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## Acknowledgement

The following persons devoted much time and effort to the compilation of this guide:

<table>
<thead>
<tr>
<th>Name</th>
<th>Region</th>
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<tbody>
<tr>
<td>Marianne Prinsloo</td>
<td>Oshikoto Region</td>
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<td>Edla Kaura</td>
<td>Otjozondjupa Region</td>
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<td>Elna Potgieter</td>
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<td>Susan Alberts</td>
<td>EO Lower Primary – NIED</td>
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*Arts is cool*
1. INTRODUCTION

This manual must be used in conjunction with the Lower Primary Arts Syllabus for Grades 1-4. The activities included and explained in this manual are only guidelines and should be expanded by the teacher and adapted to circumstances.

The subject is based on a variety of activities and involves a wide range of different mediums. That will provide ample opportunities for the learners to experiment and to be creative. The experiences should be exciting and would also give them an end result to enjoy and share with their peers and families.

The intention of the syllabus is to allow learners to use recycled materials because it provides a variety of mediums and is available everywhere. What is more, it is environmentally friendly and makes teaching of the syllabus affordable while it creates a strong awareness with the learners on how to prevent littering the environment. The use of recycled materials in itself has a number of advantages for education: it stimulates innovation, creativity and problem solving even more than the use of new materials.

The syllabus guide gives only examples of what is possible and will support the objectives of the syllabus. Teachers should feel free to use own initiatives and imagination for more or appropriate activities. Learners should also be allowed to explore and to venture on their own.

2. SCOPE AND SEQUENCE COMPETENCY MATRIX

By the end of Grade 4 every learner should be able to:

<table>
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<tr>
<th>PARTICIPATE</th>
<th>APPRECIATE</th>
<th>CREATE</th>
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| Co-operate in a group, respecting the needs of others | Communicate his/her interpretation of and response to others' artistic expression, with an appreciative attitude | • Express an idea, thought or feeling through creating their own  
• Pictures (draw, paint, print, paste)  
• Figures (shapes in Grs 1 & 2)  
• Patterns  
• Keep rhythm, singing in a group  
• Perform a group dance (traditional, action song, improvised) with a memory of sequence, and co-ordination within the group  
• Express him/herself in and through improvisation and through dramatisation using role-play, puppets, masks and through mime  
• Play improvised instruments (including objects from the immediate environment, body percussion, etc.) in a group, keeping rhythm |

The same competencies apply in Grades 1-3. The difference in level between grades cannot be rigidly defined, but reflects the learner's personal development.
## 3. WEEKLY LESSON PLAN FORMAT

### ARTS LESSON PLAN

<table>
<thead>
<tr>
<th>Section: ____________________________</th>
<th>Grade: ____</th>
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<tbody>
<tr>
<td>Theme: ______________________________</td>
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<tr>
<td>Materials needed: ____________________</td>
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<tr>
<td>Learning Objectives: __________________</td>
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<td>Basic Competencies: __________________</td>
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Choose any of the listed activities and indicate under the relevant skills area:

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Music</th>
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<tbody>
<tr>
<td>Colour, Shape, Texture, Pattern</td>
<td>Activities: Singing, Playing instruments</td>
</tr>
<tr>
<td><strong>Activities:</strong> Modelling (clay, wire, wool, string, waste)</td>
<td><strong>Skills:</strong> Participating</td>
</tr>
<tr>
<td><strong>Skills:</strong> Participating</td>
<td><strong>Creating</strong></td>
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<tr>
<td>Creating</td>
<td><strong>Appreciating</strong></td>
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<tr>
<td>Appreciating</td>
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</table>

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<tr>
<th>Drama</th>
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<tbody>
<tr>
<td><strong>Activities:</strong> Mime, Role-play and Character, Dramatise</td>
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<tr>
<td><strong>Skills:</strong> Participating</td>
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<tr>
<td>Creating</td>
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<tr>
<td>Appreciating</td>
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</table>

<table>
<thead>
<tr>
<th>Dance</th>
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</thead>
<tbody>
<tr>
<td><strong>Activities:</strong> Given choreography, Improvised dance</td>
</tr>
<tr>
<td><strong>Skills:</strong> Participating</td>
</tr>
<tr>
<td>Creating</td>
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<tr>
<td>Appreciating</td>
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</tbody>
</table>
4. EXEMPLARS FOR GRADE ONE

4.1 GRADE 1 YEAR PLAN

<table>
<thead>
<tr>
<th>Environmental Studies Themes</th>
<th>Arts</th>
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</table>
| Myself (1 week)                               | • Introductory phase  
• Become aware of their senses, themselves and their immediate surroundings |
| The family members (1 week)                   | • Introductory phase  
• Become aware of voices  
• Become aware of movement |
| Family relationships (1 week)                 | • Introductory phase  
• Experiment with patterns of sound in repetition |
| Social services as a health provider (3 weeks)| • Introductory phase  
• Experiment individually and in pairs with facial expressions  
• Experiment with body expression/movement with and without music |
| Culture in the family (3 weeks)               | • Participating: Individual involvement and group processes  
• Creating: Music: Singing  
• Develop a varied song repertoire  
• Learn to improvise melody |
| National symbols (2 weeks)                    | • Introductory phase: National Anthem  
• Creating: Music: Singing  
• Learn the National Anthem  
• Learn more challenging songs in terms of pitch, rhythm, tempo, dynamics and two-three part harmony |
| In the home and local community (2 weeks)     | • Creating: Music: Singing  
• Creating: Dance: Improvised dance  
• Complete a simple unfinished melodic pattern sung by the teacher  
• Perform dances learnt from other class members, an expert in the community or from a video |
| Transport and communications (2 weeks)        | • Creating: Visual art: Modelling pictures  
• Creating: Music: Playing  
• Collect objects for modelling and construction  
• Discover and describe sounds made by strings, tubes, solid objects, etc. |
| Traffic safety (2 weeks)                      | • Creating: Visual art: Colour, shape, texture, pattern  
• Experiment with primary and secondary colours with paints and crayons  
• Discover and recreate bright and subdued colours in nature and in materials |
| The family as an economic unit (1 week)       | • Creating: Visual art: Modelling pictures  
• Creating: Music: Playing  
• Observe and describe patterns in nature and man-made patterns |
| Personal health (2 weeks)                     | • Creating music: Playing  
• Start with simple repetitive patterns using instruments of found materials  
• Complete a simple unfinished rhythmic pattern played by the teacher |
| Care of oneself and others (2 weeks)          | • Creating: Visual art: Modelling pictures  
• Creating: Drama: Story  
• Imagine, describe and play characters and their roles in different situations  
• Make and present objects in different natural, recycled and found materials |
<table>
<thead>
<tr>
<th>Environmental Studies Themes</th>
<th>Arts</th>
</tr>
</thead>
</table>
| Personal safety in and around the house (2 weeks) | • Creating: Drama: Role and character story  
• Experiment with voice, volume, pitch, tempo  
• Dramatise characters, situations and stories and improvise plays using puppets |
| Healthy/unhealthy food (2 weeks) | • Creating: Drama: Story  
• Dance: Given choreography  
• Add on to stories sentence by sentence, make up and dramatise a story with a beginning  
• Experiment with variation in level |
| Local plants (2 weeks) | • Creating: Visual art: Pictures  
• Dance: Improvised dance  
• Practice to make paintings, drawings, paints, combining techniques or using different techniques  
• Participate in musical song games, rhythmic skipping, walking |
| Animals: Domestic and wild (2 weeks) | • Creating: Visual art: Pictures  
• Drama: Mime  
• Experiment to create pictures using different materials and processes  
• Participate in mirror and mime games |
| Water is life (2 weeks) | • Creating: Visual art: Modelling pictures  
• Dance: Improvised dance  
• Make and present patterns using drawn, printed or painted lines  
• Repeat and vary a movement sequence given by the teacher or another learner |
| Everyday is a weather day (2 weeks) | • Creating: Visual art – modelling pictures  
• Dance: Improvised dance  
• Experiment with materials surrounding them  
• Improvise increasingly challenging movement sequences to music; improvise a short dance, drama of a story |
| Keep the environment clean (2 weeks) | • Creating: Visual art: Modelling pictures, appreciating  
• Experiment with shapes and patterns of manufactured objects and objects from nature  
• Develop an understanding of their responses to art and how to communicate them positively |
4.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment Grade: 1

**Language 1**
Theme 1: Social Environment
Topic 1.1: The Family
Listening and speaking:
- Talk about family members: mother, father, sister, brother
Reading: Visual perception
  - Discuss pictures of families
  - Arrange pictures of families – youngest to oldest
Phonics: Hearing exercises – two vowels per week: a, i, o, u
Writing: Correct posture
  - correct pencil grip
  - 50 mm fold lines thick crayon
  - Focus on L>R
  - Finger exercise
  - Cutting exercise
  - Colouring pictures
  - Tell stories with pattern

**Religious Education**
Belonging: Self and the Community
Story: Baby Moses
Song: Own choice

**Environmental Studies**
Theme 1: Social Environment
Topic 1: Social groups and institutions
Preparatory Activity
- Me – myself
Sub-topic: The family as a basic social group
- Tell about family members
- Discuss family relationships
- Draw the family members
- Loyalty to parents, sisters and brothers
- Mutual responsibility among family members
- Obedience and cooperation

**Language 2**
Theme 1: Social Environment
Topic: The Family
Listening and understanding:
- Retell parts of stories
- Talk in pairs
- Sing songs (health / family)
- Role-play
Speaking:
- Read picture words
- Develop eye movement with pictures of the family
Writing:
- Colouring pictures
- Matching pictures/puzzles
- Draw own pictures
- Trace and copy simple words

**Mathematics**
Measurement:
- 2-D shapes
- Graph shapes
Spatial relationships:
Length: vocabulary
Number concept development:
- Count to 5
- Matching one-to-one correspondence
- Manipulate 5 counters
- Count out 3 objects
Problem solving:
- In the range 0 – 2
Computation:
- Computation within the range 0 - 2

**Arts**
Become aware of their senses themselves and their immediate surroundings
- Become aware of voice
- Become aware of movement
- Experiment individually and in pairs with facial expressions

**Physical Education**
Athletics
- Running activity
- Jumping activity
- Throwing activity
- Competition
## Theme: Health and Nutrition

### Language 1

**Theme 2: Health and Nutrition**

**Topic 2.1:**
- **Punctuation** – clean parts of the body
- **Phonics** – sight words: this/that/those
- **Writing:** 12.5 mm

**Topic 2.1:**
- **Adjectives:** dangerous objects, yes, no
- **Read sentences:** phone, photo, bll, brr, ssp

**Revise reading and writing activities**
- Copy sentences using letters and phonics
  - **Punctuation:** upper case for first word in sentence, full stop
  - **Plural:**
  - **Vocabulary:** traffic lights, road signs, pedestrian
  - **Role-play**

### Religious Education

**Discuss why water is used in Christian baptism**

### Environmental Studies

**Theme 2: Health and Nutrition**

**Topic 2.1: Health and Safety**

**Sub-topic: Personal Health**
- Wash hands
- Clean skin
- Caring for the hair
- Keep the nose clean
- Exercise and rest
- Caring for nails
- Caring for teeth

### Mathematics

**Measurement:**
- Length – measure
- Mass – balance

**Number Concept Development:**
- Counting 0 – 44

**Computation:**
- Computation within the range 0 – 2

**Problem solving:**
- in the range 0 - 7

### Physical Education

- **Sport skills**
- **Changing into practice dress**
- **Hanging up of clothing**
- **Washing hands after exercise / play**
- **Roll and stop activities (5.2.1)**

### Arts

- Creating visual arts
- Modelling pictures
- Creating music playing instruments

### Religious Education

**Discuss why water is used in Christian baptism**
### Example Lesson 1: Grade 1

**Topic:** Introductory Phase  
**Theme:** The Social Environment  
**Materials:** Sense games, a variety of small objects  
**Learning Objectives:** Awareness of senses  
**Basic Competencies:** Participate freely in sense training and exercise

**Technique/skills:** Hearing and touch  
**Method:**

**Hearing:** Learners make different sounds which must be identified by other groups
- (1) Animal sounds
- (2) Kitchen utensils: Electric kettle, Boiling pot, Kitchen knife
- (3) Different cars: Tractor, Lorry, Small car

**Touching:** Different materials:
- Stones (rough)  
- Wool (soft)  
- Water (wet)  
- Sand (dry/course/lime)  

Cover the eyes of learners and let them identify objects and materials by feel and touch.

**Assessment:** Have the learners listen to the various sounds in the classroom for about two minutes. Have them discuss the sounds. Learners can then mime the sounds to others.

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### Sample/Model Lesson 2: Visual Arts - Grade 1

**Learning Objective:** Develop modelling skills  
**Lesson Objective:**  
- Create a spring egg out of pates, construction paper and glue  
- Create and continue a pattern  
- Experience a different type of art media

**Basic Competency:** Model figures  
**Materials:**  
- Black construction paper (8 ½ x 11)  
- One bottle of Elmers or Sparkle glue per learner  
- One box of pastels (Coloured chalk) per table group  
- One bottle of hair spray  
- One pencil per learner  
- Paint shirts / overalls
**Teacher Activities: Preparation**
Cut a traceable egg shape pattern out of thick card stock. The egg pattern should be as tall as an 8 ½ x 11 piece of construction paper. Trace at least one onto black construction paper per student. A few extras would not hurt.

**Day 1**
- Have the learners close their eyes and imagine an Easter egg. Ask: What colours do you see on the egg? What patterns/shapes do you imagine on the egg? What colours do you usually associate with Easter? Make a list on the board. (Explain what pastels are.)
- Pass the black construction paper with the egg outlined on it. Ask: What do you think you are going to do with this?
- First have the kids write their names on the back. Next, have them whisper draw (draw lightly) patterns inside the egg outline. Circles, straight and squiggly lines are all OK. Make sure that they do not draw the lines too close together or spend too much time on their patterns.
- Next, have the students cover their pencil lines with a bead of glue. Set aside and let dry overnight. The glue will dry clear. The next day they will fill in-between the lines with pastel colours.
- Review pastels.

**Day 2**
- Create a pattern using learners in front of the class. Example, line up boy, girl, boy, girl, etc. Ask the remaining learners to identify the pattern.
- Show a spring egg and the pastel chalk. Ask: How could you create a pattern using these pastels and the spring egg?
- Demonstrate how to fill in-between the dry, glued lines with pastels to create a patterns. (This is messy! Paint shirts / overalls should be worn).
- Pass their egg patterns and one box of pastels per table group.
- Lay the eggs in a well-ventilated area and spray with hair spray. The hair spray sets the pastels and prevents them from rubbing off when touched.
- Mount the spring eggs on construction paper for display!

**Assessment**
Learners are able to complete the assignment to specifications based on the following:
- learners create one pattern on their egg with pastels.
- learners can describe and name at least three pastels.
- learners can name which holiday is usually associated with pastels. (Easter)
- clean their area and themselves properly.

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**Sample/Model Lesson 3: Music - Grade 1**

**Learning Objective:**
- Develop a variety of song repertoire.

**Lesson Objective:**
Learners will examine the rhythm of songs they know.

**Basic Competency:**
Sing in a conducted group.

**Introduction:**
Start off by tapping out a song that the class knows. Tap your fingers on desk, shake bells, etc.
Teacher Activities
• Ask learners to listen carefully to the taps and try to figure out what song you are tapping.
• When finished tapping out the song, ask for guesses.
• Ask learners to come up and tap out a song and repeat the process with others.

Variation
Instead of taps think of some pictorial representation, e.g. actual music notes, draw them on the chalk-board. Ask learners to figure out the song by examining the pictures.

Assessment:

Sample/Model Lesson 4: Drama - Grade 1 Grade 1

Learning Objective: - Develop physical expressiveness
Lesson Objective: To encourage learners to express and identify emotions
To strengthen and develop recall skills
Basic Competency: Present group-planned mime, role plays, dramatisations and puppet theatre with characterisation
Teaching Aids: - A picture of a fish
- 25 pieces of sticky paper cut into large scales
- 25 sheets of blue, green and purple tissue paper
- Tape player with music
Introduction: Motivation: Discuss different feeling and emotions. Have learners act them out and respond to situations where they may arise, (e.g. fear may be felt in a dark house)

Teacher Activities and Learner Activities

Procedure
• Have learners sit in a large circle around the teacher. Read a story and have them act out any emotions they experience through the story.
• Assign characters to each child (one rainbow fish, one starfish, one octopus, one little blue fish and all others will be common fish). Hand out props: silver scales to rainbow fish and streamers to everyone else. Reread the story and have learners mime as you read. Remind them that fish do not talk, do not bump into each other, nor do they run! They must however keep “swimming” all the time.

Assessment
Discuss how this story relates to their own lives. What are some of the things they could do to help others feel happy? (Share, make friends, include others when playing, compliment good behaviour).
Sample/Model Lesson 5: Dance – Grade 1

Learning Objective: - Develop dance skills in rhythm, expressions and co-ordination with others.

Lesson Objective: - Learners gain knowledge about the National Anthem, learn new rhythmic and dance creations and become involved in some group interaction.

Basic Competency: - Present improvised dances in groups and individual with increasing variation.

Materials: - Words of the National Anthem.

Introduction: - Ask learners why and where we sing the National Anthem.

Teacher Activities and Learner Activities
- Learners rise for the singing of the Anthem. Explain that we have to stand at attention.
- Class discussion. Importance of a National Anthem.
- Group activities: Have learners think about athletic gatherings and come up with a song that can be sung there. They have to discuss and act it out as a group with a dance.

Assessment
Group interaction and participation.
5. EXEMPLARS FOR GRADE TWO

5.1 GRADE 2 YEAR PLAN

<table>
<thead>
<tr>
<th>Environmental Studies Themes</th>
<th>Arts</th>
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<tbody>
<tr>
<td>Own identity and a family group (2 weeks)</td>
<td>• Introductory phase</td>
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<td></td>
<td>• Become aware of their senses, themselves and their immediate</td>
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<td>surroundings</td>
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<tr>
<td>Local social groups (2 weeks)</td>
<td>• Introductory phase</td>
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<td></td>
<td>• Become aware of voice</td>
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<td>• Become aware of movement</td>
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<td></td>
<td>• Experiment with patterns of sound in repetition</td>
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<td>Local sources of help and service (2 weeks)</td>
<td>• Introductory phase</td>
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<td></td>
<td>• Experiment individually and in pairs with facial expressions</td>
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<td>• Experiment with body expression/movement with and without music</td>
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<td>Local culture (2 weeks)</td>
<td>• Participating: Individual involvement in group processes</td>
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<td></td>
<td>• Develop personal and social skills</td>
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<td>• Develop a varied song repertoire</td>
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<td>• Learn to improvise melody</td>
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<td>National culture (2 weeks)</td>
<td>• Creating: Music: Singing</td>
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<td></td>
<td>• Introductory phase</td>
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<td></td>
<td>• Learn the National Anthem</td>
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<tr>
<td>Traffic safety (2 weeks)</td>
<td>• Creating: Visual art: Colour, shape, texture, pattern</td>
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<td>• Experiment with primary and secondary colours with paints, crayons</td>
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<td></td>
<td>• Discover and recreate bright and soft/subdued colours in nature and</td>
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<td>in materials</td>
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<tr>
<td>Buildings (2 weeks)</td>
<td>• Creating: Music: Singing</td>
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<td>• Creating: Dance: Improvised dance</td>
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<td>• Complete a simple unfinished melodic pattern sung by the teacher</td>
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<td>• Perform dances learnt from other class members, an expert in the</td>
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<td>community, or a video</td>
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<tr>
<td>Transport and communications (2 weeks)</td>
<td>• Creating: Visual art: Modelling pictures</td>
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<tr>
<td></td>
<td>• Creating: Music: Playing</td>
</tr>
<tr>
<td></td>
<td>• Collect objects for modelling and construction</td>
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<tr>
<td></td>
<td>• Discover and describe sounds made by strings, tubes, solid objects</td>
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<tr>
<td>Shops and markets (2 weeks)</td>
<td>• Creating: Music: Singing</td>
</tr>
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<td></td>
<td>• Learn more challenging songs in terms of pitch, rhythm, tempo,</td>
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<td>dynamics and two-three part harmony</td>
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<tr>
<td>Personal hygiene (2 weeks)</td>
<td>• Creating: Music: Playing</td>
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<td></td>
<td>• Start with simple repetitive patterns using instruments or found</td>
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<td>materials</td>
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<td>• Complete a simple unfinished rhythmic pattern played by the teacher</td>
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<tr>
<td>The senses (2 weeks)</td>
<td>• Creating: Visual art: Modelling pictures</td>
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<td></td>
<td>• Make and present objects in different natural, recycled and found</td>
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<td>materials</td>
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<tr>
<td>Preparing food (1 week)</td>
<td>• Creating: Visual art: Modelling pictures</td>
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<td></td>
<td>• Observe and describe patterns in nature and man-made patterns</td>
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<tr>
<td>Environmental Studies Themes</td>
<td>Arts</td>
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<td>----------------------------------------------------</td>
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<tr>
<td>Local food (1 week)</td>
<td>• Creating: Drama: Story</td>
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<td></td>
<td>• Experiment with voice, volume, pitch, tempo</td>
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<td></td>
<td>• Dramatise characters, situations and stories and improvise plays using puppets</td>
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<tr>
<td>Basic characteristics of plants (2 weeks)</td>
<td>• Creating: Drama: Story</td>
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<tr>
<td></td>
<td>• Dance: Given choreography</td>
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<td></td>
<td>• Add on to stories sentence by sentence, make up and dramatise a story with a beginning</td>
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<td></td>
<td>• Experiment with variation in level</td>
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<td></td>
<td>• Imagine, describe and play characters and their roles in different situations</td>
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<tr>
<td>Spread of seeds (2 weeks)</td>
<td>• Creating: Visual art: Pictures</td>
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<td></td>
<td>• Dance: Improvised dance</td>
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<td></td>
<td>• Practise making paintings, drawings, prints, combining techniques or using different techniques</td>
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<td></td>
<td>• Participate in musical song games, rhythmic skipping, walking</td>
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<td>Germination (plants) (2 weeks)</td>
<td>• Creating: Visual art: Pictures</td>
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<td></td>
<td>• Drama: Mime</td>
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<tr>
<td></td>
<td>• Experiment to create pictures using different materials and processes</td>
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<td></td>
<td>• Participate in mirror and mime games</td>
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<tr>
<td>Animals as part of the food chain (4 weeks)</td>
<td>• Creating: Visual Art: Pictures</td>
</tr>
<tr>
<td></td>
<td>• Dance: Improvised dance</td>
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<td></td>
<td>• Experiment with materials surrounding them</td>
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<td>• Improvise increasingly challenging movement sequences to music</td>
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<tr>
<td></td>
<td>• Improvise a short dance, drama of a story</td>
</tr>
<tr>
<td></td>
<td>• Experiment with shapes and patterns of artefacts and objects from nature</td>
</tr>
<tr>
<td></td>
<td>• Develop and understanding of their responses to art and how to communicate them positively</td>
</tr>
<tr>
<td>Seasons (1 week)</td>
<td>• Creating: Drama: Role and character story</td>
</tr>
<tr>
<td></td>
<td>• Present group-planned mime, role-plays, dramatisations and puppet theatre</td>
</tr>
<tr>
<td>Water – the most important resource of all (2 weeks)</td>
<td>• Creating: Visual art: Modelling pictures</td>
</tr>
<tr>
<td></td>
<td>• Dance: Improvised dance</td>
</tr>
<tr>
<td></td>
<td>• Explain their choices of media, materials and colours and make pictures and models</td>
</tr>
<tr>
<td></td>
<td>• Communicate his/her interpretation of and response to others’ artistic expression</td>
</tr>
</tbody>
</table>
5.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

**Theme 1: The Social Environment**

**Language 1**
**Listening and speaking:**
- Vocabulary: based on the sub-topic, e.g., member, parents, family, extended, foster, adoption, orphans, family tree
- Grammar: correct use of nouns, singular and plural in speaking

**Reading:**
- revise Grade 1 phonics
- sight words: I am, a, we, are, have, aunt, uncle, sister, brother
- read simple sentences
- reading for understanding, e.g., recipe, game, word games
- songs, rhymes, role-play

**Writing: Formal and creative writing**
- revise lower case letters
- write the alphabet in print: upper and lower case in all written work
- create simple puppet to help in telling story/poem

**Religious Education**
**Belonging:**
- Explain how members of a family can help each other, e.g., Ruth and Naomi or Joseph and his

**Environmental Studies**
**Theme 1: Social Environment**
**Topic 1.1: Social groups and institutions**
**Sub-topic: Own identity in a family group**
- draw family trees showing their own place
- discuss important nuances in terms of family relationships
- discuss fostering and adoption

**Grade 2**

**Language 2**
**Theme 1: Social groups and institutions**
**Topic: Family**
**Speaking and listening:**
- Listen to stories and rhymes
- Respond to instructions
- Ask and answer questions
- Phonics Vowels: a, e, i, o, u

**Reading:**
- Read loud parts of stories, rhymes, songs in groups/pairs/individual
- Make own booklet with collection of stories

**Writing:**
- copy words and short sentences
- write letters, words in print script/block letters
- practise holding pencil
- write 5 vowels

**Mathematics**
**Measurement:**
- Vocabulary

**Geometry:**
- 3-D figures

**Number Concept D:**
- counting 0 - 54
- sabitising, ordering and comparing
- number patterns 1 - 20

**Computation:**
- do computation in the range 0 - 10

**Problem solving:**
- 0 - 10

**Physical Education**
**Escape:** Groups A and B take up positions about 3 - 4 metres apart

**Arts**
- Experiment individually and in pairs with facial expressions (anger, happiness, fear, etc.)
- Experiment with body expressions, movement without music
- Experiment individually and in pairs with vocal sounds
Theme: 2 Health and Nutrition

Language 1
Theme 2:
Topic 2.1: Personal Hygiene
Listening and speaking
- Grammar: - build own sentences with new words using correct tenses
- Vocabulary: - bath, wash, clean, clothes, season
Reading:
- rhymes and songs;
- imitating bath and wash activities
- Phonics: - revise previous phonics;
- introduce the silent e, e.g. a - e in cake
- Sight words: - must, well, down, go
Writing:
- formal and creative
- copy sentences (check punctuation)
- write short paragraphs

Religious Education
Personal values:
- Self control: being at peace together
- Topic of own choice

Environmental Studies
Theme 2:
Health and Nutrition
Topic 2.1:
Be a healthy person
Sub-topic:
Personal Hygiene
- how to keep the body clean
- clean clothing
- practise healthy habits

Language 2
Theme 2:
Health and Nutrition
Topic 1: Personal Health
Listening and speaking:
- listen to songs, rhymes and stories
- talk about body parts in groups/pairs
- phonics of 2 consonants that blends e.g. bl, dr, br
Reading:
- read aloud parts of body
- read aloud stories, rhyme and songs
- phonic words to be read aloud in groups, pairs, individually
Writing:
- list the names of body parts
- make own sentences
- copy patterns from the chalkboard
Language:
- write short sentences and words correctly
- awareness of language structures, e.g. opposites
- form phonic words

Mathematics
Measurement:
- Capacity: - estimate and measure
- Time: - match events
- Length: - estimate, order and compare
- Number Concept D: - counting 0 - 94
Computation:
- do computation in range 0 - 59
- practice number bands
Problem solving:
- in range 0 - 29

Physical Education
Games in limited space
- Competition (5.5.2)
- Large-group activities
- Small-group activities
- Tag and dodging games (5.5.5)

Arts
- Start with simple repetitive patterns using instruments of found materials
- Complete a simple unfinished rhythmic pattern played by teacher
5.3 EXAMPLES OF LESSON PLANS

Sample/Model Lesson 1: Grade 2

**Theme 1:** The Social Environment  
**Topic:** Introductory Phase  
**Materials:** Sense game, variety of objects to see, smell and taste, such as spices, fruits (orange, lemon), vinegar  
**Learning Objectives:** Become aware of senses  
**Basic Competencies:** Participate freely in sense training and exercise senses

**Technique/Skill:** Sight, smell, taste  
**Method:**

**Sight:**
- Ask learners each to bring an apple to school. Each has to observe the apple very well. The teacher places all the apples in a bag. Now teacher opens the bag and places apples on the table. Each learner must now find his/her apple.  
- Place a few items on a tray. Cover the tray with a cloth. Lift the cloth for a few seconds. Learners must inform the others what they saw.  
- Remove the objects. Ask the learners to indicate which objects were removed.  

**Smell and taste:**
- Bring stuff to the school like spices and fruits.  
- Learners touch the objects, then smell them and later taste them.  
- Learners discuss them afterwards and express their preferences.  
- Learners identify certain odours such as mustard, vinegar, etc.

**Assessment:** Sense game: “I spy with my eye”.

Sample/Model Lesson 2: Grade 2

**Theme 2:** Health and Nutrition  
**Technique/Skills:** Making your own instruments  
**Method:** (learners do this in groups)

- String flower pots of various sizes on a strong stick. Use different lengths of string.  
- Tap these “bells” with a stick.  

**Assessment:** In the different groups: Play on the “bells,” keeping rhythm.

Sample/Model Lesson 3: Visual Arts - Grade 2

**Learning Objective:** Learners will discover the potential of colour and shape.  
**Lesson Objective:** Learners will:

- examine different butterfly shapes and create their own.  
- print two sides exactly the same, learning symmetry.  
- understand controlled colour mixing with primary colours to create secondary colours.  

**Basic Competency:** Explain their choices of materials and colours
Materials:
- Sheets of 8 x 10 white construction paper
- Bottles of red, yellow, blue, black tempera paint
- Mixing trays
- Brushes
- Paper towels
- Water buckets
- Water cups

Teacher Activities

Take egg carton and cut in half. Let children have one side for their butterfly. Next let them paint it any colour they want and let dry. That will be the middle part of the butterfly. Next, take a piece of construction paper, fold it in half and cut out a heart shape. Now put the painted egg carton piece in the middle of the heart shape. The learners can also put other colours on the heart-shaped wings in smaller and smaller sized hearts. It does not necessarily have to be heart-shaped wings, they may make them more like other shapes if they desire. Now take an extra 2 single egg holders from the cardboard egg container to make 2 eyes. Put those on the front of your butterfly. Now, glue on whatever coloured pipe cleaners you desire for antennae. You may add fuzzy balls on the end of those if you want. The end result is a cute coloured butterfly.

Extension

This would be a great craft to make after reading the Hungry Caterpillar book to kids. Models could be suspended from string from the ceiling of the classroom. Remember they will all be different and yet very beautiful and colourful.

Assessment

Once their table is done they will be asked a fact about butterflies or colour mixing for line-up privileges. Assessment will be seen in learner’s final rendering of secondary colours.

Example Lesson 4: Music - Grade 2

Learning Objective: - Learn to improve melody
Lesson Objective: - Learners will practise a song using their bodies and facial gestures to imitate the actions in the song
Basic Competency: - Singing in a conducted group
Teaching Aids: - Any song with a lot of actions in it, e.g. “Hokey-pokey”
Introduction: - Teacher sings the song and learners listen to it

Teacher Activities

Point out facial expressions or actions in the song.

Variation

Instead of taps think of some pictorial representation, e.g. actual music notes, draw them on the chalk-board. Ask learners to figure out the song by examining the pictures.

Assessment
Example Lesson 5: Drama – Grade 2

Learning Objective: - Develop physical expressiveness  
Lesson Objective: - To encourage learners to express and identify emotions  
- To strengthen and develop recall skills  
Basic Competency: - Present group-planned mime, role-plays, dramatisation and puppet theatre with characterisation

Teacher Activities and Learner Activities

Procedure
The actors will work in groups of 4 – 6 and are instructed to pantomime a single general activity, e.g. Playing different sports at school, performing with an orchestra, do circus acts, hospital work, etc.
To communicate the idea of a GENERAL activity, each actor must pantomime a specific one, for example, Office work

- One actor mimes being a typist, another delivers the mail, another is a “boss” at a desk (perhaps on the phone), a client visits the office to see the boss, etc.
- The audience then guesses the general activity and then talks about the specific ones.
- Make sure the actors understand they cannot SPEAK – only work with their bodies, facial expressions, etc.

Assessment
While learners are doing their mime activity assess them on the following
- -mime act
- -ability to express themselves

Example Lesson 6: Dance – Grade 2

Learning Objective: - Develop dance skills in rhythm, expressions and co-ordination with others  
Lesson Objective: - Learners will learn a song and improve their motor skills and learn to perform and dance without help form the teacher and peers  
Basic Competency: - Present improvised dances in groups and individually by increasing variation  
Introduction: - Sing or play the song you want to teach the learners

Teacher Activities and Learner Activities
- Teach learners the words of the song.
- Teach learners the actions of the song.
- Practise song with actions until all students feel comfortable.

Assessment
Assess the individual performance of learners through acting and singing. Assess the quality of singing, knowledge of the words of the song or play.
# 6. EXEMPLARS FOR GRADE THREE

## 6.1 GRADE 3 YEAR PLAN

<table>
<thead>
<tr>
<th>Environmental Studies Themes</th>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family (2 weeks)</td>
<td>• Participate freely in sense training and exercises</td>
</tr>
<tr>
<td></td>
<td>• Sense games and exercises in hearing and touching to identify sounds</td>
</tr>
<tr>
<td></td>
<td>• Become aware of their senses, themselves and their immediate surroundings by means of their senses</td>
</tr>
<tr>
<td>Other social groups (1 week)</td>
<td>• Participate freely in sense training and exercises</td>
</tr>
<tr>
<td></td>
<td>• Sense games and exercises in sight, smell and taste</td>
</tr>
<tr>
<td>Social service providers (1 week)</td>
<td>• Participate freely in sense training and exercise</td>
</tr>
<tr>
<td></td>
<td>• Become aware of movement and gesture</td>
</tr>
<tr>
<td>Cultural diversity (1 week)</td>
<td>• Participate freely in sense training and exercises</td>
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<td></td>
<td>• Become aware of the possibilities of voice</td>
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<tr>
<td>National culture (1 week)</td>
<td>• Sing the National Anthem from memory</td>
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<tr>
<td></td>
<td>• Become aware of the possibilities of voice</td>
</tr>
<tr>
<td>Public holidays (2 weeks)</td>
<td>• Sing the National Anthem from memory</td>
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<td></td>
<td>• Co-operate in a group, respecting the needs of others</td>
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<tr>
<td></td>
<td>• Develop personal and social skills</td>
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<tr>
<td>Traffic safety (2 weeks)</td>
<td>• Co-operate in a group, respecting the needs of others</td>
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<tr>
<td></td>
<td>• Discover the potential of colour with crayons</td>
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<tr>
<td></td>
<td>• Discover bright and soft/subdued colours in nature</td>
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<tr>
<td>Transport and communications (2 weeks)</td>
<td>• Explain their choices of materials and make pictures</td>
</tr>
<tr>
<td></td>
<td>• Develop skills in creating patterns</td>
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<td></td>
<td>• Experiment with shapes</td>
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<tr>
<td>Housing before and now (1 week)</td>
<td>• Explain and make pattern work</td>
</tr>
<tr>
<td></td>
<td>• Develop skills in creating patterns</td>
</tr>
<tr>
<td>Our resources (1 week)</td>
<td>• Explain their choices of media and colours and model figures</td>
</tr>
<tr>
<td></td>
<td>• Develop modelling skills</td>
</tr>
<tr>
<td>Crafts and factories (1 week)</td>
<td>• Create their own pictures using a variety of materials</td>
</tr>
<tr>
<td></td>
<td>• Develop pictorial skills</td>
</tr>
<tr>
<td>Economic activities and entrepreneurship (1 week)</td>
<td>• Explain their choices of media and colours and make models of figures</td>
</tr>
<tr>
<td></td>
<td>• Develop modelling skills</td>
</tr>
<tr>
<td>Infectious diseases (2 weeks)</td>
<td>• Create their own pictures using a variety of materials and explain to others what they mean and how they were made</td>
</tr>
<tr>
<td></td>
<td>• Develop pictorial skills</td>
</tr>
<tr>
<td>HIV and AIDS (2 weeks)</td>
<td>• Keep rhythm and tempo</td>
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<tr>
<td></td>
<td>• Learn to improvise melody</td>
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<tr>
<td></td>
<td>• Develop a varied song repertoire</td>
</tr>
<tr>
<td>Food storage and preparation (2 weeks)</td>
<td>• Keep tempo and pitch</td>
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<tr>
<td></td>
<td>• Singing in a conducted group</td>
</tr>
<tr>
<td></td>
<td>• Learn to improvise melody</td>
</tr>
<tr>
<td>Food in Namibia (2 weeks)</td>
<td>• Play instruments</td>
</tr>
<tr>
<td></td>
<td>• Develop percussion skills</td>
</tr>
<tr>
<td></td>
<td>• Learn to improvise rhythm</td>
</tr>
<tr>
<td>Environmental Studies Themes</td>
<td>Arts</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------</td>
</tr>
</tbody>
</table>
| Growth of plants (2 weeks)   | • Play instruments in a conducted group, keeping rhythm  
                              • Learn to play and accompany as an ensemble |
| Identification of plants (2 weeks) | • Present group-planned mime and role-plays  
                                         • Develop physical expressiveness |
| Animals and their habitat (2 weeks) | • Communicate his/her interpretation of and response to other’s artistic expression, with and appreciative attitude  
                                         • Develop an understanding of their responses |
| Climate and environment (2 weeks) | • Present group-planned dramatisations  
                                         • Develop the ability to plan and act out a role-play |
| Clean water (2 weeks) | • Present set choreographed and improvised dances in a group  
                              • Develop dance skills in rhythm, expressiveness and co-ordination with others  
                              • Communicate his/her interpretation |
6.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

**Language 1**
- Theme: Social Environment
- Topic: The family
- **Listening and speaking:**
  - Grammar: role-play of a family group and togetherness
  - Vocabulary: support; doctor, teacher, members, help, sharing
- **Reading:**
  - read 10 sentences from reader or teacher-selected passages
  - do silent reading
  - practise phonics: au in aunt, cause, pause, clause, fault; ui in fruit, juice, bruise
- **Writing:**
  - formal and creative writing
  - names of family members: Esther, Freddy

**Language 2**
- Theme: The Social Environment
- Topic: Family and social groups
- **Listening and speaking:**
  - greetings
  - listen to stories/rhymes and retell parts of them
  - sing songs
  - role-play the story
  - revise phonics from Grade 2
- **Reading:**
  - read stories/rhymes and songs in groups/pairs and individually
  - read passages aloud and for understanding
- **Writing:**
  - copy words and short sentences
  - practise spelling words
  - complete sentences
  - write short paragraphs
- **Language:**
  - spelling
  - phonics
  - verbs: simple present and past tenses

**Religious Education**
- **Belonging:**
  - The first community: Listen to the story of God creating Adam and Eve and assigning them work to do.
  - Mime the story

**Environmental Studies**
- **Theme 1:** The Social Environment
  - Topic 1.1: Social Groups
  - Sub-topic: Family
  - discuss and dramatise what each person does at home
  - discuss how work can be shared
  - explain what they can contribute

**Mathematics**
- **Measurement:**
  - geometry - 2-D and 3-D (name, describe, draw)
  - new shape - pyramid
  - count sides & corners of square, rectangle, triangle
  - height of family members in cm and m
  - estimate and measure
  - graph of height
- **Number Concept D:**
  - within the range 0 - 14
- **Counting and numbers:**
  - read and write up to 10
  - subitising up to 10
  - doubling and halving
  - regrouping
- **Computation:**
  - do in the range 0 - 99
- **Problem solving:**
  - do in the range 0 - 49

**Physical Education**
- **Overtaking a partner:**
  - B waits for approaching A. As soon as A crosses the line, B must take off and run as fast as possible to stay ahead while A tries to overtake B before a given mark

**Arts**
- Sense games and exercises in hearing
- Vocal sounds and vocal colour
- Experiment with voice: volume, pitch, tempo and articulation
- Use voice & movement in characterisation
Theme 2: Health and Nutrition
Date / Week: 2 weeks

Language 1
Topic 13: Infectious diseases
Reading: Read silently from books and find factual information. List words alphabetically
Grammar: Listening and speaking
Group discussion (debate) using correct pronunciation. Do contractions, e.g. don't = do not.
Vocabulary: Family, disease, signs, spreads, common, illnesses
Phonics: Silent wr...
Write, wrong, wrap, wring, wrist, wrinkle
Handwriting: Creative-
Draw and write a Get well card. Make and label first-aid booklet with hints
Sight words: Infection, survey, symptoms, prevent

Religious Education
Theme: Personal Values sp.20
Story: The healing of the ten lepers men
Song: Own choice

Environmental Studies
Theme 2: Health and Nutrition
Topic 2.1: Health and Safety
Sub-topic: Infectious diseases
- Discuss infectious diseases
- Explain ways to prevent the spread of infectious diseases

Physical Education
Games and sport skills
- races and relays (5.5)
- self-designed games
- knowledge of behaviour rules (5.4)
- moving: roll and dribble ball (5.4.3)

Language 2
Theme: Health and Nutrition
Topic: Infectious diseases
Listening and speaking:
- Listen to a story
- Ask and answer questions
- Do a role-play
- Phonics: silent/magic e-o-e-mole
Reading:
- Read stories aloud and in groups
- Read for information
- Read books in school or class library
Writing:
- copy words, short sentences in print script
- write unprepared, short paragraphs
- write phonic words: silent e-o-e
Language:
- spelling
- phonics
- prepositions

Mathematics
Measurement:
- Graphs, capacity
- Money - determine change in transactions
Number Concept D
- range 0 - 504
Computation:
- range 0 - 399
Problem solving
- range 0 - 79

Religious Education

Arts
- Experiment with materials surrounding them (wet, dry)
- Collect objects for modelling and construction (sand, wool, leaves)
- Perform songs and song games together, mother tongue, other Namibian languages, English
- Participate in mirror and mime games,
6.3. EXAMPLES OF LESSON PLANS

Example Lesson 1: Grade 3

<table>
<thead>
<tr>
<th>Theme 1: The Social Environment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Introductory Phase</td>
<td></td>
</tr>
<tr>
<td>Materials: Copy of National Anthem</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives: Develop a varied song repertoire</td>
<td></td>
</tr>
<tr>
<td>Basic Competencies: Keep rhythm, tempo and pitch, singing in a conducted group</td>
<td></td>
</tr>
</tbody>
</table>

| Technique/Skills: sing a variety of songs |  |
| Method: |  |
| • Learners copy the National Anthem and decorate their pages |  |
| • Sing the National Anthem and other songs |  |
| Assessment: Display the learners’ work in the classroom or place of school assembly |  |

Sample/Model Lesson 2: Grade 3

| Theme 2: Health and Nutrition |  |
| Topic: Creating |  |
| Theme: Visual Arts and Modelling |  |
| Materials: Different kind of balls |  |
| Paint and paint brushes |  |
| Chalk, brown paper, wax crayons |  |
| Learning Objectives: Develop modelling skills |  |
| Basic Competencies: Explain their choice of media, material and colours and make pictures |  |

| Technique/skills: Making pictures |  |
| Method: |  |
| • Teacher throws the ball to different learners and ask questions, e.g. |  |
| “What is the shape/colour?” |  |
| “What games do we play with these different balls?” |  |
| • Learners draw their favourite ball sport activity with the materials provided. |  |
| Assessment: Display the pictures and ask the learners to judge the different pictures or just to give their comments. |  |

Sample/Model Lesson 3: Visual Arts - Grade 3

Learning Objectives: - Develop their knowledge about and in the arts by means of directed listening activities

Lesson Objectives: - Using texture, the learners will create imaginary monsters

Basic Competency: Create original collages by means of cutting

Materials:
- 9 x 12 white drawing paper
- Crayons
- Scissors
- Large sheet of craft paper
- Oil crayons
Teacher Activities
1. Begin with a short discussion on texture (what is texture).
2. Learners will make a texture rubbing of the bottom of their shoe.
3. Next, add details to the rubbing to create a monster (Add eyes, arms, legs, teeth, horns, etc).
4. Cut out the monsters, being careful not to cut off details that were added.
5. Divide class into at least 2 groups. Learners will now create an environment for their monsters.
6. Glue monsters to large piece of craft paper.
7. Use oil crayons to complete the monsters’ world (Regular crayons can be substituted).

*Teacher can display these murals in the hallways. Learners will enjoy the project.*

Assessment
They cut out their monsters and display them on the classroom wall.

Sample/Model Lesson 4: Music - Grade 3

**Learning Objectives:**
- Develop a variety of song repertoire of 10 new songs each year.
- Learn to improvise melody.

**Lesson Objectives:**
- Learners develop an appreciation and connection to music by diving into their imaginations and associating a story with a musical piece.

**Basic Competency:**
Keeping rhythm

**Teaching Materials:**
- A song that is varied in tempo (speed) and conjures up a variety of emotions.
- Drawing paper
- Crayons, pencil crayons, markers (koki) or paint

**Introduction:**
Explain to learners that when people write music it is usually based on some sort of story. The story behind music with words is usually easier to figure out because the story is explained through the words. The story behind music without words is explained through music itself.

**Teacher Activities**
Play a piece of music and ask learners to close their eyes and imagine what they think the story behind the music is.
Stop the music and ask learners to open their eyes. Hand out drawing paper and materials.
Play the music again while learners draw what they imagined the story behind the music was.
Have learners present their work and the story behind it to the class.

**Variation**
Instead of, or in addition to, have learners write out the story that they think is the story behind the music.

**Assessment**
Sample/Model Lesson 5: Drama – Grade 3

Learning Objective: - Develop physical expressiveness
Lesson Objective: - Learn about a setting by guiding their classmates and participating through a dramatic tour guide
Basic Competency: - Present group-planned mime, role-plays, dramatisations and puppet theatre with characterisation

Teacher Activities and Learner Activities

Procedure
- Ask learners in pairs to choose a setting that they would like to learn more about and are interested in (e.g. a castle, a pyramid, a government building, etc).
- Get learners to research the setting, then write out the information in a format that would suit a tour guide. Learners use nothing but their words and their acting to present the tour accurately (no sound effects, visual props, etc).
- Have each pair stand in front of the class and “take their classmates on tour” of the setting they chose, e.g.: Welcome to Frans Indongo House. If you turn to your right, and proceed up the stairs, we will begin our tour. On your way up the stairs, some you may have noticed the portraits. These were painted by John Mufayo who was the official portrait painter of the Indongo family for thirty years...

Assessment
Assess learners’ ability to express themselves
- physically (body language)
- orally

Example Lesson 6: Dance – Grade 3

Learning Objectives: - Develop dance skills in rhythm, expressions and co-ordination with others
Lesson Objectives: - Learners will learn and practise moving their hands to the beat of music (conduct). Through conducting, learners can develop an awareness and appreciation of musical beats.
Basic Competency: - Present improvised dances in groups, individually and with increasing variation and challenge.
Materials: - Tape or CD player
- Cassette or CD with children’s music
Introduction: Allow learners to listen to familiar songs with musical beat, e.g. happy birthday songs, Hot-cross buns, Looby loo, etc.

Teacher Activities and Learner Activities
- Ask learners to listen to the beats.
- Clap or tap along with the beats to the song.
- Show learners the different ways of conducting, beginning with the easiest, leading to the most complicated, as outlined below:

Assessment
Let learners clap out any song they know and the others have to guess.
## 7. EXEMPLARS FOR GRADE FOUR

### 7.1 GRADE 4 YEAR PLAN

<table>
<thead>
<tr>
<th>Environmental Studies Themes</th>
<th>Arts</th>
</tr>
</thead>
</table>
| Know the Regions (2 weeks) | • Sing the National Anthem from memory  
• Become aware of the possibilities of voice  
• Communicate his/her interpretation of and response to others’ artistic expression, with an appreciative attitude |
| Peoples of our region (1 week) | • Participate freely in sense training and exercises |
| Our family life (1 week) | • Co-operate in a group, respecting the needs of others  
• Become aware of the possibilities of voice |
| The culture of our region (1 week) | • Sing the National Anthem from memory  
• Become aware of the possibilities of voice |
| Historic places and famous people (1 week) | • Co-operate in a group, respecting the needs of others |
| Means of transport (1 week) | • Explain their choices of media, materials and colours and make pattern work |
| Communications (1 week) | • Co-operate in a group, respecting the needs of others  
• Develop personal and social skills |
| Current events (1 week) | • Play instruments in a conducted group, keeping rhythm  
• Learn to improvise rhythm |
| How early people lived (1 week) | • Present group-planned mime and role-plays  
• Develop physical expressiveness |
| Farming, fishing and mining (1 week) | • Present group-planned dramatisations with characterisation and structure |
| Entrepreneurship (1 week) | • Present group-planned puppet theatre with characterisation and structure |
| Social groups (1 week) | • Develop an awareness of how story (plot) features in a drama |
| How our Region is governed (1 week) | • Develop awareness of how puppets reinforce expression |
| Security and social services (1 week) | • Learn to play and accompany as an ensemble |
| Location and physical features (1 week) | • Develop the ability to plan and act out a role-play |
| Weather, plants and animals (1 week) | • Present set choreographed and improvised dances in a group |
| Our settlements (1 week) | • Keep rhythm, tempo and pitch, singing in a conducted group |
| Our population distribution (1 week) | • Create their own pictures using a variety of materials and explain to others what they mean and how they were created |
| My body (1 week) | • Participate freely in sense training and exercises  
• Become aware of movement and gesture |
<p>| Growing up (1 week) | • Co-operate in a group, respecting the needs of others |</p>
<table>
<thead>
<tr>
<th>Environmental Studies Themes</th>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself (1 week)</td>
<td>• Develop personal and social skills</td>
</tr>
<tr>
<td>HIV and AIDS (1 week)</td>
<td>• Explain their choices of media and colours and make models or figures</td>
</tr>
<tr>
<td>Good nutrition (1 week)</td>
<td>• Develop modelling skills</td>
</tr>
<tr>
<td>Living and Non-living things (1 week)</td>
<td>• Discover the potential of colour, shape, texture and pattern</td>
</tr>
</tbody>
</table>
| The needs of living things (1 week)          | • Create their own pictures using a variety of materials, processes and techniques  
  • Explain to others what they mean and how they were created |
| Plants as other living things (1 week)       | • Keep the rhythm, tempo and pitch, singing in a conducted group     |
| Plants as source of food and raw materials (1 week) | • Play instruments in a conducted group, keeping rhythm             |
| Animals as living things (1 week)            | • Present group-planned mime                                       |
| Materials (1 week)                           | • Present group-planned role-plays with characterisation and structure|
| Water, soils (2 weeks)                       | • Develop an awareness of story structure and drama                |
|                                             | • Develop awareness of how puppets reinforce expression             |
| Light, sound (2 weeks)                       | • Present set-choreographed and improvised dances in a group, with increasing variation and challenge |
| A healthy environment (1 week)               | • Communicate her/his interpretation of and response to other’s artistic expression, with an appreciative attitude |
| Plant and animal conservation (1 week)       | • Develop dance skills in rhythm, expressiveness and co-ordination with others |
7.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

Language 1
Listening and speaking
- Talk about the names of their regions
Reading:
- Read the regions’ names correctly
- Read the phonic words selected by the teacher
- Read sight words from the lesson
Writing:
- Fill in the regions’ names on the map
- Write a short paragraph "My Region"

Religious Education
- Leadership in the church or faith
- Leadership in African traditions and religions

Language 2
Theme: Social Environment
Topic: Know the Region
Listening and speaking:
- Listen to songs and rhymes on the topic
- Ask and answer questions
- Revision
Reading Comprehension:
- Read for information
- Read factual texts and answer questions on topics
Writing and comprehension:
- Write a short paragraph on topic (creative)
- Draw and label the regional map
Language:
- Phonics
- Revision
- Spelling
- Verbs (simple present)

Environmental Studies
Theme 1: The Social Environment
Topic 1.1: Our Regions
Sub-topic: Know the region
- Name the regions of Namibia
- Locate regions on a map

Physical Education
Sprints:
- Run fast over 30-50 metres emphasising straight forward running, correct foot placing, high knee action

Mathematics
Measurement:
- Capacity: vocabulary
- Mass: vocabulary
Number Concept Dev
- Within number range 0 - 54
- Counting numbers: recognise, read and write 0 - 10
- Subitising, doubling, halving
Computation:
- in the range 0-499
Problem solving:
- in the range 0-99

Arts
- Learn the National Anthem
- Learn more challenging songs
- In teams keep pitch, rhythm, tempo, etc.
Theme 2: Health Safety and Nutrition
Date / Week: 1 week

**Language 1**

**Listening and Speaking**
- Vocabulary about the topic, e.g. body parts
- Grammar: ask questions of teacher to gain more information
- Song: Dry Bones

**Reading**
- Each learner reads his/her riddle for others to guess. The winner reads his/her riddle

**Writing**
- Learners write riddles to guess the objects, e.g.: Its hard and when it lies in the sun it is warm, at night it is cold. What is it? = (Stone)

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**Religious Education**

**Personal values**
- listen to and discuss stories about people being helped to recover from illness

**Environmental Studies**

Theme 2: Health, Safety and Nutrition
Topic 2.1: Health and Safety
Sub-topic: My body
- identify the functions of human sense organs
- investigate the functions of the human skeleton and muscles
- understand the digestive system

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**Mathematics**

**Measurement**
- Mass: compare estimates with real measurements
- Use of abbreviations

**Number Concept D**
- in the range 0–854

**Computation:**
- in the range 0-749

**Problem solving**
- in the range 0-439

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**Physical Education**

**Physical fitness**
- run fast over 30 – 40 metres emphasising: straight running, correct foot placing/spacing and high knee action
- run in groups and with partners (5.1.2)

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**Language 2**

**Theme 2: Health, Safety and Nutrition**
**Topic: My body**

**Listening and speaking**
- listen to songs, rhymes and stories
- talk about myself and my environment
- sing and say the songs, rhymes and stories of the body parts

**Reading comprehension**
- read for enjoyment
- read aloud the parts of the body
- read more on own books from the class library

**Writing comprehension**
- label parts of the body, e.g. navel, chest, etc.
- write short paragraph on parts of the body

**Language**
- spelling
- phonics: soft letters e.g. g, k in giraffe, knee, etc.
- singular and plural

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**Arts**

**Visual art**
- discover and create bright and subdued colours in nature and materials in environment
- communicate his/her interpretation of others’ efforts and respond to the artistic expression of others with an appreciative attitude
7.3 EXAMPLES OF LESSON PLANS

Example Lesson 1: Grade 4

<table>
<thead>
<tr>
<th>Theme 1:</th>
<th>The Social Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>National Anthem</td>
</tr>
<tr>
<td></td>
<td>Different songs</td>
</tr>
<tr>
<td>Theme:</td>
<td>Introductory Phase</td>
</tr>
<tr>
<td>Need:</td>
<td>National Anthem; Paper; Songs, Tape recorder</td>
</tr>
<tr>
<td>Reference:</td>
<td>Syllabus 7 and 10</td>
</tr>
</tbody>
</table>

Learning Objectives:  
Become aware of the possibilities of voice  
Become aware of movement and gesture

Basic Competencies:  
Participate freely in sense training and exercise  
Keep rhythm, tempo and pitch, singing in a conducted group

| Technique/skills: | Singing of National Anthem and how to behave, stand (posture)  
|                  | Singing of variety of songs with movement |

Method:  
- Learners discuss the National Anthem and how to stand when singing it  
- Practise singing the National Anthem  
- Learn new songs with movement

Assessment:  
Learners sing the National Anthem at a school gathering

Sample/Model Lesson 2: Grade 4

<table>
<thead>
<tr>
<th>Theme 2:</th>
<th>Health and Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Creating</td>
</tr>
<tr>
<td>Theme:</td>
<td>Visual arts &amp; modelling pictures</td>
</tr>
</tbody>
</table>

Materials:  
Materials from their immediate surroundings:  
wet, dry, slippery, rough, old, smooth, sharp  
Waste materials: boxes, bags, tins  
Glue, Scissors, paper

Reference:  
Syllabus 8

Learning Objectives:  
Develop modelling skills

Basic Competencies:  
Explain their choices of media, material and colours, and make models

| Technique/Skills: | Making models |

Method:  
Group 1: Construct background for a room  
Group 2: Construct furniture  
Learners must be creative and use their imagination to create their backgrounds and furniture for different rooms.  
Other groups may be formed to create furniture for different rooms in the house.

Assessment:  
Build up the house. Different rooms with furniture.
Example Lesson 3: Visual Arts - Grade 4

Learning Objectives: - Develop an understanding of their responses to art and how to communicate positively.

Lesson Objectives: By the end of the lesson each child will have made their own colour wheel by mixing colours of Play Doe. Each child will be able to name the primary and secondary colours.

Basic Competency: Explain their choices of media material and colours.

Materials:
- Vanilla cake frosting (store bought or home made)
- Red, yellow and blue food colouring
- Bowls to mix in
- Popsicle sticks for stirring
- Paper plates
- Plain vanilla cookies
- Napkins
- White paper

Introduction: Explain teaching aids and secondary colours:
(red + blue = purple)
(red + yellow = orange)
(yellow + blue = green)

Teacher Activities
1. Pass each child one piece each of red, yellow, and blue play dough about the size of a small pecan nut.
2. Child breaks each colour into 3 equal pieces and places these on desk.
3. Pass basic colour sheets to each child.
4. Direct each child to press one small piece of yellow play dough onto the worksheet above the word yellow. Repeat with red and blue.
5. Direct children to take 1 piece of yellow and one of blue and squeeze it together until it has completely turned green. Then press in above the word green on the sheet. Do not tell the kids what is going to happen when they combine 2 colours. Let them discover it.
6. Complete worksheet by combining red with yellow to make orange and red with blue to make purple.
7. For older children you may want to remove colour names from part or all of worksheet and leave blanks for children to fill out.
8. Allow play dough to dry for one or two days so children can take worksheet home.

Assessment
Each child makes his/her own colour paddles from cellophane or coloured tag board frames. Mix colours by holding colour paddles together. Hold paddles over various coloured pictures and see what happens. Mix coloured water together and see what colours they make. Add white and black to different colours and see what happens.

Note: Be aware that the printing industry uses primary colours of magenta, cyan and yellow.
Sample/Model Lesson 4: Music - Grade 4

Learning Objectives: - Develop a variety of song repertoire of 10 new songs each year.  
  - Develop percussion skill.
Lesson Objectives: Learners will sing a song about popping corn and will play  
  instruments to accompany their singing.
Basic Competency: Play instruments (including objects from the immediate  
  environment, body percussion, etc.).
Materials: Percussion instruments (tins, sticks, etc.).
Introduction: Sing the song with the learners first. Teach basic rhythm.

Teacher Activities
  • Teach melody and clap the rhythm.  
  • Let learners practise the melody.  
  • Accompany them with a drum, etc.  
  • Let learners practise the poppop-pop-pop-pop-pop-poppop-pop-pop rhythm with drums, tins, sticks, hands  
    (in groups).

Variation

Assessment
Learners participate in a group actively where they can sing any known song using percussion.

Sample/Model Lesson 5: Drama – Grade 4

Learning Objectives: - Develop physical expressiveness.  
Lesson Objectives: - Learners will examine and practise effective communication  
  and cooperation to participate in a dramatic situation where a  
  learner knows English and the other does not.
Basic Competency: Present group-planned mime, role-plays, dramatisation and puppet  
  theatre with characterisation.
Materials: - Pieces of paper with a different situation where someone would  
  need help (e.g. I left my book on the bus, My car ran out of gas, My child is sick and needs to get to a hospital, I’m hungry and  
  need to find a grocery store or a restaurant, My house is on fire, etc.).

Teacher Activities and Learner Activities

Procedure
  • Place a penned situation in a hat, container or bag.  
  • Choose as learner to come up to the front of the class and pick a situation without looking. The  
    learner will be the one who cannot speak English. Choose some way of communicating, by  
    simply using the word “blah”, gibberish language, or just miming.  
  • Pick another learner to come up and begin the activity. The learner who cannot speak English has  
    to communicate successfully to the other learner what they need. As soon as he shouts out the  
    correct answer, they can stop. Move onto another pair, and another situation.  
  • Have a class discussion afterwards on ways that helped improve the chances of the English  
    speaker to guess what the non-English speaker wanted.

Variation
Time each situation which succeeded the quickest. Why were they successful?  
Discuss how it felt to have people not understand what you were saying and not being able to  
understand what another person was saying. After this activity, what are some things that you need to  
remember when trying to help a non-English speaker or when visiting another country and needing  
help?

Assessment
Assess the ability to communicate with others.
Sample/Model Lesson 6: Dance – Grade 4

Learning Objectives: - Develop dance skills in rhythm, expression and co-ordination with others

Lesson Objectives: - Learners will listen to a variety of music and design an appropriate dance presentation. The activity encourages learners to appreciate and examine different styles of music as well as create dance presentations that are specifically related to the music.

Basic Competency: Present improvised dances in groups with increasing variation and challenge.

Materials: - A variety of short pieces of music on tape or CD, preferably with no lyrics.

Introduction: Play a piece of music and ask learners to listen to it carefully, think about what it is about and how it makes them feel.

Teacher Activities and Learner Activities
- Play the music again and ask learners to move to the beat of the music. If it is fast, encourage them to move fast. At the same time, ask learners to show you how the music makes them feel. If it is happy, then there should be smiles on their faces.
- Continue through the whole song.
- Play another piece of music and repeat the thinking process. After the music is finished ask three or four learners to come up to the front of the class. Play the music again and ask them to dance to the music appropriately. This time instead of asking them how to dance it, point out how they are dancing, e.g. “Oh, I see that Tumi is stomping her feet because the music is really loud and strong….”
- Repeat the process until everyone has had a chance to dance in front of the class.

Assessment
Assess dance skills, rhythm, while learners are individually performing a dance.
8. **RECIPES FOR ARTS**

**Wax Crayons: How to make your own wax crayons**

*You will need:*  
- 14 coloured chalks (2 red, 2 green etc)  
- 1 candle (+ any old bits of wax from candle sticks)  
- 1 pot

1) Break up the candle into pieces and pull out the wick (string).  
2) Put the candle pieces in the pot.  
3) Heat the pot until the wax is melted.  
4) Take the pot off the heat, and put the chalks into the wax. They should bubble a little as they soak up the wax.  
5) After a few minutes take out the chalks and roll them on old paper (e.g. newspaper)  
6) Leave them to cool, then try out your wax crayons

**Play dough**

*You will need:*  
- 1 cup of flour or mealie meal  
- 1/2 cup of salt  
- 1 cup of water  
- 1 tablespoon (large) of oil  
- 1 teaspoon of baking powder  
- 1 pot  
- food colouring if you wish

1) Mix the salt, mealie meal/flour, and baking powder in the pot.  
2) Put a few drops of food colouring in the water.  
3) Make a hole in the middle of the flour/mealie meal mixture, and add the water little by little, stirring all the time.  
4) Stir in the oil.  
5) Cook the mixture, stirring and turning it, until the dough is cooked through.  
6) Leave it to cool and store in a plastic bag tightly sealed.  
7) Make little models.  
8) If the models are left out in the sun they will harden. For best results make the models not more than 2 cm thick.
**Paper Glue or Paste**

You will need:  
- 2 teaspoons of flour  
- 1 cup of water  
- boiling water

1) Put the flour in the cup.  
2) Pour in a little cold water and stir.  
3) Fill up the cup with boiling water.  
4) Stir the paste until it thickens.  

If it does not thicken, heat it up on a stove or fire and keep stirring.

Good for paper weaving, paper maché, and sand pictures.

The sticky white liquid of some plants makes a good glue, especially the plant that often grows around schools. Just break a piece off and use it like a glue stick.

**Paintbrushes and Printing**

*Mealie (corn) cobs:* What you have left when you've eaten the mealies makes a great 'brush' for printing and painting large areas. Experiment how to make some patterns.

*Twigs:* Experiment with the trees near your school to make a chew stick brush. Maybe the trees that people use to make toothbrushes will also make good paintbrushes. Just make sure learners don't try chewing any poisonous plants.

*Fingers:* Finger painting is great for Grade 2. Let them make pictures using different parts of their hands.

*Printing:* Lots of things can be used for printing. Try leaves, corks and shapes cut from polystyrene food containers (the white trays that vegetables and take-away food are packed in).
9. CARE FOR MATERIALS

1. Always cover the desks with some material, e.g. newspaper or plastic.
2. Wash paint brushes after use.
3. Store paint brushes with hair pointing upwards.
4. Leftover paint or glue stored in tins or bottles must be covered tightly to prevent it from drying.
5. Clean up the classroom after each lesson.

DISPLAYING LEARNERS’ WORK

At the end of each lesson or group of lessons, children’s work should be displayed either in the classroom or elsewhere around the school. Displaying work increases a learner’s self-esteem, shares ideas and promotes the subject.

Learners’ work may also be displayed near entrances, in halls and corridors. It can be on show continually throughout the year as well as for special occasions, e.g. prize-giving, parents’ meetings.
10. ASSESSMENT

Assessment in Lower Primary includes informal less structured and more structured continuous assessment, done during normal classroom activities. Continuous assessment is most important for following the learner's progress and giving feedback on an ongoing basis. The main purpose of assessment will be to obtain as reliable a picture as possible of learners’ progress and level of achievement in relation to the competencies. Assessment information will be used to:

- Inform the learner and her/his parents of progress and achievements
- Inform the teacher of problems in the learning process and guide compensatory teaching
- Evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each learner to improve the working atmosphere and achievements in the class.

A broad range of informal assessment procedures should be used in the Arts, for example practical tasks, observational techniques, informal questioning, discussion and peer assessments. Assessments must be related to the objectives for each topic and may include individual, pair and group activities, skills, ideas, processes, presentations and evaluation. The learners’ participation and involvement and their contributions to group work must also be taken into account.

The product of learning will be assessed as well as the process, but not with as much emphasis. In terms of including products in the assessment, teachers should not be the deciding factor. What is of primary importance is that the learner has gained from the experience and that part of such art experience plays a role in the development of the whole child. Assessment must also take into account the learners’ development. The level of competency of learners in similar tasks should increase grade by grade according to their level of developmental maturity.

In addition to ongoing informal less structured continuous assessment, there should also be more structured assessments.

Assessment Criteria

Assessment criteria are a set of guidelines that tells the teacher how to allocate marks to a learner according to the five-point scale. The teacher has to formulate these criteria her/himself, based on the basic competencies found in the syllabus. It may look something like this:

**Basic competency:** Explain their choice of media, materials and colours, and make pictures, pattern work, shapes, models or figures.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A learner who can explain choice of media and use it in an exceptional way to make a picture/figure</td>
<td>5</td>
</tr>
<tr>
<td>A learner who can explain choice of media and use it in a satisfactory way to make a picture/figure</td>
<td>4</td>
</tr>
<tr>
<td>A learner who can make a picture but cannot express his choice of material very well</td>
<td>3</td>
</tr>
<tr>
<td>A learner who can make a figure/picture, but cannot explain his/her choice of material</td>
<td>2</td>
</tr>
<tr>
<td>A learner who is unable to do any of the above</td>
<td>1</td>
</tr>
</tbody>
</table>
11. GLOSSARY OF TERMS

Domain: - area
Exploring: - finding out/examining
Creating - making/producing
Responding - replying, reacting
Communicating - understanding between 2 people conveying information or knowledge
Investigating - looking into something/to make a systematic examination or study
Manipulation - changing something to suit your purposes; to handle something
Percussion - the beating or striking of a musical instrument
Sequences - separate items or actions or sounds or events – joined together, placed in order
Voice-articulation - use of the voice in different ways to express distinctly; manner of articulating sounds
Improvisation - making up as it is performed; to make, devise, or provide without prior preparation
Exhibition - display
Repetition - to do more than once; present it again.
Salt-clay - a dough made of flour, salt and water that is used for modelling plaques (slabs) and small sculptures
Collage - artwork created by gluing bits of paper, fabric, scraps, photographs or other materials to a flat surface
Contrast - the use of opposites in close proximity, such as light and dark, rough and smooth, etc.
Concept - things like line, tone, texture, colour, pattern, shape, form and space
Mixed-media - the use of several different materials or techniques in one work of art
Plaster of Paris - a white powdery substance used for casts and moulds in the form of a quick-setting paste with water
Primary colours - red, yellow and blue – those colours that are the basis for mixing all other colours
Recycle - to use again
Secondary colours - orange (red and yellow), purple (blue and red) – those colours that are made by mixing pairs of primary colours
Structure - in the visual arts, a design or organisation of independent parts to form a co-ordinated whole.
Texture - the appearance and feel of a surface – rough, smooth, etc.
Value - the lightness or darkness of colours
Variation on a theme - within a work of art, a change in form, shape, detail or appearance that makes an object different from similar objects
Skills - a way of doing something, e.g. drawing, painting, sculpture, printing, collage and mixed media