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MINISTRY OF EDUCATION

LOWER PRIMARY PHASE

SYLLABUS GUIDE

ARTS

GRADES 1 - 4

2005

National Institute for Educational Development (NIED)

Ministry of Education

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Marianne Prinsloo
Edla Kaura
Elna Potgieter
Susan Alberts

Oshikoto Region
Otjozondjupa Region
Omusati Region
EO Lower Primary – NIED

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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 environmental 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:

PARTICIPATE	APPRECIATE	CREATE
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	<ul style="list-style-type: none">• 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	
<p>Section : _____ Grade : _____</p> <p>Theme : _____</p> <p>Materials needed: _____</p> <p>Learning Objectives :</p> <p>_____</p> <p>Basic Competencies: _____</p>	
Choose any of the listed activities and indicate under the relevant skills area:	
<p style="text-align: center;"><u>Visual Arts</u></p> <p>Colour, Shape, Texture, Pattern</p> <p><u>Activities:</u> Modelling (clay, wire, wool, string, waste)</p> <p><u>Skills:</u> Participating Creating Appreciating</p>	<p style="text-align: center;"><u>Music</u></p> <p><u>Activities:</u> Singing, Playing instruments</p> <p><u>Skills:</u> Participating Creating Appreciating</p>
<p style="text-align: center;"><u>Drama</u></p> <p><u>Activities:</u> Mime, Role-play and Character, Dramatise</p> <p><u>Skills:</u> Participating Creating Appreciating</p>	<p style="text-align: center;"><u>Dance</u></p> <p><u>Activities:</u> Given choreography, Improvised dance</p> <p><u>Skills:</u> Participating Creating Appreciating</p>



4. EXEMPLARS FOR GRADE ONE

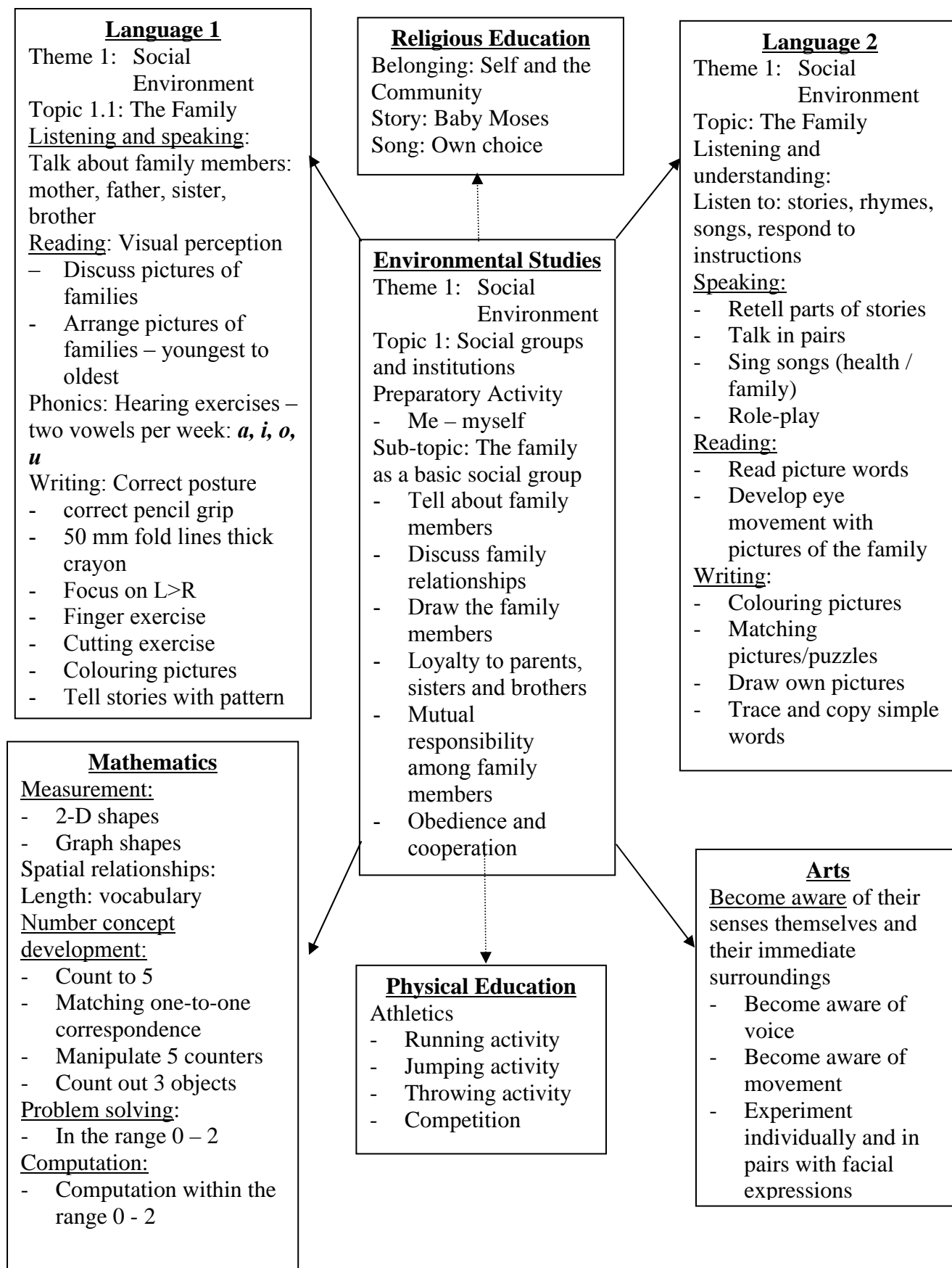
4.1 GRADE 1 YEAR PLAN

Environmental Studies Themes	Arts
Myself (1 week)	<ul style="list-style-type: none"> • Introductory phase • Become aware of their senses, themselves and their immediate surroundings
The family members (1 week)	<ul style="list-style-type: none"> • Introductory phase • Become aware of voices • Become aware of movement
Family relationships (1 week)	<ul style="list-style-type: none"> • Introductory phase • Experiment with patterns of sound in repetition
Social services as a health provider (3 weeks)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Participating: Individual involvement and group processes • Creating: Music: Singing • Develop a varied song repertoire • Learn to improvise melody
National symbols (2 weeks)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Creating: Visual art: Modelling pictures • Creating: Music: Playing • Observe and describe patterns in nature and man-made patterns
Personal health (2 weeks)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

Environmental Studies Themes	Arts
Personal safety in and around the house (2 weeks)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

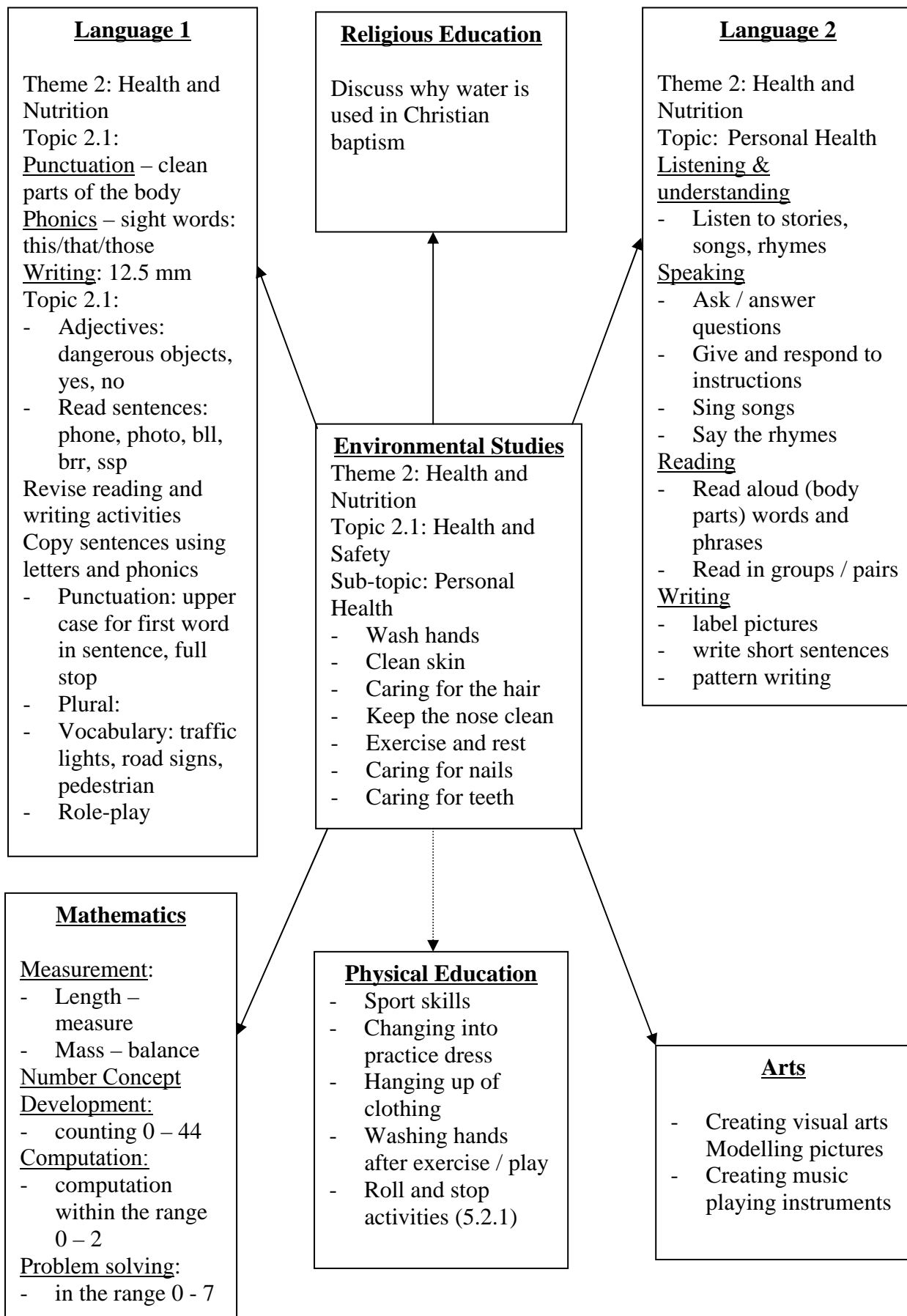
4.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1 :The Social Environment Grade: 1



Theme: 2
Health and Nutrition

Grade: 1



4.3 EXAMPLES OF LESSON PLANS

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.

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.

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 an 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

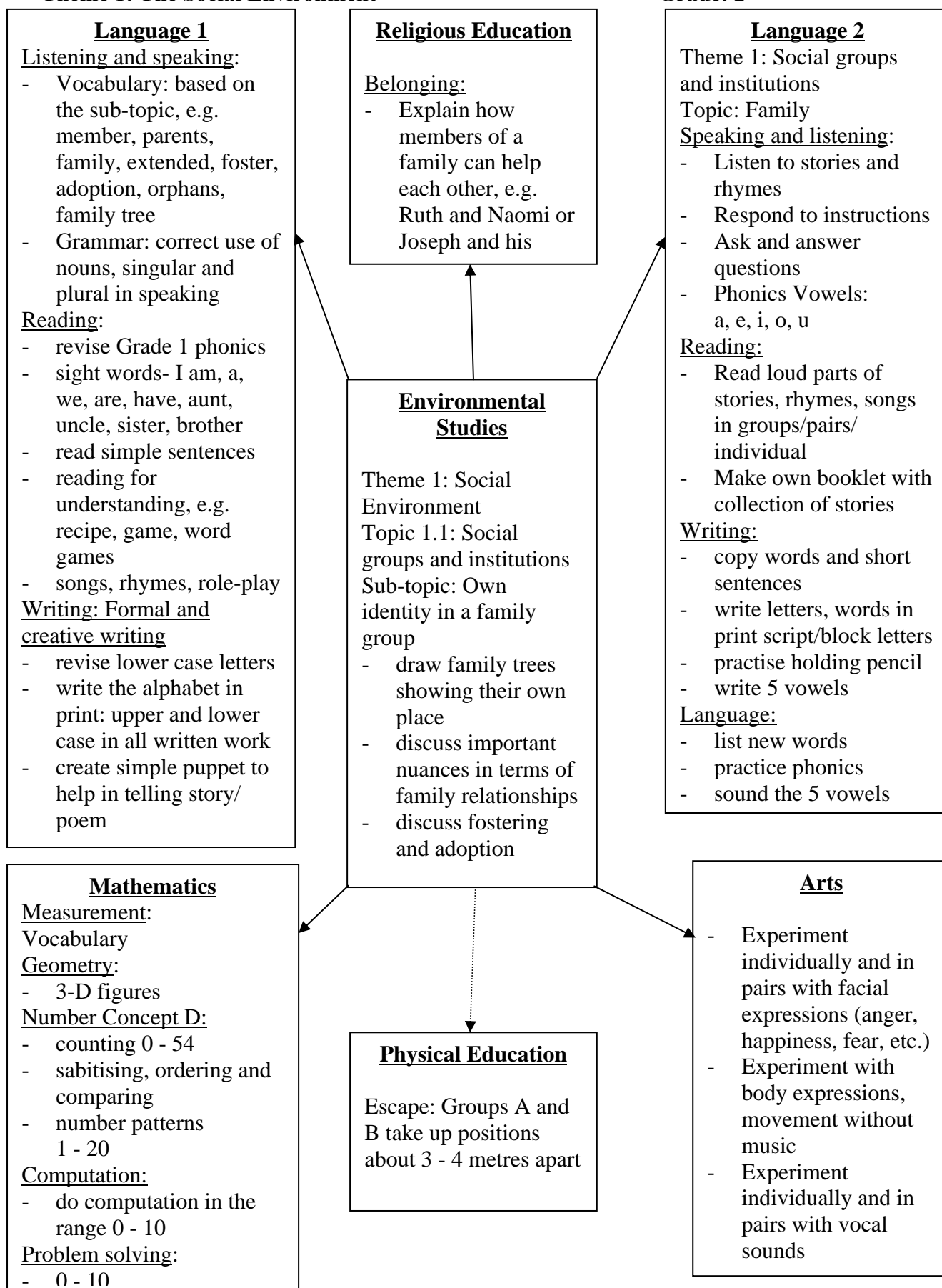
Environmental Studies Themes	Arts
Own identity and a family group (2 weeks)	<ul style="list-style-type: none"> • Introductory phase • Become aware of their senses, themselves and their immediate surroundings
Local social groups (2 weeks)	<ul style="list-style-type: none"> • Introductory phase • Become aware of voice • Become aware of movement • Experiment with patterns of sound in repetition
Local sources of help and service (2 weeks)	<ul style="list-style-type: none"> • Introductory phase • Experiment individually and in pairs with facial expressions • Experiment with body expression/movement with and without music
Local culture (2 weeks)	<ul style="list-style-type: none"> • Participating: Individual involvement in group processes • Develop personal and social skills • Develop a varied song repertoire • Learn to improvise melody
National culture (2 weeks)	<ul style="list-style-type: none"> • Creating: Music: Singing • Introductory phase: National Anthem • Learn the National Anthem
Traffic safety (2 weeks)	<ul style="list-style-type: none"> • Creating: Visual art: Colour, shape, texture, pattern • Experiment with primary and secondary colours with paints, crayons • Discover and recreate bright and soft/subdued colours in nature and in materials
Buildings (2 weeks)	<ul style="list-style-type: none"> • 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 a video
Transport and communications (2 weeks)	<ul style="list-style-type: none"> • Creating: Visual art: Modelling pictures • Creating: Music: Playing • Collect objects for modelling and construction • Discover and describe sounds made by strings, tubes, solid objects
Shops and markets (2 weeks)	<ul style="list-style-type: none"> • Creating: Music: Singing • Learn more challenging songs in terms of pitch, rhythm, tempo, dynamics and two-three part harmony
Personal hygiene (2 weeks)	<ul style="list-style-type: none"> • Creating: Music: Playing • Start with simple repetitive patterns using instruments or found materials • Complete a simple unfinished rhythmic pattern played by the teacher
The senses (2 weeks)	<ul style="list-style-type: none"> • Creating: Visual art: Modelling pictures • Make and present objects in different natural, recycled and found materials
Preparing food (1 week)	<ul style="list-style-type: none"> • Creating: Visual art: Modelling pictures • Observe and describe patterns in nature and man-made patterns

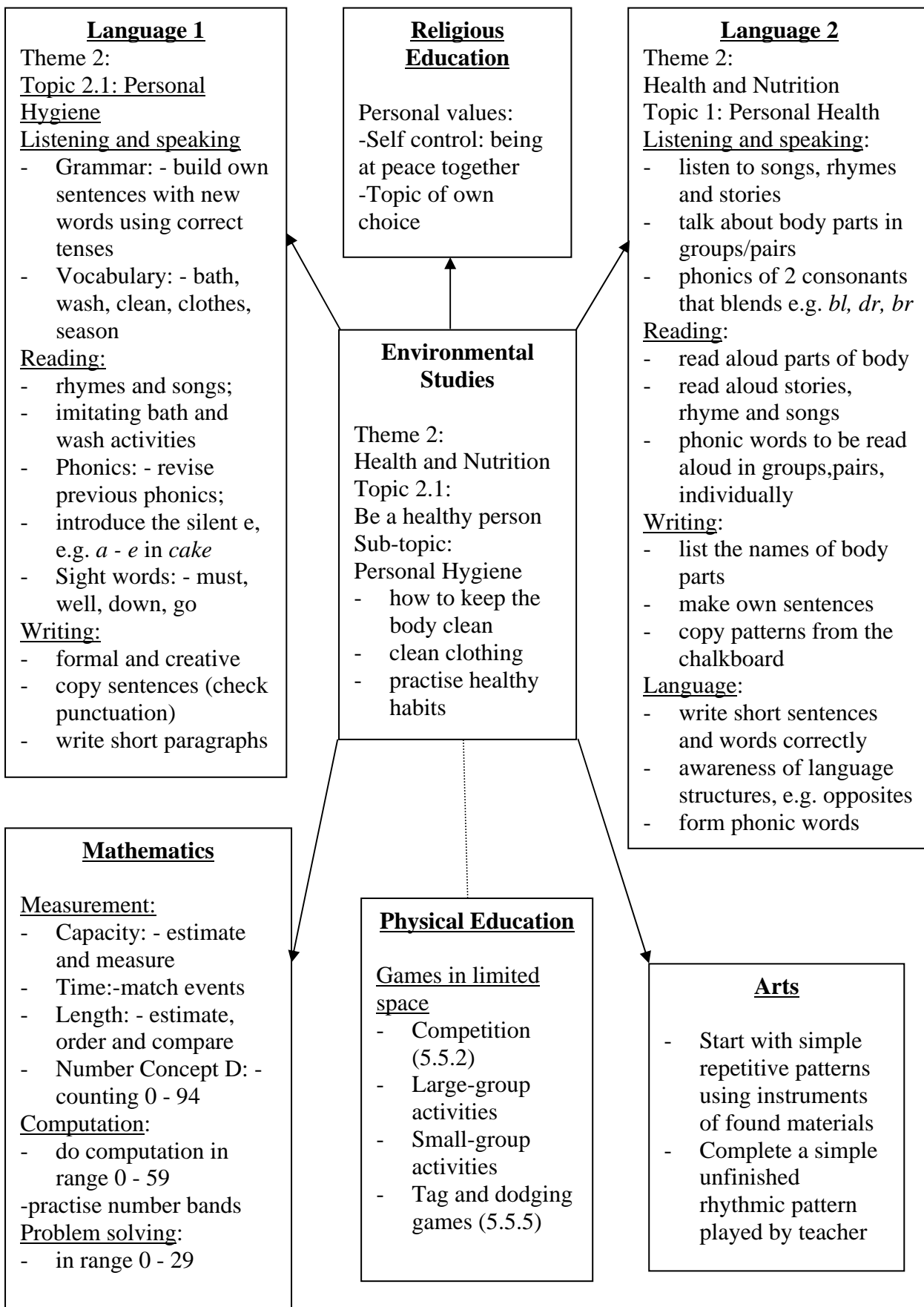
Environmental Studies Themes	Arts
Local food (1 week)	<ul style="list-style-type: none"> • Creating: Drama: Story • Experiment with voice, volume, pitch, tempo • Dramatise characters, situations and stories and improvise plays using puppets
Basic characteristics of plants (2 weeks)	<ul style="list-style-type: none"> • 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 • Imagine, describe and play characters and their roles in different situations
Spread of seeds (2 weeks)	<ul style="list-style-type: none"> • Creating: Visual art: Pictures • Dance: Improvised dance • Practise making paintings, drawings, prints, combining techniques or using different techniques • Participate in musical song games, rhythmic skipping, walking
Germination (plants) (2 weeks)	<ul style="list-style-type: none"> • Creating: Visual art: Pictures • Drama: Mime • Experiment to create pictures using different materials and processes • Participate in mirror and mime games
Animals as part of the food chain (4 weeks)	<ul style="list-style-type: none"> • Creating: Visual Art: Pictures • Dance: Improvised dance • Experiment with materials surrounding them • Improvise increasingly challenging movement sequences to music • Improvise a short dance, drama of a story • Experiment with shapes and patterns of artefacts and objects from nature • Develop and understanding of their responses o t art and how to communicate them positively
Seasons (1 week)	<ul style="list-style-type: none"> • Creating: Drama: Role and character story • Present group-planned mime, role-plays, dramatisations and puppet theatre
Water – the most important resource of all (2 weeks)	<ul style="list-style-type: none"> • Creating: Visual art: Modelling pictures • Dance: Improvised dance • Explain their choices of media, materials and colours and make pictures and models • Communicate his/her interpretation of and response to others’ artistic expression

5.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

Grade: 2





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 from 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

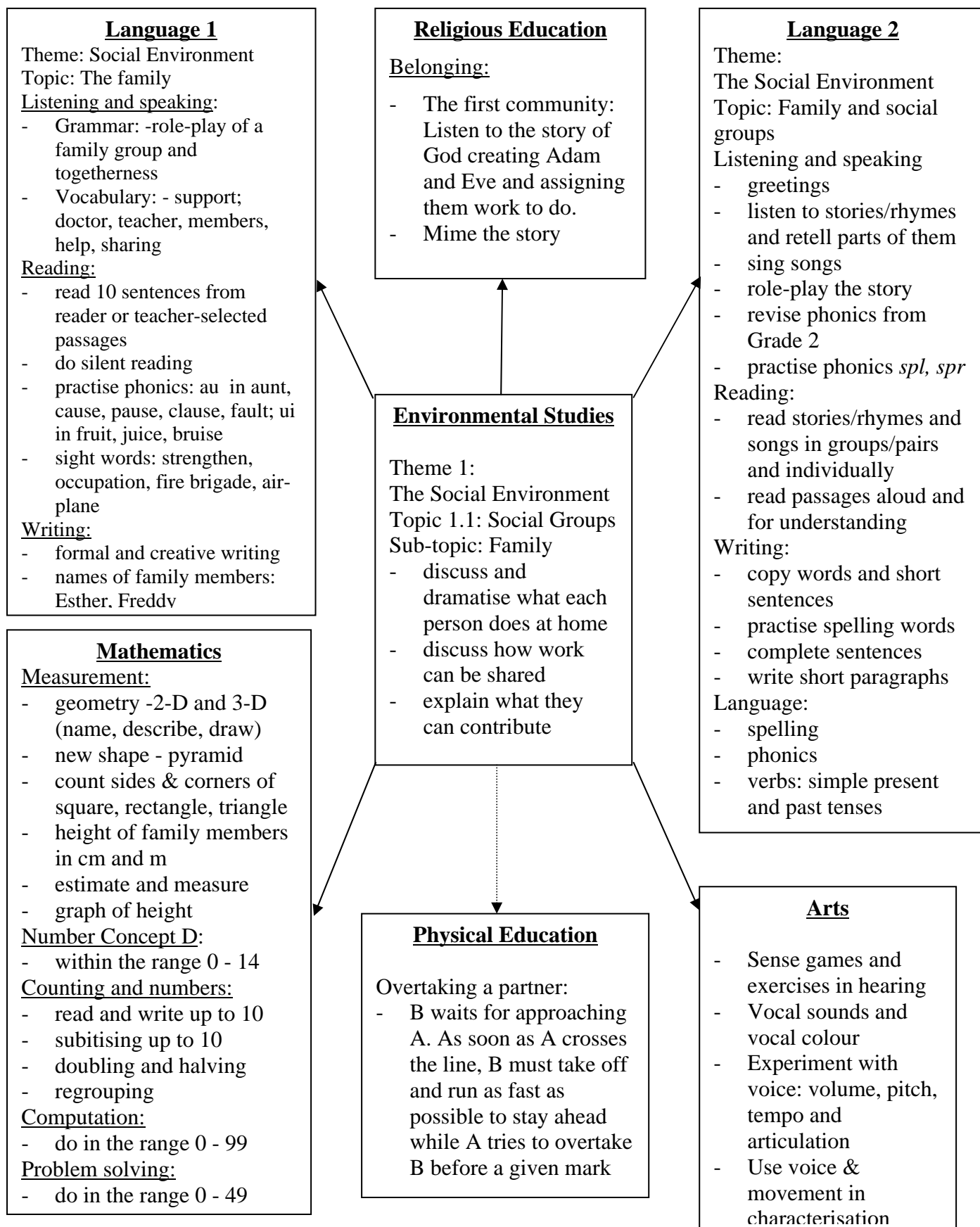
Environmental Studies Themes	Arts
Family (2 weeks)	<ul style="list-style-type: none"> • Participate freely in sense training and exercises • Sense games and exercises in hearing and touching to identify sounds • Become aware of their senses, themselves and their immediate surroundings by means of their senses
Other social groups (1 week)	<ul style="list-style-type: none"> • Participate freely in sense training and exercises • Sense games and exercises in sight, smell and taste
Social service providers (1 week)	<ul style="list-style-type: none"> • Participate freely in sense training and exercise • Become aware of movement and gesture
Cultural diversity (1 week)	<ul style="list-style-type: none"> • Participate freely in sense training and exercises • Become aware of the possibilities of voice
National culture (1 week)	<ul style="list-style-type: none"> • Sing the National Anthem from memory • Become aware of the possibilities of voice
Public holidays (2 weeks)	<ul style="list-style-type: none"> • Sing the National Anthem from memory • Co-operate in a group, respecting the needs of others • Develop personal and social skills
Traffic safety (2 weeks)	<ul style="list-style-type: none"> • Co-operate in a group, respecting the needs of others • Discover the potential of colour with crayons • Discover bright and soft/subdued colours in nature
Transport and communications (2 weeks)	<ul style="list-style-type: none"> • Explain their choices of materials and make pictures • Develop skills in creating patterns • Experiment with shapes
Housing before and now (1 week)	<ul style="list-style-type: none"> • Explain and make pattern work • Develop skills in creating patterns
Our resources (1 week)	<ul style="list-style-type: none"> • Explain their choices of media and colours and model figures • Develop modelling skills
Crafts and factories (1 week)	<ul style="list-style-type: none"> • Create their own pictures using a variety of materials • Develop pictorial skills
Economic activities and entrepreneurship (1 week)	<ul style="list-style-type: none"> • Explain their choices of media and colours and make models of figures • Develop modelling skills
Infectious diseases (2 weeks)	<ul style="list-style-type: none"> • Create their own pictures using a variety of materials and explain to others what they mean and how they were made • Develop pictorial skills
HIV and AIDS (2 weeks)	<ul style="list-style-type: none"> • Keep rhythm and tempo • Learn to improvise melody • Develop a varied song repertoire
Food storage and preparation (2 weeks)	<ul style="list-style-type: none"> • Keep tempo and pitch • Singing in a conducted group • Learn to improvise melody
Food in Namibia (2 weeks)	<ul style="list-style-type: none"> • Play instruments • Develop percussion skills • Learn to improvise rhythm

Environmental Studies Themes	Arts
Growth of plants (2 weeks)	<ul style="list-style-type: none"> • Play instruments in a conducted group, keeping rhythm • Learn to play and accompany as an ensemble
Identification of plants (2 weeks)	<ul style="list-style-type: none"> • Present group-planned mime and role-plays • Develop physical expressiveness
Animals and their habitat (2 weeks)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Present group-planned dramatisations • Develop the ability to plan and act out a role-play
Clean water (2 weeks)	<ul style="list-style-type: none"> • 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

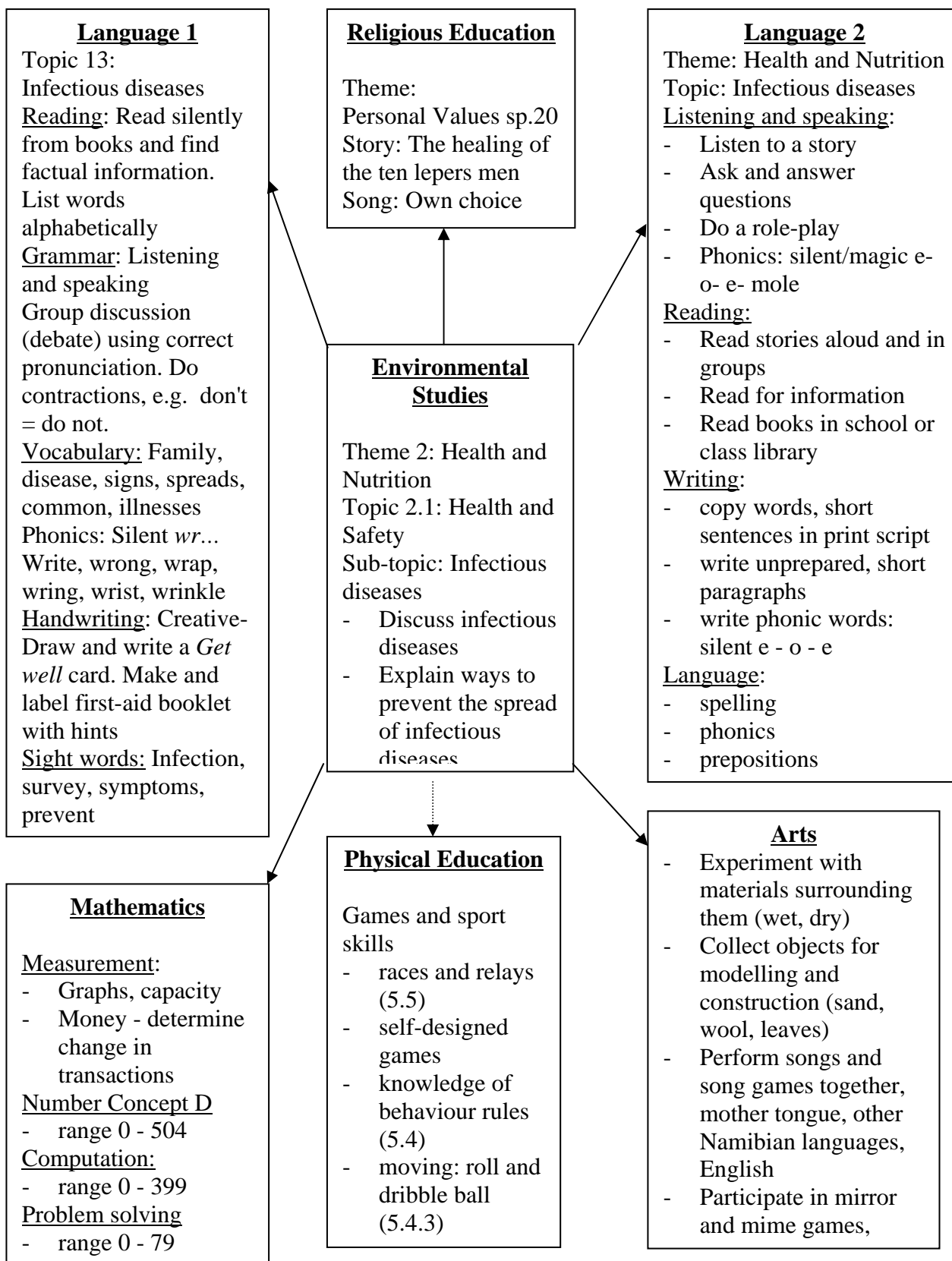
Grade: 3



Theme 2: Health and Nutrition

Date / Week: 2 weeks

Grade: 3



6.3. EXAMPLES OF LESSON PLANS

Example Lesson 1: Grade 3

Theme 1: The Social Environment

Topic: Introductory Phase

Materials: Copy of National Anthem

Learning Objectives: Develop a varied song repertoire

Basic Competencies: Keep rhythm, tempo and pitch, singing in a conducted group

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 – Grade3

- 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

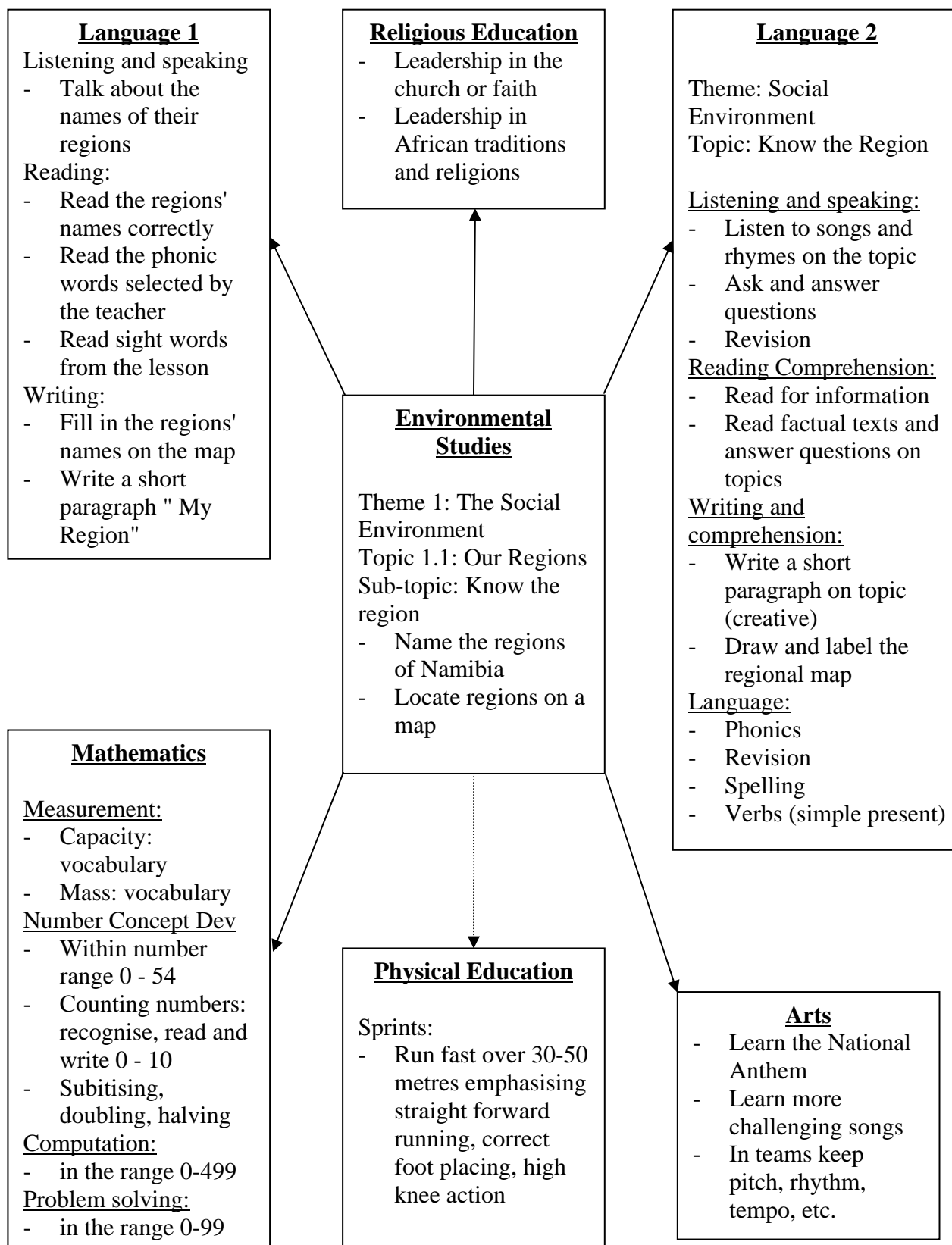
Environmental Studies Themes	Arts
Know the Regions (2 weeks)	<ul style="list-style-type: none"> • Sing the National Anthem from memory • Become aware of the possibilities of voice • Communicate his/her interpretation of and response to others' artistic expression, with an appreciative attitude
Peoples of our region (1 week)	<ul style="list-style-type: none"> • Participate freely in sense training and exercises
Our family life (1 week)	<ul style="list-style-type: none"> • Co-operate in a group, respecting the needs of others • Become aware of the possibilities of voice
The culture of our region (1 week)	<ul style="list-style-type: none"> • Sing the National Anthem from memory • Become aware of the possibilities of voice
Historic places and famous people (1 week)	<ul style="list-style-type: none"> • Co-operate in a group, respecting the needs of others
Means of transport (1 week)	<ul style="list-style-type: none"> • Explain their choices of media, materials and colours and make pattern work
Communications (1 week)	<ul style="list-style-type: none"> • Co-operate in a group, respecting the needs of others • Develop personal and social skills
Current events (1 week)	<ul style="list-style-type: none"> • Play instruments in a conducted group, keeping rhythm • Learn to improvise rhythm
How early people lived (1 week)	<ul style="list-style-type: none"> • Present group-planned mime and role-plays • Develop physical expressiveness
Farming, fishing and mining (1 week)	<ul style="list-style-type: none"> • Present group-planned dramatisations with characterisation and structure
Entrepreneurship (1 week)	<ul style="list-style-type: none"> • Present group-planned puppet theatre with characterisation and structure
Social groups (1 week)	<ul style="list-style-type: none"> • Develop an awareness of how story (plot) features in a drama
How our Region is governed (1 week)	<ul style="list-style-type: none"> • Develop awareness of how puppets reinforce expression
Security and social services (1 week)	<ul style="list-style-type: none"> • Learn to play and accompany as an ensemble
Location and physical features (1 week)	<ul style="list-style-type: none"> • Develop the ability to plan and act out a role-play
Weather, plants and animals (1 week)	<ul style="list-style-type: none"> • Present set choreographed and improvised dances in a group
Our settlements (1 week)	<ul style="list-style-type: none"> • Keep rhythm, tempo and pitch, singing in a conducted group
Our population distribution (1 week)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Participate freely in sense training and exercises • Become aware of movement and gesture
Growing up (1 week)	<ul style="list-style-type: none"> • Co-operate in a group, respecting the needs of others

Environmental Studies Themes	Arts
Myself (1 week)	<ul style="list-style-type: none"> • Develop personal and social skills
HIV and AIDS (1 week)	<ul style="list-style-type: none"> • Explain their choices of media and colours and make models or figures
Good nutrition (1 week)	<ul style="list-style-type: none"> • Develop modelling skills
Living and Non-living things (1 week)	<ul style="list-style-type: none"> • Discover the potential of colour, shape, texture and pattern
The needs of living things (1 week)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Keep the rhythm, tempo and pitch, singing in a conducted group
Plants as source of food and raw materials (1 week)	<ul style="list-style-type: none"> • Play instruments in a conducted group, keeping rhythm
Animals as living things (1 week)	<ul style="list-style-type: none"> • Present group-planned mime
Materials (1 week)	<ul style="list-style-type: none"> • Present group-planned role-plays with characterisation and structure
Water, soils (2 weeks)	<ul style="list-style-type: none"> • Develop an awareness of story structure and drama • Develop awareness of how puppets reinforce expression
Light, sound (2 weeks)	<ul style="list-style-type: none"> • Present set-choreographed and improvised dances in a group, with increasing variation and challenge
A healthy environment (1 week)	<ul style="list-style-type: none"> • Communicate her/his interpretation of and response to other's artistic expression, with an appreciative attitude
Plant and animal conservation (1 week)	<ul style="list-style-type: none"> • Develop dance skills in rhythm, expressiveness and • co-ordination with others

7.2 EXAMPLES OF THEMATIC SCHEMES OF WORK

Theme 1: The Social Environment

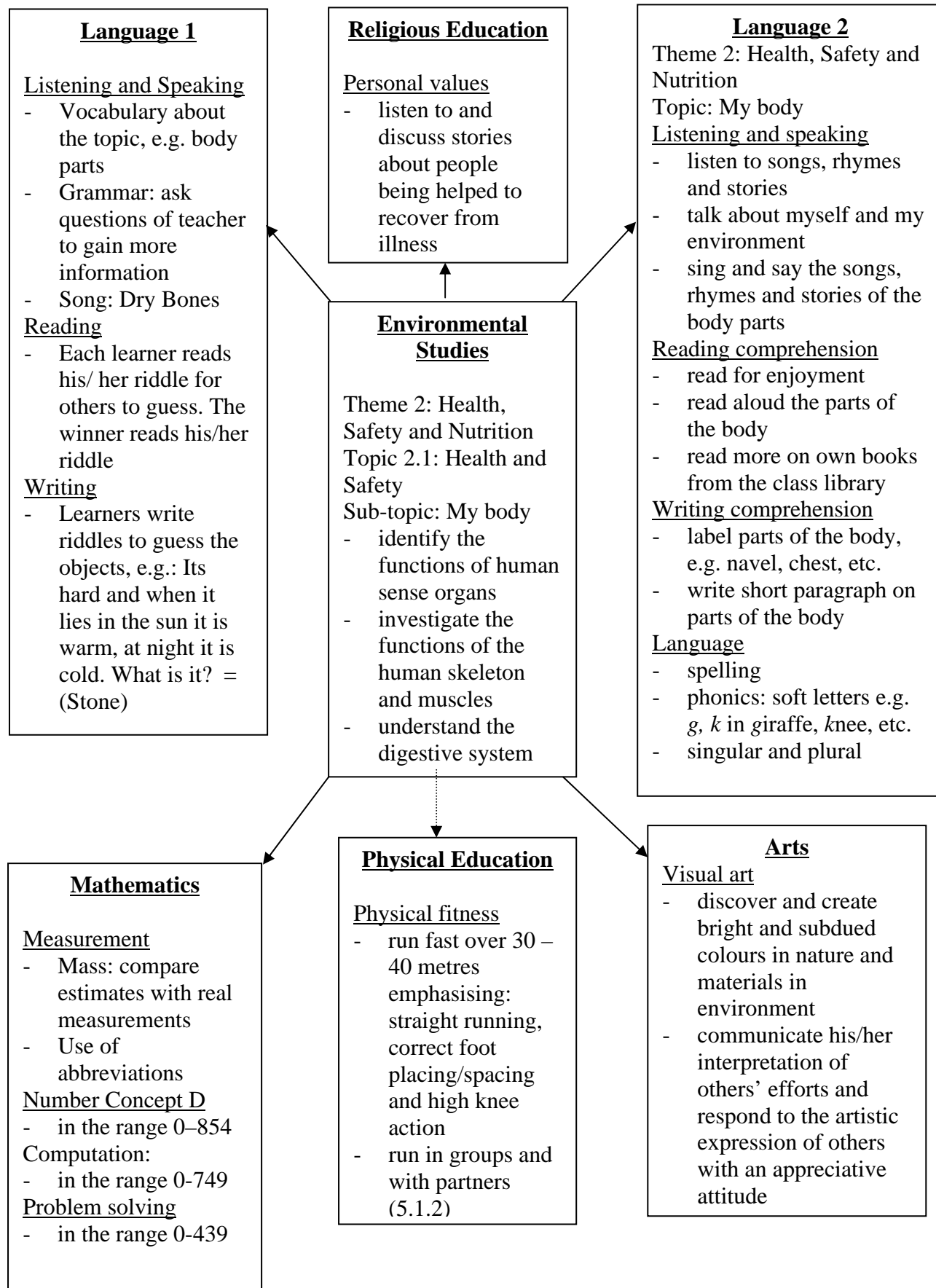
Grade: 4



Theme 2: Health Safety and Nutrition

Date / Week: 1 week

Grade: 4



7.3 EXAMPLES OF LESSON PLANS

Example Lesson 1: Grade 4

Theme 1: The Social Environment Topic: National Anthem Different songs Theme: Introductory Phase Need: National Anthem; Paper; Songs, Tape recorder Reference: Syllabus 7 and 10 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: <ul style="list-style-type: none">• 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

Theme 2: Health and Nutrition Topic: Creating Theme: Visual arts & modelling pictures 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-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 o 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 (2red, 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 2cm 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.

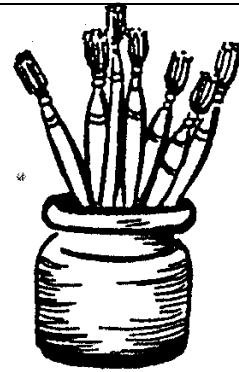
Twigs: Experiment with the trees near your school to make a chew stick brush. Maybe the trees that people use to make toothbrushes will also make good paintbrushes. Just make sure learners don't try chewing any poisonous plants.

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.

CRITERIA	MARK
A learner who can explain choice of media and use it in an exceptional way to make a picture/figure	5
A learner who can explain choice of media and use it in a satisfactory way to make a picture/figure	4
A learner who can make a picture but cannot express his choice of material very well	3
A learner who can make a figure/picture, but cannot explain his/her choice of material	2
A learner who is unable to do any of the above	1

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