THE REPUBLIC OF UGANDA

Ministry of Education and Sports

Primary School Curriculum

Primary 5 Curriculum

Set Two: Creative Arts and Physical Education

National Curriculum Development Centre

August 2009

PRIMARY FIVE

TEACHING SYLLABUS



National Curriculum Development Centre

NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC) UGANDA 2009

COPYRIGHT © NCDC, 2009.

P.O BOX 7002, KYAMBOGO, KAMPALA
KAMPALA- UGANDA
URL. www.ncdc.go.ug

ALL rights reserved. No part of this syllabus should be reproduced stored in a retrieval system or transmitted in any form by any means electronic, mechanical, photocopying, recording or otherwise without the permission of the authors and publisher. No patent liability is assumed with respect to the use of the information contained herein.

ISBN 978-9970-117-

Published by:
National Curriculum Development Centre
Designed by ……

Table of Contents

Subject	Page
Acknowledgement	ii
Foreword	iii
Introduction	iv
National Aims of Education	iv
Aims & Objectives of Education in Uganda	iv
Rationale	v
Structure of the Curriculum	v
What the Review Addressed	vi
Period Allocation	vi
Primary Five Sample Time-table	vii
General methodology	vii
Assessment guidelines	vii
1. CAPE 1(Music) ……	1
2. CAPE 2 (Physical Education) ……	57
3. CAPE 3 (Art and Technology) ……	95

ACKNOWLEDGEMENT

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this P.4 Curriculum.

Our gratitude goes to the Curriculum Task Force of the Ministry of Education and Sports for overseeing and taking timely decisions whenever necessary. Our thanks also go to partners in education who provided the professional information and technical assistance and guidance to enable us come up with syllabuses in the seven subjects.

Our gratitude is also extended to our members of the various subject panels who worked tirelessly to ensure the various curriculum materials are ready within time.

Lastly but not least, we would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on the various syllabi.

The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in the publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or E-mail admin@ncdc.go.ug or www.ncdc.go.ug.

Connie Kateeba
DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE

FOREWORD

The quality of education in a country is a major factor in its socio-economic development. Conscious of this fact, the Government of Uganda embarked on curriculum reviews intended to improve upon the education system at all levels. These reviews are guided by the Government Consultancy Report of 2005 which was done in light of and inspired by the measures government took earlier on:

- Government Report on Education Policy Review Commission (1989 Chaired by Kajubi);
- Government White Paper on the implementation of the recommendations of the report of the Education Policy Commission 1992
- Bazil Kiwanuka Report of the Curriculum Taskforce of 1993
- Implementation of UPE to increase accessibility without compromising quality, relevance and equity.

The Ministry of Education and Sports through NCDC has handled the review in three main phases namely:

- P1-3 Thematic Curriculum
- P4 the Transition year
- P5-7 the upper primary curriculum review.

At each level of review there were specific focuses. At P1-3 it was focused on development of literacy, numeracy, life skills and values. At P4 the focus was on addressing the transition and consolidating the achievements of thematic. While in Upper Primary (P5-7) the focus was to consolidate the language development and prepare learners for post primary education.

A curriculum of this kind is a guide to our development and is concerned with achievement of goals through a systematic coverage of content during the teaching/learning process in a given situation. This therefore makes it important in our educational system.

For this, I call upon all stakeholders to participate effectively in the implementation of this curriculum and the enhancement of quality education in schools by playing their roles efficiently.

Hon. Namirembe Bitamazire (MP)

MINISTER OF EDUCATION AND SPORTS

1.0 Introduction

This Primary Five Curriculum was developed after the Thematic Curriculum and the P4 Transition Curriculum based on subjects. It was designed to address overflows from earlier classes, content overload and unnecessary overlaps of topics. The P5 Curriculum is presented in two sets of documents. Set One comprises of English, Integrated Science, Local Language, Mathematics and Religious Education (Christian Religious Education & Islamic Religious Education while Set Two comprises of Creative Arts and Physical Education.

This is Set Two Curriculum. This Curriculum is intended to address the following national aims of education in general and the aims and objectives of primary education in particular as outlined in the Government White Paper on the Education Policy Review Commission Report (1992):

2.0 The National Aims of Education

(a) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence;
(b) To inculcate moral, ethical and spiritual values in the individual and to develop self discipline, integrity, tolerance and human fellowship.
(c) To inculcate into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.
(d) To promote scientific, technical and cultural knowledge, skills and attitudes needed to enhance individual and national development.
(e) To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development; for better health, nutrition and family life, and the capacity for continued learning; and
(f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

3.0 Aims and Objectives of Primary Education in Uganda

At the Primary education level, the national aims of education can be translated to include the following aims and objectives:

1. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English.
2. To develop and maintain sound mental and physical health.
3. To instill the value of living and working cooperatively with other people and caring for others in the community.
4. To develop cultural, moral and spiritual values of life.
5. To inculcate an understanding of and appreciation, for, the protection and utilization of the natural environment using scientific and technological knowledge.

6. To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities and an appreciation of the need to participate actively in civic matters.
7. To develop the pre-requisite for continuing education and development.
8. To develop adequate practical skills for making a living.
9. To develop appreciation for the dignity of work and for making a living by one's honest effort.
10. To develop the ability to use the problem-solving approach in various life situations; and
11. To develop discipline and good manners.

4.0 Rationale

At P5, the curriculum takes into account the fact that:
At P1- P3, the emphasis had been development of literacy and numeracy, life skills, values and attitude.

- In P4 the transition year learners were introduced to subject based learning, using English as the medium of instruction.

- P4 learning consolidated the achievements of P1 - P3 learning.

This P5 curriculum is meant to further consolidate the achievements of the earlier classes. Each subject has stated learning outcomes for each topic; content and language competences. It is also intended to provide the learners with basic knowledge in the various subjects, skills, attitudes, practices and values important for learners of P5 to prepare them for:

- Secondary education.
- The world of work.
- Scientific and technical application of knowledge.
- Life skills.

5.0 Structure of the Curriculum

5.1 Subjects in P5 Curriculum

The Primary Five Curriculum consists of the following subjects:

1. English
2. Mathematics
3. Social Studies
4. Integrated Science
5. Local Language
6. CAPE 1 – Music, Dance and Drama

7. CAPE 2 – Physical Education
8. CAPE 3 – Art & Technology
9. Religious Education:
   - Christian Religious Education
   - Islamic Religious Education

5.2 What the Review Addressed

Basically there has been minimal change of topics in all the subjects of P5 curriculum. There will be no need for change in instructional materials. There are few topics shifting without much change in content apart from making content presentations simple and light for learners of P5. In each subject a matrix indicating how topics have shifted has been included. Such matrix display how overflows from earlier classes, overlaps, overtones, and unnecessary repetition have been addressed.
Language competences have been expressed in each topic of every subject. Teachers will be required to pay attention to these.

5.3 Period Allocation

Subject	**Periods**			
	P4	P5	P6	P7
English	6	6	6	6
Mathematics	6	6	6	6
SST	5	5	5	5
R.E.	3	3	3	3
Integrated Science	6	6	6	6
LL	3	3	3	3
CAPE 1 – MDD	2	2	2	2
2 - P.E	3	3	3	3
3 - Art & Technology	4	4	4	4
Library Reading	2	2	2	2
Totals	**40**	**40**	**40**	**40**

5.3 Primary Five Sample Time-table

Each lesson/period in P5 shall take a duration of 40 minutes. It is suggested that practical subjects be given at least one double lesson to give adequate time to practice the new skills.

Day	8.00-8.30	8.30-9.10	9.10–9.50	9.50-10.30	10.30-11.00	11.00-11.40	11.40-12.20	12.20-01.00	01.00-02.10	02.10-02.50	02.50-03.30	03.30-04.30	04.30-05.00
Mon	MORNING ASSEMBLY	*MTC*	*ENG*	*$CAPE_2$*	BREAK	*ENG*		*LIB*	LUNCH BREAK	*RE*	*$CAPE_1$*	GAMES	EVENING ASSEMBLY
Tue		*RE*	*MTC*	*SST*		*ENG*	*$CAPE_3$*			*SST*	*LL*		
Wed		*ENG*	*SCE*	*$CAPE_2$*		*SST*	*LIB*	*LL*		*$CAPE_1$*	*ENG*		
Thur		*MTC*	*SST*	*MTC*		*LL*	*SCE*	*RE*		*SCE*			
Fri		*SCE*		*$CAPE_2$*		*MATHS*		*SST*		*$CAPE_3$*			

CAPE *Creative Arts & Physical Education*
SCE *Integrated Science with Agriculture*
RE *Religious Education*
LIB *Library*
ENG *English*
SST *Social Studies*
MTC *Maths*
LL *Local Language*

6.0 General Methodology

Learners of P5 are expected to have developed sufficient basic literacy skills both in local languages and English. In each syllabus, development of content and concepts has been arranged in a progressive manner according to the learners' interests, progress and ability. The teacher is expected to enhance learning through the most effective learner-centred activities. The teacher will be expected to facilitate learning as the learners do the activity based learning.

In each subject, the methods a teacher chooses to use should be those which contribute towards the achievements of the competences, learning outcomes and eventually lead to the achievements of the aims and objectives of Primary Education stated above. At Primary Five the methods used should prepare learners for effective participation in further study of the topics in upper classes and eventually in secondary level.

7.0 Assessment Guidelines

In principle, continuous assessment is recommended in each subject. The assessment shall be based on the summarized competences suggested in each subject. The teacher is expected to manage the records of learners' results on the activities they do as learning progresses.

Like in the earlier classes, the guidelines have been provided in each subject to guide the teacher carry out, manage, keep records and utilize assessment results at various stages of learning. Records shall be kept on each individual learner, class progress and end of term performance. The teacher is encouraged to record those innovative products of learners that may not have been planned but are indicators of positive progress of a learner. The teacher is reminded that learners of P5 are already anxious about PLE and therefore need to be prepared for it. There should be regulator pen and paper assessments reflecting what is similar to PLE situations.

Creative Arts
CAPE 1/ MDD

Background

1.1 Introduction

The government of Uganda is making effort to transform the education system from producing job seekers to job creators. This is reflected in one of the broad aims of education endorsed by the Government White Paper of 1992, which is to eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development. This is aimed at improving health, nutrition and family life.

The White Paper on aims and objectives of primary education further endorsed the objective: To develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner.

1.2 Time Allocation

The time allocated for Creative arts CAPE 1 (MDD) is two periods of 40 minutes each per week. During that time, the teacher is expected to handle aural, theory and practical – African and Western, using the eclectic approach. However, in the case of learners with special education needs, there may be adjustments depending on the type and level of the need. Detailed explanation can be found in the supplementary guide on SNE.

1.3 Rationale

The introduction of Creative Arts into the Primary School Curriculum is one of the strategies to equip learners with artistic skills at an early age. Creative Arts are a practical as well as aesthetic subject comprising of the following aspects:

- Singing/signing.
- Dance.
- Reading and Writing.
- Instrumental work.
- Listening.
- Drama.

The Creative Arts curriculum will enable learners to perform Music, Dance and Drama as a means of gainful employment and therapeutic attainments. Using the knowledge and skills acquired, the learners will be able to impact the community in which they live and also to improve on their emotional nourishment for the case of learners with special educational needs.

Music is necessary for Aesthetic (*beauty)* sensitivity, encouraging teamwork among learners, developing character, emotions release, social and group adjustments etc. "*When man seeks something higher than existence, he turns to reflective activity such as the arts represent. Music and other aesthetic experiences are necessary if man is to reach his full stature; he is not fully human without them".*

Hoffer R. Charles 1969. Teaching music in the secondary schools, *page13.*

3.0 Learning Outcomes

3.1 General Learning Outcomes

- Demonstrate skills of identifying and promoting economic activities in the society.
- Appreciate beauty; create artifacts and express oneself through art, feelings and independence.
- Take nutritional care of oneself and other people.
- Identify and plan ways of earning and using money.
- Share with and take care of other people's feelings, interests, abilities and contributions in group activities.
- Demonstrate a sense of leadership and teamwork in a variety of situations.
- Identify dangers in the environment and take appropriate precautions.
- Enhance motor skills.

3.2 P5 Learning Outcomes

- Identify and promote economic activities within and around the school.
- Appreciate and produce works of art.
- Appreciates the value of other people's Music knowledge, abilities and contributions.
- Identify ways of earning and using money.
- Use the environment appropriately.

4.0 Methodology

To ensure effective teaching and learning of Creative Arts, appropriate methodologies and techniques have been suggested in the syllabus.

- Eclectic approach: This will involve the use of a song item to teach and learn all the six aspects at ago. Three set songs have been provided for each of the three terms.
- Analysis of written and recorded music.
- Practicing how to perform music.

Methods and Techniques:

Below are the methods of teaching which can be applied:

- Discussion.
- Rote.
- Discovery.
- Experimentation.
- Practice.
- Role play.
- Problem solving.
- Project work.
- Field visits.
- Exhibition.
- Use of resource persons.
- Tactile (sense of touch).

4.2 Life skills

Critical thinking.
Decision-making.
Clear communication.
Coping with stress.
Empathy.
Appreciation.
Assertiveness.
Respect.
Self-reliance.
Togetherness.
Problem solving.
Patience.
Turn taking.

4.3 Instructional Materials

Learning is best achieved by doing. To achieve this, appropriate instructional materials should be availed. The teacher should be able to locate and collect instructional materials from the environment. The teacher is also encouraged to make some of the instructional materials. Where appropriate, learners should be involved in this exercise especially in drama and African music. Suitable storage space should be provided for the materials. Alternative instructional materials should be prepared for learners with special needs who may not benefit from the commonly used ones. For instance, learners with hearing impairment (moderate and severe) may not benefit from the radio but percussion instruments can work better for them.

Instructional materials can be classified in various categories:

- Reference books: These may include the syllabi, teachers guide, pupil's textbook and various textbooks of the subject components.
- Scholastic materials: Music manuscript papers, charts, pencils, markers, pins, tapes/CDs, brail materials.
- Local materials: These can be collected locally from the environment.
- Artificial materials: These can be purchased from shops.
- Equipment and tools: These may be made locally or purchased from shops; radios brushes, pallets, farm tools and implements, carpentry tools, leather work tools, tailoring tools, Audio visual devices, etc.

5.0 Assessment

Assessment will be in aural, practical and theory.

NOTE:

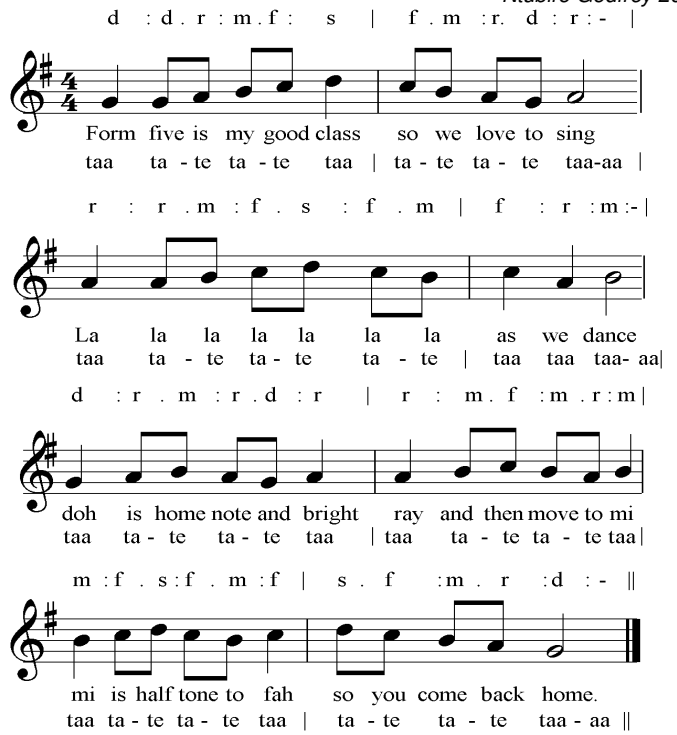
- Learners previously identified to be having special needs of any kind, should be re-assessed to determine their functional abilities (how much do they hear, do, see or/and understand) then the academic assessment can follow in accordance to their optimum ability.

- In all areas of Western Music, the basic beat is a quarter note or crotchet.

TERM I

TOPIC 1: Singing and Rhythm **Duration**: **3 Periods**.

This topic has the same aims and continues on the same lines as was done in P.4. The learner will practice reading, writing and listening to rhythm derived from a song e.g., "Form five is my good class". In this topic, the song introduces a new rhythm note (taa-aa). You will continue to give the learner more experiences in writing and listening to rhythm. You will again use the aspects of creative arts like singing, listening, reading and writing to strengthen the learner's comprehension of rhythm.

Learning Outcome: Appreciates and interprets rhythm in music.			
Life skills and values: appreciation, assertiveness, creative thinking, problem solving, Self-esteem, critical analysis.			
Subject Competences	**Language competences (In English)**	**Content**	**Suggested Activities**
The learner: • Sings the song '"Form five is my good class". • Moves according to the rhythm of the song appropriately. • Identifies the French rhythm names of the song. • Matches the staff rhythm symbols to the French rhythms. • Listens and interprets dictated eight beat melodies.	The learner reads and writes the following words using proper sentences Form. Tone. Half tone. Bright. Dance. Move. Home note. System.	Rhythm in songs e.g. "Form five is my good class" *Ntubiro Godfrey 2009*  	• Reciting the poem *(of the song*) keeping the rhythm. • Writing the rhythm to French names. • Writing staff rhythms. • Writing the words of the song. • Listening and interpreting dictated rhythms.

Resources: drums, beaters, voice, desks, charts, word cards, sentence cards, resource persons.

Guidance to the Teacher

Guide the learner to:

- Sing any familiar song to words, sol-fa and French rhythm names.
- Recite the poem of the song **Form five is my good class** displayed on a chart.
- Sing the song **Form five is my good class** to words and then French rhythm names.
  You will refer to the procedure of teaching a new song done in p4 term one.
- Clap the beats of the song **Form five is my good class**
- Clap while saying the French names of the song.
- Attempt the exercise below in groups or individually by:
  - Saying French rhythm names.
  - Clapping/playing the rhythms.
  - Clapping while saying the French names.
  - Writing French rhythm names to the staff rhythms.

i. 

ii. 

iii. 

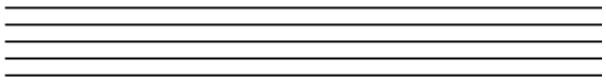
You may compose more rhythm passages. In case 8 beats pose a big challenge to the learner, reduce to 4.

Note:

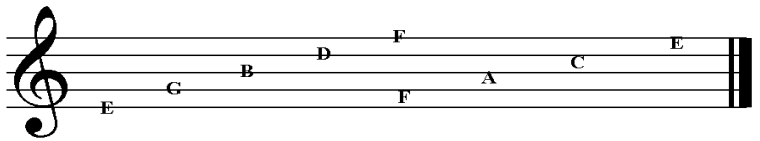
- Take note of the learning outcome and the language competences.
- There are three periods for this topic.

TOPIC 2: Singing and Pitch **Duration: 3 Periods**

This topic serves the same purpose and carries on the similar intentions in regard to learner's comprehension of pitch. This time two sol-fa notes have been added to **d r m** i.e. **f s.** You are to continue guiding the learner to recognise the difference in pitch levels of **d r m f s.** Later, the topic will introduce the learner to a Stave or a Staff.

<table>
<tr><td colspan="4">Learning Outcome: knows the first five notes of the sol-fa ladder, appreciates and demonstrates singing listening and literacy skills in art music.</td></tr>
<tr><td colspan="4">Life skills and values: Confidence, love for learning, literacy and logical reasoning.</td></tr>
<tr><th>Subject Competences</th><th>Language competences (In English)</th><th>Content</th><th>Suggested Activities</th></tr>
<tr>
<td>The learner:
• Sings the sol-fa ladder with correct pitch.
• Identifies the lines and spaces of the G stave.
• Draws the G clef correctly.
• Sings 8 beat melodies based on d r m f s (stepwise movement).
• Composes 8 beat melodies based on d r m f s and
</td>
<td>The learner reads and writes words:
• Stave or Staff.
• Lines.
• Spaces.
• G – Clef.
• Letter names.
• G – Stave.</td>
<td>1. Pitch
2. Singing the first five sol-fa (d r m f s).
3. The Stave / Staff.

4. The G – Clef.

4. Letter names.
A, B, C, D, E, F and G.

5. The G – Stave.
6. Lines and spaces of the G stave.
</td>
<td>• Singing the sol-fa ladder.
• Singing the sol-fa of the song Form five is my good class
• Singing the words of the
• Singing 8 beat melodies centred on d r m f s and
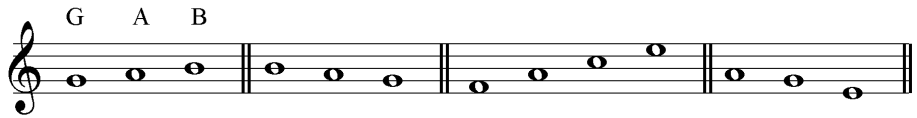
• Composing 8 beat melodies.</td>
</tr>
</table>

Resources: charts, voice, cards, piano, radio, tapes, resource persons.

Have the learner:

- Sing the song **Form five is my good class** to words and then sol-fa.
- Sing up and down the sol-fa ladder.
- Draw five equidistant lines to make a stave.
- Name and draw the G clef.
- Name the lines and spaces of the G stave.
- Read and write the words in the language competence column.
- Do an exercise like one below

Write the letter names of the lines or spaces marked by the symbol $\mathbf{o}$. One example is given.



TOPIC 3: Traditional Folk Singing. **Duration: 2 Periods**

There are many categories of African traditional folk songs. This topic introduces the learner to one of these classes - the lullabies. Lullabies are songs sung to sooth babies. These lullabies vary from tribe to tribe. In this topic the learner will collect, sing, write and discuss importance of lullabies. This will enable the learner to appreciate and explore more about our African culture through lullabies.

Learning Outcome: Appreciates, creates and demonstrates a sense of beauty in our African culture heritage through singing lullabies.			
Life Skills and Values: Creative thinking, empathy, sympathy, care, love, responsibility, effective communication.			
Subject Competences	**Language competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional lullabies • Identifies characteristics of lullabies. • Identifies the tribe of origin of the lullaby.	The learner reads and writes the following words used in proper sentences: • Costume. • Props. • Solo. • Vocal.	• African traditional lullabies - Characteristics. - Tribe of origin. - Costumes and props. - Importance.	• Listing the lullabies. • Brainstorming the characteristics of lullabies. • Singing African lullabies. • Listing the costumes and props of lullabies. • Naming the costumes and

• Identifies costumes and props of the lullabies. • Communicates with appropriate mood, tempo and volume of the lullabies. • Discusses the importance of the lullabies.	• Style. • Volume. • Mood. • Lullaby. • Class. • Tempo.		props of the lullabies • Singing lullabies with appropriate African vocal style.

Resources: Costumes, props, voice, charts, word cards.

Guidance to the Teacher

Have your learner:
- Listen to (an) African traditional lullaby(s).
- Study the lullaby(s) following the parameters in the table below.

Title	Accompaniment	Repetitive	Language	Form	Occasion	Mood	Volume	Speed
e.g. Mwana wa nnyabo weesirikire.			Luganda	Solo	Baby sitting		Soft	Slow
Cuncubira abwori	Claping	Yes	Lutooro	Solo	Baby sitting	Soothing	Soft	Medium

TOPIC 4: Drama **Duration: 3 Periods**

In this topic, you will repeat the play **The kidnappers** learned in P4 Term Two. This time the play is graded to develop dramatic techniques namely, flash back, freeze and chorus epic. You will have to study it carefully and interpret it following the stage directions (words in *italics)*.. Drama is about communication. We communicate by words, facial expression, gestures and posture. The play depicts and focuses on the dangers children are likely to meet on their way to and from school. Be patient and appreciate the fact that your learner's drama experience is at infant stage. Do not expect a perfect performance. Let the learner believe in what he/she does.

Learning Outcome: Appreciation of self expression and composition through drama.			
Life Skills and Values: Patience, sharing, sympathy, co-operation, creative thinking, logical reasoning, effective communication, self expression			
Subject Competences	**Language competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies elements of drama. • Demonstrates some dramatic techniques. • Makes costumes and props. • Organizes the stage. • Acts the play.	The learner reads and writes the following words used in proper sentences: • Flash back. • Freeze. • Dramatic technique. • Crowd. • Kidnap.	• The play **The kidnapper** • The elements of drama: - Stress. - Volume. - Tone. - Pace. - Gestures. • Dramatic techniques. - Flash back. - Freeze. - Chorus epic.	• Listening to the story. • Answering questions. • Naming the key characters. • Improvising costumes and props. • Organizing the stage. • Acting the play.

Resources: Charts, books, voice, costume, props, stage, actors/ actresses, resource persons.

The Kidnappers

Guidance to the Teacher

This play The Kidnapper was introduced in P 4 Term Two. It is to be repeated, but this time with emphasis on dramatic techniques namely:

- Flashback.
- Freezing.
- Chorus epic.
- Placard.
- Tension.

Synopsis:

The play is about a Boss contracting two kidnappers. They are planning to kidnap children on the way from school.

Meanwhile three boys and two girls are on their way from school. They are moving while playing which delays them to reach home in time. They then come across the kidnappers who attract them with eats and toys.

As one of the kidnappers postures to pick items, a pistol falls from his pocket. One of the children senses danger and screams. They all attempt to run away. Two of the children are grabbed by the kidnappers. Those who run away meet a man (Mr. Ngaba) who calls the police.

The police respond and the kidnappers are arrested. The police caution the children about security.

Characters:

1. Boss
2. Mamba — Kidnappers
3. Fireman — Kidnappers
4. Akello — Children
5. Penya — Children
6. Kato — Children
7. Dida — Children
8. Musa — Children
9. Mr. Ngaba
10. Police
11. The crowd

SCENE I (ON THE WAY FROM SCHOOL)

(The children are walking back from school while playing. They meet kidnappers who ask them some questions)

Mamba: How are you boys and girls? *(He greets with a smiling face)*

Children: We are alright *(They reply innocently)*

Fireman: What is your name? *(He asks Musa kindly)*

Musa: My name is Musa *(He answers)*

Mamba: Would you like some sweets? *(He asks sympathetically)*

Akello: Oh yes yes, we are hungry *(She quickly joins the conversation)*

Fireman: What about you? Don't you like biscuits? *(He asks Penya convincingly as he bends to pick biscuits from the bag. In the process a pistol falls out of his pocket. He panics to pick it up, but Dida is quick to see it)*

Dida: Run!! Ruuuun!! Help!! Help!! *(He signals his friends and they all try to take off)*

Mamba: Get that one; Get that one *(He commands)*

Fireman: They are too fast.

Mamba: Hurry up *(He shouts as he grabs Musa while Fireman also struggles and Captures Akello)*

Dida, Kato and Penya: *(Run while screaming. They meet Mr.Ngaba who enquires what the problem is)*

Mr. Ngaba: What is the problem children? *(He ask looking disturbed)*

Kato: They are dead. *(He responds while sobbing)*

Mr. Ngaba: Who?

Penya: Akello

Dida: And Musa!

Mr. Ngaba: What happened? *(As he gets his cell phone from his pocket)*

Kato: Kidnappers *(Then there is a sound of a car driving away)*

Mr. Ngaba: *(Gestures like he has seen the car going and he calls police. Mean while the children are so scared and breathing heavily)* Police arrest car number UJJ 17 Q.

Kato: Yes they are kidnappers *(He shouts with the conviction that his voice goes through Mr. Ngaba's phone)* (A "**30 minutes later**" placard is shown across the stage)

Police: *(A police car siren is heard) (Children may make this by mouth)*

Police Officer 1: The kidnappers are here *(Kidnappers are brought handcuffed. Akello and Musa have been rescued. Many people are gathered. They are shouting in chorus and want to kill the kidnappers. The Police man calms them down)* Calm down! Calm down citizens, we have questioned them and this is what we have discovered.

FLASHBACK

(In the Boss's office, three kidnappers are negotiating a deal to abduct children coming from school)
Boss: We have another mission today *(he remarks stressing the word "We")*
Mamba: The usual mission Boss? *(He asks with a smiling face)*
Boss: Yes, but this time you have to be very careful. *(He warns speaking slowly, almost in whisper and stressing each word)*
Fireman: Yes sir *(Majestically)* but it is a very risky mission *(He whispers)* we need more money *(Loudly but slowly stressing each word with eyes widely open)*
Boss: How much?
Fireman: Ten million *(Responding immediately)*
Boss: Oh that is too much. Make it eight.
Mamba: But it is a very risky mission *(He whispers, speaking slowly, and stressing each word)*
Boss: *(Checks his brief case, picks papers and they silently sign on them. He later pays part of the money)* The balance is after the mission *(He concludes)*
Mamba and Fireman: *(They leave the office suspiciously with tough and determined faces)* **End of flashback**

People in chorus: Let us kill them.
Police officer 2: No, No, No, we shall take them to court *(While preventing the crowd from beating the kidnappers)*
Police Officer 1: Children, never accept gifts from strangers.
Mr. Ngaba: Never delay on the way from school *(He interjects)*
Police Officer 2: Avoid moving alone at all times.
All: Sing a song (a song of teacher's choice)

Guide the learner to:

- Retell the story of the play.
- Practice stress, pace, volume and tone as indicated in the stage directions of the play.
- Ask and answer questions about the play.
- Identify actors/actresses for the different parts.
- Choose a character whose part he/she will act.
- Describe the costumes and props for the drama.
- Rehearse the lines of the chosen character.

- Organize the stage.
- Put on the costumes.
- Comment on the performance using the guidelines below:
  - What do you learn from the play?
  - Which part of the play would you improve?
  - Who remembered most of the words?
- Take positions on stage.
- Observe and then take turn.
  - Who used interesting actions?
  - Who acted the story very well?
  - Who acted more freely?
  - Whose part did you enjoy most?

Note

- You will need to pay special attention to a learner with special needs so that he/she participates in demonstrating and dramatizing.
- Assist and show maximum patience to a learner with emotional problems.
- Make sure the learner shows understanding of the following words:
  - Dramatic techniques (i.e. a performance style while acting).
  - Flashback (i.e. a moment of recall and communicating past events while acting).
  - Freeze (i.e. a pause or halt by an actor or actors on stage to allow other actors to communicate)
  - Chorus epic (i.e. a group of actors communicating in unison).

TOPIC 5: Song Study (Sheet Music) **Duration: 2 Periods**

In this topic, you will continue to guide the learner to analyse written songs. You will help him/her to explore more about written songs with regard to length, rhythm, pitch, bar lines and other components of art music. This theory is a very important component of music education and a basis for professional music performance.

Learning Outcome: Knows, understands and demonstrates knowledge and skills of interpreting music.			
Life Skills and Values: Critical analysis, self reliance, Cooperation, effective communication.			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Studies and analyses the song **Form five is my good class**	The learner reads and writes words: • Rhythm. • Recite. • Sol-fa ladder. • French names. • Form. • Half tone. • Tone. • System.	• Song study: - Beats. - Sol-fa notes. - Bars. - Bar lines. - Systems. - French rhythm names.	• Singing the sol-fa ladder. • Reciting the poem of the song. • Singing the song. • Singing rhythm to French names. • Studying the song and answering questions.. • Writing studied music.

Resources: Charts, radio, tape, cards, piano, voice, resource persons.

Guidance to the Teacher

Let the learner:

- Sing the song **Form five is my good class** to words and then sol-fa.
- Sing the song to French rhythm names while clapping the rhythm appropriately.

You will display the chart of the song **Form five is my good class** for the learner to:

- Study and answer questions about the song e.g.
  - How many beats are in the 1st two bars?
  - What sol-fa note ends the 3rd bar of the song?
  - How many systems has the song?
  - How many bars are there in each system?
  - Write the French rhythm names of the 4th system.
  - Write the sol-fa of the 1st system.

You may set other questions or use the P4 CAPE I teacher's guide and pick questions relevant to the song **Circle to the left.**

Let the learner:

- Copy the song displayed on the chart.
- Read and write the words in the language competence column.

TOPIC 6: Traditional Folk Dance **Duration: 2 Periods**

In this topic, you will be expected to give the learner more experiences in African folk dancing, but with specific reference to dance that emphasise the waist movement. You will continue to use both practical and theoretical methods.

Learning Outcome: Appreciates and demonstrates knowledge and skills about techniques of dances that emphasize the waist movement.			
Life skills and values: Cooperation, appreciation, care, concern, confidence, self reliance			
Subject Competences	**Language competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional dances that emphasise the waist movement. • Discusses the dances that emphasise the waist movement. • Demonstrates: - Footwork. - Dance levels. - Dance styles/ techniques.	The learner reads and writes words like: • Waist. • Origin. • Functions. • Levels. • Costume. • Props. • Style. • Foot work. • Instruments. • Makeup.	• Dances that emphasise the waist movement - Origin. - Functions. - Costume and props. - Accompanying instruments. - Accompanying songs. - Performance of one of the dances. .	• Listing dances that emphasise the waist movement. • Listing functions of dances. • Naming costumes and props of a chosen dance. • Brainstorming accompanying instruments and songs of the chosen dance. • Demonstrates: - Footwork. - Dance levels. - Dance styles/ techniques.

Resources: Makeup, stage, dancers, voice, costumes, props, music instruments, resource persons.

Have the learner:

- Watch (a) dance performance(s).
- Study the dance (s) following the parameters in the table below.
- Perform a dance from a different Ugandan culture

Title	**Dance form**	**Accompaniment**	**Origin**	**Occasion**	**Costume**
Enjogyera	African	Drum	Ankole		Kikooyi Raffia skirt

Some examples of dances that emphasise the waist movement are:

- Larakaraka from Acholi.
- Nalufuka from Busoga.
- Baakisimba from Buganda.
- Runyege from Bunyoro /Toro.
- Enjogyera from Ankole.
- Isonja from Bugisu.
- Oseke from Kebu of West Nile.

TOPIC 7: African Traditional Music Instruments. **Duration: 2 periods**

In this topic, you will be expected to give the learner more experiences in African music instruments, but with specific reference to idiophones. Idiophone refers to a class of African traditional music instruments which include shakers, rattles, xylophones, lamella phones and bells. You will continue to use both theoretical and practical approach. Give special attention to learners with exceptional abilities in say instrumental playing as way of inspiring and exposing others to skills of playing music instruments.

Learning Outcome: Understands and appreciates African traditional music instruments of the idiophone class.			
Life Skills and Values: Patience, confidence, effective communication, concern, sharing, leadership.			
Subject competences	**Language competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional music instruments of the idiophone class • Discusses the instruments of the idiophone class. • Describes the materials for making the instruments.	The learner reads and writes the following: • Idiophones. • Class. • Origin. • Parts. • Shakers. • Xylophones. • Rattles. • Bells. • Lamella phones. • Thumb piano. • Social functions.	• African traditional instruments of the idiophone class. - Tribes of origin of the instruments. - Local names and English equivalent of the instruments. - Materials used to make these instruments.	• Listing African traditional instruments of the idiophone class. • Naming the instruments using local names and English equivalent. • Brainstorming the tribe of origin of the instruments. • Listing the materials used for making some of the instruments. • Drawing and naming the chordophone instruments.

Resources: Music instruments of the idiophone class, charts, construction materials, resource persons.

Guidance to the Teacher

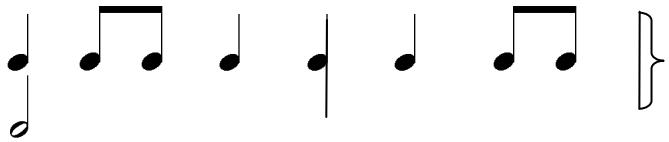
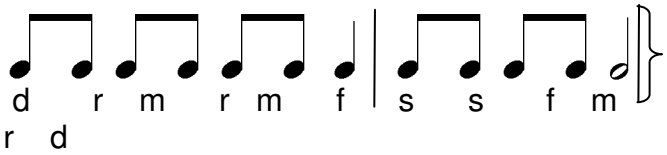
Have the learner:

- Sing a traditional folk song.
- Brainstorm known aerophone instruments following headings in the table below.
- Play an instrument if he/she can.

Local name	English equivalent name	Tribe of origin	Sound production.	Construction materials	Diagram
1. Akogo	Thumb piano	Teso	Plucking	Wood, metallic	
2.					
3.					

TOPIC 8: Singing and Composing **Duration: 2 Periods**

In this topic, you will continue to encourage the learner to compose 8 beats melodies. The learner will now arrange **d r m f s** notes in as many different ways as possible. This arrangement is still in stepwise movement. The learner will then align the arranged **d r m f s** notes with  and  rhythms. He/she will finally read the composed melodies.

Learning Outcome: Understands and demonstrates knowledge and skills of melody writing.			
Life Skills and Values: • Independence, patience and self reliance.			
Subject Competences	**Language competences**	**Content**	**Suggested Activities**
The learner:. • Pitches **d r m f s** with varying arrangements. • Listens and recognises pitch centred on **d r m f s** and  • Composes eight beat melodies. • Differentiates melodies.	The learner reads and writes the following • Sol-fa ladder. • Pitch. • Rhythm. • Bars. • System. • Melody.	• Eight beat compositions e.g.  d r m f s f m r d  d r m r m f s s f m r d	• Singing the sol-fa ladder. • Pitching **d r m f s** notes. • Writing dictated melodies. • Composing 8 beat melodies. • Listens to melodies.

Resources: Pens, pencils, exercise books, erasers, charts, chalk board.

Guidance to The teacher

Guide the learner to:

- Sing the song **Form five is my good class.**
- Sing 8 beat melodies displayed on a chart e.g. those in the content column on the previous page.
- Compose 8 beat melodies.
- Sing his/her composition.

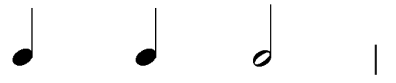
Display a chart of staff rhythm passages.

- Compose sol-fa notes centered on **d r m f s** (stepwise)
- Read his/her compositions.

Let the learner do this work individually or in a group while you guide.

e.g. of staff rhythm passages

i. 

ii. 

TOPIC 9: Singing and Accents **Duration: 2 Periods**

In this topic, you will continue to help the learner understand the concept of stress in songs. Strong points/beats in a song sound more prominent. You will guide the learner to identify strong and weak beats in the set song **Form five is my good class**

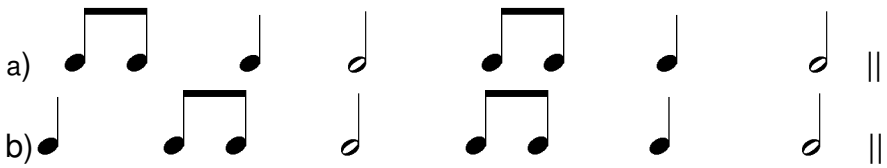
This song has one strong beat and three weak beats in each bar. That is: **ONE** *two three four* | **ONE** *two three four* | **STRONG** *weak weak weak* | **STRONG** *weak weak weak* ||

Learning Outcome: Understands and demonstrates a sense of time keeping and stress in music.			
Life Skills and Values: Joy , patience, cooperation, critical thinking, appreciation			
Subject Competences	**Language competences (In English)**	**Content**	**Suggested Activities**
• Identifies strong and weak beats in the song **Form five is my good class.** • Moves according to the rhythms of the song **Form five is my good class.** • Identifies positions of bar lines in the song **Form five is my good class**	The learner reads and writes words: • .Strong. • Weak. • Accent. • Bar. • Bar line. • Double bar. • System.	• Strong and weak beats in the song **Form five is my good class.**	• Singing the song **Form five is my good class.** • Clapping the strong and weak points/beats. • Counting strong and weak points/beats. • Singing the sol-fa notes of the song. • Writing the song “Form five is my good class.

Resources: Charts, word cards, piano, radio, voice, pencils, pens, exercise books, erasers.

Guidance to The teacher
Ask the learner to:

- Sing the song **Form five is my good class.**
- Sing the song while clapping the strong beats.
- Count the strong and weak beats of the song.
- Sing as he/she stamps the strong beats while softly snapping the weak ones.
- Sing the songs to sol-fa as he/she stresses the notes on the strong beats.
- Put bar lines in exercises such as below, making four or two beats in each bar.



- Read and write the vocabulary in the language competence column.

TOPIC 10: Performing the Arts **Duration: 3 Periods**

This topic gives the learner opportunity to celebrate their Music Dance and Drama through providing class performances for assembly time and school concerts. This performance is for learning purposes. It is an outgrowth of the work carried out normally in class.

Learning Outcome: Demonstrate skills of identifying and demonstrating Music Dance and Drama activities.			
Life skills and values: Patience, joy, respect, togetherness, endurance.			
Subject Competences	**Language competences (In English)**	**Content**	**Suggested Activities**
• Identifies favourite songs. • Demonstrates favorite dances and songs. • Accompanies songs and dances.	The learner reads the following: • Favorite. • Checklist. • Melody.	• Performing: - Songs. - Dances. - Plays. • Sight reading	• Identifying songs for the performance. • Singing songs. • Performing dances. • Acting plays.

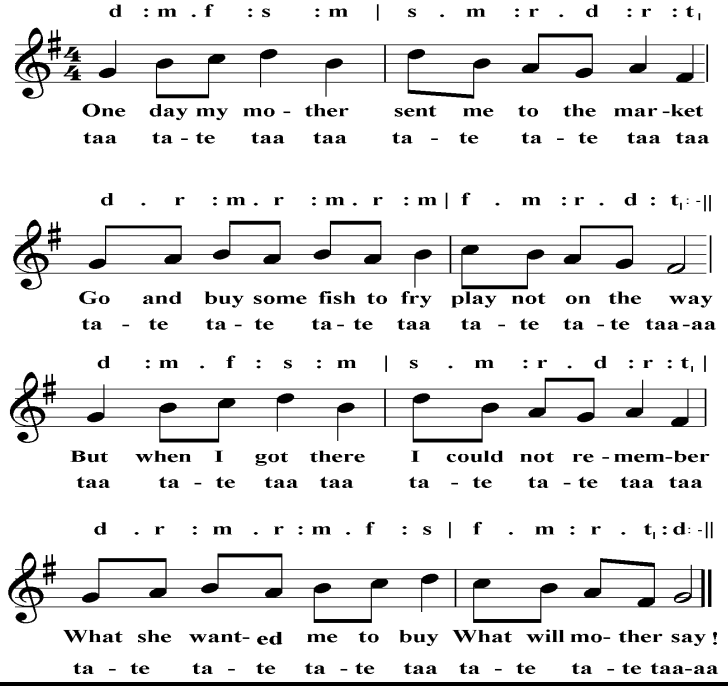
• Acts plays. • Sight sings melodies. • Uses evaluation guide to evaluates performances.	• Major scale. • Music ladder. • Environment.		• Sight reading.

Resources: Costumes, props, music instruments, voice, stage, performers, observation guides.

TERM II

TOPIC 1: Singing and Rhythm **Duration: 2 Periods**.

In this topic, the learner continues to explore the concept of rhythm on the same plan as Term One. This time, he/she will use a new song for instance **What will mother say!** He/she will first learn the song by rote method, clap the rhythm of the song, say the French rhythm names of the song, write the French rhythm names and finally match the staff rhythm symbols  to the written French rhythms

Learning Outcome: Appreciates beauty, creativeness and self-expression through singing.			
Life Skills and Values: Appreciation, listening to others, responsibility, effective communication			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Sings the song **What will mother say!** • Moves according to the rhythm of the song appropriately. • Identifies the French rhythm names of the song. • Matches the staff rhythm symbols to the French rhythms. • Listens and interprets dictated eight beat melodies.	The learner reads and writes the following: • Mother. • Market. • Fry. • Remember. • Play. • Way. • Buy. • Fish. • Say.	Rhythm in songs e.g. **What will mother say!** ***Ntubiro Godfrey 2009*** 	• Reciting the poem of the song **What will mother say!** while keeping the rhythm. • Writing the rhythm to French names. • Writing staff rhythms. • Writing the words of the song. • Listening and interpreting dictated rhythms.

Resources: Drums, beaters, voice, desks, charts, word cards, sentence cards, resource persons, radio cassette.

Guidance to the Teacher

Guide the learner to:

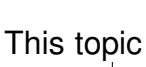
- Sing any familiar song to words, sol-fa and French rhythm names.
- Recite the poem of the song **What will mother say!** displayed on a chart.
- Sing the song **What will mother say!** to words and then French rhythm names.
  You will refer to the procedure of teaching a new song done in p4 Term one.
- Clap the beats of the song **What will mother say!**
- Clap while saying the French names of the song.
- Attempt exercises like the ones below(*in groups or individually*) by:
  - Saying French rhythm names.
  - Clapping/playing the rhythms.
  - Clapping while saying the French names.
  - Writing French rhythm names to the staff rhythms.

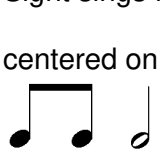
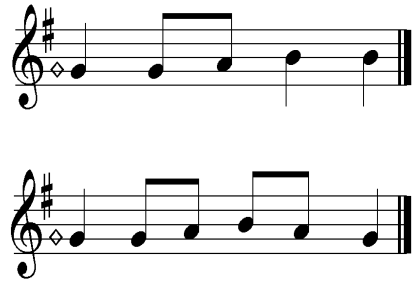
i. 

ii. 

iii. 

TOPIC 2: Singing and Pitch **Duration: 2 Periods**

This topic introduces the learner to pitch on a stave/ staff. The learner will read and write music on the stave basing on **d r m** and  pitch. For the aspects of singing and listening, the learner will be required to recognise the difference in pitch levels of **t d r m f s** with leaps limited to an interval of a 3rd.

Learning Outcome: Appreciates and interprets music in staff notation.			
Life Skills and Values: : Self reliance, appreciation, self esteem literacy , creative thinking			
Subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Sings the sol-fa ladder. • Sings the song **What will mother say!** to sol-fa.. • Composes own four beat melodies on a G stave in key G. • Reads own compositions. • Sight sings four beat melodies centered on **d r m** and  in Key G major.	The learner reads and writes the following: • sol-fa ladder • Listen • Melody • Hum • Stave • Key • Compose	• A song e. g. **What will mother say!** • The sol-fa ladder • Four beat melodies on the G stave. E.g.  **Note:** The sign ◇ shows the position of doh on the G stave. That is doh = G	• Singing up and down the ladder. • Singing back hummed played four beat melodies • Composing four beat. melodies on the stave in key G. • Sight singing composed melodies in key G. • Reading and writing words.

RESOURCES: Voice, Charts, Cards, Piano, Radio cassette, Resource persons.

Guidance to the teacher
Have the learner:

- Sing the song **What will mother say** to words and then sol-fa.
- Sing up and down the sol-fa ladder.
- Read music in staff notation for example in the content column on the page before this one.
- Compose similar melodies in the key of G.
- Read his/her compositions.

TOPIC 3: Traditional Folk singing. **Duration: 2 periods**

This topic introduces the learner to yet another category of African folk songs - the play songs. Play songs are songs sung by children while playing. They are short, repetitive and accompanied by physical action. These play songs also vary from tribe to tribe. In this topic, the learner will collect, sing, write and discuss the importance of play songs. This will enable the learner to appreciate and explore more about our African culture through play songs.

Learning Outcome: Appreciates, creates and demonstrates a sense of beauty in our African cultural heritage through singing play songs.			
Life Skills and Values: Creative thinking, empathy, sympathy, care, love, responsibility, effective communication, leadership.			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional play songs. • Identifies characteristics of play songs. • Identifies the tribe of origin of the play songs. • Identifies costumes and props of the play songs • Communicates with appropriate mood, tempo and volume of the play songs. • Discusses the importance of the play songs.	The learner reads and writes the following words: • Costume. • Props. • Solo. • Chorus. • Vocal. • Style. • Volume. • Mood. • Lullaby. • Class. • Tempo.	• African traditional play songs - Characteristics - Tribe of origin - Costumes and props - Importance	• Listing the play songs. • Brainstorming the characteristics of play songs. • Singing African play songs. • Listing the costumes and props of play songs. • Singing a play song with appropriate African vocal style.

Resources: Radio cassette, costumes, props, voice, charts, word cards, resource persons.

Guidance to the Teacher

Have your learner:

- Listen to (an) African traditional folk song (s).
- Study the song (s) following the parameters in the table below.
-

Title	Accompaniment	Ululation	Repetitive	Language	Form	Occasion	Mood	Volume	Speed
								Loud	Fast
								Loud	Slow

TOPIC 4: Drama **Duration: 2 Periods.**

In this topic, you will repeat the play **Our Environment** learned in Term Three of P4. This time the play is graded to develop dramatic techniques namely, flash back, freeze and chorus epic. You will have to study it carefully and interpret it following the stage directions (words in *italics).* This play focuses on issues of our environment. Continue to give the learner the opportunity to evaluate the performance. The learner with special needs should be guided to participate in all activities. The teacher should demonstrate clearly and where necessary, the learner should be allowed to feel/touch (in case of visual impairment)

Learning Outcome: Displays self-discipline, ethical values, integrity, tolerance and skills of performing.			
Life Skills and Values: Behaving appropriately with different people, valuing one's own abilities, listening to others, communicating to others, sharing with others , leading others.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies elements of drama. • Demonstrates some dramatic techniques. • Makes costumes and props. • Organizes the stage. • Acts the play.	The learner reads and writes the words. Stage. Props. Parts. Drama. Costume. Aside. Suspense. Draining. Stagnant. Environment.	• The play **Our Environment** • Voice therapy/ sign language drills.	• Telling the story. • Acting the story. • Making the costumes and props. • Using props and costumes. • Staging the play.

RESOURCES: Charts, books, voice, costume, props, stage, actors/ actresses.

This play focuses on issues of our environment. The purpose of this play is to create awareness among the learners, as well as to develop knowledge and skills of preserving and improving our environment. You will still give emphasis to stress, volume, tone and pace as elements of drama.

Characters:

1. Mr. Giyo - the class teacher.
2. Sera
3. Opio
4. Nkwanzi the P5 learners.
5. Patu
6. Class.

The play: Our Environment

Mr. Giyo: Good morning class.
Class: Good morning Mr. Giyo.
Mr. Giyo: We are going to learn about the environment.
Sera: What did you say Mr. Giyo? (*She is disturbed by the word environment*)
Mr. Giyo: Opio, what did I say?
Opio: Environment.
Mr. Giyo: Good. Every body?
Class: Environment.
Nkwanzi: What is environment Sir?
Mr. Giyo: Good question. What is environment Patu? (He *asks pointing at Patu*)
Patu: Of course the food we eat. (*Confidently*)
Class: *(Laughs)*
Mr. Giyo: Well tried. What else?
Nkwanzi: Things around us.
Mr. Giyo: Very good. Can we name them?
Sera: Trees.
Mr. Giyo: Wonderful.
Patu: Food.
Class: *(Laughs)*
Mr. Giyo: That is very good. *(He remarks, pointing at Patu)*
Patu: Yes. Food from animals and plants (*He insists)*

Mr. Giyo: Ok what else?
Nkwanzi: Water.
Mr. Giyo: Very good. How can we protect our environment?
Opio: By cleaning our classes.
Mr. Giyo: Beautiful. (*He begins to use gestures to let other learners give answers as he remarks: good-veeery good, woooonderful – beautiful)*

The answers may include: (These answers may be distributed to different learners in the class)

- By cleaning the compound.
- By brushing our teeth.
- Washing our clothes.
- Planting trees.
- Planting flowers.
- Drinking boiled water.
- Draining stagnant water.
- Keeping our towns clean.
- Driving or riding carefully.
- Avoiding drug abuse.

Mr. Giyo: *(Receives a call on his old mobile phone)* Hullo! Hullo! *(As he walks out of the class)*

Class: *(Begins to make noise. Children are talking to one another. One of the children complains about the phone)* Oh no! Time wasting *(Another child speaks loudly)* But why interrupt our lesson? *(Then he/she whispers. Meanwhile the teacher is coming back and hears the complaints.)* We have a lot of class work to do yet he tells us not to waste time *(The whole class laughs)*

N.B an (ASIDE) as a dramatic technique has been used)

Mr. Giyo: *(Looks at the class with disappointment)*

Class: *(Keeps quite. They all look at the teacher with guilt and tension.)* } **SUSPENSE**

Mr. Giyo: Even making noise is bad to the environment. *(Slowly stressing every word)* Where did we stop? *(He resumes the questions with guilt)*

Patu: Noise from telephones *(Innocently)*

Class: *(The class Laughs again)*

Mr. Giyo: *(He/she apologises to the class)* Oh, sorry about the phone call. I was talking to a relative *(He reflects on what has just happened mean while voices are heard from the background)*- **(Use of Sound effect and flashback as dramatic techniques)**

FLASHBACK

Voice 1: Hullo! Giyo speaking. May I help you?
Voice 2: Hullo, uncle Giyo aunt Sarah is in hospital. She has just had a motor accident. *(Breathing heavily)*
Voice 1: An accident? Oh no. Is she badly hurt?
Voice 2: The doctors are attending to her.
Voice 1: Okay, I'll be there in an hour's time.

END OF FLASHBACK

Mr. Giyo: (*Pauses a bit. He looks at the children and moves a few steps around the class. Mean while the class gets concerned)*
Class: *(They speak in chorus)* Oooooh, Sorry about that Mr. Giyo. We wish her a quick recovery.
Giyo: You can see that accidents are also dangerous to our environment. How can we avoid accidents in our environment? *(The bell goes)*
Class: Gives several answers like**:**

- Crossing the road carefully.
- Not playing on the road.
- Observing traffic rules e.g. road safety signs.
- Reporting cases of accidents e.g., fire, broken electric wires.
- Avoid irresponsible behaviour.

Mr. Giyo: All those are very good answers. Clap for yourselves.
Class: *(They clap their hands)*
Mr. Giyo: You may now go. It's time for break. *(As the bell rings)*

END OF THE PLAY

TOPIC 5: Song Study (Sheet Music) **Duration: 2 Periods**

In this topic, you will guide the learner to analyse music in staff notation. You will help him/her to explore more about written songs with regard to length, rhythm, pitch, bar lines and other components of art music.

Learning Outcome: Identifies, understands and demonstrates knowledge and skills of interpreting music in staff notation.			
Life Skills and Values: Critical analysis, self reliance, cooperation, effective communication			
Subject Competences	**Language Competence (in English)**	**Content**	**Suggested Activities**
The learner: • Studies and analyses the song **What will mother say!**	The learner reads and writes words: • Rhythm. • Recite. • Sol-fa ladder. • Form. • Half tone. • Tone. • System. • Stave. • Letter names. • Clef. • Key.	• Song study: - Beats. - Sol-fa notes. - Bars. - Bar lines. - Systems. - French rhythm names. - Names of lines and spaces of the G stave.	• Singing the sol-fa ladder. • Reciting the poem of the song. • Singing the song. • Singing rhythm to French names. • Studying the song and answering questions. • Writing the answers.

Resources: Charts, radio, tape, cards, piano, voice, resource

Guidance to the teacher

Let the learner:

- Sing the song **What will mother say!** to words and then sol-fa.
- Sing the song to French rhythm names while clapping the rhythm appropriately.

You will display the chart of the song **What will mother say!** for the learner to:

- Study and answer questions set to it e.g.

a) Name the lines or spaces with rhythms.
b) On which line does the G clef start?
c) Which bar has the same rhythm as bar one?
d) Use letter names and name all the notes of bar eight.
e) Which system has the same music as the 1st one?

- Copy the song displayed on the chart.
- Read and write the words in the language competence column

Topic 6: Traditional Folk Dance **Duration: 2 Periods**

In this topic, you are to continue exploring African traditional folk dances. This time put emphasis on dances that emphasise the aerial movements. You will continue to use both practical and theoretical methods.

Learning Outcome: Appreciates and demonstrates knowledge and skills about techniques of dances that emphasize aerial movements.			
Life Skills and Values: Cooperation, appreciation, care, concern, confidence, self reliance			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional dances that emphasise aerial movements. • Discusses the dances that emphasize the aerial movement. • Performs a dance that emphasizes aerial movements.	The learner reads and writes words like: • Aerial. • Origin. • Functions. • Levels. • Costume. • Props. • Style. • Foot work. • Instruments. • Makeup.	• Dances that emphasize aerial movement - Origin. - Functions. - Costume and props. - Accompanying instruments. - Accompanying songs. - Performance of one of the dances. .	• Listing dances that emphasize the aerial movement. • Listing functions of dances • Naming costumes and props of a chosen dance. • Brainstorming accompanying instruments and songs of the chosen dance. • Demonstrates: - Foot work - Dance levels - Dance styles/ techniques

Resources: Makeup, stage, dancers, voice, costumes, props, music instruments, resource persons.

Guidance to the Teacher

Have the learner:
- Watch (a) dance performance(s).
- Study the dance (s) following the parameters in the table below.
- Perform another dance from a different Ugandan culture.

Title	Dance form	Accompaniment	Origin	Occasion	Costume

Some examples of aerial dances are:
- Naleyo from Karamoja.
- Ajosi from Kumam.
- Entole from Kisoro.

.

Topic 7: African Traditional Music Instruments **Duration: 2 Periods**

In this topic, you will continue to enable the learner explore more experiences in African music instruments. Put more emphasis on the chordophone class. Chordophone refers to a class of African traditional music instruments with strings. They are usually plucked or bowed. You will continue to use both theoretical and practical approach. Give special attention to learners with exceptional abilities in say instrumental playing as a way of inspiring and exposing others to skills of playing music instruments.

Learning Outcome: Understands and appreciates African traditional music instruments of the chordophone class.			
Life Skills and Values: Patience, confidence, effective communication, concern, sharing, leadership, self esteem.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional music instruments of the chordophone class • Discusses the instruments of the chordophone class. • Identifies the materials for making the instruments.	The learner reads and writes the following: • Chordophone • Class. • Origin.. • Parts. • Bow harp. • Bowl lyre. • Bowl harp. • Ground bow. • Tube fiddle. • Trough zither.	• African traditional instruments of the chordophone class. Tribes of origin of the instruments. - Local names and English equivalent of the instruments. - Materials used to make these instruments.	• Listing African traditional instruments of the chordophone class. • Naming the instruments using local names and English equivalent. • Brainstorming the tribe of origin of the instruments. • Listing the materials used for making some of the instruments. • Drawing the instruments.

Resources: Music instruments of the chordophone class, charts, pictures of the chordophones, materials used in making the chordophone instruments, resource persons.

Guidance to the Teacher

Have the learner:
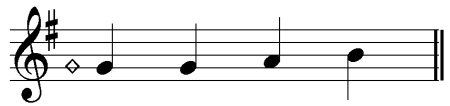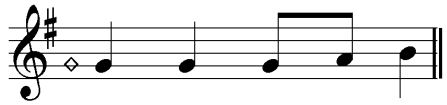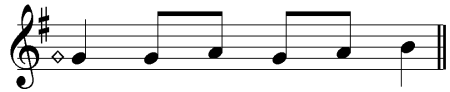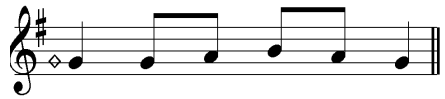
- Sing a traditional folk song.
- Brainstorm chordophone instruments known following headings in the table below.
- Play an instrument if he/she can.

Local name	**English equivalent name**	**Tribe of origin**	**Sound production**.	**Construction materials**	**Diagram.**
1.					
2.					
3.					

TOPIC 8: Singing And Composing **Duration: 4 Periods**

In this topic, you are to introduce the learner to the idea of composing music on a G stave. The learner already has the knowledge of composing melodies in sol-fa. You are now to introduce him/her to composing melodies in staff notation. The range is limited to **d r m**.

The length of the melody is also limited to four beats and the rhythm is limited to . He/she will then sing melodies composed by him/her self on a G stave.

Learning Outcome: Understands and demonstrates knowledge and skills of composing melodies in staff notation.			
Life Skills and Values: Confidence, self esteem, creative thinking, endurance, appreciation, joy.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Pitches **d r m f s** with varying arrangements. • Listens and recognises pitch centred on **d r m f s** and  • Composes four beat melodies. • Differentiates melodies.	The learner reads and writes: • Sol-fa ladder • Compose • Melody. • Pitch • Rhythm	• The sol-fa ladder. • Compositions in staff notation, Key G. e.g. 1.  2  3.  4. 	• singing up and down the major scale • Singing the song **What will mother say!** • Composing in staff notation • Sight singing in staff notation.

RESOURCES: Radio cassette, Pens, pencils, exercise books, erasers, charts, chalk board.

Guidance to the Teacher

Have the learner:

- Sing the song **What will mother say!**
- Sing 4 beat melodies displayed on a chart e.g. those in the content column on the previous page.
- Compose 4 beat melodies in staff notation using key G. (stepwise movement).
- Sing his/her compositions.

TOPIC 9: Singing And Accents **Duration: 1 Period**

Music beats are time bound and sound with different strengths i.e. strong and weak. In this topic, you will continue to guide the learner to appreciate the concept of stress in songs. Remember songs have some points stressed more than others. This leads to the concept of time signature. The song **What will mother say!** has one strong beat and three weak beats in every bar. At a later stage, the 3rd beat will be introduced as a medium beat in terms of strength. There is a bar line every before a strong beat.

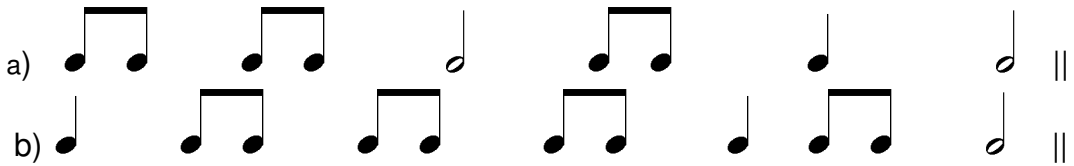
Learning Outcome: Understands and demonstrates a sense of time keeping in music.			
Life Skills and Values: Confidence, effective communication, critical analysis, coordination, concern, endurance.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies strong and weak beats in the song **What will Mother say!** • Moves according to the rhythms of the song **What will Mother say!** Identifies positions of bar lines in the song **What will Mother say**!	Learner reads and writes the following. • Bar • Bar line • Double bar line • Strong • Weak • Rhythm • Melody • Staff • Beats	• Strong and weak beats in the song **What will mother say!**	• Singing the song **What will mother say** • Clapping the strong and weak beats. • Counting strong and weak beats. • Singing the sol-fa notes of the song. • Writing the song **What will mother say**

Resources: Charts, word cards, piano, radio, voice, pencils, pens, exercise books, erasers.

Guidance to the Teacher

Ask the learner to:

- Sing the song **What will mother say!**
- Sing the song while clapping the strong beats.
- Count the strong and weak beats of the song.
- Sing as he/she stamps the strong beats while softly snapping the weak ones.
- Sing the songs to sol-fa as he/she stresses the notes on the strong beats.
- Put bar lines in exercises such as below, making four or two beats in each bar.



- Read and write the vocabulary in the language competence column.

TOPIC 10: Performing The Arts **Duration: 3 Periods**

This topic gives the learner opportunity to celebrate their Music Dance and Drama through providing class performances for assembly time and school concerts. This performance is for learning purposes. It is an outgrowth of the work carried out normally in class.

Learning Outcome: Demonstrate skills of identifying and demonstrating Music Dance and Drama activities.			
Life Skills and Values: Patience, joy, respect, togetherness, endurance.			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies favorite songs. • Demonstrates favorite dances and songs. • Accompanies songs and dances. • Acts plays. • Sight sings melodies. • Uses evaluation guide to evaluates performances.	The learner reads and write the following: • Favorite. • Checklist. • Melody. • Major scale. • Music ladder. • Environment.	• Performing: - Songs. - Dances. - Plays. • Sight reading.	• Identifying songs for the performance. • Singing songs. • Performing dances. • Acting plays. • Sight reading.

Resources: Costumes, props, music instruments, voice, stage, performers, observation guides.
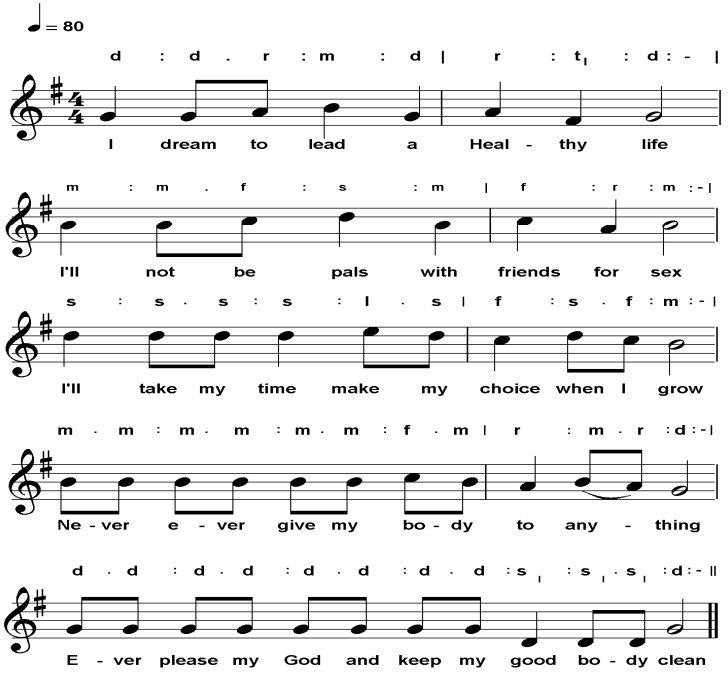
TERM III

TOPIC 1: Singing and Rhythm **Duration: 2 Periods**.

This topic is a continuation of the earlier plan of giving the learner more practice and experience in exploring the concept of rhythm. He/she will use a round song for instance **My dream.** He/she will as usual learn the song by rote method, clap the rhythm of the song, say the French rhythm names of the song- write the French rhythm names and finally match the staff rhythm symbols ♩ ♫ 𝅗𝅥 to the written French rhythms.

Learning Outcome: Appreciates beauty creativeness and self-expression through singing.

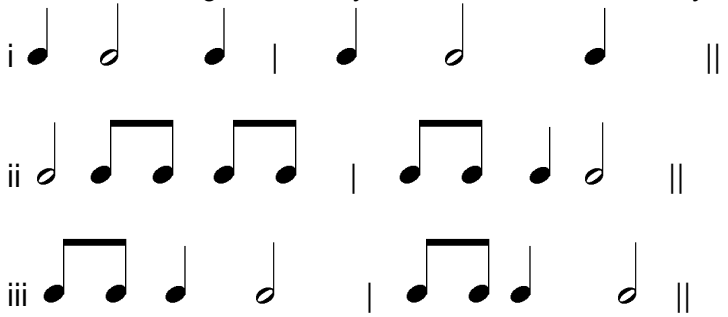
Life Skills and Values: Appreciation, listening to others, responsibility, effective communication.

Subject Competences	Language Competences (in English)	Content	Suggested Activities
The learner: • Sings the song **My dream.** • Moves according to the rhythm of the song appropriately. • Identifies the French rhythm names of the song. • Matches the staff rhythm symbols to the French rhythms. • Listens and interprets dictated eight beat melodies.	The learner reads and writes the following words: • Round song. • Dream. • Lead. • Healthy. • Pals. • Choice. • Sex. • Never. • Please. • Clean. • I'll. • Grow. • Body.	Rhythm in round songs e.g. **My dream.** ***Words by Kayizzi Colin*** 	• Reciting the poem of the song **My dream** while keeping the rhythm. • Writing the rhythm to French names. • Writing staff rhythms. • Writing the words of the song. • Listening and interpreting dictated rhythms.

Resources: Drums, beaters, voice, desks, charts, word cards, sentence cards, resource persons, radio cassette.

Guidance to the Teacher
Guide the learner to:
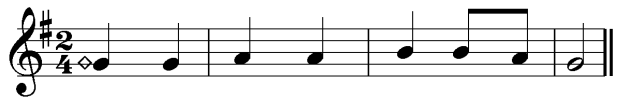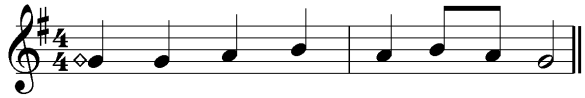
- Sing any familiar song to words, sol-fa and French rhythm names.
- Recite the poem of the song **My dream** displayed on a chart.
- Sing the song **My dream** to words and then French rhythm names.
  You will refer to the procedure of teaching a new song done in p4 term I.
- Clap the beats of the song **My dream.**
- Clap while saying the French names of the song.
- Attempt exercises like the ones below(*in groups or individually*.) by:
  - Saying French rhythm names
  - Clapping/playing the rhythms
  - Clapping while saying the French names.
  - Writing French rhythm names to the staff rhythms.



TOPIC 2: Singing And Pitch **Duration: 2 Periods**

This topic continues with the same aims as it were for Term Two. A few pitch notes have, however, been added. The learner will read and write music on the stave basing on **d r m** and  pitch. For the aspects of singing and listening, the learner will be

required to recognise the difference in pitch levels of **t**, **d r m f s** with leaps limited to an interval of a 3rd. For reading, the range is limited to **d r m** and  in key G major. The length is eight beats.

Learning Outcome: Appreciates and interprets music in staff notation.			
Life Skills and Values: Self reliance, appreciation, self esteem literacy , creative thinking			
Subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Sings the sol-fa ladder • Sings the song **My dream.** • Hums the song. • Composes own eight beat melodies in staff notation in key G . • Reads own compositions. • Sight sings eight beat melodies centered on **d r m** and  in Key G.	The learner reads and writes the following: • Dream. • Healthy. • My. • Mine. • Eight. • Beat. • Melody.	• The sol-fa ladder. • Eight beat melodies on the G stave. e.g. 1.  2.  **Note:** The sign ◇ shows the position of doh on the G stave. That is doh = G	• Singing up and down the ladder. • Singing back hummed/ played four beat melodies. • Composing eight beat melodies on the stave in key G. • Sight singing the composed melodies. • Reading and writing words.

Resources: Voice, charts, cards, piano, radio cassette, resource persons.

Guidance to the Teacher

Have the learner:

- Sing the song **My dream** to words and then sol-fa.
- Sing up and down the sol-fa ladder.
- Read music in staff notation for example in the content column on the previous page.
- Compose similar melodies in key G.
- Read his/her compositions.

TOPIC 3: Traditional Folk Singing. **Duration: 2 Periods**

In this topic, you will introduce the learner to another category of African folk songs - the story songs. Story songs are songs sung to accompany stories. These story songs also vary from tribe to tribe. In this topic, the learner will collect, sing, write and discuss the importance of story songs. This will enable the learner to appreciate and explore more about our African culture through story songs.

Learning Outcome: Appreciates, creates and demonstrates a sense of beauty in our African cultural heritage through singing story songs.			
Life Skills and Values: Creative thinking, empathy, sympathy, care, love, responsibility, effective communication, leadership.			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional story songs. • Identifies characteristics story songs. • Identifies the tribe of origin of the story songs. • Identifies costumes and props of the story songs. • Communicates with appropriate mood, tempo and volume of the play songs. • Discusses the importance of story songs.	The learner reads and writes: • Costume. • Props. • Solo. • Chorus. • Vocal. • Style. • Volume. • Mood. • Lullaby. • Class. • Tempo.	• African traditional story songs - Characteristics. - Tribe of origin. - Costumes and props. - Importance.	• Listing the story songs. • Brainstorming the characteristics of story songs. • Telling a story in local language. • Singing African story songs. • Listing the costumes and props of play songs. • Singing a play song with appropriate African vocal style.

Resources: Radio cassette, costumes, props, voice, charts, word cards, resource persons.

Guidance to the Teacher

Have your learner:

- Listen to (an) African traditional folk song (s).
- Study the song (s) following the parameters in the table below.

Title	Accompaniment	Ululation	Repetitive	Language	Form	Occasion	Mood	Volume	Speed

TOPIC 4: Drama **Duration: 2 Periods.**

In drama, the two senses of hearing and seeing are paramount. Drama is about effective communication. In this topic, you will introduce the learner to the concept of speaking without words. This will involve facial expressions, gestures and posture. The learner, who has not yet developed the confidence for imagination and interpretation, should be encouraged and helped to imitate the teacher or peers. The learner should then be allowed to evaluate his/her and peers performance. The learner with special needs should be guided to participate in all activities. The teacher should demonstrate clearly and where necessary, the learner should be allowed to feel/touch (in case of visual impairment).

Learning Outcome: Appreciates and demonstrates skills of speaking or communicating effectively.			
Life Skills and Values: Behaving appropriately with different people, valuing one's own abilities, listening to others, communicating to others, sharing with others, leading others.			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Demonstrates facial expressions appropriate to the mood of given situations. • Uses gestures to communicate given situations. • Demonstrates appropriate posture or body language to communicate given situations.	The learner reads and writes the following words. - Anger. - Worry. - Happiness. - Surprise. - Confidence. - Keep quite. - Hurry up. - Gesture. - Posture.	• Samples of situations for communicating with facial expression: - Anger. - Worry. - Happiness. - Surprise. - Confidence. • Samples of situations for communicating with gestures: - You want some one to keep quite. - You want someone to hurry up. - Get away from here. - You want some one to speak louder because of the noise. • Samples of situations for communicating with posture: - I am extremely sad. - I am very angry. - I am interested.	• Speaking without words using: - Facial expression. - Gestures. - Posture.

Resources: Charts, books, voice, costume, props, stage, actors/ actresses.

TOPIC 5: Song Study (Sheet Music) **Duration: 2 Periods**

In this topic, you will guide the learner to analyse music in staff notation. You will help him/her to explore more about written songs with regard to length, rhythm, pitch, bar lines and other components of art music.

Learning Outcome: Identifies, understands and demonstrates knowledge and skills of interpreting music in staff notation.			
Life Skills and Values: Critical analysis, self reliance, cooperation, effective communication			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Studies and analyses the song **My dream**	The learner reads and writes the following words: • Rhythm. • Recite. • Sol-fa ladder. • Form. • Half tone. • Tone. • System. • Stave. • Letter names. • Clef. • Key.	• Song study: - Beats. - Sol-fa notes. - Bars. - Bar lines. - Systems. - French rhythm names. - Names of lines and spaces of the G stave.	• Singing the sol-fa ladder. • Reciting the poem of the song **My dream.** • Singing the song **My dream.** • Singing the rhythm **My dream** to French names • Studying the song **My dream** and answering questions.

RESOURCES: Charts, radio, tape, cards, piano, voice, resource persons.

Guidance to the Teacher
Let the learner:

- Sing the song **My dream** to words and then sol-fa.
- Sing the song to French rhythm names while clapping the rhythm appropriately.

You will display the chart of the song **My dream!** for the learner to:

- Study and answer questions set to it, e.g.
  a) What is the name of the line on which the song ends?
  b) How many bars does the first system have?
  c) How many weak beats are in each bar?
  d) What is the name of the highest note in bar four?
  e) Use letter names and name all the notes of bar three.
  f) Draw a stave, on it put a G clef, then copy down the music of bar one.
- Copy the song displayed on the chart.
- Read and write the words in the language competence column.

Topic 6: Traditional Folk Dance **Duration: 2 Periods**

In this topic, you are to continue exploring African traditional folk dances. This time put emphasis on dances that emphasise the stamping movements. You will continue to use both practical and theoretical methods.

Learning Outcome: Appreciates and demonstrates knowledge and skills about techniques of dances that emphasise aerial movements.			
Life Skills and Values: Cooperation, appreciation, care, concern, confidence, self reliance.			
Subject Competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional dances that emphasise stamping movements. • Discusses the dances that emphasise stamping movements. • Performs a dance that emphasises stamping movements.	The learner reads and writes words like: • Stamping. • Origin. • Functions. • Levels. • Costume. • Props. • Style. • Foot work. • Instruments. • Makeup	• Dances that emphasise stamping - Origin. - Functions. - Costume and props. - Accompanying instruments. - Accompanying songs. - Performance of one of the dances.	• Listing dances that emphasise the stamping movement. • Listing functions of dances. • Naming costumes and props of a chosen dance. • Brainstorming accompanying instruments and songs of the chosen dance. • Demonstrating: - Foot work. - Dance levels. - Dance styles/ technique

Resources: Makeup, stage, dancers, voice, costumes, props, music instruments, resource persons.

Guidance to the Teacher
Have the learner:
- Watch (a) dance performance(s).
- Study the dance (s) following the parameters in the table below.
- Perform a dance.

Title	Dance form	Accompaniment	Origin	Occasion	Costume

Some examples of dances that emphasise aerial movement:
- Amaggunju from Buganda.
- Ekizino from Kigezi.
- Ekikitaguriro from Ankole.

TOPIC 7: African Traditional Music Instruments. **Duration: 2 Periods**

This topic is a continuation to the earlier aim of expanding the learner's experiences in African music instruments. Put more emphasis on the Membranophone class. Membranophone refers to a class of African traditional music instruments with membranes, usually a spread skin. They are usually beaten or hit. You will continue to use both theoretical and practical approaches. Give special attention to learners with exceptional abilities in say instrumental playing as a way of inspiring and exposing others to skills of playing music instruments.

Learning Outcome: Understands and appreciates African traditional music instruments of the chordophone class.			
Life Skills and Values: Patience, confidence, effective communication, concern, sharing, leadership, self esteem.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies African traditional music instruments of the Membranophone class. • Discusses the instruments of the Membranophone class. • Identifies the materials for making the instruments.	The learner reads and writes the following: • Membranophone. • Class. • Origin. • Parts. • Hit. • Beat. • Drum. • Long drum.	• African traditional instruments of the Membranophone class. - Tribes of origin of the instruments. - Local names and English equivalent of the instruments. - Materials used to make these instruments.	• Listing African traditional instruments of the Membranophone class. • Naming the instruments using local names and English equivalent. • Brainstorming the tribe of origin of the instruments. • Listing the materials used for making some of the instruments

Resources: Music instruments of the Membranophone class, charts, pictures of the chordophones, materials used in making the Membranophone instruments, resource persons.

Guidance to the Teacher

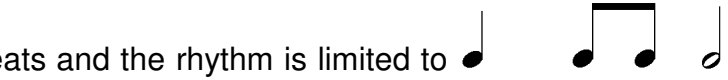
Have the learner:
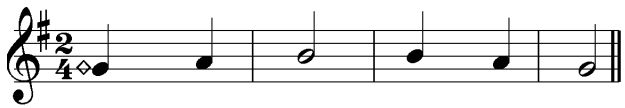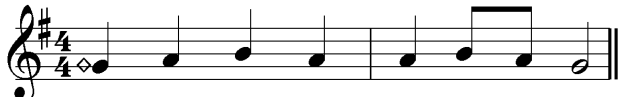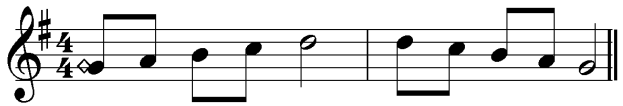
- Sing a traditional folk song.
- Brainstorm Membranophone instruments known following headings in the table below:
- Play an instrument if he/she can.

Local name	English equivalent name	Tribe of origin	Sound production.	Construction materials	Diagram.
1.					
2.					
3.					

TOPIC 8: Singing and Composing **Duration: 4 Periods**

In this topic, you are to introduce the learner to the idea of composing music on a G stave. The learner already has the knowledge of composing melodies in sol-fa. You are now to introduce him/her to composing melodies in staff notation. The range is limited to **d r m**.

The length of the melody is also limited to four beats and the rhythm is limited to . He/she will then sing melodies composed by himself / her self on a G stave.

Learning Outcome: Understands and demonstrates knowledge and skills of composing melodies in staff notation.			
Life Skills and Values: Confidence, Self esteem, Creative thinking, Endurance, appreciation, joy.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Sings the sol-fa ladder. • Pitches **d r m f s** appropriately. • Sight reads 8 beat melodies limited to **d r m** and  in the key of G major. • Composes and writes own 8 beat melodies limited to **d r m f s** and  in the key of G major.	The learner reads and writes: • Sol-fa ladder. • Compose. • Melody. • Pitch. • Rhythm.	• The sol-fa ladder. • Compositions in staff notation, Key G. e.g. 1.  2.  3.  Note: The sign ◇ shows the position of doh on the G stave. That is doh = G	• Singing up and down the major scale. • Singing the song **My dream.** • Composing in staff notation • Sight singing in staff notation.

Resources: Radio cassette, pens, pencils, exercise books, erasers, charts, chalk board.

Guidance to the Teacher

Have the learner:

- Sing the song **My dream.**
- Sing 8 beat melodies displayed on a chart e.g. those in the content column on the previous page:
- Compose 8 beat melodies in staff notation using key G. (stepwise movement)
- Sing his/her compositions.

TOPIC 9: Singing and Accents **Duration: 1 Period**

Music beats are time bound and sound with different strengths i.e. strong and weak. In this topic, you will continue to guide the learner to appreciate the concept of stress in songs. Remember songs have some points stressed more than others. This leads to the concept of time signature. The song **My dream** has one strong beat and three weak beats in every bar. At a later stage, the 3rd beat will be introduced as a medium beat in terms of strength. There is a bar line every before a strong beat.

Learning Outcome: Understands and demonstrates a sense of time keeping in music.			
Life Skills and Values: Confidence, effective communication, critical analysis, coordination, concern, endurance.			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Sings the sol-fa ladder. • Sings the song **My dream.** • Moves according to the rhythm of the song. • Sings the rhythm of the song **My dream** to French names. • Identifies and writes dictated four beat melodies in staff. • Sight sings four beat melodies in staff with the range limited to: - **d r m f s** -  • Identifies the strong and weak	Learner reads and writes the following. • Bar. • Bar line. • Double bar line. • Strong. • Weak. • Rhythm. • Melody. • Staff. • Beats.	• Strong and weak beats in the song **My dream.** •  1 2 3 **Strong** *weak* *weak* **One** *two* *three*	• Singing the sol-fa ladder. • Sight singing exercises based on the notes **d r m.** • Clapping/stamping to stress the strong beats. • Clapping rhythms. • Saying French rhythm name taa ta-te and taa-aa. • Counting and stressing strong beats. • Singing the song to: - Words. - Sol-fa. - French rhythm names • Writing the words of the

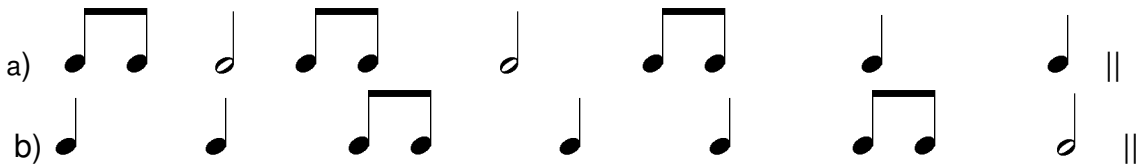
beats in the song **My dream.** • Observes positions of bar lines in the song **My dream.**			song. .

Resources: Charts, word cards, piano, radio, voice, pencils, pens, exercise books, erasers.

Guidance to the Teacher

Ask the learner to:

- Sing the song **My dream.**
- Sing the song while clapping the strong beats.
- Count the strong and weak beats of the song.
- Sing as he/she stamps the strong beats while softly snapping the weak ones.
- Sing the songs to sol-fa as he/she stresses the notes on the strong beats.
- Put bar lines in exercises such as below, making four or two beats in each bar.



- Read and write the vocabulary in the language competence column.

Topic 10: Performing The Arts **Duration: 3 Periods**

The learner is naturally interested in music; and you need only to open the door of learning so that interest may be satisfied.
The learner is more interested in music when he/she becomes involved. Performance will boost group spirit. It will motivate the learner toward further study and enjoyment of music. Exhibitions will act as a summary of the term's learning experiences.
The learner with special needs may need a lot more practice than the ordinary learner. A lot needs to be done to develop their interest and the will to take on the initiative to organize them.

Learning Outcome: Demonstrates a sense of leadership and team work in a variety of situations through music performances and art and craft exhibitions			
Life Skills and Values: confidence, appreciation, creative thinking, decision making, self reliance, endurance**,** effective and communication skills			
subject competences	**Language Competences (in English)**	**Content**	**Suggested Activities**
The learner: • Identifies favorite songs • Demonstrates favorite dances and songs. • Accompanies songs and dances. • Acts plays. • Sight sings melodies. • Uses evaluation guide to evaluates performances.	The learner responds to the following instructions: • Draw a program. • Set the stage. • Tune the instruments. • Organize the stage. • Choose leaders.	• Performing: - Songs. - Dances. - Plays. Sight reading	• Organizing the program. • Setting the stage. • Handling instruments to produce appropriate pitches and rhythms. • Learners evaluating their work/performance. • Choosing learners and drawing a program. • Organizing stage, costumes and props. • Organizing and tuning instruments.

Resources: Radio cassette, costumes, props, music instruments, voice, stage, performers, observation guides.

The check list below shows some of the competences you will assess in each aspect of music. It can serve for both individual and group assessment.

Aspect	**COMPETENCES**	**Mark**	**Out of**	**Total mark and Remarks**
SINGING	Pronounces words clearly.		3	
	Keeps the pace steadily		3	
	Sings with accompaniment		3	
	Dances to the song		3	
	Joins sections of the song		3	

	Makes appropriate actions and		3	
	Sings with appropriate tone		3	
	Plays accompanying instruments		3	
LISTENING				
	Says played rhythms to French		3	
	Plays back played rhythms		3	
	Sings played melodies to sol-fa (pitch)		3	
	Plays rhythms for others.		3	
READING AND WRITING				
	Writes played rhythms to French		3	
	Writes played rhythms to staff notes		3	
	Writes played melodies in sol-fa		3	
	Writes played melodies in staff		3	
	Reads music in sol-fa notation		3	
	Reads music in staff notation		3	
DRAMA			3	
	Talks audibly		3	
	Pronounces / articulates words well		3	
	Remembers most of the words/lines		3	
	Uses appropriate and interesting		3	
	Acts freely/ with confidence and		3	
	Uses costumes correctly		3	
	Uses the stage appropriately		3	
	Coordinates with other actors		3	
	Takes good care of props and		3	

	Asks and answers questions about		3	
DANCE			3	
	Demonstrates appropriate foot work			
	Sings the accompanying songs.		3	
	Plays the accompanying		3	
	Maintains the pace of the dance		3	
	Demonstrates dance levels.		3	
	Demonstrates dance techniques		3	
	Uses costumes correctly		3	
	Uses the stage appropriately		3	
	Takes good care of props and		3	
	Asks and answers questions about dances.		3	

CAPE 2
Physical Education

1.0 INTRODUCTION

The review of the Upper Primary Curriculum has brought several changes. The teacher needs to take note of these changes. One of the changes is the re-allocation of topics in P5 – P7 and shifting of other topics to a higher level (secondary). The ball games (football, netball, handball and volleyball) as well as athletics, mini cricket, swimming and Educational gymnastics have been retained. Mini cricket will be taught as an alternative for swimming in schools which do not have swimming facilities. Basketball, hockey, rugby, lawn tennis, badminton, squash and table tennis have been shifted to secondary school level in order to reduce the curriculum load for Upper Primary.

Another major change is the introduction of competence-based learning organised around learning outcomes and competences (subject and language competences). In addition, each topic has a specified background, life skills, values and guidance to the teacher.

Unlike in the Lower Primary (P1-P3) and P4 where participation and enjoyment were emphasised, in Upper Primary, greater emphasis is put on the acquisition and development of psychomotor skills.

Language Competences
This revised syllabus has also emphasised language competences for the learner to communicate well using the new/acquired technical vocabulary related to the topic. Each topic has its own technical words that the learner will need to understand and use as he/she interacts with the teacher and other learners.

You are encouraged to help the learners understand and use the technical vocabulary during both the lesson and free play. This can be done through instructions, explanations and question-answer sessions.

Life skills and Values
While life skills are the abilities that the learner develops for positive behaviour, enabling him/her to deal effectively with the demands of everyday life, values are the desired standards or qualities that are generally accepted by society. Positive values shape good behaviour. Armed with life skills and positive values, the learner is able to make well-informed decisions, recognise and avoid risky situations and make healthy choices.

The Role of the Teacher
Life skills and values cannot be taught, but are developed through the learner's participation in the activities the teacher gives in each lesson. Some of the life skills and values will not be acquired in the short-term; so the teacher should be patient with the learners.

The role of the teacher is to avail situations that will enable the learners acquire as many life skills and values as possible in every PE lesson.

During preparation of the lesson the teacher is required to specify two or three of the life skills and values that are to be developed by the learners.

2.0 GENERAL METHODOLOGY

The choice of teaching method(s) to use in teaching Physical Education depends on a number of factors such as the level of the learner (age and ability), the amount of content to be taught, available resources, learners' aspirations, as well as the teacher's ability, personality and level of interest. The general approaches used in teaching PE are the **direct** (formal/ teacher-centred) and the **indirect** (informal/ learner-centred) approach.

In the direct approach, the teacher is at the centre of the teaching and learning process. He/she does most of the activities as learners observe. The learners are passive participants. This approach is less effective because it does not give learners the opportunity to explore thus hindering their creativity.

The indirect approach considers the learner as the centre of the learning process. The learner is actively involved in his/her learning. This approach allows the learner freedom and opportunity to choose, exploit and develop imaginative and creativity abilities. The approach enables the learner to work according to his/her own physical and mental abilities.

The learner gains confidence in him/herself and can therefore excel and reach high standards in performing a particular skill. The role of the teacher in this approach is to encourage and stimulate each learner to acquire and develop the skills. The teacher is therefore advised to use this method as frequently as possible.

The following methods are commonly used under general methodology:

- Exploratory and discovery
- Demonstration
- Participatory
- Explanation
- Role play

a) Exploratory and Discovery

The teacher presents tasks to learners and allows them to perform a given task. The teacher should provide meaningful tasks that will enable learners to express themselves creatively. Learning by this method may be completely free or guided by the teacher.

b) Demonstration

The teacher shows the learners how the whole activity (skill) is carried out by performing the activity step-by-step. Demonstration introduces, motivates and encourages learners to try out the activity (skill). The teacher may choose to use one or a group of learners to demonstrate to other learners. During demonstration, it is important for the teacher to:

- ensure that demonstrations are purposeful, appropriate and correctly done.
- allow individual learners or group of learners to demonstrate to others.
- ensure that each learner is able to see the person demonstrating.
- give correct demonstrations.
- follow the demonstration with adequate practice to allow learners acquire, apply and develop the skill.
- emphasize key steps that lead to the acquisition of the skill.
- present the activities in a progressional order, guiding learners from simple to complex activities.

c) Participation

This method allows learners to try out an activity. The teacher should give adequate time for learners to participate maximumly. Learners participate well and effectively when they are in small groups. Therefore, the teacher should group learners according to ability, weight, age or any other factors. For effective participation, it is important for the teacher to:

- emphasize the competences to be attained by learners during the lesson.
- vary the activities in each lesson in order to maintain the learners' interest.
- consider individual differences and treat each learner as an individual.
- deal with faults in an encouraging manner.
- provide opportunities for remedial teaching for slow learners.

d) Explanation

In this method, the teacher tells the learners how an activity is carried out. When using this method, the teacher should ensure that:

- he/she is audible to all learners.

- each learner is attentive and is seeing the teacher clearly.
- he/she has adequate knowledge of the activity to be explained.
- he/she is well-prepared and organized.
- explanations are brief and understandable (consider language level of the learners).

It is important for the PE teacher to note that no one particular method is best for all the activities to be done in any one lesson. The teacher is therefore advised to use the methods in combinations so as to get the best out of the learner. The teaching styles will also vary from activity to activity and from lesson to lesson. Well-planned and well-conducted activities will enhance the development of life skills in the learners. The teacher should therefore, select appropriate activities and provide a conducive environment for developing the life skills in a learner.

Note: The suggested activities in this Syllabus are not all. The teacher is encouraged to be resourceful and creative while teaching PE. The teacher should modify and vary the teaching methods and activities to suit learners with special learning needs. This may require the teacher to modify the content, give appropriate activity options, and organize the learning environment to suit specific learning needs. In this case, the teaching can also be individualized and personalized to meet the needs of individual learners with special learning needs.

The teacher may seek guidance from the Special Needs Education Department in the District on how to handle such learners during the performance of Physical Education.

3.0 TEACHING STEPS

3.1 Preparation

- Change into PE attire. While some learners may not have PE attire, it is mandatory for the PE teacher to wear proper PE attire before conducting any PE lesson.
- Carry out inspection to ensure safety and security of learners, equipment and facilities.
- Give instructions about dressing, play materials, leaders and play space.
- Instruct learners to move to the area of play in a single file or any other convenient formation.

3.2 Warm-up Activities

- Ensure that learners get adequate general and specific warm-up before the real learning experiences.
- Activities for warm-up should be directly related to the learning experiences planned for the lesson.

3.3 Skill Acquisition and Development

3.3.1 Skill teaching

- Select and use appropriate teaching points to guide the learners in performing the skill.
- Demonstrate the skill to be performed correctly, step by step.
- Give brief and clear instructions at every step of the learning experiences.
- Ensure safe and smooth transition from one activity to another.

3.3.2 Skill practice

Ensure:

- adequate space for practice.
- adequate and appropriate facilities and equipment.
- adequate practice time.
- safe use of equipment.
- correct standing position for self and for learners.
- safe learning environment.
- correct timing of activities.
- relevant and interesting formations.
- that drills selected lead up to the expected competences.

3.4. Game Situation

- Encourage equitable sharing of equipment and facilities.
- Ensure co-operation and fair play among the learners.
- Ensure that team selection is done fairly in terms of ability, age and gender to avoid one-sided results.
- Ensure that learned skills are put into practice.
- Ensure that winning does not over-shadow participation.
- Carry out individual or group assessment of learners.

3.5 Conclusion

The conclusion of the lesson should involve:

- Warm-down activities.

- Feedback to and fro learners.
- Collecting and returning equipment.
- Moving back to classroom.

3.6 Lesson Assessment Remarks

Comments about the lesson:

- Areas of strengths
- Areas to improve
- Way forward

Note: The skills acquired during the PE lessons will be applied by the learner during free play, co-curricular activities (games and sports), and competitive play.

4.0 POSSIBLE LIFE SKILLS (GENERAL)

- Leadership
- Friendship formation
- Interpersonal relationship
- Assertiveness
- Creative thinking
- Decision-making
- Cause-effect thinking
- Critical thinking
- Team work
- Sympathy/empathy
- Self-esteem
- Coping with emotions
- Stress control
- Self–awareness
- Effective communication
- Problem solving
- Peer resistance

Values

- Endurance
- Patience
- Love
- Honesty
- Joy
- Perseverance
- Appreciation
- Care
- Respect
- Trustworthiness
- Passion
- Togetherness
- Self reliance
- Concern
- Independence
- Sharing
- Responsibility
- Privacy
- Co-operation

5.0 TOPIC ALLOCATION FOR P5 PER TERM

Term 1:

- Athletics
- Educational Gymnastics
- Cricket/Swimming

Term 2: - Netball
- Football

Term 3: - Handball
- Volleyball

6.0 PHYSICAL EDUCATION AND THE CROSS CUTTING ISSUES

CROSS CUTTING ISSUE	IMPORTANT CONCERNS IN PHYSICAL EDUCATION
Road Safety	- No play activity should be done on the road. - In case the field is near or across the road, children should take precaution especially when crossing the road to and fro the field. Great care must also be taken when retrieving play equipment that goes to or across the road. - For road races, e.g. cross country, athletes should use the right hand side of the road where they are easily seen by the driver(s) using the road. In this case, the athletes should wear a uniform of visible light colour. - All athletes should know where and when to cross the road especially when running through streets or on busy roads. - There should be proper collaboration with the Police to assist in controlling traffic. Other people, i.e. lollipop people, should be deployed as stewards at different points of the running circuit to signal to traffic informing them to slow down speed. These also help in directing athletes.
Democracy, Voter Education and Patriotism	- Learners should be allowed to participate freely in sports leadership. They should freely elect their sports leaders such as captains, assistants and interest groups. - Learners should also be allowed to volunteer to take on sports assignments or roles (offering self for service). - The need for identifying and belonging should be catered for. Learners should be grouped and the groups should be given names of great politicians, leaders, role models, statesmen or women, athletes, regions, nations, animals and/or mountains. These keep the group together and makes them love their country, continent, great political leaders or the physical features.

CROSS CUTTING ISSUE	IMPORTANT CONCERNS IN PHYSICAL EDUCATION
	- Sports is a good breeding ground for international relations.
HIV/AIDS	- People with HIV/AIDS have a right to play. Children living with HIV/AIDS should not be discriminated against when it comes to play or Physical Education. - Children, especially adolescents, should be constructively engaged in sports in order not to involve themselves in early sexual practices and other risky behaviours that may expose them to HIV/AIDS. - Learners should be encouraged to make right choices to avoid risky situations (in and outside school) that could expose them to HIV/AIDS. Engaging and participating in sports activities is the right choice.
Ethics and Integrity	- Unethical practices like bribery, cheating, using mercenary and witchcraft during sports competitions must be discouraged. - Transparency in selection of sports leaders, administration and finance management should be encouraged. - Good spectatorship and fair officiation should be encouraged. Hooliganism in these aspects must be discouraged. - Fair play should be strongly encouraged among learners and between schools.
Reproductive Health	- Children should be given a balanced diet for the proper growth and health. Therefore, learners should not carry out sports activities on empty stomachs. School administrators, teachers, and parents should provide proper feeding for their children. - There is need to recognise and appreciate the growth and developmental changes that occur in boys and girls during puberty. Therefore, teachers should understand the different changes in boys and girls and attend to them as individuals. - Discourage learners from having early or pre-marital sex to avoid HIV/AIDS and unwanted pregnancy. - Sensitize pupils on harmful traditional practices, e.g. female genital mutilations, tattooing and early sex. - Games teachers and administrators should desist from abusing and harassing their learners sexually. - Encourage the development of appropriate life skills, including assertiveness, decision

CROSS CUTTING ISSUE	IMPORTANT CONCERNS IN PHYSICAL EDUCATION
	making, problem solving and interpersonal relationships through physical education and sports.
Special Needs Education (SNE)	- There is need for the PE teacher to adapt PE activities to meet the special needs and challenges of his/her individual learners. This means that the teachers need to modify the following: methodology, equipment/facilities, activities, time and assessment modes. - The PE teacher should consult and seek appropriate assistance in handling some SNE demands that may be beyond his/her means.
Environment	- Provide safe environment for teaching, learning and training in relation to sports. - Learners can collect polythene bags disposed in the school compound and make balls out of them. - Keep sporting environment clean and safe by proper disposing of sports materials after use, cleaning the playing areas, planting grass in patched areas on the field and trees around the field will promote environmental conservation. - Proper disposal and management of waste material before, during and after sports competitions is important. - The cutting of trees from the environment for making sports equipment should be done responsibly under the supervision of a teacher. Do not cut the young trees and/or more trees than you require. - Games that can destroy the environment should not be played in one place over and over. They leave patches on the field.
Women & Children's Rights	- Children have a right to play therefore they should not be denied the opportunity. They use play as a means of expressing themselves, relaxing and learning, and getting rid of anger/stress. They also have a right to choose what to play outside the classroom. - Girls and boys have equal rights to play. There should not be any discrimination when providing opportunities for children to play. - However, children have a responsibility to ensure that they play responsibly (right play, at the right time, in the right place with the right people and equipment). - Girls who are in menstruation should not be denied chance to participate in any physical activity. They should rather be encouraged to use sanitary pads.

CROSS CUTTING ISSUE	IMPORTANT CONCERNS IN PHYSICAL EDUCATION
Gender	- Boys and girls should be provided equal opportunities to play. - The teacher should avoid gender bias when it comes to children's play (e.g. a girl cannot be a sports captain or group leader in officiation of any game).
Peace Education	- PE gives learners an opportunity for cooperation. It is used as a means of teaching peace, unity and reconciliation. Therefore as a unifying factor, sports should be promoted. It promotes interpersonal, intercultural, and international unity.
Child Labour	- Avoid over-loading pupils during training. - Use PE activities as a means of intervention against situations that expose children to child labour. - Cleaning fields of play should not be used as a punishment.

Note: You are advised to read and understand the guidance given under each cross-cutting issue. Apply and also help learners to apply the knowledge of these crossing cutting issues before, during and after the lesson or championship / competition. Once you and the learners adhere to these guidelines, there will be minimal (if any) accidents during any physical activity.

TERM I

TOPIC 1: ATHLETICS 15 PERIODS

General Background
Athletics for P5 to P7 comprises selected activities involving walking, running, jumping and throwing. These activities will be performed using a variety of light junior and improvised implements and facilities. Teaching should aim at enhancing the learners' basic practical skills, technical understanding, knowledge and application of rules and safety precautions.

Each learner will be able to improve performance and physical qualities of strength, speed, experience, teamwork, cooperation and competition.

The teacher should assist the learner to practice the selected activities in a safe progressive manner. The whole sequence of events should lead to the achievement of the best performance within the learners' ability. The teacher and the school should provide a safe environment that will stimulate the learner to put the skills learned in the Physical Education class in competitive application against self and others at school or in the community during co-curricular sports and games.

Learning Outcome
The learner is able to use basic skills and techniques across a variety of athletics events (including officiating) and applies them in competitions and leisure situations with safety awareness for self and others.

Life Skills and Indicators
- Self-esteem
  - Self confidence to carry out an activity.
  - Determination.

- Coping with stress/emotions
  - Carrying out a physical activity without fear, anger, shyness or disgust.
  - Controlling one's anger during and after play.

- Leadership

- Guiding others/group
- Participating in selecting leaders
- Contesting for leadership roles.

- Team work
  - Working freely with others in a group.
  - Cooperating with members of a group.

Values

Endurance	Perseverance
Cooperation	Determination
Confidence	Fair play

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Applies knowledge of safety measures - Performs a variety of runs and sprints over given distances. - Performs long jumps with correct take off and landing.	The learner: - Listens and responds to instructions. - Uses the unfamiliar words correctly as applied in athletics; • Cross bar • Take off • Scissors • Stance • Sling throw	• General running and safety - General safety in athletics - Simple run games • Simple relays • Distance running (not exceeding 600m) • Sprinting - Sprints over different distances (20m, 30m, 50m – 100m) using a Standing start • Long Jump - Take off - Landing - Approach	- Shuttle runs. - Chase run. - Object pick relays. - Circular relays. - Straight runs at different distances. - Runs involving different starting positions (kneeling, sitting, standing, squatting). - Sprinting from the spot. - Jumping from a stationary position. - Standing jump (jumping for distance).

Subject Competences	Language Competences	Content	Suggested Activities
- Clears the cross bar correctly at a given height using a scissors technique. - Throws correctly for distance and target.		• High Jump - Take off (scissors) - Clearing the cross bar - Landing - Approach • Throwing - overhead throw - over-arm throw with blocking action - stance - approach run throw	- Running 3-5 steps and then jump. - Spring jumps. - Consecutive hops/jumps over low and high objects. - Press and push off the ground for height. - Jumping to clear varying heights over cross bar. - Single-handed throw. - Two-handed throw. - Throwing aiming at distances, heights. - Sling throw. - Moving few steps backwards and then run to clear the bar.

Assessment Activities

The learner:

- Runs a distance of 600m successfully.
- Sprints over a distance of 100m.
- Performs 3 correct long jump trials in a safe landing pit. (sand, saw-dust, coffee husks, etc.).
- Clears a cross bar using scissors technique.
- Throws correctly at a target using overhead and over-arm techniques.

Resources

- Take-off boards, high jump uprights, cross bar or rubber cross strip, high jump grid, soft landing area/pit, simple throwing objects such as small balls, stick-like javelin, hurdles, clappers, buttons.

Guidance to the Teacher
The teacher should teach this topic in five weeks (15 periods). Each sub-topic given in the syllabus should be taught for the periods shown below:

- General running and safety in athletics - 2 periods
- Simple relays - 2 "
- Distance running - 2 "
- Sprinting - 2 "
- Long jump - 2 "
- High jump - 3 "
- Throwing - 2 "

Hints:

(i) Ensure adequate warm-up before engaging learners in any athletic event. Use a variety of physical activities or exercises for warm-up.

(ii) Teaching should focus on building on what learners have already learnt in P4. Therefore the teaching of skills should be progressive, advancing at each level right from P4 through P5 up to P7.

(iii) Utilize the local environment for improvising equipment that you may not be having in stock. Lack of the already made (or commercially made) equipment should not stop the teacher from teaching athletics. Involve the learners in making or resourcing some of the required equipment. This gives them confidence and skill of creativity.

(iv) Ensure that learners acquire the skills, apply them correctly and enjoy participation in athletics before you emphasize competition.

(v) Always emphasize safety of both the learners and the implements. Therefore safety measures should be strictly observed by all learners when carrying and using the implements. This prevents accidents.

(vi) You should check all the equipment before using them (for safety purposes). Demarcate the playing area, landing pits, and ensure that they are safe before engaging learners to use them.

(vii) You may consult other teachers who are talented or conversant with execution of certain skills to help you teach them (skills). You can also consult the District Sports Officer, athletic federations, coaches and other resource persons.

TOPIC 2: EDUCATIONAL GYMNASTICS 12 PERIODS

General Background

Educational Gymnastics for Upper Primary is intended to progressively build on the basic skills developed at the Lower Primary. Educational Gymnastics enables learners at this level to improve their skills of rolling, vaulting, springing, balancing, space awareness and partner work. Gymnastic activities enable learners to enhance better body management in a given space or situation. The learners may practice or compete individually or in small groups with or without apparatus. Simple apparatus may be introduced but the teacher should prepare adequate space, safe equipment and safe play environment for the learner to practice and compete. The activities require the teacher to acquire additional competence for practical demonstration and guidance to learners on how to proceed through a variety of basic gymnastic skills.

Learning Outcome

The learner is able to apply body awareness and management skills, display personal confidence, creativity, responsibility and decision making in relation to movement and gymnastic activities.

Life Skills and Indicators

Creative/Critical thinking
- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Decision-making
- Responding to instructions appropriately.

Problem-solving
- Finding ways of approaching difficult or challenging tasks.

Interpersonal relationship
- Interacting with others freely.
- Forgiving others.

Values

Courage	Care	Trustworthiness
Responsibility	Determination	Fair play

Subject Competences	Language Competences	Content	Suggested Activities
The learner demonstrates skills of: - Locomotion/travelling	The learner: - Listens and responds to instructions. - Explains how a given gymnastic activity is performed.	• Locomotion and travelling - General safety for gymnastics.	- Walking - Running - Leaping - Jumping - Hopping
- Rolls		• Rolling	- Basic rolls activities (revision). - Rolling to and from different positions. - Rolling at various speeds. - Rolling over, along, around and onto/off apparatus.
- Twists/turns		• Twisting/Turning • Combined twists with locomotors	- Twisting the upper and lower body parts in different ways. - Turn the body in different angles. - Turning to rhythm. - Sequencing activities (e.g. hop, jump and turn).
- Balances		• Balances - with and without apparatus.	- Balancing with a partner. - Balancing on apparatus. - Balancing with or without a partner or apparatus.

Assessment Activities

The learner

- Performs selected locomotor/travelling tasks with or without apparatus.
- Performs selected rolling tasks (forwards, backward and sideways rolls).
- Makes different body shapes by twisting/turning the body differently.
- Performs sequence of combined gymnastics tasks.

Resources

- Mats, ropes, hoops, chairs, benches, tables, climbing frames, boxes, relevant textbooks, coaches, umpires and players.

Hints:

- Safe equipment and space are a prerequisite in gymnastics lessons.

Guidance to the Teacher

You are required to teach this topic in twelve (12) periods. Each learning aspect specified in the syllabus should be taught for a given period of time as follows:

- Locomotion and travelling - 2 Periods
- Rolling - 3 "
- Twisting/turning - 2 "
- Combined twists with locomotors - 2 "
- Balances - 3 "

Learners will enjoy gymnastics if you organise and present the selected skills in a simple and friendly manner. You are therefore required to:

(i) Have adequate knowledge, make the necessary preparations and practice the skills you will teach before you present/demonstrate to your class. This will save you a lot of embarrassments.

(ii) Ensure that the following safety measures are strictly observed by both the teacher and the learners:
   - Adequate warm-up.
   - Playing area is demarcated in advance and free from dangerous objects.
   - Learners are given activities suitable/appropriate to their level (age, sex, interest, previous exposure and ability).
   - Selectively group learners according to their interest, size and sex.
   - Proper spotting and supervision of gymnastic activities is done all the time.
   - Equipment is checked before and after use.

(iii) Demonstrate correctly, step by step and be patient with low achievers or slow learners.

(iv) Where equipment is to be used, ensure that you provide enough of it to allow maximum participation of all learners.

(v) Give clear instructions and supervise the learners as they perform gymnastics activities.

TOPIC 3: MINI-CRICKET/SWIMMING

3.1 MINI- CRICKET 9 PERIODS

General Background
This topic gives learners in Upper Primary an opportunity to engage in striking and fielding experiences. These experiences are intended to strengthen their application of the skills of; aiming, throwing, batting, running and scoring learnt in Rounders in P4.

Teaching this topic in P5 will involve the review of skills learnt in Rounders in P4 and the eventual introduction of mini-cricket skills using improvised, affordable and low cost equipment namely the bat, the ball and the wicket. Mini-cricket skills of batting, catching, running and bowling will be developed at an elementary scale. Basic rules, team play as well as competition procedures and play etiquette will be taught at this stage.

Learning Outcome
The learner is able to know and apply skills and tactics of playing cricket and upholds rule structures in competitive and leisure situations.

Life Skills and Indicators
Teamwork
- Working freely with others in a group.
- Cooperating with members of a group.

Leadership
- Guiding others/group.
- Participating in selecting leaders.
- Contesting for leadership roles.

Critical/Creative thinking
- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Decision-making
- Responding to instructions appropriately.

Self-esteem
- Self confidence to carry out an activity.
- Determination.

Problem-solving
- Finding ways of approaching difficult or challenging tasks.

Values

Cooperation	Appreciation	Determination	Fair play
Trustworthiness	Togetherness	Confidence	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: Performs the skills of: - Throwing/catching - Fielding - Batting/striking correctly.	The learner: • Listens and responds to instructions. • Uses the unfamiliar words correctly: - wicket - bowling - batting/striking	• Reviewing and improving skills learnt in Rounders. • Basic skills of mini-cricket - Throwing/catching - Fielding - Batting/striking	- Jogging, running, hopping. - Jogging with imaginary fielding. - Running with a bat. - Running, throwing and catching the ball. - Creating space and catching the ball. - Running and stopping the ball. - Catching low and high shoulder balls. - Stopping the ball with two hands. - Picking up the ball one handed and throwing. - Throwing and bowling exercises. - Wicket keeping (high, low, waist level). - Batting exercises (grip, stance, backswing). - Stepping back to strike the ball. - Underarm bowling. - Bowling over-arm from a standing position. - Bowling with a run-up.

Assessment Activities

The learner

- Bowls/throws the ball correctly (3 out of 5 trials) at a wicket.
- Bats the ball correctly (3 out of 5 trials) to defend a wicket.

Resources
Ball, bat, wicket/stumps, batting gloves, wicket keeping gloves.

Guidance to the Teacher

- Mini-cricket will be taught as an alternative for swimming. Schools which do not have resources and facilities for swimming are required to teach mini-cricket.
- This topic should be taught for nine (9) periods. The different skills outlined in the syllabus should be taught and practiced for at least three periods each.
  - Reviewing and improving skills in Rounders - 3 periods
  - Basic skills in cricket - 6 periods
- Cricket does not require expensive equipment. You are encouraged to improvise the resources required to teach the given skills. Lack of already made materials (bats, wickets, etc) should not stop you from teaching. Involve learners in making such equipment.
- You may need to consult other teachers, schools, cricket federations and relevant textbooks to improve your knowledge and teaching.
- You should use equipment suitable and appropriate to the level of the learners. Special attention should be paid to the size and weight of the equipment. You can use tennis balls, soft balls, fibre balls and balls made out of polythene paper.

3.2: SWIMMING (OPTIONAL) 9 PERIODS

General Background
This unit provides the learners with a chance to improve on the water game skills learned in the lower primary classes. The teaching of this unit builds upon the skills of floating, gliding, twisting, rolling, bending and balancing in water as learnt in P4.

The unit is optional and will only be taught in those schools which have access to a swimming pool, trained swimming teachers, or instructors. Additional care should be taken to ensure rules of safety, personal hygiene, rescue and life saving. Before the class gets involved in swimming, the class teacher ought to ensure that:

- Learners suffering from injury or having physical/mental inability are brought to the attention of the instructor.
- Learners with skin diseases or open wounds are not allowed into the pool.
- Learners understand the principles of hygiene and develop the habit of easing themselves and bathing before entering the water.
- Safety rules and instructions are properly displayed, observed and enforced in and outside the swimming pool.
- Changing areas for both sexes are separate and supervised by teachers, if used with the general public.
- Swimming lessons should not be conducted in streams, rivers, lakes or shallow wells.
- The swimming instructor should be properly trained, certified and licensed by the Uganda Swimming Association.
- At least two life guards should be present at the pool side during swimming lessons.

Learning Outcome

The learner is able to show or demonstrate water confidence, basic strokes and techniques of swimming understands, upholds and applies safety and basic rescue procedures when swimming for leisure or competition.

Life Skills and Indicators

Self-esteem

- Self-confidence to carry out an activity.
- Determination.

Decision-making

- Responding to instructions appropriately.

Critical/Creative thinking

- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Problem-solving

- finding ways of approaching difficult or challenging tasks.

Leadership

- Guiding others/group.
- Participating in selecting leaders.
- Contesting for leadership roles.

Interpersonal relationship
- Interacting with others freely.
- Forgiving others.

Values

Courage	Perseverance	Cooperation	Appreciation
Determination	Trustworthiness	Togetherness	Fair play

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Shows confidence while in water. - Demonstrates skill of free style stroke. - Applies knowledge on safety and hygiene in and out of water. - Swims correctly using free style stroke.	The learner: - Listens and responds to instructions. - Uses the unfamiliar/new terms appropriately • Free style/front crawl • Crawl	• Reviewing and improving basic skills learnt in swimming. - Gliding - Floating - Water confidence - Safety and hygiene • Development of the free style stroke (front crawl) - Basic kicking action. - Body position. - Arm action. - Combined leg and arm kick actions. - Movement with head under water and breathing. - Maintaining rhythmic leg and arm actions.	- Gliding drills. - Floating drills. - Leg kick action drills. - Arm kick action drills. - Full stroke drills. - Water treading (in and outside water).

Assessment Activities

The learner
- Comfortably enters the water and carries out basic skill activities in the water.
- Executes the free style stroke correctly.

Resources
Swimming pool facilities, specialist swimming teacher/coach, life saver, swimming costumes (whenever available).

Hint
Ensure that every pupil is properly dressed in appropriate swimming costume.

Guidance to the Teacher
- Swimming will be taught as an alternative for cricket. Schools which have access to a swimming pool, trained swimming teachers or instructors certified and licensed by the Uganda Swimming Association should teach this topic.
- The topic should be taught for nine periods. Each skill outlined in the syllabus should be given time for learners to practice.
  - Reviewing and improving basic skills learnt - 3 period
  - Developing the free-style stroke (front crawl) - 6 periods
- You should emphasize safety measures when teaching swimming. The following are some of the safety measures that you and the learners should pay attention to:
  - Bathing properly with soap before entering the swimming pool.
  - Wearing correct swimming costumes.
  - Keeping the water clean. Do not spit, urinate or defeacate in the swimming pool.
  - Entering the swimming pool should only be in the presence of a life saver. Nobody should go swimming alone.
  - Swimming should not be done when it is raining or during thunderstorms.
  - Avoid running, pushing each other and fun play in and around the swimming pool.
  - The swimming pool should be properly fenced with a lockable gate to prevent learners and intruders accessing the facility unauthorized.

TERM II

TOPIC 4: FOOTBALL 16 PERIODS

General Background
This topic offers opportunity to the leaner to advance from simple ball games learnt in the lower classes to development of basic soccer skills such as kicking, passing, dribbling, dodging and others. In addition to the skills gained, the learner develops physical fitness qualities such as speed, flexibility, endurance and coordination.

Through active involvement in football lessons, the learner acquires basic techniques, knowledge of the basic rules, socializes and enjoys participation with others. Experience gained should enable the learners to play or spectate a game of football from an informed point of view. Boys and girls should be given an equal chance to participate in football, although girls may be allowed a chance to practice the skills separately from boys. Adequate attention should be paid to appropriate dressing that allows free participation in the activities.

Learning Outcome
The learner is able to know, uphold and apply correct basic skills, techniques and rule structures in playing, officiating and spectating the game of football in competitive and leisure situations.

Life Skills and Indicators
Critical/Creative thinking
- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Team work
- Working freely with others in a group.
- Cooperating with members of a group.

Leadership
- Guiding others/group.
- Participating in selecting leaders.
- Contesting for leadership roles.

Negotiation
- Apologizing in case of a mistake.
- Requesting.
- Persuading others to do the right thing.

Values

Confidence	Cooperation	Assertiveness	Fair play
Respect	Appreciation	Sharing	

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Passes/kicks the ball correctly with inside of foot. - Controls the ball using the foot, thigh and chest. - Shoots at a goal to score. - Performs a throw-in correctly.	The learner: - Listens and responds to instructions. - Uses the unfamiliar words correctly as applied in football; • shoot • dribble • pass • throw-in • ball control	• Passing/kicking - Using inside of foot. • Dribbling • Ball control using different body parts - foot - thigh - chest • Shooting. • Throw-in (from a standing position).	- Passing/kicking ball on the ground - Passing/kicking ball with different feet - Passing/kicking the ball to varied distances and directions. - Dribbling the ball individually over varied distances. - Dribbling the ball individually using different feet. - Dribbling the ball around objects. - Dribbling the ball against defense. - Dribbling competitions. - Ball control using different parts of the body (foot, thigh, chest). - Shooting from different positions/shooting at different angles. - Mini-games in small groups not exceeding 4 vs 4. - Throwing the ball correctly over various distances. - Throwing the ball to specific targets.

Assessment Activities

The learner

- Kicks/passes the ball correctly using the inside of foot.
- Controls the ball correctly using:
    - The foot (3 out of 5 trials).
    - The thigh (3 out of 5 trials).
    - The chest (3 out of 5 trials).
- Performs a throw-in correctly (3 out of 5 trials) from a standing position.
- Kicks/passes the ball into goal (8 out of 10 trials) over varying distances (5m, 7m, 10m, 12m)

Resources

- Play field, balls, cones, pegs, goal posts, whistles, flags

Hints

- The balls and goal posts can be improvised using local materials.
- Learners should be encouraged to make their own balls using the local materials such as banana fibre, disposed polythene paper, old clothes. They learners can collect the disposed polythene paper within the school compound and make use of it in order to conserve the environment.

Guidance to the Teacher

- Football should be taught in 16 periods. Each sub-topic should be given time as follows:
    - Passing/kicking (inside of foot) - 3 periods
    - Dribbling - 3 periods
    - Ball control - 5 periods
    - Shooting - 3 periods
    - Throw-in - 2 periods

- To teach football and other ball games, you do not necessarily need standard fields, equipment or teams. Therefore for successful teaching and learning of ball games, you should:
    - Divide the field into mini-play areas in order to involve as many learners as possible.
    - Emphasize correct acquisition of skills, enjoyment and correct interpretation of rules.
    - Allow learners to play freely without emphasizing or sticking to strict rules.
    - Since football (and other ball games) is a contact game, you should warn learners against rough play.

- Know the basic skills of football, demonstrate and teach them correctly.
- Have as many balls as possible in order to allow maximum participation and skill practice by all learners.
- Seek assistance from other teachers, coaches, umpires or re-known players in case you need help.
- Improvise most of the resources required to teach ball games, for example balls, goal posts and nets. Involve learners in making their own play materials.
- Emphasize safety measures before, during and after the teaching and learning process. This will help you minimize accidents.

Note: The guidance provided for this topic applies to other ball games given in the syllabus, (i.e. netball, volleyball and handball) for all the classes.

TOPIC 5 NETBALL 20 PERIODS

General Background
The game of netball builds on the movement and manipulative skills of invasion and contest games. At Upper Primary, the learner will build on the skills of throwing, catching, dodging and marking already acquired in the Lower Primary classes. Other skills such as passing, aiming and shooting in air over the head will also be introduced. The learner will apply these skills while observing footwork and position of play. Much as netball is regarded as an activity for girls, boys should equally be given opportunity to learn and practice the basic skills. However, the boys should practice separately from girls.

Basic skills of attacking and defending, shooting and goal keeping will be practiced individually, in pairs, in small groups and/or in full teams. The learner will gain physical fitness qualities such as speed, flexibility, endurance, coordination and balance. Social skills such as team work, cooperation, respect, patience and observance of rules and fair play will be developed.

Basic equipment such as balls, goal posts, nets, mini-courts, bibs, will be used in varied activities to allow a greater number of learners to participate in playing and learning practices.

Learning Outcome
The learner is able to demonstrate, uphold and apply basic skills, techniques, structures in playing, officiating and spectating the game of netball during competitive and leisure situations.

Life Skills and Indicators
Leadership

- Guiding others/group.
- Participating in selecting leaders.
- Contesting for leadership roles.

Critical/Creative thinking
- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Teamwork
- Working freely with others in a group.
- Cooperating with members of a group.

Problem solving
- Finding ways of approaching difficult or challenging tasks.

Negotiation
- Apologizing in case of a mistake.
- Requesting.

Coping with emotions
- Carrying out a physical activity without fear, anger, shyness or disgust.
- Controlling one's anger during and after play.

Values

Cooperation
Determination
Confidence
Appreciation
Sharing
Fair play

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Performs the skill of passing and	The learner: - Listens and responds to	• Catching and throwing.	- Familiarisation drills. - Toss ball to self. - Throwing and catching with partner.

Subject Competences	Language Competences	Content	Suggested Activities
catching the ball correctly. - Demonstrates correct footwork, dodging and marking skills. - Shoots correctly using two hands.	instructions. - Applies the unfamiliar words correctly • Footwork • Overhead • Stepping • Two-handed shot.	• Footwork. • Basic passes (two-handed) - chest pass - over head pass - bounce pass • Dodging/getting free. • Marking - marking player with or without a ball. • Shooting - The two handed shot.	- Catching low, middle and high balls. - Catching ball from different directions and at different speeds. - Landing (on both feet) with the ball and balancing. - Stepping forward and backwards. - Reaching for the ball. - Two handed shooting without opposition. - Two handed shooting with opposition

Assessment Activities

The learner

- Passes the ball correctly (at least 5 out of 7 trials) to a partner using:
  - chest pass
  - overhead pass
  - bounce pass
- Demonstrates correct footwork, dodging and marking skills.
- Shoots and scores a goal (at least 3 out of 5 trials) using two hands.

Resources

- Play field, netball, goal posts and rings, nets, bibs, whistle.

Hint

This topic will be taught for over 20 periods as follows:

- Catching and throwing - 3 Periods
- Footwork - 6 “
- Basic passes - 4 “
- Dodging - 2 “
- Marking - 2 “
- Shooting - 3 “

The balls and goal posts can be improvised using local materials.

Learners should be encouraged to make their own balls using the local materials such as banana fibre, disposed polythene paper, old clothes, etc. The learners can collect the disposed polythene paper within the school compound and make use of it in order to conserve the environment.

TERM III

TOPIC 6: VOLLEYBALL 12 PERIODS

General Background

The focus of this topic is to introduce learners to a no-bounce game where players aim at playing the ball over a net into the opponents' court. Practical lessons will be structured around the skills of volleying, serving, digging, setting, receiving (using a light and medium sized ball [size 3 or 4]. Lessons should be conducted outdoors. A net should be set up using a long rope (fixed on two poles) that runs the length of 10–20 metres. The height of the rope should be 2-2.5 metres high to encourage passing the ball up and over. Bands, cloth or fibre strings attached to the rope can be used to demarcate the net into smaller playing areas. Learners should be helped to develop skills individually, in pairs, and teams of 2 vs 2, 3 vs 3, 4 vs 4 before engaging in the full game. They will learn to observe territories, teamwork and cooperation.

Learning Outcome

The learner is able to know and apply basic skills, techniques and principles of playing, officiating and spectating the game of volleyball; always upholding rule structures.

Life Skills and Indicators

Teamwork

- Working freely with others in a group.
- Cooperating with members of a group.

Decision-making

- Responding to instructions appropriately.

Coping with stress/emotions

- Carrying out a physical activity without fear, anger, shyness or disgust.
- Controlling one's anger during and after play.

Critical/Creative thinking

- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Negotiation
- Apologizing in case of a mistake.
- Requesting.

Values
Patience
Confidence
Togetherness
Sharing
Responsibility
Appreciation
Fair play

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Performs the basic skills of: • volleying • serving • digging	The learner: - Listens and responds to instructions. - Uses the unfamiliar words appropriately as applied in volleyball: • digging • service • volleying • tossing	• Volleying the ball • Service/serve - under arm serve • Digging the ball - with two hands • Mini-games/ competitions	- Volleying the ball to a partner - Volleying the ball over the net - Volleying from various positions (standing, kneeling). - Activities to train approach, stance, contact with the ball, transfer of weight, use of space when volleying. - Tossing the ball in the air individually. - Tossing and hitting the ball at varied distances and targets. - Serving to a wall and over a rope or net at varying heights. - Digging the ball using both hands (dig against a wall or to a partner). - Digging for distance and height. - Digging to various directions. - Digging and moving to various positions.

Assessment Activities

The learner:

- Executes a service correctly (at least 3 out of 5 trials) using the under-arm technique.
- Volleys the ball correctly to a partner or over a net (at least 3 out of 5 trials).
- Performs the digging technique correctly (at least 3 out of 5 trials).

Resources

- Playing court, balls, net, posts or poles, whistle.

Hint

This topic should be taught over 12 periods.

- Volleying - 4 periods
- Service - 3 “
- Digging - 3 “
- Mini-competitions - 2 “

The balls and goal posts can be improvised using local materials.
Learners should be encouraged to make their own balls using the local materials such as banana fibre, disposed Polythene paper, old clothes. They (learners) can collect the disposed Polythene paper within the school compound and make use of it in order to conserve the environment.

TOPIC 7: HANDBALL 24 PERIODS

General Background
Handball is a competitive invasion ball game which is introduced to the pupils in the Upper Primary school level (P5-P7). Rudimentary skills of catching, throwing, movement on the court, dribbling, shooting using one hand will be developed in a progressive and systematic manner. These will be complemented with the strategic development of court movement, attack and defence, diving as well as goal keeping skills at individual, group and team practice levels.

Simple improvised low cost equipment such as balls, goal posts, goal nets and mini-courts should be provided and used by the teacher and learners. Where standard handballs are used, the size should be size 2–3. Otherwise any other ball smaller in size and can bounce may be used.

Learning Outcome:
The learner is able to demonstrate, perform, practice and apply basic skills, and tactics in handball; uphold rule structures and principles of playing, officiating and spectating the game in competitive and leisure situations.

Life Skills and Indicators
Creative/critical thinking
- Performing a task in more than one way.
- Coming up with new ways of performing a task.

Self-esteem
- Self confidence to carry out an activity.
- Determination.

Teamwork
- Working freely with others in a group.

- Cooperating with members of a group.

Coping with emotions
- Carrying out a physical activity without fear, anger, shyness or disgust.
- Controlling one's anger during and after play.

Negotiation
- Apologizing in case of a mistake.
- Requesting.

Values
Determination
Confidence
Sharing
Appreciation
Fair play

Subject Competences	Language Competences	Content	Suggested Activities
The learner: - Performs basic skills of • Catching/throwing • Passing • Dribbling • Movement with a ball - Demonstrates basic tactics in attack and defence.	The learner: - Listens and responds to instructions. - Uses the unfamiliar words correctly • mini-game • mini-competitions • grip • dribbling • bouncing • diving	• Basic skills and ball control - Catching, throwing/passing. - Dribbling. - Movement with the ball. - Positional play. • Attack and defence - shooting for goal – with dive - without dive - blocking a shot - goal keeping	- Practicing the two-handed catching with emphasis on the grip, stance, timing as well as coordination and transfer of weight and follow-through. - Performing chest pass drills. - Moving with or without a ball. - Bouncing and dribbling the ball around obstacles (staggers, skittles, cones). - Performing hopping and stepping shot drills. - Single handed overhead shot –

Subject Competences	Language Competences	Content	Suggested Activities
- Actively participates in mini-competitions for health development, personal achievement and self assessment.		• Mini-game, basic rules and officiating. • Mini-competitions and assessment – Athletics – Educational gymnastics – Mini-Cricket/Swimming – Football – Netball – Volleyball – Handball	with and without dive. - Stationary shot and jump shot. - Simple attack combinations. - Goal keeping and team defence. - Training for health, self assessment, personal achievement, organisation for competitions, tournaments and mini-leagues.

Assessment Activities
The learner:
- Correctly catches a ball from a partner (at least 5 out of 7 trials).
- Correctly throws/passes a ball to a partner (at least 5 out of 7 trials).
- Dribbles and moves with a ball on the court for a distance of at least 3m.
- Demonstrates correct attack and defence skills.
- Participates in mini-competitions for skill development.

Resources
- Playfield, goal posts, whistles, coloured bibs/vests, team bands.

Hint
This topic should be taught over 24 periods, twelve of which will be for summarizing and reviewing the skills learnt in all topics during the course of the year.
The periods should be handled as follows:
Basic skills in handball - 3 periods

Ball control	-	3 “
Attack and defence	-	4 “
Basic rules and officiation	-	2 “

The balls and goal posts can be improvised using local materials.
Learners should be encouraged to make their own balls using the local materials such as banana fibre, disposed polythene paper, old clothes. They (learners) can collect the disposed Polythene paper within the school compound and make use of it in order to conserve the environment.

Note:

- The mini-competitions and assessment in this topic are focusing on reviewing what has been learnt throughout the year (i.e. athletics, gymnastics, cricket/swimming, football, netball, volleyball and handball). In other words, they are a summary of the activities learnt during the course of the year.
- They provide learners with an opportunity to apply the skills they have acquired during the year.
- More importantly, the mini-competitions and assessment give you opportunity to assess yourself and the learners as to whether learning has taken place.
- For each topic, organize mini-competition activities that will require the learners to apply almost all the skills learnt. Each topic can be given the following periods:
    - Athletics - 2 periods
    - Education Gymnastics - 1 period
    - Mini-Cricket/Swimming - 1 “
    - Football - 2 periods
    - Netball - 2 “
    - Volleyball - 2 “
    - Handball - 2 “

Creative Arts and Physical Education (CAPE 3)

Introduction

1.0 Background

1.1 Introduction

CAPE 3 is a practical subject that equips the individuals with basic skills and knowledge to exploit the environment for self and national development.

The White Paper on aims and objectives of primary education further endorsed the objective "To develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner".

1.2 Time Allocation

The time allocated for CAPE 3 is two (02) double periods and one single period per week which is not enough time for practice. However, time should be created outside the class hours for learners to continue practicing what they have learnt under the teacher's supervision.

2.0 Rationale

The development of CAPE 3 in the Primary School Curriculum is one of the strategies to equip learners with practical skills at an early age.

CAPE 3 will enable learners to participate in production activities as a source of gainful employment. Using the knowledge and skills acquired, the learners will be able to impact the community in which they live to increase production and productivity. It will lead to increased household income, job creation, self reliance and sustainable national development. The gender disparities in households and society and their implications will also be addressed through CAPE 3.

Most of the topics should be handled as projects so as to give more time to complete each item.

2.1 Learning Outcomes

The learner

- Demonstrates skills of identifying and promoting economic activities in the society.
- Appreciates beauty, creates artifacts and expresses oneself independently.
- Demonstrates a sense of leadership and teamwork in a variety of situations.

2.2 P5 Learning Outcomes

The learner

- Identifies and promotes economic activities within and around the school.
- Identifies ways of earning money.
- Uses the environment appropriately.

3.0 Methodology

To ensure effective teaching and learning of CAPE 3, methodologies have been suggested in the syllabus.

1. Inquiry approaches: This involves asking or finding out how things are and how they work, operate, exist or are located.
2. Analysis of events, situations, objects and processes.
3. Practicing how to do things or work.

3.1 Methods

Below are the methods of teaching which can be applied:

- Discovery.
- Discussion.
- Experimentation.
- Practice.
- Role play.
- Problem-solving.
- Project work.
- Field visits.
- Exhibition.
- Use of resource persons.

3.2 Life Skills and Values

- Critical thinking.
- Decision-making.
- Clear communication.
- Coping with stress.
- Empathy.
- Appreciation.
- Assertiveness.

4.0 Instructional Materials

Instructional materials play a great role in the implementation of any curriculum. This therefore calls for a number of strategies to avail and use appropriate materials. Emphasis should be placed on the use of locally availed materials for teaching and learning. The teacher should be able to locate and collect instructional materials. The teacher is also encouraged to make some of the instructional

materials. Where appropriate, learners should be involved in the exercise of collecting and making materials and tools. Suitable storage space should be provided for the materials and tools.

Instructional materials for CAPE 3 can always be obtained from the environment.

5.0 Assessment

Assessment will be both practical and theory. It will be based on continuous assessment of skills, performance, project work, written tests and examinations.

5.1 Continuous Assessment (40%)

Procedure

(i) Take records of each learner at the beginning, middle and end of term and year (Character Development).

a. personal appearance.
b. ability to express oneself/communicate.
c. health situation/hygiene.
d. Size.
e. interactions, friendships.
f. difficulties or special conditions of the learner.

(ii) Rating of learner's interest and participation in class activities (interpersonal relationships).

(iii) Quality of work or product made:

a) procedures used/followed.
b) approach of product.
c) Presentation.
d) costing, pricing and selling of a product.

5.1 Written Tests/Examinations (40%)

These will be done at the end of each term.

5.2 Project Work (20%)

Engagement in projects, out of class exercise (some of the work requires the learners to continue during free time, e.g. wood work, designing styles, garment construction, drawing and painting, growing crops/rearing animals, etc. Selling of products also requires time. This part should also be rated.

5.3 Final Grade

A cumulative assessment of progress is necessary for a realistic evaluation of learners' ability. This will be added to the theory assessment mark to obtain a final mark.

6.0 Structure of the Syllabus

The main body of the syllabus has been organised in **Modules, Themes and Topics.** There is a brief **Background** for every topic followed by **Learning Outcome(s), Life Skills and Values.**

A list of **Suggested Resources** has been given to guide the teachers on the kind of resources he/she might require.

6.1 Learning Outcomes

Learning outcomes have taken the place of general objectives in earlier text. The idea is to emphasise the importance of the product, the final outcome of learning. A learning outcome therefore expresses a stage of finality, a concrete stage of achievement.

6.2 Competences

Under each learning outcome there are a number of **Content Competences**; the **Language Competences**, **Content** and **Learning**

Tasks/**Activities**.

Competences, like learning outcomes depict a stage of finality/concreteness. A competence must express a skill. It is therefore skill–based. A competence must also present manageable tasks, which must in turn be progressive i.e. develop from the simpler to the more complex as the learner develops from one stage to another.

7.0 Approach to the Teaching of CAPE 3

STEP 1 Exposure to quality product. (Visit, display, film, etc.).

,

STEP 2 Observation of expert at work; i.e. Sensitisation.

STEP 3 Description of materials used; i.e. (naming, and where to find them).

STEP 4 Identification of tools required; i.e. (Listing, describing, collection, purchase).

STEP 5 Use and maintenance of tools; i.e. (Demonstration phase 1 with practice).

STEP 6 Breaking the skill into Learning Modules/Units i.e. (Teaching phase 2 with Practice step by step).

STEP 7 Practicing the skill at regular Intervals i.e. (Practice Phase 3).

STEP 8 Producing the final product i.e. (Quality Control Phase).

STEP 9 Marketing the product i.e. (Entrepreneurship phase).

MODULE 1 NEEDLEWORK

THEME: MAKING CROCHET ARTICLES 12 PERIODS

Topic: Making Chair Backs

Background
Crochet work originates from lacy mats, collars, scarves, chair backs and simple decorative edgings. It is a satisfying craft that grows quickly and patterns are instantly effective.

There is just one basic stitch to learn – the chain stitch. Finished results can range from coats, jackets, children's dresses, chair backs, etc.
A single stitch is used on the hook at a time and work can be carried around with you to do anywhere easily.

Learning Outcome
The learner is able to make crochet articles with the basic stitch.

Resources
- Samples of crocheted articles.
- Sample stitches of crochet work.
- Crochet needles, threads, safety pins, and sticks.

Life Skills and Values
- Creative thinking.
- Appreciation.
- Problem-solving.
- Decision-making.
- Working in groups.
- Patience.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Explains, what crochet is.	Explains the following words: crochet, stitch.	Meaning of crochet: - lacy work created by using crochet needles.	Observing. Spelling words.
2. Identifies articles made from crochet.	Names articles that can be made by crocheting.	Types of articles made from crochet using different stitches: - chair backs, blouses, caps, dresses, jackets.	Describing. Naming.
3. Selects materials needed for crochet work.	Names materials needed for crochet.	Materials and tools needed for crochet work: - Crochet needles. - Yarns.	Listing. Sorting.
4. Makes a crochet article.	Explains the steps in making a given article,.	Making a chair back using the chain stitch.	Making stitches.
5. Prices, displays and sells crochet pieces.		Costing and displaying the article. • What to consider when costing. - materials used. - money involved (if any). - time on task (labour).	Displaying. Critiquing.

Guide to the Teacher

1. Start learners on the basic stitch and let them master the stitch.

2. Where possible, use improvised crochet needles. These may be made out of spokes, safety pins, sticks, etc.
3. Collect various crocheted articles for learners to see.

MODULE 2: CONSTRUCTION

UNIT: MAKING SIMPLE TOOLS 8 PERIODS

Topic: Making a Wooden Thong Cutter

Background
A wooden thong-cutter is important for cutting strips of leather for thronging/lacing which is the process of joining pieces of leather together. A wooden thong cutter is made by cutting a groove along the circumference according to the width of leather strip required. The depth of the groove determines the size of the strip of leather. At the slot a cutter (razor blade) is embedded.

Learning Outcome
The learner is able to construct and use a wooden thong cutter.

Resources
- Hard wood, sticks, dowel, machete, hack saw, razor blade.
- Illustration of a thong cutter, pencil, paper, centimeter rule.
- Prepared materials and tools, abrasive i.e. sand paper, razor blades.
- Price tags, display table, thong cutters.

Life Skills and Values
- Working in groups.
- Patience.
- Creative thinking.
- Problem-solving.
- Decision-making.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
1. Identifies the appropriate materials and tools for making a thong cutter.	Describes the materials.	Materials for making a selected thong cutter - wood, saw, hammer, nails, hacksaw.	Collecting materials. Sorting materials.
2. Designs the thong cutter.	Draws and labels a thong cutter.	The structure of a thong cutter - Round. - Square. - Rectangular. - Other creative shapes.	Drawing. Identifying. Naming parts.
3. Prepares the wood.			Removing the bark. Sizing and shaping.
4. Makes the thong cutter.	Writes down the steps followed when making a thong cutter.	Preparing materials for making a thong cutter: - planning the timber. - measuring. - cutting. - sand papering.	Cutting (required length), Cutting a slot to take the blade. Cutting a groove to guide the thong. Smooth sanding. Insert the blade.
5. Demonstrates the use of the thong cutter.	Explains how a thong cutter is used.	Making the thong cutter by - measuring the piece of wood. - cutting the wood. - fixing small nails on the side of the holes. - Inserting the blade.	Testing the thong.
6. Critiques work displayed.		Displaying work.	Discussing work done. Setting costs.
7. Costs, prices, and displays thong cutter.		Costing, pricing and displaying the thong cutter.	

Guide to the Teacher

- Seek assistance of a local carpenter to make the pieces of wood.
- If the learners are capable of handling wood, let them try to do the simple activities like cutting wood, planning wood, making the thong cutter.
- Emphasize safety rules as the learners will be using sharp objects like razor blades.

MODULE 3: FOOD PREPARATION

UNIT: PREPARING DISHES 20 PERIODS

Topic 1: Preparing Snacks

Topic 2: Preparing Special Dishes

Background

Food preparation is the process of making food ready for consumption. This involves cleaning, chopping/shredding and many times cooking. Food preparation can be made simple, e.g. in preparation of snacks or can be elaborated for special purposes, e.g. roasting meat.

Learning Outcome

The learner is able to prepare snacks and special dishes.

Resources

- Foods e.g. popcorns, groundnuts, pancakes samosas, cassava, potatoes and garnishes.
- Chart showing snacks and special dishes, magazines.
- Cooking oil, sugar, etc.
- Charts showing special dishes.
- Seasonings e.g. curry powder, ginger, rice, meat, chicken, vegetables, drinks, garlic, bay leaves and salt.

- Instruction cards.
- Saucepans, knives, plates, trays, bowls, spoons, etc.
- Fuels e.g., firewood.
- Serving tables, price tags, menu card, table cloths, chopping board, rolling pins, banana leaves, etc.

Life Skills and Values

- Team work.
- Sharing.
- Creativity.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
1. Describes different types of snacks. 2. Identifies requirements used to make snacks. 3. Prepares and serves snacks. 4. Costs and prices the snacks. 5. Identifies and names examples of special dishes. 6. Identifies ingredients needed to make special dishes. 7. Creates and enriches recipes for selected dishes.	• Explains the following words: - Snack. - Meal. • Describes the different ways of preparing and serving snacks. • Explain the meaning of a special dish.	Meaning of snack meals. The different types of snacks. Requirements used to make snack meals e.g. food materials, salt, spices, sugar, etc. Preparing and serving snacks - Cleaning. - Chopping. - Cooking. - Serving. Costing and pricing the snacks. Types of special dishes - Fried. - Steamed. - Baked. - Roasted.	Preparing snack meals. Serving snack meals. Garnishing snack meals. Sorting out ingredients.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
8. Lists the equipment and materials needed to prepare the dishes. 9. Prepares and serves special dishes. 10. Describes the taste, appearance and quality of dishes. 11. Costs, prices, displays and sells or eats the dish.		Ingredients for special dishes, e.g. flour, spices, flavourings, fish, meats, eggs, etc. Types and quantities of ingredients, methods of preparing special dishes, steps for making special dishes. Equipment for preparing special dishes. Preparing, cooking, serving and decorating or garnishing dishes. Using senses to tell the quality and appearance of the dishes. Pricing and displaying of items	Preparing special dishes – cleaning, mixing, cooking. Serving special dishes, tasting dishes. Garnishing special dishes. Costing, pricing, displaying and selling special dishes.

Guide to the Teacher

1. Make use of recipe books to choose simple recipes for snacks and special dishes.
2. Ensure that the learners take precautions to avoid burns, scalds, and cuts during the preparation of food.
3. Guide the learners to ensure a high standard of hygiene during food preparation.

MODULE 5: DESIGNING AND DECORATING ARTICLES

UNIT: DESIGNING AND DECORATING FABRIC 10 PERIODS

Topic: Tie and Dye

Background
Tie and dye is one of the methods used to decorate fabric. It is a resist method. Simple but interesting designs can simply be obtained by folding, tying, crumpling, or sewing parts of the fabric.

Learning Outcome
The learner is able to make decorations on fabrics through tying and dyeing.

Resources
- Sample of tie and dye pieces of cloth, plain cloth.
- Different dyes i.e. man made and natural.
- Colour (dyes), salt, water, spoons, stove, paraffin/charcoal, firewood, containers, pieces of paper, fixer, raffia, sisal, thread, hard objects, flat iron, etc.

Life skills and values
- Appreciation.
- Working in groups.
- Decision-making.
- Patience.
- Creative thinking.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Identifies fabrics that can be dyed.	Talks about the materials that have been dyed.	Materials that can be dyed: - Cotton. - Polyester.	Observing. Naming.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
2. Prepares local dyes for dying fabrics	Explains the process of preparing local dyes.	Preparing local dyes: - Removing the parts that produce dyes. - Squeezing the juice. - Boiling to preserve. - Storing in closed tins.	Collecting. Boiling. Squeezing.
3. Dyes fabric materials using various methods.	Describes the various techniques used.	Methods of dyeing - Preparing the dye solutions. - Tying the designs. - or serving and tying the designs. - Using multi colours. - Dying by immersing (dipping) or painting the dyes. - Ironing the dyed article.	Preparing dyes. Tying. Folding. Applying dyes. Sewing.
4. Displays work.	Talks about work displayed.	Displaying work - sorting work. - use of space.	Pinning. Gluing. Arranging.

Guide to the Teacher

- There are so many techniques of designing fabric using tie and dye method. It is advisable to start with simple techniques.
- Colours can be bought from craft shops.
- Where possible, prepare local colours for dying.
- Do experiments well in advance to avoid failures.
- Start with simple methods on small pieces of cloth before proceeding to challenging ones on fairly large pieces of cloth.
- Make use of the dyed materials for example, for making aprons, curtains, chair backs, children's clothes, etc.

MODULE 6: DRAWING AND PAINTING

UNIT: DRAWING AND PAINTING COMPOSITIONS 5 PERIODS

Topics: Drawing and Painting Landscapes

Background
A landscape is scenery. Scenery is part of the environment around us. A landscape or scenery usually has too much information for recording. It is up to the artist to select what is to be included, because some of the things the artist sees may not be very important or interesting to be included.

In order to select a section of the landscape to draw and paint, you need to use a view finder. A view finder is simply a small rectangular or square window cut through a piece of paper which can then be used to define the area to be drawn.

Learning Outcome
The learner is able to use a view finder to select a view for drawing and painting

Resources
- Landscape/sceneries.
- Colour, brushes, pens, pencils, papers, paint, water, etc.

Life skills and values
- Problem-solving.
- Working in groups.
- Decision-making.
- Creative thinking.
- Patience.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Describes sceneries with both man-made and natural objects.	Studies and lists objects within a selected scenery.	Features of a selected environment i.e. scenery with man-made or natural objects or a wide range of landscapes.	Discussing. Describing.
2. Makes a simple view finder.	Lists down the things selected by the view finder.	A view finder - cutting a window on paper using a cutter. - attaching a handle where possible.	Constructing. Selecting scenery. Mixing colours. Painting.
3. Demonstrates the use of a view finder.		Using a view finder - distance to capture scene. - what to include or leave out.	Pinning. Pasting/gluing. Selecting a scene. Drawing.
4. Draws a selected landscape.		Drawing from a view finder.	
5. Paints the scenery.	Explains the colours to be used for painting.	Painting the scenery - mixing colours. - painting the scenery part by part.	Mixing colours. Painting.
6. Critiques work.		Displaying the finished work - use of space. - handling.	Pinning. Sorting. Arranging.

Guide to the Teacher

Guide learners to make simple view finders.
Always start by including a few things for drawing.
Looking through the window from their desks the learners have a perfect view for drawing.
Permanent view finders can be made using timber or metal frames.

MODULE 8: WEAVING, PLAITING AND BASKETRY

UNIT 3: WEAVING 12 PERIODS

Topic: Making a Woven Basket

Background
Making mats is a common activity around Uganda. Mats differ from region to region depending on the materials and the methods used in making them. A variety of mats can be made using natural and man-made fibres collected from the environment**.**

This topic is based on the making of woven baskets. Materials are collected and prepared into flat strips called strands. Some of these materials like papyrus or palm leaves can be dyed. Other materials like banana fibres and straws have different colour shades that can be sorted and used to create patterns in the basket.

Learning Outcome
The learner is able to make a basket by weaving.

Resources
- Fibres, raffia, sisal, papyrus stems, palm leaves, reeds, barks of plants, plastic strands creeping stems and plastic species.
- Knives, needles, mallet.
- Samples of woven baskets.

Life Skills and Values
Creative thinking.
Patience.
Working in groups.
Decision-making.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Identifies and collects adequate materials for weaving baskets. 2. Prepares materials.	Describes materials used for making baskets.	Types of materials used for weaving baskets and where they are found. • Local materials: - midribs. - twigs. - reeds. - palm leaves. • Materials that are manufactured, e.g. plastics.	Collecting materials. Sorting materials. Storing. Sorting. Splitting. Scraping. Drying. Dampening etc.
3. Weaves baskets.	Explains the steps in making a basket.	Woven baskets adaptations i.e. randing, chain pairing, track foot bordering etc.	Weaving. Randing.
4. Finishes the baskets.	Talks about the work.	Working border finishes: - track foot border. - three stake commercial border. - making and fixing the handles.	Making finishing touches i.e. track foot border, three-stake commercial border, fixing handles and applying finishes etc.
5. Critiques the work done.		Displaying finished work.	Hanging, arranging.

Guide to the Teacher

- Guide learners to make simple baskets.
- When making baskets with solid bases, the beginning weave should be firm.

- Finishing with vanish, cow dung, etc is optional, but recommended for keeping the article clean and attractive.
- Rely on locally available materials for affordability.
- It is advisable to do this topic as a project.

MODULE 9: KNITTING

UNIT 1: KNITTING CORDS IN COLOUR 8 PERIODS

Topic Knitting Cords in Colour

Background
Cords can be knitted on simple jigs which the learners made earlier. Cords are ropelike things that are used for several purposes. Some of the uses of cords are as belts, decoration, insignia, etc.

Learning Outcome
The learner is able to knit in multi-colour using the jig.

Resources
- Yarn, raffia, sisal.
- Twisted yarn.
- Pencil.
- Bobbin.
- Crochet hook.
- Hard sharp stick.
- Sample cords.
- Short pieces of yarn.
- Pairs of scissors.

Life Skills and Values
- Creativity
- Working in groups

- Decision-making

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Identifies and selects the appropriate yarn and fibre. 2. Winds the yarn on a strong stick, pencil or pen. 3. Arranges the yarn on to the jig as recommended. 4. Makes the cord. 5. Removes the cord from the bobbin. 6. Finishes the cord.	Describes sample brought by the teacher. Explains the process of making cords.	Appropriate yarn thread or fibre - different types of yarns. Preparing yarn for knitting by arranging appropriate yarn on a stick or pen. Preparing the bobbin by taking yarn round the prongs - casting. Casting the yarn over and off the prongs. Decorating the ends with frills. Finishing the article.	Discussing. Arranging. Casting yarn over the prongs of the bobbin. Knitting. Making finishing touches.

Guide to the Teacher

- Cast the yarn over the prongs towards the inside of the bobbin.
- If more than one yarn is used, be careful to pick all the threads over the prongs at once.
- Use the loose ends where threads stopped while weaving to make attractive ending by tying.
- Large yarns are recommended for the beginner.

MODULE 10: PROCESSES OF STARTING A BUSINESS

UNIT 2: SOURCES OF BUSINESS FUNDS 8 PERIODS

Topic Sources of Capital

Background
Capital is the amount of money required to start a business. One can get this money either from personal savings, borrow from friends or the bank, sell part of his property, etc.

Learning Outcome
The learner is able to identify different sources of capital.

Resources
- Charts showing different sources of funds such as banks Post Office, lending houses.
- Resource persons.

Life skills and values
- Decision-making.
- Working in groups.
- Problem-solving.
- Creative thinking.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Explains the meaning of capital.	Explains the following words: money, capital, loan, borrowing.	Meaning of capital.	Spelling words.
2. Identifies possible sources of capital.	Names the different sources of capital.	Different sources of capital - personal savings. - borrow from friends.	Naming different sources of capital.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
		- borrow from banks.	
3. Mentions the functions of any funding body.	Lists down the functions of funding bodies.	Functions of funding bodies - safe guard people's money. - lend out money. - selling and buying foreign currency.	
4. Describes procedures of getting funded.	Explains the steps of getting a loan from banks or micro finance institutions.	Procedures of getting funds - open an account. - apply for the loan. - indicate security for the loan. - state the payback period.	Describing steps of getting funds.
5. Assesses the importance of business funding.		Importance of getting funded in a business: - get more capital. - educate people how to run their business. - people can save money.	

Guide to the Teacher

- Ask a resource person, possibly a local business person to come and talk to learners about business funding.
- Learners may also visit a local bank or microfinance institution.

THEME 3: BUSINESS FORMS **8 PERIODS**

Topic: Sole Proprietorship

Background
This is a one man's business which does not require large amounts of capital to start. Examples of sole trade business are roadside traders, market vendors, hawkers, retail shops, etc. Other business forms include partnerships, cooperatives and companies.

Learning Outcome
The learner is able to recognize sole trade businesses in the local area.

Resources
- Teacher's guide.
- Pupils' book.
- Charts.
- Start your Business Manuals.

Life Skills and Values
- Creative thinking.
- Problem-solving.
- Working in groups.
- Effective communication.
- Negotiation.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Identifies the meaning and types of business forms.	Explains the following words: sole, proprietor, hawker, trader, vendor.	Meaning of sole proprietorship. Features of sole proprietorship.	Describing sole proprietorship.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
2. Describes the features of sole proprietorship.		- one man's business. - contribute capital alone. - enjoy all the profits.	
3. Mentions the different types of sole trade business.	Names the different types of sole trade business.	Types of sole trade business - retail shops. - road side traders. - market vendors. - hawkers.	Naming different types of sole proprietorship.
4. Describes the benefits and challenges of sole proprietorship.	Demonstrates the buying and selling of different items.	Benefits and challenges of sole proprietorship. - need small capital to start - decisions can be made quickly - owner works alone without any one to consult	
5. Demonstrates different sole trade businesses, e.g. hawking, road side trade, market vending.		Demonstrating different sole trade businesses. - role play - displaying items to be sold.	Demonstrating sole trade business.
6. Identifies other different business forms.		Other business forms - partnership. - companies. - cooperatives.	Discussing other business forms.

Guide to the Teacher

1. Divide learners into groups to visit the different businesses near the school.
2. Find out the type of items sold and how the owner carries out the business.
3. Invite business persons well known in the area/community to talk to learners about how they started their businesses, the benefits and challenges involved.

THEME: INTRODUCTION TO TAXES

Topic: Taxation

Background

Taxation is the process through which the government obtains money from eligible persons. Taxes are collected by government, government agencies like URA and local council authorities. Taxes are used by the government to provide essential services required by the public.

Learning Outcome

The learner is able to appreciate the importance of paying taxes.

Resources

- Charts.
- Pupil's book.
- URA taxation handbook.
- URA bulletins.
- Newspaper cuttings.
- Resource persons.

Life Skills and Values

- Decision-making.
- Creative thinking.
- Working in groups.
- Appreciation.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
1. Explains the meaning of tax.	Gives the meaning of the following words: tax, taxation, government.	Meaning of tax.	Describing taxation.
2. Gives the use of taxes.	Explains the uses of taxes.	Use of taxes: - build roads, hospitals, schools.	Explaining uses of taxes.
3. Identifies the different tax bodies.	Writes URA in full.	Tax collecting bodies - Uganda Revenue Authority. - Local authorities like Kampala City Council, - Municipal Councils, etc.	Discussing different tax collecting bodies.

Guide to the Teacher

1. Guide learners to identify the services provided by the government or local authority which have led to the development of the area/community.
2. Make a list of such services like roads, schools, hospitals, boreholes, police stations, etc.
3. Invite a resource person to talk about how taxes are collected and how they are used.

MODULE 11: SELECTING AN ENTERPRISE

THEME: CONDUCTING A MARKET SURVEY 8 PERIODS

Topic: Market Survey

Background
Market survey is a collection of information from existing and potential customers that can be used to make business decisions. It helps the entrepreneur to find out the needs of his customers, the activities of his competitors, the gaps to be filled, etc.

Learning outcome
The learner is able to carry out a market survey.

Resources
- Teachers Guide.
- Pupils' Book.
- Pupils' charts.
- Charts showing samples of a market survey.

Life Skills and Values
- Effective communication.
- Decision-making.
- Group work.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Tells the meaning of a market survey.	Explains the meaning of the following words: market, survey, product, price, customers.	Meaning of a market survey.	Explaining the meaning of different words.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
2. Studies types of information be collected.	Designs a market survey guide	Types of information to be collected. - goods and services available. - products sold in the market. - prices of different goods and services. - goods and services not available but needed by the people.	Designing a market survey guide.
3. Describes techniques of gathering information.		Techniques of gathering information. - Questionnaires. - Interviews. - Field study. - Resource persons.	
4. Collects information.	Conducts a market survey.	Collecting information	Collecting information
5. Assesses and interprets information collected.	Discusses the information collected.	Assessing and interpreting information.	Discussing the collected information.
6. Identifies business opportunities.	Identifies business opportunities available in the area.	Businesses that can satisfy people's needs.	Listing goods and services needed by the people.

Guide to the Teacher

1. Guide learners to design a market survey guide.
2. Give learners enough time to collect the required information.
3. After identifying the goods and services not available in the area but needed by the people, learners can make a list of businesses that can be started in the area to satisfy those needs.

MODULE 13: MODELLING AND FIRING CLAY ARTICLES

UNIT: MAKING CLAY POTS 12 PERIODS

Topic

Background
Clay is one of the locally available materials that can easily be obtained either freely or at low cost. Clay can also be prepared and kept fresh for months without getting dry. This is done by burying it in the soil and watering it regularly. Dry clay can be crushed, sieved and wetted.

At this level, learners should be able to use real swamp clay and make useful pots. Some of the projects the learners can engage in are the making of flower containers for the school compound or flower vases for the classrooms.

If the school community has people who make pots, then it would be advisable to visit such a person.

Learning Outcome
The learner is able to prepare clay and use it to make pots.

Resources
- Clay.
- Resource person.
- Maize cob, sticks, strings, seeds, paint, etc.
- Sample pots.
- Suitable area for constructing an open kiln.
- Firewood, dry grass, dry leaves, wood, sticks.
- Kiln.

Life Skills and Values

- Working in groups.
- Decision-making.
- Creativity.
- Patience.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Identifies various pots.		Various types of pots: - water pots. - beer pots. - flower pots. - decorative pots, etc.	Observing. Describing.
2. Collects and selects appropriate materials for modeling.		Materials for clay work: • Modelling tools: - Incised sticks - Broken pieces of calabashes/pot. - Pad. - Wood.	Collecting materials and tools for modelling.
3. Prepares clay for modelling.	Explains the processes of preparing clay for modelling.	Processing clay for modelling: - removing foreign bodies. - kneading. - wedging. - adding grog.	Sorting out foreign bodies Kneading. Wedging. Adding grogs. Covering material.
4. Applies correct methods for modelling pots.		Modelling using the coil technique.	Coiling. Forming.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
5. Dries the pots.		Drying pots.	Drying pots. Checking on pots.
6. Constructs a simple kiln.	Explains the steps in making a kiln	Constructing a kiln. - shallow hole method or - dust bin method.	Digging up a hole for a kiln. Collecting materials used in firing.
7. Fires pots.		Requirements and techniques for firing pots - arranging the pots.	Covering. Changing the pots. Painting.
8. Decorates pots.	Writes down the steps in decorating pots.	Techniques used to decorate pots. - Incising. - Stamping. - Pinching. - Folding. - Engraving. - Painting.	Preparing decorating tools. Decorating.
9. Critiques pots.	Talks about the pots made	Displaying.	Arranging. Discussing.

Guide to the Teacher

1. Collect and prepare clay well in advance.
2. Clay articles should always be dried under a room temperature or under a shade.
3. Guidance of a resource person around the school (a potter) would be useful.
4. A project of making flower vases for the school compound and classrooms can be undertaken by the learners.

MODULE 14: HOME MANAGEMENT

UNIT: HYGIENE 12 PERIODS

Topic: Care and Cleaning of Surfaces and Equipment

Background
Cleanliness is an impression of wellbeing. This contributes to a healthy lifestyle and can be achieved by proper removal and disposal of household refuse. Different surfaces and equipment are cleaned according to the materials used in making them, e.g. wood, plastic, leather, concrete, tiles, glass, etc.

Learning Outcome
The learner is able to care and clean surfaces and equipment.

Resources
- Floors, doors, windows walls, curtains, furniture, e.g. chairs, tables, etc.
- Fridges, cookers, cupboards, knives, forks, sauce pans, etc.
- Varnish, polish soap, vim, jik.
- Brooms, mops, brushes, basins, cobweb brush.
- Storage of facilities, ventilators, well arranged room.

Life Skills and Values

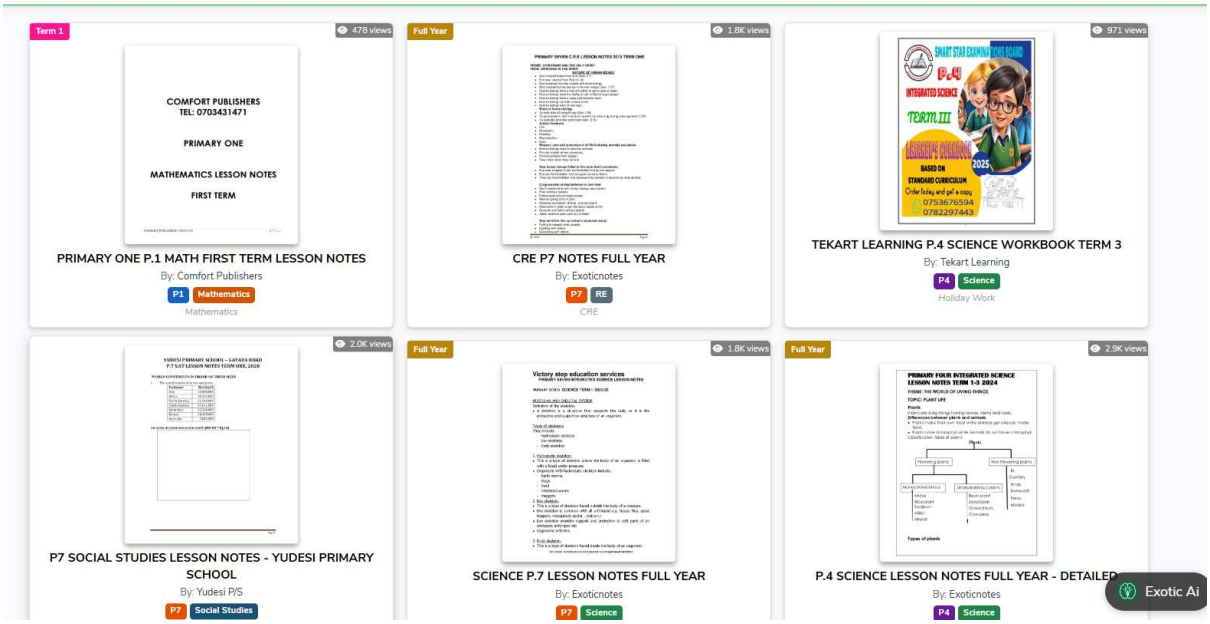
Subject Competences	Language Competences	Content	Learning Tasks/Activities
The learner: 1. Lists various types of surfaces and equipment in a home	Describes different types of surfaces and equipment.	Types of surfaces in a home e.g. earthen, cemented, equipment e.g. cupboards.	Identifying different surfaces in a home.

Subject Competences	Language Competences	Content	Learning Tasks/Activities
2. Lists materials and equipment for cleaning surfaces. 3. Describes various methods of carrying out special cleaning of surfaces and equipment in a home. 4. Demonstrates good care of surfaces and equipment.		Cleaning materials and equipment e.g. soap, detergents, polish, vanish. Cleaning equipment: brooms dust pans. Methods of cleaning surfaces e.g. sweeping, dusting, mopping, scrubbing. Caring for surfaces and equipment: - wooden. - plastic. - glass. - metallic.	Listing materials and equipment used in cleaning. Cleaning of surfaces and equipment.

Guide to the Teacher

1. Guide the learners to identify the different surfaces and equipment in the home.
2. Guide the students to identify materials used for cleaning.
3. Demonstrate how different surfaces and equipment are cleaned.

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/