lessons) Los Angeles Country Office of Education</li> <li>• Improvised instruments and other gears. <ul style="list-style-type: none"> <li>• Keyboard, amplifiers and speakers.</li> </ul> </li> </ul>

		instruments.		
<b>Designing (directing colors).</b>	<ul style="list-style-type: none"> <li>• Create designs on paper with water color.</li> <li>• Shade space with different colors</li> <li>• Appreciate the importance of the design.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the steps involved in directing colors.</li> <li>• Demonstrate how directing color design is made.</li> <li>• Shade the spaces with different colors.</li> <li>• Tell the importance of the design.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe children at work and comment finished product.</li> </ul>	<ul style="list-style-type: none"> <li>• Water color paint</li> <li>• Plastic spoons</li> <li>• Paper</li> <li>• Containers</li> <li>• Crayon</li> </ul>
<b>Improvised Body Movement through Space.</b>	<ul style="list-style-type: none"> <li>• Explore the ability to incorporate spatial and time concepts in body movements.</li> <li>• Create, memorize and perform short phrases of rhythmic movement with partner showing Beginning, Middle and End. Create spontaneous symmetrical movement sequences to accompany songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher engages learners in vocal warm ups leading to singing of the selected simple action song.</li> <li>• Learners listen attentively to the song and join in singing along with the teacher.</li> <li>• Teacher corrects pronunciation of words, and the tune, through repetition of syllables, words or the tune while varying singing techniques and tempos as a way of complimenting and building in language arts. Teacher groups learners into manageable teams</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observes learners accompanying the singing with body beats, clapping, tapping of feet etc.</li> <li>• Teacher appraises learner's active participation in the singing, with beat and movement accompaniments. Teacher and learners critique incorrect performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Body Movement and Space Grade 1-2 / Arts / Dance by Rachael Cole et al <ul style="list-style-type: none"> <li>• Television Screen with audio/video recording materials with internet facility.</li> <li>• Classroom Dancing Videos by Natalie's Kindergarten</li> </ul> </li> <li>• Music, Movement, and Make-Believe in Preschool Classroom by Ellen Booth Church.</li> </ul>

		with a task to accompany the singing with guided improvisation of movements and instruments.		
<b>Paper Craft (sailor's hat).</b>	<ul style="list-style-type: none"> <li>• Create a patterned paper hat through folding.</li> <li>• Follow the steps correctly.</li> <li>• Make paper hat.</li> <li>• Create design on paper hat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the steps.</li> <li>• Demonstrate the steps in making the paper hat.</li> <li>• Display samples of finished product.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and make comments on pupils finished work.</li> </ul>	Papers, crayon, and paper glue.
<b>Drama from oral tradition</b>	<ul style="list-style-type: none"> <li>• Narrate personal experiences in sequence to show themes and the 5Ws in drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Competency-based learning method.</li> <li>• Behavior management style.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil's active participation in class activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Video camera, props, costumes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Texture</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain what texture is.</li> <li>• Identify types of texture, (e.g. rough and smooth, hard and soft).</li> <li>• Transfer texture from different surfaces through rubbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of texture.</li> <li>• Illustrate examples of types of texture.</li> <li>• Copy texture on paper from wall sole of shoes and other surfaces.</li> <li>• Cut out a pattern dress from textured paper and paste on a background.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and make comments on pupils finished work.</li> <li>• Grade pupils work</li> </ul>	<ul style="list-style-type: none"> <li>• Paper, scissors, paste or glue.</li> </ul>

<b>Role Play.</b>	<ul style="list-style-type: none"> <li>• Play different roles in short stories using props, costumes and sounds to show mood and scenery.</li> <li>• Interpret mimed ideas, situations or objects verbally.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners listen attentively to the song and join in singing along with the teacher.</li> <li>• Teacher corrects pronunciation of words, and the tune, through repetition of syllables, words or the tune while varying speech techniques as a way of complimenting and building in language arts.</li> <li>• The teacher should group learners into manageable teams with a task to accompany the singing with guided improvisation of movements and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil's active participation in class activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Acting and Teacher Education: The BEING Model by KS Ozman, 2011</li> <li>• Costumes, Props, and Instruments.</li> </ul>
<b>Funny faces.</b>	<ul style="list-style-type: none"> <li>• Identify parts of the face.</li> <li>• Draw samples of facial expressions (happy, sad and serious).</li> <li>• Draw a funny face by distorting the facial features, (mouth, eyes, and nose) and shade the faces.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to draw a normal, and a disfigured face.</li> <li>• Use the size of hands for the oval shape of the face.</li> <li>• Trace the features of the face.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade learner's production of facial features.</li> <li>• Comment on the expressions (funny, sad, happy etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch book</li> <li>• Drawing book</li> <li>• Water color</li> <li>• Pencil</li> <li>• Paint brush</li> <li>• Containers and Crayons etc.</li> </ul>
<b>Rehearsal of Project work.</b>	<ul style="list-style-type: none"> <li>• Display confidence in presenting knowledge and skills in music,</li> </ul>	<ul style="list-style-type: none"> <li>• Project based approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupils' ability to engage</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard, amplifiers and speakers.</li> <li>• British Council World</li> </ul>

	dance and drama at a school entertainment function.		<p>in critical thinking.</p> <ul style="list-style-type: none"> <li>Appraise by grading innovative skills pupils' apply to acting and speech making. <ul style="list-style-type: none"> <li>Keeping a check list for each pupil's active participation in class activity.</li> </ul> </li> </ul>	<p>Voice: A Guide to Singing in the Classroom by Richard Frostick.</p> <ul style="list-style-type: none"> <li>Classroom Dance Videos by Natalie's Kindergarten.</li> </ul>
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**Expressive Arts and the Entertainment Industry**  
**Teaching Syllabus Outline for the Second Stage of Basic Education (Class 4)**

<b>Suggested Topics / Sub Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<b>Choreography and Types of Dance for Safety.</b>	<p>By the end of Grade 4 learners will be able to:</p> <ul style="list-style-type: none"> <li>Watch and practice western ballroom dance patterns and styles, (Ballet, Waltz, and Jive) showing skills in structured and unstructured movements and steps.</li> <li>Perform indigenous dances (Gumbe, Sampa, Hunting, masquerades etc.) showing techniques in symmetry.</li> <li>Choreograph and perform dance steps and movements that show elements (postures, gestures, dynamics, space, action, expressions and relationships) that tell a</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen attentively to the song and join in singing along with the teacher.</li> <li>Teacher corrects pronunciation of words, and the tune, through repetition of syllables, words or the tune while varying speech as a way of complimenting and building in language arts.</li> <li>Teacher groups learners into manageable teams with a task to accompany the singing with guided improvisation of movements and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on pupils efforts to be in-the-role.</li> <li>Make statements about pupil's ability to engage in critical thinking.</li> <li>Appraise by grading innovative skills pupils apply to acting and speech making. <ul style="list-style-type: none"> <li>Keeping a check list for each pupil's active participation in class activity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Step-by-Step Dance Lesson Plan by PINKALICIOUS &amp; PETERIFIC</li> <li>Television Screen with Video materials or internet facility.</li> <li>Props and costumes and gears.</li> <li>Dance Melbourne – Hip Hop Dance Classes – Jazz <a href="http://www.thespace.com">www.thespace.com</a></li> <li>Essential Guide to Dance by Linda Ashley.</li> </ul>

	story.			
<b>Meaning, Scope and Importance of Practical Arts.</b>	<ul style="list-style-type: none"> <li>Define Practical Arts.</li> <li>Identify branches in Practical Arts.</li> <li>Discuss the importance of Arts.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm the meaning of Practical Arts.</li> <li>Display and discuss the main branches in Practical Arts.</li> <li>Show samples of arts product.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and observing to correct learner's definitions and importance of Practical Arts.</li> <li>Comment on learner's identification of the branches in Practical Arts.</li> </ul>	<ul style="list-style-type: none"> <li>Charts, Photographs, and Textbooks</li> <li>Samples of different practical arts products.</li> </ul>
<b>Vocal and instrumental music using Time Signatures.</b>	<ul style="list-style-type: none"> <li>Play local and foreign instruments according to time and note values; appreciate the work of musicians such as Salia Koroma, Amie Kallon, Ebenezer Calendar, Bassie Kondi and others.</li> <li>Be confident in playing instruments according to pitch and dynamics on Staves (Treble &amp; Bass) in C, G, and D major scales.</li> <li>Sing in styles such as call and response, harmony, chants, and rounds etc. accompanied by a sweet blend of western and indigenous instrumentation.</li> </ul>	<ul style="list-style-type: none"> <li>Learners listen attentively to the song and join in singing along with the teacher.</li> <li>Teacher corrects pronunciation of words, and the tune, through repetition of syllables, words or the tune while varying singing techniques and tempos as a way of complimenting and building in language arts.</li> <li>The teacher should group learners into manageable teams with a task to accompany the singing with guided improvisation of movements and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Comment on pupils efforts to be in-the-role.</li> <li>Make statements about pupil's ability to engage in critical thinking.</li> <li>Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>Keeping a check list for each pupil's active participation in class activity.</li> </ul>	<ul style="list-style-type: none"> <li>The Basic Rudiments of Music - An Introduction to Notation by Van's Troupe</li> <li>K-6 Visual and Performing Arts Curriculum Guide. (Examples of integrated Lessons) Los Angeles Country Office of Education</li> <li>Audio and video recording gadgets.</li> <li>Keyboard and other instruments.</li> </ul>
<b>Shapes (elements of design).</b>	<ul style="list-style-type: none"> <li>Define shape.</li> <li>List other elements of design.</li> <li>Identify different shapes.</li> <li>Produce a design with shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of shapes.</li> <li>Demonstrate how shapes are sketched and produced in a design.</li> </ul>	<ul style="list-style-type: none"> <li>Observe learner's activities in producing shapes</li> <li>Comment on learner's final product.</li> </ul>	<ul style="list-style-type: none"> <li>Chart, Pencils, Drawing books.</li> <li>Template of shapes.</li> </ul>
<b>Classroom Drama.</b>	<ul style="list-style-type: none"> <li>Act more stories and scripted plays using</li> </ul>	<ul style="list-style-type: none"> <li>Start with physical and vocal warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on pupils efforts to be in-the-role.</li> </ul>	<ul style="list-style-type: none"> <li>8 Acting Techniques Every Actor Needs to</li> </ul>

	<p>different popular skills and techniques such as Meisner and Stanislavsky and others.</p> <ul style="list-style-type: none"> <li>• Complete a story line that has only a beginning and act as examples of story types. (tragedy, comedy)</li> </ul>	<ul style="list-style-type: none"> <li>• Let the pupils suggest and practice movement patterns in suggested space and time.</li> <li>• The teacher should encourage pupils to demonstrate simple movement vocabulary (e.g. symmetrical or asymmetrical, flow, freeze etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil's active participation in class activity.</li> </ul>	<p>Know</p> <ul style="list-style-type: none"> <li>• The Enjoyment of Theatre by Cameron &amp; Gillespie.</li> </ul>
<b>Still-Life Drawing</b>	<ul style="list-style-type: none"> <li>• Define still-life drawing.</li> <li>• Practice and arrange still-life objects.</li> <li>• Produce still-life drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of still-life drawing.</li> <li>• Demonstrate how still-life objects are arranged.</li> <li>• Engage Learners producing still-life drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners production of still-life drawing.</li> <li>• Comment on final product.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom objects (bell, books, ruler, duster, soft pencil etc.</li> <li>• Drawing book, charcoal, crayon, pastels,</li> <li>• Charts, Photographs, and Textbooks.</li> </ul>
<b>Dramatization through Improvisation.</b>	<ul style="list-style-type: none"> <li>• Perform fictitious and imaginative stories while playing roles with props and décor.</li> <li>• Stage quality performance based on real or personal experiences using stage codes and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Start with physical and vocal warm ups.</li> <li>• Let the pupils suggest and practice movement patterns in suggested space and time.</li> <li>• The teacher should encourage pupils to demonstrate simple movement vocabulary (e.g. symmetrical or asymmetrical, flow, freeze etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making. <ul style="list-style-type: none"> <li>• Keeping a check list for each pupil's active participation in class activity..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Theatre: (Brief version) by Robert Cohen</li> <li>• The Enjoyment of Theatre by Cameron &amp; Gillespie.</li> </ul>
<b>Tinting and Shading</b>	<ul style="list-style-type: none"> <li>• Explain the meaning of tint and shade.</li> <li>• Add white to hue in order to tint</li> <li>• Add black or a dark color in order to shade</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Demonstration</li> <li>• Monitoring</li> <li>• Active Engagement</li> <li>• Guiding learner' activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners production of tint and shades. Comment on final product.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drawing book</b></li> <li>• <b>Water color</b></li> <li>• <b>Water containers</b></li> <li>• <b>Paint brush</b></li> <li>• <b>Sponge</b></li> </ul>

	<ul style="list-style-type: none"> <li>Produce a painting that has both tint and shades.</li> </ul>			
<b>Rehearsals of Project work.</b>	<ul style="list-style-type: none"> <li>Display preparedness and readiness to present skills and techniques in music, dance, and drama.</li> </ul>	<ul style="list-style-type: none"> <li>Constructivism approach / Scaffolding.</li> <li>Demonstration.</li> <li>Explanation.</li> <li>Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Project-Bases assessment to test learners cooperative skills in problem-solving activities</li> <li>Impassive assessment compares learner’s achievement against their own previous achievement</li> <li>Grading of group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 Visual and Performing Arts Curriculum Guide. (Examples of integrated Lessons) Los Angeles Country Office of Education</li> <li>Audio and video recording gadgets.</li> <li>Keyboard and other instruments.</li> </ul>
<b>Leaf Prints</b>	<ul style="list-style-type: none"> <li>Create a leaf print design.</li> <li>Identify items for leaf print design.</li> <li>Produce a leaf print design.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration.</li> <li>Explanation.</li> <li>Active engagement of learners in tasks.</li> <li>Guiding learners’ activity.</li> </ul>	<ul style="list-style-type: none"> <li>Observe learners production of still-life drawing.</li> <li>Comment on final product.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom objects (bell, books, ruler, duster, and soft pencil etc.</li> <li>Drawing book, charcoal, crayon, pastels,</li> </ul>

**Expressive Arts and the Entertainment Industry**  
**Teaching Syllabus Outline for the Second Stage of Basic Education (Class 5)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<b>History of some Western and Indigenous Musicians and their Works in ensemble, unison or harmonic performances.</b>	By the end of Grade 5 learners will be able to: <ul style="list-style-type: none"> <li>Watch, listen appreciate and perform some works of great western and indigenous composers, (Bach, Handel, Haydn, Dr. Oloh, Chris During,</li> </ul>	<ul style="list-style-type: none"> <li>Start with physical and vocal warm ups.</li> <li>Let the pupils suggest and practice movement patterns in suggested space and time.</li> <li>Teacher encourages</li> </ul>	<ul style="list-style-type: none"> <li>Comment on pupils efforts to be in-the-role.</li> <li>Make statements about pupil’s ability to engage in critical thinking.</li> <li>Appraise by grading innovative skills pupils apply to acting and speech</li> </ul>	<ul style="list-style-type: none"> <li>Music – An Appreciation Third Edition by Dr. Roger Kamien.</li> <li>Rudiments of Music – 4<sup>th</sup> Edition by Robert W. Ottman ISBN – 13: 978-0131826557</li> <li>K-6 Visual and</li> </ul>



	<p>Amie Kallon, Isata Nyambey etc.)</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of more simple rudiments of music while playing the Descant Recorder or Keyboard instrument (Clefs, Major Key Signatures, and Bar lines etc.)</li> <li>• Demonstrate abilities to add free harmonies to classroom singing.</li> </ul>	<p>pupils to demonstrate simple movement vocabulary (e.g. symmetrical or asymmetrical, flow, freeze etc.)</p>	<p>making.</p> <ul style="list-style-type: none"> <li>• Keeping a check list for each pupil's active participation in class activity.</li> </ul>	<p>Performing Arts Curriculum Guide. (Examples of integrated Lessons)</p>
<p><b>Collage on Blown Balloons</b></p>	<ul style="list-style-type: none"> <li>• Create a sphere from blown balloons.</li> <li>• Practice pasting turn papers on blown balloons with cooked starch and allow it to dry.</li> <li>• Decorate with colors after drying.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks. Guiding learner's activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners production of still-life drawing. Comment on final product.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom objects (bell, books, ruler, duster, soft pencil etc.</li> <li>• Drawing book, charcoal, crayon, pastels,</li> <li>• Balloons</li> </ul>
<p><b>Oral Literature of Sierra Leone.</b></p>	<ul style="list-style-type: none"> <li>• Identify and distinguish between types of oral literature.</li> <li>• Develop a repertoire of oral literature from Sierra Leone.</li> <li>• Discuss and appreciate the values and benefits of oral literature.</li> <li>• Present different oral literature types as samples.</li> </ul>	<ul style="list-style-type: none"> <li>• Competency-based learning</li> <li>• Behavior management style</li> <li>• Engage them in presentations of types of oral literature.</li> <li>• Thinking-based learning</li> <li>• Constructivism using questioning, explanation, demonstration, and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and observe learners performance of types of oral literature.</li> <li>• Comment on their stories and identify elements such as Characters. Setting, Plot or the beginning, middle and end of the stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom props, costumes and songs to accompany the performance.</li> <li>• Audio and Video recorders.</li> </ul>

<b>Basic Forms.</b>	<ul style="list-style-type: none"> <li>• Define the term forms, (solid shapes).</li> <li>• Identify different forms (e.g. sphere, cylinder, cone etc.)</li> <li>• Produce a design with at least 3 basic forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks</li> <li>• Guiding learner’s activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil’s ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil’s active participation in class activity..</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom objects (bell, books, ruler, duster, soft pencil etc.</li> <li>• Drawing book, charcoal, crayon, and pastels.</li> </ul>
<b>Theatre Skills and Techniques in Acting</b>	<ul style="list-style-type: none"> <li>• Perform improvise alternative endings to oral literature accounts using existing techniques like that of Stanislavsky &amp; Miesner.</li> <li>• Act short scripted plays and engage in community theatre activities as a problem-solving technique with accurate stage management skills.</li> <li>• Appreciate and perform few excerpt or whole works of some West African Playwrights.</li> </ul>	<ul style="list-style-type: none"> <li>• Research approach with cooperative learning.</li> <li>• Learner-centered interactive approach</li> <li>• Discussion style</li> <li>• Focused Exploration.</li> <li>• Inquiry-based instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil’s ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil’s active participation in class activity.</li> </ul>	<ul style="list-style-type: none"> <li>• 8 Acting Techniques Every Actor Needs to Know</li> <li>• The Enjoyment of Theatre by Cameron &amp; Gillespie.</li> </ul>
<b>My family (imaginative composition)</b>	<ul style="list-style-type: none"> <li>• Define the ideal family and its members.</li> <li>• Describe some members of the family using artistic drawing. Draw to show family composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks. Guiding learners’ activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and monitor learner’s imaginative composition of a family.</li> <li>• Comment on final product.</li> <li>• Grading of group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing book, Pencils, crayon, markers etc. Charts, Photographs, and other needed sampling items.</li> </ul>

<b>African Traditional dance Expressions.</b>	<ul style="list-style-type: none"> <li>• Demonstrate confidence in using expressions in dance to convey themes and other elements.</li> <li>• Identify and perform indigenous dances of Sierra Leone.</li> <li>• Watch, practice and imitate local masked dancing patterns and styles in the communities</li> <li>• Explore possibilities of making at least 1 masked dance regalia.</li> </ul>	<ul style="list-style-type: none"> <li>• Research approach with cooperative learning</li> <li>• Learner-centered interactive approach</li> <li>• Discussion style</li> <li>• Focused Exploration</li> <li>• Inquiry-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil’s ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making. <ul style="list-style-type: none"> <li>• Keeping a check list for each pupil’s active participation in class activity..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Visual and Performing Arts Curriculum Guide. (Examples of integrated Lessons)</li> <li>• Classroom Dancing Videos by Natalie’s Kindergarten</li> </ul>
<b>My New Creation.</b>	<ul style="list-style-type: none"> <li>• Use their imagination to create a bizarre machine.</li> <li>• Explain the power of the creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks.</li> <li>• Guiding learners’ activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners production of still-life drawing.</li> <li>• Comment on final product.</li> <li>• Grading of group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing book, Pencils, crayon, and markers etc.</li> <li>• Charts, Photographs, and other needed sampling items.</li> </ul>
<b>Rehearsal of Project Work.</b>	<ul style="list-style-type: none"> <li>• Make a performing arts presentation maturely through the use of artistic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks.</li> </ul> <p>Guiding learner’s activity</p>	<ul style="list-style-type: none"> <li>• Project-Bases assessment to test learners’ cooperative skills in problem-solving activities.</li> </ul>	
<b>Prints from Styrofoam/potato/mango</b>	<ul style="list-style-type: none"> <li>• Identify materials that can be used as printing blocks.</li> <li>• Create designs in printing blocks.</li> <li>• Print on paper or fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks.</li> <li>• Guiding learners’ activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners’ production of still-life drawing. <ul style="list-style-type: none"> <li>• Comment on final product.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawing book, Pencils, crayon, markers etc.</li> <li>• Charts, Photographs, and other needed sampling items.</li> </ul>

**Expressive Arts and the Entertainment Industry  
Teaching Syllabus Outline for the Second Stage of Basic Education (Class 6)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<b>Vocal and Instrumental Music Making</b>	<p>By the end of Grade 6 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Display various skills and techniques in singing from simple notated or un-notated local or foreign music scores.</li> <li>• Perform a choral ensemble with a blend of western and indigenous instrumental accompaniment</li> <li>• Trace the role of music and musicians in the development of Sierra Leone entertainment industry.</li> </ul>	<p>Research approach with cooperative learning. Learner-centered group interactive approach. Discussion style. Focused Exploration of sounds. Inquiry-based instruction.</p>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil’s ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making.</li> <li>• Keeping a check list for each pupil’s active participation in class activity..</li> </ul>	<ul style="list-style-type: none"> <li>• K-6 Visual and Performing Arts Curriculum Guide. (Examples of integrated Lessons) Los Angeles Country Office of Education.</li> <li>• Indigenous Musical Instruments.</li> <li>• March Band Instruments.</li> <li>• Props and Costumes</li> <li>• Masked Dance Gears</li> </ul>
<b>Paper Stencil and Templates</b>	<ul style="list-style-type: none"> <li>• Illustrate how templates and stencils are made.</li> <li>• Distinguish between stencils and templates.</li> <li>• Create prints with both stencil and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks Guiding learners’ activity</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners production of still-life drawing.</li> <li>• Comment on final product.</li> <li>• Grading of group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper cut outs</li> <li>• Charts, Photographs, and other needed sampling items</li> </ul>

	templates.			
<b>Classroom Dance and Drama from the African Perspective.</b>	<ul style="list-style-type: none"> <li>• Create and perform short dance drama skits that exemplify various learned skills and techniques at the primary level.</li> <li>• Read scripted and unscripted plays dramatically and perform them and demonstrating all the elements correctly.</li> </ul>	<p>Research approach with cooperative learning Learner-centered interactive approach Discussion style Focused Exploration Inquiry-based instruction</p>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making. <ul style="list-style-type: none"> <li>• Keeping a check list for each pupil's active participation in class activity..</li> <li>• Project-Bases assessment to test learners' cooperative skills in problem-solving activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Dancing Videos by Natalie's Kindergarten</li> <li>• Classroom Management Challenges in Dance Class by D. Clark</li> </ul>
<b>Making of Greeting Cards</b>	<ul style="list-style-type: none"> <li>• Identify, design and make simple birthday, greetings or wedding cards.</li> <li>• Demonstrate how they made.</li> <li>• Write short messages on cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Active engagement of learners in tasks Guiding learners' activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners' activity process of still-life designs. <ul style="list-style-type: none"> <li>• Comment on the cards made.</li> <li>• Grading the final card presentations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pencils, Pens, Rulers, Drawing pins. <ul style="list-style-type: none"> <li>• Charts, Cards, crayons, markers, and other needed sampling items</li> </ul> </li> </ul>
<b>Dance vocabulary</b>	<ul style="list-style-type: none"> <li>• Identify and Interpret basic dance terms, movements and patterns (space, level, extension, stationary, non-stationary, effort movement, and</li> </ul>	<ul style="list-style-type: none"> <li>• Competency-based learning.</li> <li>• Behavior management style.</li> <li>• Project-based learning</li> <li>• Thinking-based learning</li> <li>• Constructivism using</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and</li> </ul>	<ul style="list-style-type: none"> <li>• Tape recorder and video player.</li> <li>• Classroom Dancing Videos by Natalie's Kindergarten</li> <li>• Television screen.</li> </ul>

	<p>choreography)</p> <ul style="list-style-type: none"> <li>• Perform well choreographed steps and patterns.</li> </ul>	<p>questioning, explanation, demonstration, and collaboration.</p>	<p>speech making.</p> <ul style="list-style-type: none"> <li>- Keeping a check list for each pupil's active participation in class activity..</li> </ul>	
<b>Weaving (Country cloth).</b>	<ul style="list-style-type: none"> <li>• Define weaving and terms.</li> <li>• Identify materials, tools and equipments for country cloth weaving.</li> <li>• Demonstrate weaving processes</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Demonstration</li> <li>• Engage learners to participate in the cloth weaving</li> <li>• Monitoring and guiding the process of cloth weaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners production of country cloth.</li> <li>• Comment on final product.</li> <li>• Self – Peer assessment.</li> <li>• Grading of group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Tripod Loom, yarn, carding materials, cotton wool etc.</li> </ul>
<b>How the Entertainment Industry Works</b>	<ul style="list-style-type: none"> <li>• Identify the various units of the entertainment art industry.</li> <li>• Discuss the different personnel and their responsibilities in the industry.</li> <li>• Identify equipments, tools, materials and items used in a theatre and recording room or radio stations.</li> </ul>	<p>Research approach with cooperative learning. Learner-centered interactive approach. Discussion style Focused Exploration</p> <ul style="list-style-type: none"> <li>• Inquiry-based.</li> </ul>	<ul style="list-style-type: none"> <li>• Project-Bases assessment to test learners cooperative skills in information gathering activities</li> <li>• Comment on pupils efforts to be in-the-role.</li> <li>• Make statements about pupil's ability to engage in critical thinking.</li> <li>• Appraise by grading innovative skills pupils apply to acting and speech making. <ul style="list-style-type: none"> <li>• Keeping a check list for each pupil's active participation in class activity..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous Musical Instruments</li> <li>• March Band Instruments.</li> <li>• Props and Costumes.</li> <li>• Video clips of recording studio and theatre setting.</li> <li>• The Enjoyment of Theatre.</li> <li>• Photographs of items used in an entertainment industry.</li> </ul>
<b>Imagine Animals</b>	<ul style="list-style-type: none"> <li>• Describe a particular animal.</li> <li>• Imagine the features of two or more animals and</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Demonstration</li> <li>• Engage learners to follow the in cloth</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and comment on learner's final new animal creation.</li> <li>• Comment on final</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, drawing book, crayon or water color etc.</li> <li>• Photographs of</li> </ul>

	<p>create a new animal by drawing.</p> <ul style="list-style-type: none"> <li>• Discuss the parts of the new creature and explain its qualities and powers.</li> </ul>	<p>weaving</p> <ul style="list-style-type: none"> <li>• Constructivism</li> <li>• Monitoring</li> <li>• Guiding learners</li> </ul>	<p>product.</p> <ul style="list-style-type: none"> <li>• Critiquing</li> <li>• Grading of group presentation.</li> <li>• Self – Peer assessment.</li> </ul>	<p>different animals that could act as samples for imagination.</p>
<b>Rehearsal of Project work</b>	<ul style="list-style-type: none"> <li>• Demonstrate creativity and expressive qualities in performing arts for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Research approach with cooperative learning</li> <li>• Learner-centered interactive approach</li> <li>• Discussion style</li> <li>• Focused Exploration</li> <li>• Inquiry-based</li> </ul>	<ul style="list-style-type: none"> <li>• Project-Bases assessment to test learners cooperative skills in problem-solving activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Props, costumes, video clips, etc.</li> </ul>
<b>Gara Tie Dye</b>	<ul style="list-style-type: none"> <li>• Explain the meaning of gara tie dye.</li> <li>• Display samples of gara tie dye.</li> <li>• Identify materials, tools and equipments for gara tie dye.</li> <li>• Demonstrate gara tie dye techniques (clouds, sugar cane, cow eye, spider web)</li> </ul>	<ul style="list-style-type: none"> <li>• Research approach with cooperative learning</li> <li>• Learner-centered interactive approach</li> <li>• Discussion style</li> <li>• Explanation</li> <li>• Demonstration</li> <li>• Engage learners to follow the in cloth weaving</li> <li>• Grading of products.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and comment on learner’s final new animal creation.</li> <li>• Comment on final product.</li> <li>• Critiquing</li> <li>• Grading of group presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Dye, Ink</li> <li>• Pieces of cloth materials</li> <li>• Containers</li> <li>• Hot Water</li> <li>• Sticks for mixing</li> <li>• Spoons</li> <li>• Cooking utensils</li> </ul>

**Expressive/Performing Arts and the Entertainment Industry  
Teaching Syllabus Outline for the Third Stage of Basic Education (JSS 1)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<p><b>Understanding basic Musicianship</b></p> <ul style="list-style-type: none"> <li>• Music Terms, Signs and Symbols (e.g. allegro, presto, piano, forte etc.)</li> </ul>	<p>By the end of Grade 7 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate advance knowledge of variety of musical symbols; music</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should guide students on demonstration lessons on some western and indigenous instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher subjects students to preliminary test to find out their levels in vocal and instrumental music.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Descant Recorder</li> <li>• Indigenous instruments of Sierra Leone.</li> <li>• Rudiments of Music –</li> </ul>

<ul style="list-style-type: none"> <li>• Music Aural and Practical.</li> </ul>	<p>terms, signs and expressions.</p> <ul style="list-style-type: none"> <li>• Apply, and interpret musical symbols.</li> <li>• Identify tempos; and notate rhythms and time signatures.</li> <li>• Identify, play and develop scales and intervals on Treble and Bass Staves with Key Signatures.</li> <li>• Sing more traditional folk, modern, pop, religious and societal songs with instrumental accompaniment.</li> </ul>	<p>available (Keyboard, Descant Recorder, Sangbai, Jekei Shegurei etc).</p> <ul style="list-style-type: none"> <li>• Teacher brings in resource persons from within the community to assist students in learning how to play the instrument.</li> <li>• Teacher guides students on how to interpret music signs and symbols through playing of instruments.</li> <li>• Teacher guides students to sing various song types (indigenous and western).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher listens to and grades student’s performances either on western or indigenous instruments considering the signs, symbols and expressions.</li> <li>• Teacher keeps a check list on students’ active participation during lessons.</li> </ul>	<p>4<sup>th</sup> Edition by Robert W. Ottman ISBN – 13: 978-0131826557</p> <ul style="list-style-type: none"> <li>• March Band Instruments.</li> </ul>
<p>Applied Dance /Repertoire</p>	<p>By the end of Grade 7 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Make more dance props and costumes</li> <li>• Improve on the practice of basic movements through warm ups and exercises.</li> <li>• Practice advance skills in indigenous / foreign dance patterns; with basic effort movement.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should give tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>• The teacher should encourage students to discuss and demonstrate various dances in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor, comment and grade students’ participation in given tasks.</li> <li>• Grade and keep a check list of students’ participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvised Props</li> <li>• Improvised costumes</li> <li>• Mask Regalia</li> </ul>
<p><b>ENTERTAINMENT INDUSTRY/THEATRE</b></p>	<p>By the end of Grade 7 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Perform excerpts of popular existing plays (local/foreign) to</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should distribute copies of plays to be performed.</li> <li>• The teacher should guide and monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor, comment and grade student’s work</li> </ul>	<ul style="list-style-type: none"> <li>• Props and Costumes</li> </ul>



	<p>demonstrate stagecraft, theatre production types; functions and uses of oral literature of Sierra Leone.</p> <ul style="list-style-type: none"> <li>• Appreciate the life and works of 12 selected African playwrights; and the duties of theatre personnel.</li> </ul>	students' practices.		
<b>ENTERTAINMENT PROJECT</b>	<p>By the end of Grade 7 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Make a presentation of all the drama, dance and music skills acquired during grade 8 at an end-of-year ceremony.</li> </ul>		<ul style="list-style-type: none"> <li>• Project-Bases assessment to test learner's cooperative skills in making presentations.</li> </ul>	

**Expressive/Performing Arts and the Entertainment Industry  
Teaching Syllabus Outline for the Third Stage of Basic Education (JSS 2)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
<b>BASIC MUSICIANSHIP</b>	<p>By the end of Grade 8 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate increased understanding of music by singing more local and foreign songs in unison or harmony.</li> <li>• Compose, transpose and analyze simple scored music in the keys of C, G, D, F (major) and A,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>• Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher subjects students to preliminary test to find out their levels in vocal and instrumental music.</li> <li>• Teacher listens to and grades student's performances either on western or indigenous instruments considering the signs, symbols and</li> </ul>	<ul style="list-style-type: none"> <li>• Rudiments of Music – 4<sup>th</sup> Edition by Robert W. Ottman ISBN – 13: 978-0131826557</li> <li>• Music – An Appreciation Third Edition by Dr. Roger Kamien</li> </ul>

	<p>E, D (minor).</p> <ul style="list-style-type: none"> <li>Engage in ensemble playing of western and indigenous instruments that identify contemporary music in Sierra Leone.</li> <li>Demonstrate understanding of basic terminologies in western music through rhythmic dictations exercises.</li> </ul>		<p>expressions.</p> <p>a) Teacher keeps a check list on student's active participation during lessons.</p>	
<b>Applied Dance/Appreciation</b>	<p>By the end of Grade 8 learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify, describe and perform folk, traditional, social and theatrical or contemporary dances in Sierra Leone.</li> <li>Trace more historical values of structured and unstructured dances like masquerades; and engage in choreographing and performing improvised dances.</li> <li>Show practical examples of all elements, functions and uses of western and indigenous dances.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher gives tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Test students understanding of the connections between aspects of performing arts or between the arts and other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Musical Instruments</li> <li>March Band Instruments</li> <li>Props and Costumes</li> <li>Masked Dance Gears</li> </ul>
<b>THEATRE IN THE COMMUNITY.</b>	<p>By the end of Grade 8 learners will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate advance knowledge of types of</li> </ul>	<ul style="list-style-type: none"> <li>Teacher gives tasks for students' to choreograph simple dance steps and patterns to accompany</li> </ul>	<ul style="list-style-type: none"> <li>Test learners' understanding of the connections between aspects of performing</li> </ul>	<ul style="list-style-type: none"> <li>Props and Costumes</li> <li>Masked Dance Gears</li> </ul>

	plays; and functions and uses of oral literature in ethnic groups. <ul style="list-style-type: none"> <li>• Demonstrate vast knowledge about various theatre production props, costumes and instruments characterization.</li> </ul>	classroom songs. <ul style="list-style-type: none"> <li>• Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> </ul>	arts or between the arts and other subjects.	
<b>ENTERTAINMENT PROJECT</b>	By the end of the Grade 8 learners will be able to: <ul style="list-style-type: none"> <li>• Do a presentation of knowledge and skills developed during performing arts studies at this stage.</li> </ul>		<ul style="list-style-type: none"> <li>• Project-Bases assessment to test learners cooperative skills in problem-solving activities.</li> </ul>	

**Expressive/Performing Arts and the Entertainment Industry  
Teaching Syllabus Outline for the Third Stage of Basic Education (JSS 3)**

<b>Suggested Topics</b>	<b>Specific Learning Outcomes</b>	<b>Recommended Teaching Styles or Pedagogical Approaches</b>	<b>Assessment Methods</b>	<b>Suggested Learning &amp; Teaching Resources</b>
Rudiments' of Music.	By the end of Grade 9 learners will be able to: <ul style="list-style-type: none"> <li>• Demonstrate advanced knowledge and skills in manipulating and interpreting music notation, rhythmic patterns, Time Signatures, Intervals, chords, harmony, Scales, musical terms and signs, dynamics, Transposition and composition of different types of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>• Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher subjects students to preliminary test to find out their levels in vocal and instrumental music.</li> <li>• Teacher listens to and grades student's performances either on western or indigenous instruments considering the signs, symbols and expressions.             <ul style="list-style-type: none"> <li>b) Teacher keeps a check list on students' active</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rudiments of Music – 4<sup>th</sup> Edition by Robert W. Ottman ISBN – 13: 978-0131826557</li> <li>• Music – An Appreciation Third Edition by Dr. Roger Kamien</li> </ul>

	<ul style="list-style-type: none"> <li>• Display advance knowledge and skills in aural and practical music through singing and playing of western and indigenous instruments.</li> </ul>		<p>participation during lessons.</p>	
Applied Dance & Appreciation	<p>By the end of grade 9 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate advance understanding of basic dance movements, functions and uses of dance types (local/foreign), dance terminologies, choreography, movement analysis and vocabulary, and brief history of dance patterns.</li> <li>• Demonstrate advance knowledge and skills in body, effort, space, shape, relationship in axial and loco motor movement and expressions dances like ballet and African dances.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>• Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher subjects students to preliminary test to find out their levels in vocal and instrumental music.</li> <li>• Teacher listens to and grades student's performances either on western or indigenous instruments considering the signs, symbols and expressions. The teacher should keep a check list on student's active participation during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous Musical Instruments.</li> <li>• Props and Costumes.</li> <li>• Masked Dance Gears</li> </ul>
Creative Drama.	<p>By the end of Grade 9 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Dramatize nonfiction or fictional stories using improvisation and mime techniques to show concentration, characterization, imitation, and observation skills.</li> <li>• Perform existing works of playwrights; act their own stories showing the structured</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>• Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher listens to and grades student's performances either on western or indigenous instruments considering the signs, symbols and expressions.</li> <li>• The teacher should keep a check list on student's active participation during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• 10+ Creative Drama Ideas – Pinterest.</li> <li>• Creative Drama and Imagery - SpringerLink by HS Rosenberg</li> </ul>

	<p>sequence in a play and stage craft.</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the parts of a stage and functions of the stage crew.</li> </ul>			
Project Work	<p>By the end of Grade 9 learners will be able to:</p> <ul style="list-style-type: none"> <li>• Stage a combine performance of music, dance and drama showing aspects of the entertainment industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives tasks for students to choreograph simple dance steps and patterns to accompany classroom songs.</li> <li>• Teacher encourages students to discuss and demonstrate various dances in Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>• Project-Bases assessment to test learners cooperative skills in problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• All Instruments and materials relevant to the project.</li> </ul>

#### Other Resource Materials

- Kenneth M. Cameron & Patti D. Gillespie      The Enjoyment of Theatre      Fourth Edition  
ISBN 0-205-17434 – 5      Macmillan Publishing Co.
- Linda Ashley      Essential Guide to Dance      Third Edition  
ISBN 9780 340 96 838 3
- Andy Kempe & Marigold Ashwell      Progressing in Secondary Drama  
ISBN 0 435 18595 0      Heinemann Educational Publishers
- Maggie Clunie et al      AQA Dance      ISBN 978 1 4085 - 04192  
Published by Nelson Thornes Ltd.
- Robert Cohen      Theatre (Brief version) Fourth Edition      ISBN  
0-7674 – 0494 – 7      Published by McGraw Hill Companies
- Edwin Wilson et al      Living Theatre – A History      Third Edition  
ISBN 0 – 07 – 038469 –X      Published by McGraw Hill Companies
- Dr. Roger Kamien      Music – An Appreciation      Third Edition  
ISBN 0 – 07 – 036521 – 0      Published by McGraw Hill Companies
- Prentice Hall      Source Book for Teaching the Humanities  
ISBN 0 – 13 – 436625 – 5
- Richard Frostick      World Voice - A Teacher’s Guide to Singing in the Classroom 2019
- H S Rosenberg      Creative Drama and Imagery – Springer link

- Robert W. Ottman  
ISBN – 13: 978 – 0131826557

Rudiments of Music

4<sup>th</sup> Edition