

**CREATIVE ARTS**

**TEACHING METHODS AND PRACTICE  
FOR TTCs**

**TUTOR'S GUIDE**

**OPTIONS**

- **Social Studies Education (SSE)**
- **Languages Education (LE)**
- **Early Childhood and Lower Primary  
Education (ECLPE)**

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# PART I. GENERAL INTRODUCTION

## 1.1 The structure of the guide

The tutor's guide of **Creative Arts/Fine Art & Crafts and Music Teaching Methods and Practice (TMP)** is composed of two parts:

The **Part 1** concerns General Introduction that discusses methodological guidance on how best to teach and learn **Creative Arts/Fine Art & Crafts and Music** teaching methods and practices, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and guidance on assessment.

**Part 2** is about Unit development. It provides information on key unit competence, required prerequisites for successful learning of the unit, guidance on the introductory activity, list of lessons, guidance on how to facilitate different lessons, additional information, end unit assessment and Additional activities which include: remedial activities, consolidation activities and extended activities. All application, end unit assessment and additional activities from the textbook have answers in this part.

## 1.2 Methodological guidance

### 1.2.1 Developing competences

To sustain achievements in its Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

## 1.2.2 How to develop competences

Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is critical to the success of the competence based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, art appreciation and critic, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

The following example shows how the tutors can help student teachers to develop competences.

### **Example:**

- a) The tutor organizes students in groups and gives an exercise to help in the development of competences in a given topic. The group selects a leader and a secretary to note down points as the discussion progresses
- b) After the appointed time, the discussions stop and the secretaries from the different groups present their findings.
- c) The competences being developed are: Collaboration, Cooperation, Communication, Critical Thinking, Leadership and management, Research and Problem solving and lifelong learning.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in **Creative Arts/Fine Art & Crafts and Music**.

## □ **Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyze data, draw conclusions and present findings
- Observe, Record, interpret – e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then to try to explain why different habitats have different species Experiment
- Research and Discuss
- Compare and Contrast Exercises
- Debate (see communication)
- Identify a Problem and design a methodology to collect the information needed to solve the problem
- Make teaching using locally available materials
- Using reasoning games and tests

## □ **Research and problem solving**

- Use the Internet or library
- Create a school library
- Collect data through observation and recording
- Collect data through sketching in sketch book, surveys, questionnaires and different kinds of interviews
- Develop sampling rules for data collection
- Create teaching aids to explain artistic concepts

## □ **Creativity and Innovation**

- Design a Poster
- Write and design a booklet
- Make a model
- Create an experiment to prove a point
- Invent new ways of doing traditional things
- Develop a graph to illustrate information
- Create a flow chart to show the main stages in a process

- Design a data collection survey/questionnaire
- Identify a problem which requires data collection to solve
- Conduct experiments with objectives, methodology, observations, results, conclusions
- Make hypotheses and identify ways to test them
- Identify local problems and devise ways to resolve them
- Create a teaching aids to explain artistic concepts

#### □ **Communication Skills**

- Describe an event or situation
- Present ideas - verbally, in writing, graphically, digitally
- Set out pros and cons
- Argue a case – verbally, in writing, graphically (compare and contrast), digitally
- Observe, record, interpret
- Write letters for different purposes.

#### □ **Cooperation, personal and interpersonal management and life skills**

- Pair work
- Small group work
- Large group work
- Data collection from the community
- Collect community photographs and interview residents to make a class/ school history of the local community

Note: The tutors' Guide should improve support in the organization and management of groups

#### □ **Lifelong Learning**

- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfilment
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development

- Exploit all opportunities available to improve on knowledge and skills.

### **1.2.3 Addressing cross cutting issues.**

Among the changes in the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. Some cross cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

In Creative Arts subject, specifically in Music, each song taught must address to any crosscutting issue. For example, songs on peace education, gender, against genocide, unit and reconciliation, anti-delinquency and drugs, etc.

### **1.2.4 Attention to Special Educational Needs specific to each subject**

When we think about inclusive education, often we just think about getting children *into school*, i.e. making sure they are physically present in school. However, we also need to ensure that children are *participating* in lessons and school life and that they are *achieving* academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children – including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guidance that tutors can apply while addressing special educational needs:

#### **Tutors need to:**

- Remember that student-teachers learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what they expect them to do.



- Vary their pace of teaching to meet the needs of each Student-Teacher. Some Student-Teachers process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a Student-Teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the Student-Teacher. Both Student-Teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each Student-Teacher is unique with different needs that should be handled differently.

### **Strategies to help Student-Teachers with physical disabilities or mobility difficulties:**

- Adapt activities so that Student-Teachers who have difficulty moving, can participate.
- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

### **Strategies to help Student-Teachers with hearing disabilities or communication difficulties**

- Always get the Student-Teacher’s attention before you begin to speak.
- Encourage the Student-Teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

### **Strategies to help Student-Teachers with visual disabilities**

- Help Student-Teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful

## **Adaptation of assessment strategies**

Each unit in the Tutors' guide provides additional activities to help Student-Teachers achieve the key unit competence. Results from assessment inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

### **1.2.5. Guidance on assessment**

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/**Continuous/ formative assessment** intends to improve Student-Teachers' learning and tutor's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

#### **Continuous/ formative assessment**

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

#### **Summative assessment:**

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it is done at the end of unit. -

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year, is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/cycle assessment in form of national examinations. Assessment of practical teaching skills will be done as planned in comprehensive assessment guidelines.

### **1.2.6 Students' learning styles and strategies to conduct teaching and learning process**

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

### **1.2.7. Teaching methods and techniques that promote active learning**

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

#### **What is Active learning?**

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

#### **The role of the tutor in active learning**

- The tutor engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

#### **The role of Student-Teachers in active learning**

Student-Teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student-Teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

### **Main steps for a lesson in active learning approach**

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

#### **1. Introduction**

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student-Teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

#### **2. Development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

## □ **Discovery activity**

### **Step 1**

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

### **Step 2**

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

## □ **Presentation of learners' productions**

- In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

## □ **Exploitation of learner's productions**

- The teacher asks the students to **evaluate the productions**: which ones are correct, incomplete or false
- Then the teacher **judges the logic of the students' products**, **corrects** those which are false, **completes** those which are incomplete, and confirms those which are correct.

## □ **Institutionalization (summary/conclusion/ and examples)**

- The **teacher summarizes the learned knowledge** and gives examples which illustrate the learned content.

## □ **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit

- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

### **3. Assessment**

In this step the tutor asks some questions to assess achievement of instructional objective. During assessment activity, Student-Teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.

# PART I: FINE ARTS

# INTRODUCTION TO TEACHING FINE ART AND CRAFTS SUBJECT AT PRIMARY

## UNIT

# 1

### 1.1. Key unit competence:

Student teacher will be able to discuss the rationale and structure of Fine Arts and Crafts syllabus in primary.

### 1.2. Prerequisites (knowledge, skills, attitudes and values)

In this unit student teacher learn about the meaning and components of Fine Arts and Crafts in primary school. This knowledge helps student teacher to explain the rationale and importance of teaching and learning Fine Arts and Crafts in primary school.

### 1.3. Guidance on the introductory activity:

- Student teachers make groups.
- Student teachers assign the tasks
- Student teachers distribute resource(syllabus)
- Student teachers facilitate groups
- Student teacher invites groups to present.

### The suggested components of Primary Fine Arts and Crafts will be:

- **Introduction:** composed of the background to the syllabus review, the rationale behind teaching and learning Fine Arts and Crafts.
- **Pedagogical approaches:** highlight guidelines on active learning aimed at developing competences in Fine Arts and Crafts.
- **Assessment approaches:** demonstrate competence-based assessment guidelines, where by a learner is given complex real life situations and tries to overcome problems by applying what he/she learned in Fine Arts and Crafts.
- **Resources:** indicate various materials, tools, equipment and human resources for successful implementation of Fine Arts and Crafts.
- **Fine Arts and Crafts Syllabus unit structure:** Presentation indicates the unit structure (topic area, subtopic, key unit competence, learning objectives, content, and learning



activities) and highlights the link to other subjects, assessment criteria and materials to be used in teaching and learning a given unit.

- **References:** Indicates a list of all sources and resources used throughout the development of the Fine Arts and Crafts.
- **Appendix:** Shows weekly time allocation in Primary Schools for each subject including Fine Arts and Crafts.

#### 1.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Rationale of teaching Fine Arts and Crafts and  Components of Fine Arts and Crafts syllabus for Primary school	Student-teachers will be able to describe and to analyze Fine Arts and Crafts	1
2	<i>End unit assessment</i>	Understanding lessons of the whole unit	1

#### 1.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

##### Lesson 1: Rationale of teaching Fine Arts & Crafts and Components of Fine Arts and Crafts syllabus for Primary school

**N.B:** The Two lessons above in Teacher’s Guide are combined because of the periods that they were given in content distribution but in Student teacher Book, they are separated to lead to easy understanding to the reader.

##### a) Learning objectives

Student teachers should be able to analyze, discuss and apply different aspects of Fine Arts and Crafts.

##### b) Teaching resources

- Fine Arts and Crafts syllabus of primary
- Teaching Methods and Practice syllabus of TTC
- Other books related to Fine Arts and Crafts

- Internet
- Learning activities
- In groups, students-teachers discuss and analyze the rationale of teaching and learning Fine Arts and Crafts in primary schools and its components.
- Below are the suggested answers for the activity 1.1; **the rationale of teaching Fine Arts and Crafts.**
- The reasons of teaching and learning Fine Arts and Crafts to children are the following:
  - Promote creativity through learners' unique nature and language of expression
  - Accelerate and facilitate learning in other subjects
  - Provide aesthetic and culture awareness
  - Develop visual literacy in the process of making and using art.
  - Develop and master skills of artists and craftsmanship relevant to various crafts and artworks
  - Boost children' talent.
  - Develop the ability of understanding and utilizing the materials used in art and crafts.
  - Acquire basic knowledge and skills in various artworks and crafts
  - Learn to appreciate others artistic works
  - Learn to think imaginatively, innovatory and creatively
  - Learn how to live harmoniously with other people in society
  - Learn to communicate effectively with others in non-verbal ways through artistic works

### **Suggested answers for application Activity 1.1**

Fine Arts and Crafts will boost learner's talent:

- Through Fine Arts lesson, children will explore their talents
- They will enhance their interest
- They will be encouraged by teacher for artistic activities

Below are the suggested answers for the activity 1.2; **the components of teaching Fine Arts and Crafts**

First of all the document said is a syllabus and it has the following importance:

- To inform teachers and learner of the objectives of the subject and to provide a sense of what it will be like
- To provide a kind of contract between instructors and students
- To indicate the number of period of each units
- It suggests methods and teaching resources

Help learners to share ideas about components of Fine Arts and Crafts Syllabus and do the activities related to this lesson.

### **Suggested answers for application activity 1.2:**

The good qualities of a Fine Arts and Crafts syllabus either Lower Primary or Upper Primary Syllabus are;

- It is should be well understandable with all the learning objectives and learning activities

### **1.6. Additional information.**

#### **i) Components of Fine Arts and Craft works are:**

- Subject matter
- Form
- Content or Meaning

#### **ii) Importance of Art to an individual**

- An orientation in the Arts helps an individual to respond to art or to make different artworks, and this allows full enjoyment of the world of aesthetic.
- Art helps an individual to appreciate historical pieces of art.
- Art helps a person to think imaginatively and creatively.
- It helps a person to communicate effectively with others in non-verbal ways and live harmoniously in the society.
- Art helps a person to have the ability and an understanding of utilizing the available materials.
- It helps an individual to get a job and improve his or her standards of living

#### **iii) Importance of Art to the society**

- Art leads to the creation of functional crafts and other artworks that can be used for storage and decoration purposes.

- Art leads to the provision of employment opportunities
- It increases the incomes of people through selling materials needed by artists
- Art improves tourism industry since some crafts serve as souvenirs for tourists
- Art promotes people's culture through crafts like baskets, mats, pots and many others.
- Art is used in communication through the use of graphics and other artworks

### 1.7. End unit assessment

The suggested answers:

1. The importance of teaching Fine Arts and crafts in Primary
  - Promotes creativity through learners' unique nature and language of expression
  - Accelerates and facilitates learning in other subjects
  - Provides aesthetic and culture awareness
  - Develops visual literacy in the process of making and using art.
  - It helps a the learner develop and master skills of artists and craftsmanship relevant to various crafts and artworks
  - Boosts children' talent.
  - Develops the ability of understanding and utilizing the materials used in art and crafts.
  - Helps the learner to acquire basic knowledge and skills in various artworks and crafts
  - Helps the learner to learn to appreciate others artistic works
  - Learns to think imaginatively, innovatory and creatively
  - Learns how to live harmoniously in society
  
2. The components of Fine Arts and Crafts Syllabus
  - **Introduction:** composed of the background to the syllabus review, the rationale behind teaching and learning Fine Arts and Crafts.
  - **Pedagogical approaches:** highlight guidelines on active learning aimed at developing competences in Fine Arts and Crafts.
  - **Assessment approaches:** demonstrate competence-based assessment guidelines, where by a learner is given complex real life

- situations and tries to overcome problems by applying what he/she learned in Fine Arts and Crafts.
- **Resources:** indicate various materials, tools, equipment and human resources for successful implementation of Fine Arts and Crafts.
  - **Fine Arts and Crafts Syllabus unit structure:** Presentation indicates the unit structure (topic area, subtopic, key unit competence, learning objectives, content, and learning activities) and highlights the link to other subjects, assessment criteria and materials to be used in teaching and learning a given unit.
  - **References:** Indicates a list of all sources and resources used throughout the development of the Fine Arts and Crafts.
  - **Appendix:** Shows weekly time allocation in Primary Schools for each subject including Fine Arts and Crafts.

## 1.8. Additional activities

### a) Remedial activities:

- **Questions:** Give any three components of Teaching Methods and Practice syllabus of Fine Arts and Crafts.

#### Answers:

- Assessment approach
- Resources
- Syllabus units

### b) Consolidation activities:

- **Question:** Enumerate all components of Fine Arts and Crafts syllabus of primary school.

#### Answer:

- General introduction
- Pedagogical approach
- Assessment approach
- Resources
- Syllabus units
- Reference
- Annex

**c) Extended activities**

**Question:**

Explain the importance and components of teaching methods and practice Fine Arts and Crafts syllabus in primary school?

**Answer:**

**Importance of teaching methods and practice of Fine Arts and Crafts syllabus in primary school**

- Promote creativity through their unique nature and language of expression
- Accelerate and facilitate learning in other subjects
- Provide aesthetic and culture awareness
- Develop visual literacy in the process of making and using art.

## 2.1. Key unit competence:

Student teacher will be able to differentiate available/possible teaching and learning resources required for the learning of Fine Arts and Crafts.

## 2.2. Prerequisites (knowledge, skills, attitudes and values)

- Student-teachers learn resources in foundation of education
- Student-teacher knowledge about resources used in Fine Arts and Crafts from primary
- Student-teachers use resources in their every day life.

## 2.3 Guidance on the introductory activity:

- Student teachers present resources
- Student teachers make groups.
- Student teachers distribute resources
- Student teachers facilitate groups
- Student teachers invite learners to expose their work

Suggested answers for introductory activity

After analyzing the materials presented in the pictures above, classify them by completing the table below:

Printed materials	Non-Printed materials	Electronic materials
- Books	- Coloured pencils - Pencils - Paint brush - Colour wheel - Acrylics paint - Collage - Scissor	- Projector - Computer - Cell phone

## 2.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	- Printed teaching and learning materials used in teaching and learning Fine Arts and Crafts in primary school.	- Students-teachers list from syllabus resources and materials to be used for teaching / learning Fine Arts and Crafts in Primary school.	1
2	- None printed teaching and learning materials used in teaching and learning Fine Arts and Crafts in primary school.	- Suggest other resources and materials to be used for teaching / learning Fine Arts and Crafts in primary schools.	1
3	- Improvised/display and technological instruction media used in teaching and learning Fine Arts and Crafts in primary school.	- Student teachers will be able to explain, none printed materials used in teaching Fine Arts and Crafts in primary.	1
4	<b><i>End unit assessment and remediation</i></b>	- Understanding lessons of the whole unit	1

## 2.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

### Lesson 1: Printed teaching and learning materials used in primary Fine Arts and Crafts

- a) **Learning objective:** students-teachers list and explain from syllabus resources and materials to be used for teaching / learning Fine Arts and Crafts in primary school
- b) **Teaching resources:** books/resources are: text books, dictionary, teacher's guide, exercise books, newspapers, magazines and cards.
- c) **Learning activities:** In groups, students-teachers discuss about resources printed, to be used for teaching / learning Fine Arts and Crafts in primary school.



### **Suggested answers for Activity 2.1.**

The resources that you may find in your school library that can be used to teach Fine Arts and Crafts are

- newspapers,
- magazines
- cards
- Book
- Textbook
- Teacher's guide
- Other charts

### **Suggested answer for application activity 2.1**

- Textbooks help teachers and learners to find vast information related to Fine Arts and Crafts.
- Textbooks can be used as present and future references while teaching Fine Arts and Crafts

### **Lesson 2: None printed teaching and learning materials used teaching and learning Fine Arts and Crafts in primary school**

#### **a) Learning objective:**

Student teacher will be able to explain non-printed teaching and learning materials used in Fine Arts and crafts.

#### **b) Teaching resources:**

Stones, sticks, vegetables, bottles, clothing, food packaging, rice sack ...

#### **c) Learning activities:**

In groups student-teachers discuss about none printed teaching and learning materials used in Fine Arts and Crafts

### **Suggested answers for Activity 2.2:**

Can find from nearest environment such as stones, sticks, vegetables, bottles, clothing, food packaging;

- Coloured pencils and water colour used to colour artworks
- Leaves may be used in print making and drawing still life
- Stones may be used in collage or mosaic
- Stones may be used as a surface

## Answers for application activity 2.2

Five none printed resources used in teaching and learning Fine Arts and Crafts.

- Stones
- Sticks
- Vegetables
- Bottles
- Bottle tops
- Clothing
- Boxes
- Leaves
- Coloured pencils
- Cups and others

## Lesson 3: Improvised and display and technological instruction media

### a) Learning objective:

Student teachers will be able to mention and explain the improvised/display and technological instruction media used in teaching and learning Fine Arts and Crafts in primary school.

### b) Teaching resources:

- Computer
- Projector
- Mobile phone
- TV and Videos

### c) Learning activities

In small groups, student teachers discuss about Improvised or display and technological instruction media

### Suggested answers for Activity 2.3.

The role of electronic materials in teaching Fine Arts and Crafts

- Computer is used in the preparation of Fine Arts and Crafts presentation, to keep Fine Arts and Crafts information such as documents, images, audio, and video on CD-ROM, DVD-ROM, memory sticks, memory cards and other storage devices.
- Computer can be source of information for Fine Arts and Crafts
- A computer has different software, which makes graphics, letters, and illustrations.
- Projectors used to demonstrate the presentation prepared about Fine Arts and Crafts.
- Mobile phone is a source of information related to Fine Arts and Crafts.

### **Suggested answers application activity 2.3**

Four Technological resources used in teaching and learning of Fine Arts and Crafts.

- Computer
- Projector
- Mobile phone
- TV and Videos

### **2.6. Additional information**

In this unit, student teachers should encourage students to protect environment because many materials used in teaching and learning Fine Arts and Crafts come from it.

### **2.7. End unit assessment**

1. Categories of resources used in teaching and learning Fine Arts and Crafts are three:
  - Printed teaching and learning materials used in teaching and learning Fine Arts and Crafts in primary school.
  - None printed teaching and learning materials used teaching and learning Fine Arts and Crafts in primary school.
  - Improvised or display and technological instruction media used teaching and learning Fine Art and Crafts in primary school.
2. Four examples of printed resources: Book, textbook, teacher's guide, , exercise book, charts and many others.
3. None printed resources are real resources that we can find from nearest environment while printed resources refer to variety of books that teacher and leaner use in teaching and learning Fine Arts and Crafts in primary.

### **2.8. Additional activities**

#### **a) Remedial activities:**

#### **Questions:**

- Identify the categories of resources used in teaching and learning Fine Arts and Crafts in primary school.

#### **Answers:**

- Printed teaching and learning materials used in teaching and learning Fine Arts and Crafts in primary school.

- None printed teaching and learning materials used teaching and learning Fine Arts and Crafts in primary school.
- Improvised/display and technological instruction media used teaching and learning Fine Arts and Crafts in primary school.

**b) Consolidation activities**

**Question:**

- Talk about Improvised or display and technological instruction media used in teaching and learning Fine Arts and Crafts in primary school.

**Answer:**

- When we talk about Improvised/display and technological instructions media it is the same as saying e resources or use of ICT in teaching and learning process such as: Computer, projector Radio, TV, mobile phone.

**c) Extended activities**

**Question:**

- Explain the importance and components of teaching methods and practice of Fine Arts and Crafts syllabus in primary school?

**Answer:**

- Importance of teaching methods and practice Fine Arts and Crafts in primary school:
  - Promote creativity through their unique nature and language of expression
  - Accelerates and facilitates learning in other subjects
  - Provides aesthetic and culture awareness
  - Develops visual literacy in the process of making and using art.
    - Components of teaching methods and practice Fine Arts and crafts syllabus in primary school.
      - General introduction
      - Pedagogical approach
      - Assessment approach
      - Resources
      - Syllabus units
      - Reference
      - Annex

# GENERAL PRINCIPLES OF TEACHING FINE ART AND CRAFTS SUBJECT

## UNIT 3

### 3.1. Key unit competence:

Student teachers will be able to describe the general principles and strategies of teaching Fine Arts and Crafts in primary school.

### 3.2. Prerequisites (knowledge, skills, attitudes and values)

- Student teachers learn all principles used in teaching in general.
- Student teachers use those principles in process of learning diary life.

### 3.3. Guidance on the introductory activity:

- Student-teachers compose short story
- Student-teachers tell story to the learners
- Student-teachers ask questions related to questions
- Student teachers use the story to introduce new lesson.

### Suggested answers for the introductory activity in the learner's book.

1. Learners failed, because the teacher did not use the principles of teaching and learning Fine Arts and crafts.
2. Using different techniques and methods in teaching and learning Fine Arts and crafts.

### 3.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Principles of teaching and learning Fine Arts & Crafts lesson in primary school	- Identify principles of teaching and learning Fine Arts & Crafts	1
2	<i>End unit assessment</i>	- Understanding lessons of whole unit	1

### 3.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

#### Lesson 1: Principles of teaching and learning Fine Arts & Crafts lesson in primary school.

**a) Learning objective:**

Student teachers, Identify principles of teaching and learning Fine Arts & Crafts in primary school.

**b) Teaching resources:**

- Books related to principles of teaching Fine Arts and Craft in primary school.
- Pictures show different methods of teaching Fine Arts and crafts in primary school.

**c) Learning activities:**

In groups, student teachers read syllabus of teaching Fine Arts and Crafts in primary school and explain principles and methods of teaching it.

#### Suggested answers for Activity 3.1

The principles used in teaching and learning Fine Arts and Crafts

- **Progression** The teaching of Fine Arts and Crafts must take place gradually; you must be ready to make readjustments, revisions, summaries and repetitions.
- **Activity:** In Fine Arts and Crafts lessons, you make tasks or learning activities where learners discuss and share ideas then you play the role of facilitation. More activities should be practical and you will be helping learners for every activity require your support.
- **Motivation:** In a classroom setting, motivated learners are interested in what has been taught, they are constantly attentive, they put efforts that are more personal and they learn more quickly than others learn and understand better. Fine Arts and Crafts lessons teacher motivates learners by using different activities like games, songs, concrete materials and appreciate learners' works.
- **Concretisation:** Effective teaching always starts with something tangible, existing, concrete, that is, teaching focuses on a real context. Fine Arts and Crafts teacher uses concrete artistic tools and materials to clarify the concept.

- **Individualisation** Fine Arts and Crafts teacher allows the learner to learn at his / her pace and possibly using diversified ways mainly in-group discussion. Focuses and reacts on every learner's artwork is highly recommended.

### **Suggested answers for application Activity 3.1**

- Methods we find in teaching and learning Fine Arts and Crafts

#### **a) Demonstration method**

In Fine Arts and Crafts, **Demonstration method** can be used to communicate any art or crafts activity with the aid of visuals materials such as flip charts, posters, power point, etc. A **demonstration** is the process of teaching someone how to make or do something in a systematic process. As you show how, you “tell” what you are doing.

#### **b) Practical works**

This is very useful to learners who seem to be the future artists and artisans. In Fine Arts and Crafts subject, most of the activities require practical activities as said “Practice makes perfect”. The more they do practice, the more they will understand better the lessons in this subject.

#### **c) Observation method**

This method which cuts across other techniques of teaching Fine Arts and Crafts as children observe everything they are learning for them to be able to imitate them. They also carry out observation during a nature walk and demonstration. Then the teacher can ask them to model or draw, paint, make clay objects, weave what they have observed.

#### **d) Display**

In Fine Arts and Crafts, children carry out various tasks to come with artworks. Such works need to be displayed for children to keep appreciating their different talents and learn from others works. When these final artworks are presented, each child is given an opportunity to see and talk about what they have done. These promote equity among all children, since they do the same activities. Display has a visual effect, since the artworks stimulate children's creativity enabling its perfection. You should always establish the children's work display areas or corners to be able to display children's finished work. They are different ways of displaying children's creativity work

### 3.6. Additional information

Every method can be applied depending on the nature of the lesson.

### 3.7. End unit assessment

Distinguish between the following principles and methods of teaching Fine Arts and Crafts

- **Cooperation:** is mainly developed in teamwork where all learners work together and take part in doing classroom activity while **individualization** is when a teacher allows the learner to learn at his / her pace and possibly using diversified ways mainly in group discussion.
- **Concretization:** teaching always starts with something tangible, existing, concrete, that is, teaching focuses on a real context. Fine Arts and Crafts teacher uses concrete materials to clarify the concept while **activity**, teacher makes tasks/learning activities where learners discuss and teacher plays the role of facilitation.
- **Transfer** refers to the application of classroom acquisitions in a new situation. It is an influence, an impact on the subsequent learning. The Fine Arts and Crafts learners are able to use the learned material in real life while **Progression** The teacher must be ready to make readjustments, revisions, summaries and repetitions.

### 3.8. Additional activities

#### a) Remedial activities

**Question:**

- Give two principles and two methods used in teaching Fine Arts and Crafts in primary school.

**Answers:**

- *Principles:* cooperation and progression
- *Methods:* Demonstration and Practical work.

#### b) Consolidation activities

**Questions:**

- Describe any two principles of teaching Fine Arts and Crafts in primary school.

**Answers:**

- *Concretization:* Effective teaching always starts with something



tangible, existing, concrete, that is, teaching focuses on a real context. Fine Arts and Crafts teacher uses concrete materials to clarify the concept.

- *Individualization*: In Fine Arts and Crafts, teacher allows the learner to learn at his / her pace and possibly using diversified ways mainly in-group discussion.

### c) **Extended activities**

#### **Questions:**

1. Discuss motivation as a principle in teaching Fine Arts and Crafts in primary.
2. Explain display method in teaching Fine Arts and Crafts in primary school.

#### **Answers:**

1. Motivation's principle in teaching Fine Arts and Crafts in primary  
In a classroom setting, motivated learners are interested in what has been taught, they are constantly attentive, they put efforts that are more personal and they learn more quickly than others learn and understand better. Fine Arts and Crafts lessons teacher motivates learners by using different activities like games, songs, concrete materials.
2. Display method in teaching Fine Arts and Crafts in primary school.

In Fine Arts and Crafts, children carry out various tasks to come with artworks. Such works need to be displayed for children to keep appreciating their different talents and learn from others works. When these final artworks are presented, each child is given an opportunity to see and talk about what they have done. These promote equity among all children, since they do the same activities. Display has a visual effect, since the artworks stimulate children's creativity enabling its perfection. You should always establish the children's work display areas or corners to be able to display children's finished work. They are different ways of displaying children's creativity work.

These include:

- Hanging
- Classing on the floor in a corner
- Use of boards
- Use of flannel board

## DRAWING STILL LIFE AND NATURE USING AVAILABLE RESOURCES

# UNIT 2

### 4.1. Key unit competences:

Student teachers will be able to prepare an active lesson related to drawing still life and nature using available resources.

### 4.2. Prerequisites (knowledge, skills, attitudes and values)

- In general, student-teachers know resources used in drawing.
- Student teachers have learnt importance of some materials used for drawing in primary school.
- Student teachers are able to draw some picture.

### 4.3. Guidance on the introductory activity:

- Student teacher present the picture to the learners
- Student teachers ask questions related to the picture.

### Suggested answers for questions

1. The materials that were used to draw the images are; pencil, pen, charcoal and water colours.
2. Elements of art used are: colour, value, space, lines and dot, texture, form, shape

Principles of art used: rhythm, balance, proportion, unity, dominance, harmony, emphasis, and variety.

3. Types of lines used; oblique, horizontal, curved, circular, vertical and dotted.

### 4.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	- Recall of concepts/ content and Techniques and strategies for facilitating lessons of drawing still life and nature, using available resources	- Student teachers will be able to explain techniques and strategies for facilitating lessons of drawing still life and nature, using available resources.	1

2	- Developing generic competences and crosscutting issues related to drawing still life and nature, using available resources	- Student-teachers will be able to develop generic competences and crosscutting issues related to drawing still life and nature, using available resources	1
3	- Produce appropriate resources using low cost materials	- Student- teachers will be to make materials to be used for teaching drawing still life and nature	1
4	- Use appropriate resources (available and locally made)	- Student-learners will be able to use available resources	1
5	<b><i>End unit assessment</i></b>	- Understanding lessons of the whole unit	1

#### 4.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

##### Lesson 1: Techniques and strategies for drawing still life and nature using available resources

- a) **Learning objective:** - Student teachers will be able to explain techniques and strategies for facilitating lessons of drawing still life and nature, using available resources
- b) **Teaching resources:** paper, pencils, coloured pencils, crayon, flip chart, pictures, table, book and nature objects.
- c) **Learning activities:**
  - In groups learners-students discuss about drawing still life and nature
  - Individually learners draw a cup, systematically.
  - Individually learners draw the whole cup.

##### Suggested answers for activity 4.1:

**Colours** are the hues in form of primary colours, secondary colours and tertiary colours as reflected by light. The first two types/categories are; primary colours and secondary colours.

- **Primary colours** are blue, red and yellow.

They are the basic colours from which other colours on a colour wheel are made

- **Secondary colours** are a mixture of two primary colours. This means that the combination of two primary colours produces secondary colours for example;

Blue + Yellow = Green    Yellow + Red = Orange    Red + Blue = Purple

### **Answers for application activity 4.1**

The main steps you can follow when you want to conduct a lesson of Fine Arts and Crafts depends on the approach and the title of the lesson for example if the main focus is to teach the elements of art such as texture using the approach of direct observation, you will do the following

- Search for the information related to texture
- Prepare the lesson plan
- Look for a variety of materials with different textures that is; smooth texture and rough texture like rocks, wood, fur, feathers, fruits or any other you may find in the environment.
- Let the learners sit accordingly with emphasis on SEN for different learners
- Allow the learners to observe and touch the materials you have chosen to be drawn so to feel the texture on different things.  
Let the learners discuss or share ideas about the materials in their presence
- Encourage the learners to choose the tools and materials that they will use to draw for example papers, pencils, rulers, rubber, charcoal and others that may be available.
- Encourage the learners to start with sketching
- Give the learners the opportunity to experiment in drawing lines and tones in relation to texture.
- Throughout their work, learners should be guided on how to apply texture on their artwork
- Allow the learners to finish their work by shading and removing any unwanted parts.
- Let the learners display their work for appreciation.

### **Suggested answers for application 4.2**

- Paper/ drawing book
- Pencil with different grades
- Colored pencils
- Rubbers
- Crayons
- Charcoal
- Pastels
- Rulers
- Sharpener/razorblade
- A cup

### **Lesson 2: Developing generic competences and crosscutting issues related to drawing still life and nature, using available resources**

- a) **Learning objective:** Student-teachers will be able to develop generic competences and crosscutting issues related to drawing still life and nature, using available resources
- b) **Teaching resources:** paper, pencils, coloured pencils, crayon, flip chart, pictures, table, book and nature objects.
- c) **Learning activities:**
  - Student teachers prepare lesson plan
  - Student-teachers develop generic competences and crosscutting issues in lesson plan.

### **Suggested answers for activity 4.3**

There are different generic competences and crosscutting issues in the picture of the cups kept in the cupboard as shown below.

Generic Competences include;

- Research: This is addressed through finding answers to questions based on existing information and concepts and using it to explain phenomena from gathered information.
- Critical thinking and problem solving skills: This is achieved through think-pair and share, group discussion, appreciating artwork, guided discovery and individual work.
- Creativity and innovation: Learners can design objects using locally available materials and manage these materials in a positive way.

### **Cross Cutting Issues include;**

- Environment and sustainability: This can be achieved by asking learners to always protect the environment around them since some of the items in the cupboard especially cups are made out of clay that can be got from the environment.
  - Gender equality: This can be achieved by allowing all the boys and girls to have equal chances of viewing the picture of the cups in the cupboard and sharing ideas about the picture on equal grounds and respect.
  - Peace education and values: This can be achieved by encouraging learners not to use items similar to those in the picture to harm each other but instead to use them for a very good purpose.
  - Inclusive education: If the picture in the learner's book is not big enough, the teacher will print them in large sizes to help the learners with visual challenges.
  - Financial education: This can be addressed by encouraging learners to always keep breakable items very well in order to protect them from being damaged since they are expensive.
1. Why should we keep and protect everything in our environment?
    - To protect them from being damaged by different conditions
    - To avoid misusing of different things in our environment
    - To improve health and sanitation in our environment
  2. Who is in charge of protecting kitchen utensils?
    - Everyone who understands the importance of kitchen utensils is in charge of protecting them.
  3. Is cleanliness important to our lives? Especially for home materials? Justify your answer.

YES, Cleanliness is important to our lives because of the following reasons.

- Extend the life of our appliances
- Prevent Foodborne illness and the spread of diseases
- Helps us to have good life
- Prevents the environment from pollution

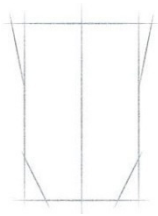

## Competence-based lesson plan for unit 4

School name: .....x..... Academic year: .....

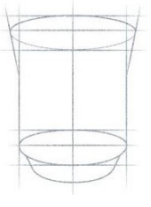

Teacher's name: .....y...



Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	.../.../...	Fine Arts	P6	5	2	40	45
<b>Type of special Education Needs to be catered for in this lesson and number of learners in each category.</b>				<b>Learners with slight visual impairment (two):</b> - Use real and big objects or prints that can be easily seen - Allow the learners to take sits to enable them to see on chalk board and chat clearly - Allow the learners to touch on the objects where possible.  <b>Learners with hearing impairment (two)</b> - Teacher use loud voice at the same time facing those learners - Use visual teaching aids/materials			
<b>Unit Title</b>		Drawing still life and nature					
<b>Key unit competence</b>		To be able to draw different pictures of objects and scenes in still life and nature using different tools and materials					
<b>Title of the lesson</b>		Drawing a cup					
<b>Instructional Objective</b>		By the end of this lesson, using pencil, paper and other materials, learners will be able to: Draw a cup correctly					
<b>Plan for this lesson (Location: In/Outside)</b>		Inside classroom.					
<b>Learning Materials(For all learners)</b>		Pencil, paper, colour, rubber, ruler and the learners' text books					

<b>References</b>	Creative arts syllabus, upper primary level, REB, Kigali, 2015
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<b>Timing for each step</b>	<b>Description of teaching and learning activity</b>		<b>Generic competences and cross cutting issues</b>
	Teacher guides and facilitates the learners to draw a cup using different materials of drawing.		
	<b>Teacher's activities</b>	<b>Learner's activities</b>	
<b>Step1 Introduction 5min</b>	- Ask questions related to new lesson.	Answer the questions asked by teacher	G.C: - Communication ; through asking and answering questions
<b>New lesson 30 min</b>	<p>Present teaching and learning aid ( cup) and ask questions about it</p> <p><b>STEP 1</b></p> <p><b>Sketch the Basic Shape of the Cup</b></p> <p><b>STEP 2</b></p> <p><b>Draw the Base of the Cup</b></p> <p><b>STEP 3</b></p>	<p>Observe T/L aids brought by teacher and answer questions</p>  <p>To draw a base of cup</p> 	<p>- G.C: communications skills through</p> <p>C.C.I:</p> <p>PVE. Through collecting materials.</p> <p>Gender education through giving the task.</p> <p>Inclusive Education through putting a cup on the table and making sitting in classroom.</p> <p>G .C.</p> <p>Critical thinking through drawing each part and combining all parts..</p>



	<p><b>STEP 3</b></p> <p><b>Draw the Top &amp; Bottom Shapes of the Cup</b></p>	<p>Draw the top</p> 	
	<p><b>STEP 4</b></p> <p><b>Sketch the Proportions of the Handle.</b></p>	<p>Joining the bases</p> 	<p><b>Inclusive education:</b> if picture in the learners book are not big enough, teacher will print them in large size.</p>

		To clean useless lines	
			
	STEP 5 Clean up the Line <b>Drawing</b> .	To shade	
	STEP: 6 Shade the <b>Cup</b>		
<b>CONCLU- SION</b>  <b>5min</b>	Ask question orally  Tell learners to draw a cup	Answer questions  Draw a cup	G.C: - Communication ; through asking and answering questions  - problem solving; through drawing a cup
<b>Self- evaluation</b>		Well done/Undone	

### Lesson 3: Produce appropriate resources using low cost materials

#### a) Learning objective:

Student- teachers will be able to make materials to be used for teaching drawing still life and nature.

#### b) Teaching resources: knife, sticks, paper, soil, sharpener, pencils, scissor.

**c) Learning activities**

- Collect materials around in environment materials.
- Sort them according needs
- Make appropriate resources used in teaching drawing still life.
- Display final product.

**Suggested answers:** Any 3 materials that can be used in making resources of teaching drawing still life are paper, scissor and knife.

**Answers for application activity 3.1**

- Pencil helps us to draw on the paper.
- Crayons helps us to add colour on drawing for making more attractive and differentiate the parts of drawing.

**Lesson 4:**

1. Use appropriate resources (available and locally made)

**a) Learning objective:**

Student-learners will be able to use resources

**b) Teaching resources:** paper, knife, sticks, paper, soil, sharpener, pencils, scissor.

**c) Learning activities**

- Sort the resources according to the size, shape and colour.
- Use resources correctly.

**Suggested answers:** we can use crayons for making beautiful.

**Answers for application activity 3.1**

- |                   |              |
|-------------------|--------------|
| - Paper           | - Pastels    |
| - Pencil          | - Ruler      |
| - Coloured pencil | - Compass    |
| - Rubbers         | - Set square |
| - Crayons         | - sharpener  |
| - Charcoal        |              |

**Additional information.**

In drawing still life, arrangement of the table, chair desk and object should be pleasant. Single still life forms are preferred for beginners.

## **Answers for end unit assessment**

### **Techniques of drawing still life are:**

- collecting materials
- setting page or surface to work on
- sort them according to their size, colour, and shape
- drawing starting on lines
- making shape from lines
- cleaning lines
- shade

## **4.8. Additional activities**

### **Remedial activities:**

**Questions:** How many steps of drawing a cup

**Answers:** The type of drawing a cup are 6.

### **Consolidation activities:**

Describe the main parts of lesson plan of drawing still life.

- Introduction
- New lesson
- Conclusion

### **Question:**

Describe the main parts of lesson plan of drawing still life.

### **Answer:**

- Introduction
- New lesson
- Conclusion

## **Extended activities**

### **Questions**

Prepare lesson plan of teaching drawing still life in primary school.

The subject is “a bottle”

### **Answer:**

Refers to lesson plan which is on lesson 2.1

# TEACHING LESSON OF LETTER STYLES, ILLUSTRATIONS AND COLOURS

## UNIT 5

### 5.1. Key unit competence:

Student teachers will be able to prepare an active lesson of letter styles, illustrations and colour

### 5.2. Prerequisites (knowledge, skills, attitudes and values)

Student teachers have skilled for letter styles, illustrations and colours from primary schools and lower secondary

### 5.3. Guidance on the introductory activity:

Student teachers get their books then they share ideas about the picture therefore they give answers to asked questions

1. Discuss the types of letter styles that you think they were used to make the works above.
2. Give the colours used and identify their types.
3. Discuss the relationships between the message, letters, colours and illustrations used in the designs presented above.
4. Describe the cross cutting issues you can find in the designs above.

### ANSWERS:

1. Serif **fonts** can be broken down even further into several subcategories (Old Style, Classical, Neo-Classical, Transitional, Clarendon, etc.). Today, Serif **fonts** are among the most popular typefaces in use, with styles like ‹Times New Roman› being ever-present in books, documents, and even some logos
2. White, Yellow, Orange, Red, Pink, Purple, Blue, Green, Brown Grey Black
3. - Illustrations used in the designs are very helpful to the people who are not able to read the message and they explain the message clearly  
- Types of letters used were clearly give message and explain the illustrations more

- The use of colours depended on the nature of the illustrations and letters to be easily readable, and they are generally used in objective manner.

4. - **Peace and value education:** during sharing ideas in their respective groups in the lesson of letter styles, illustrations and colour lesson by respecting others' views

- **Gender education:** through making groups, asking questions, respecting equity in the letter styles, illustrations and colour lesson

- **Inclusive education:** through sitting arrangement, observation time in the letter styles, illustrations and colour lesson.

#### 5.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Recall of concepts and content related of letter styles, illustrations and colour	<ul style="list-style-type: none"> <li>- Identify materials to use for teaching letter styles, illustrations and colours</li> <li>- Develop and show mutual respect</li> </ul>	1
2	Techniques and strategies for facilitating lessons of letter styles, illustrations and colour.	<ul style="list-style-type: none"> <li>- Explain techniques and strategies of teaching letter styles, illustrations and colours</li> <li>- Appreciate methods of teaching letter styles, illustrations and colours</li> </ul>	

3	Developing generic competences and crosscutting issues of letter styles, illustrations and colour	<ul style="list-style-type: none"> <li>- Suggest activities about letter styles, illustrations and colours through which generic competences and cross-cutting issues</li> <li>- Design assessment for teaching letter styles, illustrations and colours</li> </ul>	1
4	Produce appropriate resources using low cost materials and locally made	<ul style="list-style-type: none"> <li>- Plan and make materials to be used for teaching letter styles, illustrations and colours</li> </ul> <p>Sharing materials while making LTM for teaching letter styles, illustrations and colours</p>	1
5	<b><i>End unit assessment and remediation</i></b>		1

### **5.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)**

#### **Lesson 1: Recall of concepts and content related of letter styles, illustrations and colour**

**a) Learning objective:**

To understand the concepts of letter styles, illustrations and colours

**b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guidebook)

**c) Learning activities:**

In primary schools, both lower and upper level have the lesson of using different letters styles for different purposes. General, this can work to

everyone who need communication, For better uses of lettering, it will be better to includes also illustrations to help people who don't know to read.

### **Suggested answers:**

They are some concepts that are to be used as follow bellow:

- **Illustrations:** are the drawings of images that are carrying a given information for different reasons.
- **Layout:** is a unique way of presenting ideas on a given support or format.
- **Landscape format:** is horizontal way of presenting information on a given support.
- **Portrait format:** a vertical way of presenting information on a given support.
- **Typography:** is the art of laying out chosen letters for printing. It involves the knowledge of types and their characteristics.
- **Colour:** is the characteristic appearance of surface in the presence of light.
- **Secondary colours:** are colours that are produced by the mixtures of two of primary colours.
- **Tertiary colours:** if a primary colour is added to its immediate secondary colour an **intermediate colour** is made, again known as tertiary.
- **Colour wheel:** is a circle that assist us to understand the relationships between colours.

### **Application Activity 5.1**

1. Describe the following concepts used in graphic arts:
  - a) Illustration
  - b) Layout
  - c) Colourwheel
2. Using your chosen style of letter and illustration, make your design that encourage patriotism.

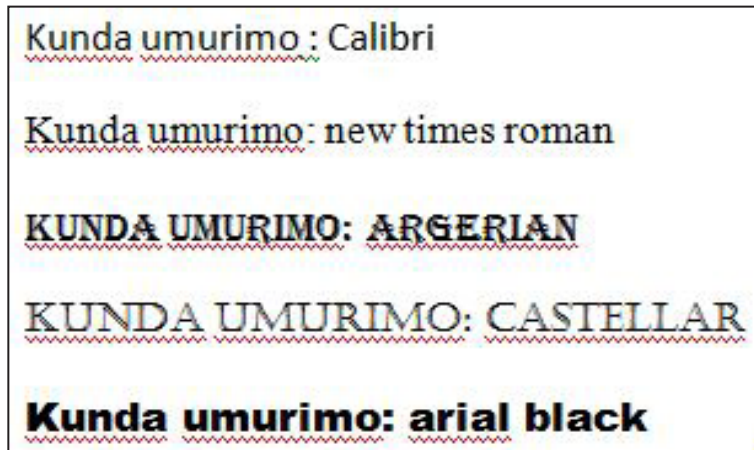
### **Answers for activity 5.1**

1. **Illustration:** are the drawings of images that are carrying a given information for different reasons.  
  
**Layout:** is a unique way of presenting ideas on a given support or format.



**Colour wheel:** is a circle that assist us to understand the relationships between colours.

2.



## **Lesson 2: Techniques and strategies for facilitating lessons of letter styles, illustrations and colour.**

### **a) Learning objective:**

Student teacher will be able to understand the techniques and strategies for facilitating lessons of letter styles, illustrations and colour.

### **b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher's guide)

### **c) Learning activities**

In groups, students read the scenario and observe the provided image to understand the techniques and strategies used to teach the class in that picture.

### **Suggested answers:**

They are many tips that will help a teacher to facilitate the lesson of letter styles, illustrations and colour and the main are the techniques and strategies.

The strategies should be linked to learning activities are a suggestion only. As teacher know the students' learning styles and needs he or she can select alternative strategies and techniques or adapt to deliver this lesson.

## Answers for application activity 5.2

Discuss the techniques and strategies for facilitating lessons of letter styles, illustrations and colour.

### Answer:

- **Questioning techniques:** this will be apply when teacher ask learners about this lesson either materials, tools and equipment used in lettering and illustration, about procedure of making any work from this lesson, and the roles of making such art.
- **Discussion technique:** in this technique, teacher is the responsible for giving the topic to be discussed and has the responsibility of controlling the whole class during the discussion period. The attention can be highly taken into account to the learners with difficulties.
- **Think-pair-share:** this can easily be adapted for learners to use when sorting out information or reflection on the concepts used in **letter styles, illustrations and colour** at the end of an every activity.
- **Thumbs up, thumbs down:** This can be used by learners to indicate their attitudes at the start of an activity or as a reflection strategy to evaluate changes in their knowledge and understandings about this given lesson.
- **Circle talk:** This strategy will be applied where learners to share their own ideas and opinions, and listen to and respect others' opinions. It also holds all learners accountable for having something to say.

## Lesson 3: Developing generic competences and cross-cutting issues of letter styles, illustrations and colour

### Learning objective:

To be able to understand the cross cutting issues of letter styles, illustrations and colour

### Teaching resources:

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher's guide book)

## Learning activities

Learners sit in formed groups to discuss about the story passed in TTC Nyamahoro. The story was about debate with a motion “**Running the Business individually is better than doing it with other people**”

### Suggested answers:

#### 1. Generic competences

- **Communication:** during asking and answering questions related to letter styles lesson
- **Cooperation interpersonal:** cooperating with others as team in letter styles, illustrations and colour lesson.
- **Problem solving:** during finding answers to questions and solutions about letter styles, illustrations and colour lesson
- **Creative and innovation:** the learners draw their own work of letter styles, illustrations and colour lesson.
- **Critical thinking:** the learners reflect on the artwork of letter styles, illustrations and colour lesson.

#### 2. Cross-cutting issues

- **Peace and value education:** during sharing ideas in their respective groups in the lesson of letter styles, illustrations and colour lesson by respecting others’ views
- **Gender education:** through making groups, asking questions, respecting equity in the letter styles, illustrations and colour lesson
- **Inclusive education:** through sitting arrangement, observation time in the letter styles, illustrations and colour lesson.

### Answer to application activity 5.3

Prepare a poster or banner with illustrations and letters of your choice in which you will find at cross cutting and generic competences.

Learners will do using available materials.

## Lesson 4: Produce appropriate resources using low cost materials and locally made

### a) Learning objective:

Student teachers will be able to produce resources of low cost

### b) Teaching resources:

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher's guide and other materials)

**c) Learning activities**

Help learners to discuss the materials of low cost while observing the image which describing the available materials

**Suggested answers:**

About produced letters and illustrations, they can be made from different available resources and are listed below:

- Box letters
- Cut letters made from papers
- Letters that can be produced from banana
- Wooden alphabet

**Answer to application activity 5.4**

1. Discuss the available resource that you can use in the lesson of illustrations and letter styles lesson.

**Answer:** As letters, illustrations and colours lesson need different materials and most of them they can be easily found in your place. They can be useful when you produce others, they are described below:

- |                 |                     |
|-----------------|---------------------|
| - Pencils       | - Geometrical tools |
| - Paper         | - Colours           |
| - Rulers        | - Box papers        |
| - Cutters       | - Board             |
| - Drawing tools |                     |

2. Discuss the colours on the colourwheel.

*The Colour Wheel*, which was developed by Sir Isaac Newton in 1666, is the basis for all colour theory. The 12 basic colours are called 'hues'.

**a) The three Primary Colours**

- Red, yellow, blue.

These are the only colours that can't be made by adding or mixing other colours together. All the other hues can be created by combining primary colours.

In their natural hue (without shading or tinting), they read as very bright, vivid colours to the human eye.

You use them when you want to grab the viewer's eye. As a result, you'll usually only see small accents in unaltered primary colours — a red tie or a yellow pocket square, but never a suit in that pure, bright blue.

**b) The three Secondary Colours**

– Green, orange, violet.

These are each created by combining two primary colours — red and blue to make violet, yellow and blue to make green, and red and yellow to make orange.

Each secondary colour is directly opposite a primary colour on the wheel. That relationship — opposite on the wheel — is called “complementary.”

Human eyes notice the contrast between complementary colours more than other combinations. A complementing outfit will always read as bright and attention getting.

As a result, many outfits combine a primary colour (usually a shade or a tint of one) and a secondary colour for the basic contrast.

**c) The 6 Tertiary (Or Intermediate) Colours**

These are found between the primary and secondary colours. It's important to remember that they are distinct hues and not just shades or tints of the primaries and secondaries — a violet shirt isn't the same thing as a the deeper blue-violet.

## 5.6. Additional information

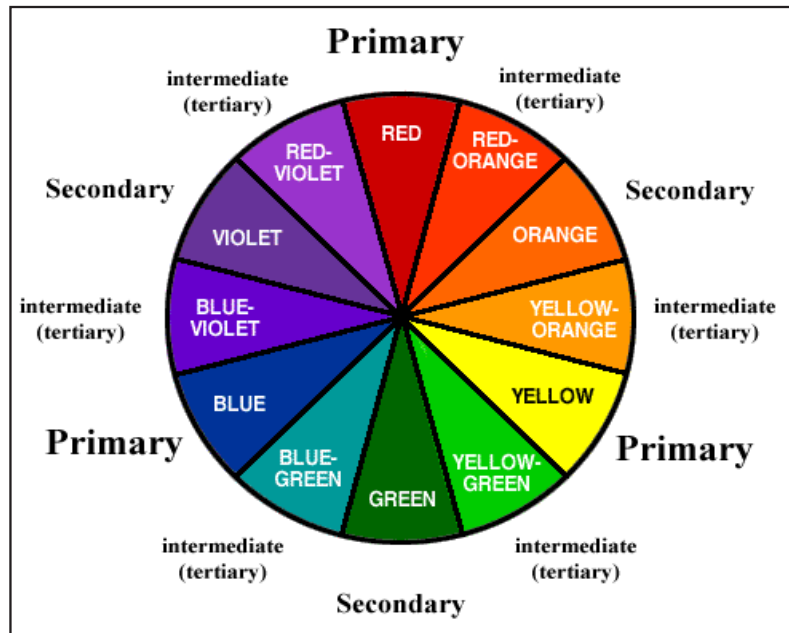
Colours, illustrations and letter styles when they are used harmoniously they make a perfect artwork.

## 5.7. Answers for end unit assessment

1. Discuss the criteria you can consider when assess learners work of art in letter styles, illustration, and colours.
  - **Effective communication:** means using strong and pleasing impression that put across a desired message. Choose best illustrations, letters style and colours.
  - **Simplicity:** less is more. Thus, keep it simple. Too much detail in graphic arts detracts the message.
  - **Economy:** simply means not using something than what is necessary.

- **Method and styles:** decision to use watercolour, spot colour, line illustration, photographs and many more is very important. Some method are good for certain subjects than others.
- **Choice of colour:** colours play great role in any work of art, it is necessary to know and consider the colours differences. Avoid subjective use of colours.

2. Draw and a complete colour wheel.



3. Make a lesson plan about teaching lesson named “**lower case letters in printed letter**”.

**Competence-based lesson plan for unit 4 in Primary 4**

School name: .....

Academic year: .....

Teacher’s name: .....

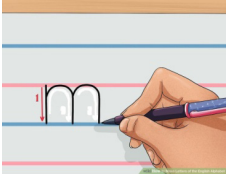
Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
2	.../.../....	Fine Arts	P4	4	4	40	41

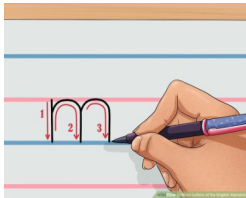
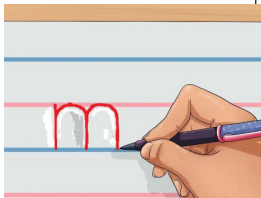
<b>Type of special Education Need to be catered for in this lesson and number of learners in each category</b>	NONE
<b>Unit Title</b>	Letter, illustrations and colours
<b>Key unit competence</b>	To be able to prepare an active of letter styles, illustrations and colours
<b>Title of the lesson</b>	Writing letter <b>m</b> in lower case
<b>Instructional Objective</b>	By the end of this lesson, helped by paper, ruler and pencil, a student teacher will be able to write letter m in lower case effectively
<b>Plan for this lesson (Location: In/ Outside)</b>	Inside the class
<b>Learning Materials(For all learners)</b>	Paper, ruler, pencil
<b>References</b>	Creative arts syllabus, upper primary level, REB, Kigali, 2015 TMP Student book, TMP teacher guide book, distinction creative arts 192

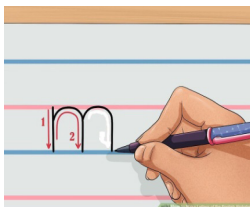
<b>Timing for each step</b>	<b>Description of teaching and learning activity</b>		<b>Generic competences and cross cutting issues</b>
	Teacher guides and facilitates the learners to understand the steps of writing letter m in lower case. They collect materials to be used. Ending up by doing exercises about letter m writing		
	<b>Teacher's activities</b>	<b>Learner's activities</b>	

<p><b>Step1</b> Introduction 5min</p>	<p>-Ask questions related to new lesson.</p>	<p>Answer the questions asked by teacher</p>	<p><i>Generic Competences:</i> Communication skills: through asking and answering questions</p>
<p><b>New lesson: preparing clay</b> <b>30 min</b></p>	<p>-Present teaching and learning aids that have the form of letter m and ask questions about them. -Distribute materials and tools in-group. -Give instructions and assign the task.</p>	<p>-Observe T/L aids brought by teacher and answer questions  -Receive materials and tools and follow the instructions from teacher</p>	<p><i>C.C.I.</i>  -Inclusive education, through giving the task.  -Inclusive Education through making sitting plan each learner sit in comfortable place</p>



<p><b>STEP 1</b></p>          <p><b>STEP 2</b></p>	<p>-teacher invite learner to draw a vertical line</p>	<p>-learners draw a vertical line</p> 	<p>G.C: Critical thinking through drawing each step of letter <b>m</b></p>
--	--	---	--

<p><b>STEP 3</b></p>	<p>-Tell learners to go back in down in a straight line, then retrace the vertical line and make another hump in the same way</p>	<p>Learners do as said by teacher</p> 	
<p><b>STEP 4</b></p>	<p>Invite learners to combine all steps</p>	<p>Learners combine steps</p> 	<p>C.C.I</p>
	<p>Invite learners to present and summarize the work</p>	<p><b>Summary</b></p> <p><b>Making the letter m.</b> Draw a straight line. Starting from a little under the top, on the right, make a hump that goes to the top, curves downward («spills water», not «holds water»), and goes back down in a straight line. Then retrace the straight line and make another hump in the same way. This is <b>m</b>.</p>	<p><b>Gender education</b> Through presenting final results all learners have the same opportunity.</p>

	-Invite learners to make a hump that goes to the top, curves downward	Learners follow the teacher's directions 	
<b>Conclusion</b> <b>5min</b>	-Ask question -Describe the steps of making letter m -write words in which m letter is being seen	Answer questions	<i>Generic competences</i> : Communication ; through asking and answering questions  -Problem solving; writing words
<b>Self-evaluation</b>	Well done/Undone		

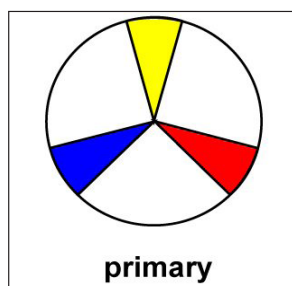
## 5.8. Additional activities

### Remedial activities:

#### Questions

- Give the illustration of primary colours

#### Answers

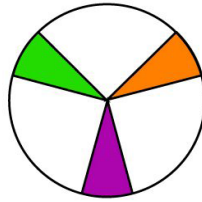


### Consolidation activities:

### Question

- Give the illustration of secondary colours

### Answer



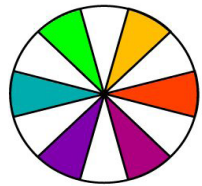
**secondary**

### Extended activities

### Question

- Illustrate tertiary colours

### Answer



**intermediate**

# PREPARE AN ACTIVE LESSON OF CLAY AND METHODS OF BUILDING CLAY FIGURES USING AVAILABLE SOURCES



## 6.1. Key unit competence:

Student teacher will be able to prepare an active lesson of clay and methods of building clay figures.

## 6.2. Prerequisites (knowledge, skills, attitudes and values)

Student teachers have knowledge, skills, attitudes and values about clay lessons from P6 not only here but even in daily life, they face the use of clay

## 6.3. Guidance on the introductory activity:

Do not take too much time to teach the stated illustration. Tell student teachers to think about it then ask the provided questions.

1. Describe the works that are being seen on the picture

Many activities are being done: wedging, coiling, clayed ball making, making pot, firing and drying pots

What are the materials and tools that have been used?

- Clay
- Water
- Sieve
- Bucket
- Flat surface
- Polythene materials

#### 6.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	- Recall of concepts/ content related to clay and methods of building clay figures using available sources and illustrations and colour.	- Identify materials for teaching clay and methods of building clay figures - Design assessment for clay and methods of building clay figures - Appreciate methods of teaching clay and building clay figures	1
2	- Techniques and strategies for facilitating lessons of clay and methods of building clay figures using available sources	- Explain the techniques and strategies of teaching clay and methods of building clay figures - Plan and make materials to be used for teaching clay and methods of building clay figures - Sharing materials while making LTM (Learning and Teaching materials ) for clay and methods of building clay figures	1
3	Developing generic competences and crosscutting issues related to Clay and methods of building clay figures	- Suggest activities about clay and methods of building clay figures through which generic competences and cross-cutting issues	1
4	Use appropriate resources (available and locally made)	- Develop and show mutual respect	1
	<b><i>End unit assessment and remediation</i></b>		1

## **6.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)**

### **Lesson 1: Recall of concepts/content related to clay and methods of building clay figures using available sources and illustrations and colour.**

In this lesson, a tutor reminds student teachers what they have learnt in lessons of clay in previous years

#### **a) Learning objective:**

To recall on content of primary school about lessons of clay

#### **b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book)

#### **c) Learning activities:**

1. Elaborate the steps of preparation of clay

#### **Suggested answers:**

STEP1: Collect the clay from sources

STEP2: Sort clay; it is then passed through a wire mesh sieve to remove the remaining impurities

STEP3: mixing a clay with water

STEP4: Wedging which is the process of removing air bubbles from clay

STEP5: storage which is the process of keeping in polythene bag

#### **Answers for activity 1.1**

2. What is the work that is being done in the picture?  
- Wedging clay in preparation of it

### **Lesson 2: Techniques and strategies for facilitating lessons of clay and methods of building clay figures using available sources**

#### **a) Learning objective:**

To understand techniques and strategies for facilitating lessons of clay and methods of building clay figures

**b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher's guidebook)

**c) Learning activities**

Student teachers discuss in groups of 6 the techniques and strategies for facilitating lessons of clay and methods of building clay figures

**Suggested answers:**

**Methods of building clay**

- **Pinching:** In this method, a ball is placed on a prepared working bench surface.
- **Coiling:** line up a working surface with newspaper or plastic sheeting material
- **Slab method:** this is simply working on clay that has been flattened
- **Ball:** in this method, an elbow clutched first can be used

Example: making **flower vase** using pinching method

**Steps:**

- Prepare a firm working surface
- Line it with news papers
- Take a ball of well-wedged clay and place it on the bench
- Make a well-rounded ball of clay using your hands
- Holding the lamp between your fingers, press in the thumbs from the top of the ball of the clay turn it round slightly sliding the ball on newspaper as the thumbs work from the inside
- Dumping hands with water and continue to work until the right thickness of wall is achieved
- Flatten any threading crack. Remember to flatten any crack that may appear on the work as the walls are building for a stronger vessel that would not crack during firing.
- When work is finished use a flattening tool t cut away any unnecessary clay from the edges of the vessel. Put the vessel under a shade and wait for to dry.



## Answers for application activity

1. Distinguish pinching from coiling

**Pinch Pot Technique – Coiling and Pinching.** It would be difficult to create an entire form by simply **pinching**, so I add thick coils to help shape and add height to the work. To make coils nice and round, start shaping the coil while wedging the clay.

**Coiling** is a **method** of creating pottery. It has been used to make clay into vessels for many thousands of years. It ranges from Africa to Greece and from China to New Mexico. Using the **coiling technique**, it is possible to build thicker or taller walled vessels, which may not have been possible using earlier **methods**.

2. Explain how the slab methods can be used in clay building figures

The **slab building technique** involves rolling out clay to an even thickness - usually 1 cm - then cutting shapes, folding, bending, manipulating and joining together to form a finished object. **Slab** objects are left to dry **EVENLY** before bisque firing for at least 7 days - turning regularly.

### Lesson 3: Developing generic competences and crosscutting issues related to Clay and methods of building clay figures

#### a) Learning objective:

In groups student teachers suggest activities about clay and methods of building clay figures through which generic competences and cross-cutting issues

#### b) Teaching resources:

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book)

#### c) C) Learning activities

The swamp where we dig clay must be protected. Which kind of related cross-cutting issue?

**Suggested answers:**

- **Environment and sustainability:** through protecting the place where we dig clay
- **Financial education:** through protecting the place where we dig clay

## **Lesson 4: Use appropriate resources (available and locally made) and assessment of art work**

### **a) Learning objective:**

To identify the appropriate materials to use for teaching clay and methods of building clay figures

### **b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book)

### **c) Learning activities:**

Individually, student teachers make materials to be used for teaching clay and methods of building clay figures

### **Suggested answers:**

Collecting and producing the following materials:

- |         |                       |
|---------|-----------------------|
| - Clay  | - Bucket              |
| - Water | - Flat surface        |
| - Sieve | - Polythene materials |

### **Answers for activity 1.1**

1. State four point to consider when evaluating a work of art
  - a) Subject matter
  - b) Form- balance, rhythm, ... use of texture, line, shapes, etc
  - c) Meaning-the mood the work provokes
  - d) Competence and finish

### **Additional information**

#### **Answers for end unit assessment**

1. Make a lesson plan for building flower vase

#### **Competence-based lesson plan for unit 6**

**School name:** .....x.....

**Academic year:** .....

**Teacher's name:** .....y.....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	..../.../....	Fine Arts and crafts	P6	....	....	....	....
<b>Type of special Education Need to be catered for in this lesson and number of learners in each category.</b>				NONE			
<b>Unit Title</b>							
<b>Key unit competence</b>		To be able to prepare clay					
<b>Title of the lesson</b>		Preparation of clay					
<b>Instructional Objective</b>		<b>Through groups, learners will be able to: Prepare clay correctly.</b>					
<b>Plan for this lesson (Location: In/ Outside)</b>		<b>Outside classroom</b>					
<b>Learning Materials(For all learners)</b>		Clay, water, container, stick, polythene materials, sieve.					
<b>References</b>		<b>Creative arts syllabus, upper primary level, REB, Kigali, 2015</b>					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues
	Teacher guides and facilitates the learners to prepare clay		
	Teacher's activities	Learner's activities	
<b>Step1 Introduction 5min</b>	- Ask questions related to new lesson.	Answer the questions asked by teacher	G.C: - Communication ; through asking and answering questions

<p><b>New lesson</b> <b>30 min</b></p>	<p>Present teaching and learning aids and ask questions about them. Make small groups,  Distribute materials and tools in group. Give instructions and assign the task.</p> <p><b>STEP 1</b></p> <p>Collect clay from source.</p>	<p>Observe T/L aids brought by teacher and answer questions  Join groups  Receive materials and tools and follow the instructions from teacher</p> <p>Go outside to dig a clay</p>	<p>-- G.C: communications skills through</p> <p>C.C.I: Gender education Through making groups</p> <p>Inclusive education, through giving the task.</p> <p>Inclusive Education through putting a cup on the table and making sitting in classroom.</p> <p>C.C.I: Environment and sustainability for digging clay in swamp.</p> <p>G.C: Cooperation through helping each others.</p>
	<p><b>STEP 2</b></p> <p>Invite learners to sort impurities in clay.</p> <p><b>STEP 3</b></p> <p>Tell learners to mix clay with water</p>	<p>Sort impurities in clay</p> <p>Mix clay with water using stick</p>	

	<p><b>STEP 4</b></p> <p>Invite learners to wedging</p> <p><b>STEP 5</b></p> <p>Tell learners to store clay</p> <p>Invite learners to display their final products</p>	<p>Wedging fir removing air bubbles.</p> <p>Store clay in polythene materials</p> <p>Display final products</p>	
<p><b>CONCLU-SION</b></p> <p><b>5min</b></p>	<p>Ask question orally</p> <p>Give the task of preparing clay</p>	<p>Answer questions</p> <p>Prepare clay</p>	<p>G.C: - Communication ; through asking and answering questions</p> <p>- problem solving; through preparing clay.</p>
<p><b>Self-evaluation</b></p>		<p>Well done/Undone</p>	

2. Discuss how you would improvise materials and tools for building flower vase

**Improvised materials can vary according to the improviser**

- Clay soil
- Water, nothing can replace water
- Sieve net
- Bucket or jerrycan
- Flat surface tray
- Polythene materials sheeting

## 6.8. Additional activities

### Remedial activities:

#### Questions

1. State the three main parts of a lesson plan

#### Answers

- Introduction
- Body
- Conclusion

### Consolidation activities:

#### Question

2. Discuss the steps of making a coil pot

#### Answer

1. Make the **coil**. Form a **coil** (or long rope) by rolling clay with your hands on a bench. ...
  - Cut the base. Place the clay on several layers of loose newspaper that can be smoothly and easily pushed around on your workbench.
  - Join the base and **coil**. ...
  - Join the **coils**. ...
  - Build your layers. ...
  - Finish it off

#### • Extended activities

#### Question

1. How to make a coil pot?

#### Answer

##### Introduction

Coil pots are one of the easiest ways to hand build something from clay. You can make coil pot from traditional stoneware clay, porcelain, store bought play clay for kids, and even air drying clay from the art store. A coil pot can be built in any size, but the instructions are always the same.

##### Instructions

## **Preparation**

### **Things You'll Need**

- Clay
- Wire Cutter
- Work Surface
- Water
- Needle Tool
- Sheet of Plastic

### **Steps**

#### **Step One**

Cut off a small piece of clay with your wire tool. This should be about ½ pound of clay.

#### **Step Two**

Break the slab of clay into four smaller pieces.

#### **Step Three**

Take one of the small pieces of clay and place it on the table in front of you.

#### **Step Four**

Roll the clay with both hands back and forth over the table to create a coil. Continue this until you have a long thin coil that is about 1/8 to ¼ inch thick.

### **Building the Base of Your Coil Pot**

#### **Steps**

##### **Step One**

Coil one length of clay in a spiral. Start with a tight small spiral and continue wrapping the part of the coil around to create a small disk the size of your pot.

##### **Step Two**

Use your fingers to rub over the clay and press the clay coils together to form a solid disk. Flip the clay over a repeat on the other side.

### **Step Three**

Continue shaping the clay with your fingers until you have a small smooth disk. This is the base of your coil pot.

### **Building the Sides of the Coil Pot**

#### **Steps**

#### **Step One**

Use the needle tool to scratch small X's around the perimeter of the disk of clay you made for the base. These X's are known as "scoring" clay.

#### **Step Two**

Add some water to the scored X's by dipping your fingers in water and running them over the X's.

#### **Step Three**

Take another piece of coiled clay and use it to outline the disk of clay. Place the coil right on top of the clay, outlining on the edge.

#### **Step Four**

Press the coil into the X's. Continue to add clay coils building you coil pot higher and higher.

#### **Step Five**

Use your fingers to smooth the coils into one piece about every two inches. Water can be added to clay that gets to dry. Continue this process until your coil pot is as tall as you want.

#### **Step Six**

Lay a piece of light plastic over the top of the coil pot to allow it to dry slowly. Do not tuck in the sides.



# TEACHING AND LEARNING TRANSFORMING DIFFERENT WASTED ARTICLES INTO CRAFT



## 7.1. Key unit competence

Student teacher will be able to prepare an active lesson for teaching transforming different wasted articles into Craftwork.

## 7.2. Prerequisites (knowledge, skills, attitudes and values)

Student teachers have skilled about collage; they know much about transforming wasted articles into useful resources from primary school.

## 7.3. Guidance on the introductory activity:

Student teacher asked to observe, read and interpret the picture, then after they need to answer the questions provided at the bottom of the picture.

1. What kind of art do you think were used to produce those products

**Answer:** collage

2. What are the materials and tools were used to make them

**Answer:** wasted articles (**papers**)

3. Describe the functions of the produced above items

**Answer:** Envelop postal card, invitation card and logo. All these things used in problem solving in daily life.

#### 7.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Recall of concepts/ content related to transforming different wasted articles into craftworks with Techniques and strategies for facilitating lessons of transforming different wasted articles into craftworks using available sources.	<ul style="list-style-type: none"> <li>- Identify materials to use for teaching transforming different wasted articles into craftworks</li> <li>- Design assessment for transforming different wasted articles into craftworks</li> <li>- Appreciate methods of teaching transforming different wasted articles into craftworks</li> <li>- Student teacher discuss techniques and strategies for facilitating lessons of transforming different wasted articles into</li> </ul>	1
2	Developing generic competences and crosscutting issues related to transforming different wasted articles into craftworks available sources.	<ul style="list-style-type: none"> <li>- Plan and make materials to be used for teaching transforming different wasted articles into craftworks</li> <li>- Suggest activities about transforming different wasted articles into craftworks through which generic competence And cross-cutting issues</li> <li>- Sharing materials while making LTM (Learning and teaching materials) for transforming different wasted articles into craftworks</li> </ul> <p><b>Develop and show mutual respect</b></p>	1

<b>3</b>	<b><i>End unit assessment and remediation</i></b>	1
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### **7.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)**

**Lesson 1: Recall of concepts/content related to transforming different wasted articles into craftworks with Techniques and strategies for facilitating lessons of transforming different wasted articles into craftworks using available sources**

**a) Learning objective:**

recalling of concepts and content studied in previous lessons of collage

**b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher's guide)

**c) Learning activities:**

Explaining the meaning of collage, steps and some local materials

### **Collage**

It is the art made by sticking different materials such as photographs and pieces of paper or fabric onto a surface to make a design.

### **Steps of making a collage**

- Select the type of collage to be made like nature collage, texture collage, paper collage or fabric collage
- Develop a title or source of inspiration for the collage
- Sketch your ideas and emphasize on the elements and principles of art
- Collect the materials and tools needed to make the collage
- Prepare and clean the materials to be used in making collage
- Assemble the items and attach them together using glue according to the sketch
- Leave your artwork to dry
- Finish your work by removing unwanted materials.

### Available resources

- Glue
- Paper
- Stick
- Stone
- Glass
- Newspaper
- Scissor
- Manila paper

### Answers for activity 1.1

- Name any five materials that can be used in collage.

### Suggested answers:

Feathers, an assortment of dried beans, googly eyes , various buttons , cotton balls, coloured tissue paper , and, in the center, ribbons . We also regularly use coloured masking tape , washi tape , fabric scraps, stickers , coloured pasta, and more

- Collect old pieces of clothes in different colours and use them to write your two names

### Suggested answers:



### Lesson 2: Developing generic competences and crosscutting issues related to transforming different wasted articles into craftworks available sources.

#### a) Learning objective:

To make a lesson plan including generic competences and cross-cutting issues

**b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book).

**c) Learning activities**

Individually a student teacher prepares his or her lesson plan of collage lessons. Normally, a lesson plan contains three principals' parts which are introduction, development and conclusion. Don't forget that a lesson plan should have heading information as we did in previous lessons. In lesson one of this unit we have had steps of making collage and we believe you need them to prepare a good lesson of collage.

**Suggested answers:**

**Competence-based lesson plan for unit 7**

**School name:** .....x.....

**Academic year:** .....

**Teacher's name:** .....y.....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	..../.../....	Fine Arts	P5	7	3	40	42
<b>Type of special Education Need to be catered for in this lesson and number of learners in each category.</b>				None			
<b>Unit Title</b>		Transforming different wasted articles into craft work					
<b>Key unit competence</b>		to be able to make collage using various methods by transforming different articles					
<b>Title of the lesson</b>		Collage					
<b>Instructional Objective</b>		Through groups, learners will be able to make collage using different wasted articles correctly					
<b>Plan for this lesson (Location: In/ Outside)</b>		inside the classroom					

Learning Materials(For all learners)	Different wasted (news paper, manila paper, glasses, small sticks, textiles, needle, ... ), scissor, glue, ...
References	Creative arts syllabus, upper primary level, REB, Kigali, 2015, page 32

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed with short explanation.
	Teacher's activities	Learner's activities	
<b>Step1</b> Introduction 10min	To ask questions related to new lesson	Answer questions	G.C. : Problem solving

<p>Development of the lesson <b>20 min</b></p>	<p>To show some images made from wasted articles</p> <p>To ask questions about those images</p> <p>To make small groups</p> <p>To distribute materials and tools in accompaniment of instructions</p> <p>To assign the task</p>	<p>Observe brought images and answer to questions</p> <p>Join groups</p> <p>Receive materials and follow instructions</p>	<p>G.C.: Communication</p> <p>C.C.I.: gender education</p> <p>Through making groups</p> <p>: Standardization culture</p> <p>Through encouraging learners to do quality items that are related to Rwandan culture</p>
	<p>STEP 1</p> <p>To tell learners to collect materials and tools surrounding</p> <p>STEP 2</p> <p>Facilitate learners to sort materials and tools</p>	<p>-collect tools and materials from surrounding</p> <p>Sort materials and tools according to shape, size, colours and texture.</p>	<p>G.C: Communication through asking to the learners to collect tools.</p> <p>:Inclusive education: Through encouraging a conducive learning environment for all the learners</p> <p>G.C: Critical thinking through selecting the tools and materials.</p>

	<p>STEP 3</p> <p>Guide learners to prepare sketch</p>	<p>Prepare design to be made</p>	<p>G.C-communication skills</p> <p>-cooperation and problem solving.</p>
	<p>STEP 4</p> <p>Help learners where they have problem during in making image</p>	<p>Experiment with the materials by placing them onto the sketch.</p>	<p>G.C:critical thinking through arrangement of materials used for making image.</p>
	<p>STEP 5</p> <p>Invite learners to make final product</p>	<p>Stick the materials onto the ground and leave to dry.</p>	
<p>Conclusion/ Summary/</p> <p>10 min</p>	<p>Ask orally questions and written questions</p>	<p>Answer questions orally and writer on their papers</p>	<p>G.C: PROBLEM SOLVING</p> <p>Through answering questions</p>
<p><b>Self-evaluation</b></p>	<p>Well done/Undone</p>		

### Application Activity

1. Assume that creativity and innovation could be used in above lesson plan, tell why?

**Answer:** furthermore the pupils practice about collage, they will be getting slow by slow skills until they create and innovate their own work.

### Additional information

Answers for end unit assessment

1. Prepare your own lesson from any type of collage

(See the answer above)

2. Discuss the importance of transforming wasted articles into useful resources



**Collage** and paper art are very **important** to students in this period because art helps them to develop their reasoning, creative, imaginative, and problem solving skills. Doing art enhances their motor skills, hand and eye coordination, and helps them to make cognitive advances such as learning proportions.

## **7.5. Additional activities**

### **Remedial activities:**

#### **Questions**

1. What are the steps of a lesson of collage?

#### **Answers**

**(See steps in the first lesson)**

### **Consolidation activities:**

#### **Question**

1. What are the two types of competences?

#### **Answer**

### **Two types of competences**

#### **A. Basic competence**

- Literacy
- Numeracy
- ICT
- Citizenship and National identity
- Entrepreneurship and business development
- Science and Technology
- Communication in the official languages

#### **B. Generic competence**

- Critical thinking
- Creativity and innovation
- Research and problem solving
- Communication
- Cooperation and interpersonal
- Management and life skills

- Life long learning

### **Extended activities**

#### **Question**

1. Enumerate possible advantages of lesson planning.

#### **Answer**

##### **Advantages of lesson planning**

- It stimulates the teacher to think in organized manner
- It helps the teacher to understand the objectives properly and fully
- It creates the interest of students towards the lesson
- Proper correlation is established between the new and old lesson
- It provides guidance to the teacher as to what and how he / she could teach
- It helps the teacher to choose the best teaching aids and teaching methods
- It inspires the teacher to ask proper and important questions
- It helps the teacher to teach, keeping in mind the individual differences
- The subject matter is systematically organized in accordance to the time available
- Lesson planning makes teaching activities meaningful - it helps the teacher to avoid unnecessary repetition
- It helps the teacher to improve the future lessons within confidence
- Lesson planning keeps the teacher to teach on right track

# FABRIC, MOTIFS AND PATTERN IN EMBROIDERY

## UNIT 8

### 8.1. Key unit competence:

Student teacher will be able to prepare an active lesson of fabric, motifs and pattern in embroidery

### 8.2. Prerequisites (knowledge, skills, attitudes and values)

Student teachers have skilled about Fabric, motif and pattern in embroidery; from primary school. Not only from school but also from their homes they see some materials in embroidery

### 8.3. Guidance on the introductory activity:

Student teacher asked to observe, read and interpret the picture, then after they need to answer the questions provided at the bottom of the picture.

1. Outline the materials and tools used in above picture
  - Embroidery thread
  - Cotton
  - Wool
  - Silk
  - Linen
  - Raffia
  - Needle
  - Thimble
  - Pair of scissor
  - Pencil
  - Carbon paper
  - Embroidery hoop
2. What are the methods and techniques used to make that kind of art?

### Methods of making embroidery

Choosing materials and tools to be used in embroidery depends on the function of embroidered fabric and techniques

- Running stitch
- Blanket or buttonhole stitch
- Stem stitch
- Feather stitch
- Hoop embroidery

#### 8.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Recall concept/content related to fabric, motifs and pattern in embroidery with Techniques and strategies for facilitating lessons of fabric, motifs and pattern in embroidery	<p>Student teachers discuss the techniques and strategies for facilitating lessons of fabric, motif and pattern in embroidery</p> <p>Appreciate methods of teaching fabric, motif and pattern in embroidery</p>	1
2	Developing generic competence and cross-cutting issues related to fabric, motifs and pattern in embroidery	<p>Explain techniques and strategies of teaching fabric, motif and pattern in embroidery</p> <p>Suggest activities about fabric, motif and pattern in embroidery through which generic competences and cross-cutting issues</p> <p>Plan and make materials to be used for teaching fabric, motif and pattern in embroidery</p> <p>Sharing materials while making LTM for fabric, motif and pattern in embroidery</p>	1

3	Produce appropriate resources using low cost materials	Identify the materials to use for teaching fabric, motif and pattern in embroidery  Develop and show mutual respect	1
4	Use appropriate resources (available and locally made) and setting assessment tasks related to fabrics, motifs and pattern in embroidery using available resources.	Design assessment for fabric, motif and pattern in embroidery	1
5	<b><i>End unit assessment and remediation</i></b>	Understand all about unit	1

### 8.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

#### **Lesson 1: Recall concept/content related to fabric, motifs and pattern in embroidery with Techniques and strategies for facilitating lessons of fabric, motifs and pattern in embroidery**

- a) **Learning objective:** to prepare a lesson of embroidery in running stitch method
- b) **Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book)

- c) **Learning activities:**

Reminding the definitions, techniques and strategies for facilitating a lesson of fabric, motif and pattern in embroidery then immediately student teachers involve in activity of planning a lesson helped by those steps.

## **Suggested answers:**

### **Definition of terms**

**Fabric:** Fabric means a material that is made from wool, cotton, silk e.g. a cloth. A cloth there for is a piece of fabric.

**Embroidery:** means a design or pattern that is sewed onto a cloth by use of threads of different colours, designs textures etc.

**Motifs:** is a shape or form repeated to create a pattern

**Pattern making:** is the art of putting shapes or group of shapes in a repeated manner to cover an area. Pattern can be made in any pictorial composition; mosaic, collage, drawing, painting and printing.

### **Techniques and strategies to facilitate a lesson**

The teacher should schedule the lesson by showing different materials and tools to the learners, through brainstorming, observing, groups, and discussion and individually work.

### **Methods of fabric embroidery**

Choosing materials and tools to be used in embroidery depends on the function of embroidered fabric and techniques

- Running stitch
- Blanket or buttonhole stitch
- Stem stitch
- Feather stitch
- Hoop embroidery

## Lesson plan

### Competence-based lesson plan for unit 8

School name: .....x..... AWcademic year:  
.....

Teacher's name: .....y.....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	.../.../....	Fine Arts	P5	8	3	40	44
<b>Type of special Education Need to be catered for in this lesson and number of learners in each category.</b>				None			
<b>Unit Title</b>		<b>Fabric motif and pattern in embroidery</b>					
<b>Key unit competence</b>		Students will be able to prepare lesson of fabric, motif and ,pattern in embroidery					
<b>Title of the lesson</b>		Running stitch					
<b>Instructional Objective</b>		<b>Through groups, learners will be able to make running stitch correctly</b>					
<b>Plan for this lesson (Location: In/ Outside)</b>		inside the classroom					
<b>Learning Materials(For all learners)</b>		embroidery thread, cotton, wool, silk, linen, raffia, embroidery needle, thimble (some learners like to use it to push the needle into fabric), pair of scissors textiles.					
<b>References</b>		<b>Creative arts syllabus, upper primary level, REB, Kigali, 2015, page 32</b>					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed with short explanation.
	Teacher guides and facilitates the learners to acquire the knowledge and skills in fabric, motif and pattern in embroidery. Learners also learn the basic techniques of making running stitch		
	Teacher's activities	Learner's activities	
<b>Step1</b> <b>Introduction</b> <b>5min</b>	To ask questions related to new lesson	Answer questions	G.C. : Problem solving through the answering questions
<b>Development of the lesson</b> <b>25 min</b>	To show some images made from fabric j,motif and pattern in embroidery  To ask questions about those images  To make small groups  To distribute materials and tools in accompaniment of instructions To assign the task	Observe brought images and answer to questions  Join groups  Receive materials and follow instructions	G.C.: Communication  C.C.I.: gender education  Through making groups  G.C: Communication through asking to the learners to sortt tools.



	<p>STEP 1</p> <p>To tell learners to sort materials according their roles</p> <p>STEP 2</p> <p>Invite learners to draw motif and pattern onto surface to draw</p> <p>STEP 3</p> <p>Guide learners to insert needle in and out of fabric</p>	<p>-sort materials and tools and materials</p> <p>Draw motif and pattern onto surface using pencil</p> <p>Insert needle in and out of fabric for making first motif</p>	<p>:Inclusive education: Through encouraging a conducive learning environment for all the learners</p> <p>G.C: Critical thinking through drawing different image</p> <p>G.C- communication skills and cooperation and problem solving through making motif</p>
	<p>STEP 4</p> <p>Help learners to make other motif</p> <p>Summarize lesson with learners by displaying final product</p>	<p>Making fabric ,motif and pattern in embroidery</p> <p>Display final product.</p>	<p>G.C:critical thinking through making fabric ,motif and pattern in embroidery</p> <p>G.C Creativity and innovation. Through making final product.</p>

<b>Conclusion/ Summary/ 10 min</b>	Ask orally questions and written questions  Ask learners to make fabric, motif and pattern in embroidery	Answer questions orally and writer on their papers  Make fabric, motif and pattern in embroidery.	<b>G.C: PROBLEM SOLVING</b>  Through answering questions and making other product.
<b>Self-evaluation</b>	Well done/Undone		

### Answers for activity 1.1

- Describe three main part of a lesson plan in embroidery lesson
  - Identification, necessary materials and clear objectives we find them in **heading of the lesson**
  - Background knowledge is found in **introduction of the lesson**
  - Direct instruction, student practice, closure or summary **located in body of the lesson**
  - Demonstration of Learning (Quick Assessment). It is called **conclusion of the lesson**

### Lesson 2: Developing generic competence and cross-cutting issues related to fabric, motifs and pattern in embroidery

#### a) Learning objective:

To discover generic competences and cross-cutting issues as they are shown in the short text.

#### b) Teaching resources:

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book)

#### c) Learning activities

Student teachers are being grouped to read the passage thus they answer given questions using student teacher TMP Book of Fine Arts and crafts.

- Explain how communication is a generic competence to be found in the above lesson number one

### Answers for application activity 2.1

Pupils will work in-group and they need to discuss, sharing information through communication.

2. Allocate the cross-cutting issues we may develop from embroidery lessons

### **Answers for application activity 2.1**

- Peace and value education
- Gender education
- Inclusive education
- Financial education
- Environment and sustainability
- Standardization culture

### **Lesson 3: Produce appropriate resources using low cost materials**

#### **a) Learning objective:**

To enumerate materials of low cost from nearest environment

#### **b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide)

#### **c) Learning activities**

Student teachers observe a picture in their TMP Book the after they suggest low cost materials of our environment

#### **Suggested answers:**

- |                     |                   |
|---------------------|-------------------|
| - Embroidery thread | - Needle          |
| - Cotton            | - Thimble         |
| - Wool              | - Pair of scissor |
| - Silk              | - Pencil          |
| - Linen             | - Carbon paper    |
| - Raffia            | - Embroidery hoop |

#### **Application activity**

1. Explain the use of embroidery hoop and needle.

#### **Answer:**

**Answer: Embroidery hoops** and frames are tools used to keep fabric taut while working **embroidery** or other forms of needlework while **Embroidery needles** have a long eye which makes threading the **needle** so much easier when using multiple strands of thread. The most popular sizes used to

**embroider** are size 7 and 9. Because of their large eye these **needles** are suitable for general sewing.

**Lesson 4: Use appropriate resources (available and locally made) and setting assessment tasks related to fabrics, motifs and pattern in embroidery using available resources.**

**a) Learning objective:**

**Student teachers will be able to assess the artwork**

**b) Teaching resources:**

TMP Student book, TMP syllabus, curriculum, Fine Arts and Crafts primary books (student book and teacher guide book)

**c) Learning activities**

How do you think an artwork is assessed?

**Suggested answers:**

They say that beauty is in the eye of the beholder, and with that in mind how can a teacher fairly grade something as subjective as children's art? In fact, if art is about expression, is it even fair to assess the art at all?

We all know that there is no right or wrong answer when it comes to creativity, and an appreciation of art is always subjective. So as a teacher, how do you assess your students' creative work?

“Finished artwork is a measure of learning, but it's not the only one. We also need to look at process: how children develop ideas, solve problems, organize concepts, and make decisions. We need to assess how students process artwork: the way they analyze, evaluate and interpret works of art and culture.

A good method for this is TAG, where students can:

- Tell the artist something they like
- Ask the artist a question
- Give the artist a suggestion

**Application activity**

- 1. Briefly, justify the TAG Method as a tool of assessment in Fine Arts and Crafts**

**Answer:** A good method for this is TAG, where students can:

- Tell the artist something they like here we mean to display the finished work and use gallery techniques where students are to show attracting work or more beautiful one
- Ask the artist a question for more clarification (why of this?, what does it mean?)
- Give the artist a suggestion on how can be improving the work, also it can be encouragement or appreciation on that work

### **Additional information**

#### **Answers for end unit assessment**

1. Prepare an embroidery lesson to be taught in P5
  - **See the answer in lesson one**
2. Tell how to assess your pupils in artwork?
  - **Use the TAG method to assess an artwork**

### **8.6. Additional activities**

#### **Remedial activities:**

#### **Questions**

1. Using a lesson plan, tell us the steps to do an embroidery work in running method

#### **Answers:**

##### **STEP 1**

To tell learners to sort materials according their roles

##### **STEP 2**

Invite learners to draw motif and pattern onto surface to draw

##### **STEP 3**

Guide learners to insert needle in and out of fabric

##### **STEP 4**

Help learners to make other motif

##### **STEP 5**

Summarize lesson with learners by displaying final product.

## Consolidation activities:

### Question

1. What are the benefits of hand sewing?

### Answer:

- Improves Coordination. Sewing by **hand** requires both your fingers and your brain, and, more importantly, it requires the two to work together. ...
- Better Control. ...
- Highly Portable. ...
- Better for Delicate Fabrics. ...
- Preserves Vintage Techniques. ...
- Inexpensive. ...
- Relaxing. ...
- Quiet.
- Versatile
- Reliable
- More social
- Endless features
- Even if is slower than machine but believable and few of mistakes

## Extended activities

### Question

1. Tell the steps we may follow for featherstitch method in embroidery.

### Answer

### Feather Stitch

1. **Step 1:** Thread Your Needle. Thread your needle and tie off one end. ...
2. **Step 2:** First **Stitch**. I drew three lines on the fabric to illustrate the **stitch**. ...
3. **Step 3:** Additional **Stitches**. Repeat the previous **steps** on the other side. ...
4. **Step 4:** Pincushion. ...
5. **Step 5:** Have Fun!

# OBSERVATION OF MODEL LESSON

# UNIT 9

## 9.1. Key Unit Competence:

Student teachers will be able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment.

## 9.2. Prerequisites (knowledge, skills, attitudes and values)

- Student-teachers know teacher's documents and their importance
- Student teachers have some knowledge about techniques, strategies and methods used in teaching Fine Arts and Crafts in primary school.
- Student teachers know some attitude towards the classroom.
- Student teachers some information about class management.

## 9.3. Guidance on the introductory activity:

The qualities of good teachers:

- Honesty and Integrity
- Inspire Others.
- Commitment and Passion
- Good Communicator
- Decision-Making Capabilities
- Accountability
- Delegation and Empowerment
- Creativity and Innovation

**Proposal answers for questions, which are learner's book.**

## 3. Guidance on the introductory activity:

- Teacher invites student-teachers to contrast effective and ineffective lesson

#### 9.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Observation of model lesson	- Identify and explain the elements to be observed during session Fine Arts and Crafts.	1
5	<b><i>End unit assessment and remediation</i></b>		1

#### 9.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

##### Lesson 1: Observation of model lesson

**a) Learning objective:**

Identify and explain the elements to be observed during lesson presentation.

**b) Teaching resources:**

Notebook, pen and observation sheet.

**c) Learning activities:**

- Using observation sheet, student teacher observe and writer critics on their notebooks.
- Give feedback.

##### **Suggested answers:**

##### **Elements to be observed during Fine Arts and Craft lesson:**

1. General appearance
2. Preparation
3. Attitude towards the classroom
4. Effectiveness of lessons
5. Presenter effectiveness
6. Classroom management and behavior
7. Feedback.



## **9.6. Additional information.**

During the observation of Model lesson, students should be well supervised and accompanied by Tutor of Methodology to be helped for full explanations.

## **9.7. End unit assessment**

1. Teacher should be smart in terms of dressing because he is role model.
2. The documents a teacher should carry during teaching and learning process are
  - Curriculum
  - Scheme of work
  - Lesson plan
  - Class daily
  - Attendances list (call register)
  - Continuous assessment forms
  - Evaluation book
  - Score sheet or marking notes book

## **9.8. Additional activities**

### **Remedial activities:**

#### **Questions:**

List two pedagogical to observe during lesson delivering

#### **Answers:**

- Class management
- Attitudes towards classroom

### **Consolidation activities :**

#### **Question:**

What are basing constructive feedback

#### **Answer:**

1. Capture your lesson
2. Use exploratory questioning
3. Make feedback constructive
4. Relate back to previous objectives set
5. Be patient

6. Do it again!

### **Extended activities**

#### **Questions**

What are importance of observation model lesson?

#### **Answer:**

Observation of model lesson helps student to identify, explain the ways that teacher used in classroom in process of teaching and learning in order to achieve he/she objectives.

## 10.1. Key unit competence:

Be able to conductor to facilitate with self-confidence a Fine Arts and Craft lessons in Primary schools.

## 10.2. Prerequisites (knowledge, skills, attitudes and values

- Student-teachers have some knowledge about teaching
- Student-teachers know general techniques and strategies of teaching.
- Student-teacher are able to plan lesson
- Student-teachers have some knowledge about using resources.

## 10.3. Guidance on the introductory activity:

- Student-teachers think about what they are going to do
- Student-teachers organize resources that will be used in teaching and learning process
- Student-teachers teach their planed lesson.

## Proposal answers for questions which are learner’s book.

The methods of teaching Fine Arts are

- Demonstration
- Display
- Practical work
- Project
- Observation
- Visit

## 10.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	<ul style="list-style-type: none"> <li>- Recall of steps/phases of micro teaching like: briefing, teaching critic and re-teach.</li> <li>- Observation of microteaching</li> <li>- Feedbacks</li> </ul>	provide comments after micro-teaching (strong points and areas to improve)	1
2	<b><i>End unit assessment and remediation</i></b>	Understand all the lesson	1

## **10.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)**

### **Lesson 1: MICRO-TEACHING**

#### **a) Learning objective:**

Provide comments after microteaching (strong points and areas to improve)

#### **b) Teaching resources:**

Pieces of chalk, teacher's documents, rule, pen and other **resources**

#### **c) Learning activities**

Student- teacher teach others

#### **Suggested answers:**

Student-teacher facilitate others

#### **Additional information.**

#### **Answers for activity 1.**

In this picture, there is a man, who have many questions about micro-teaching.

#### **Additional information.**

#### **Answers for end unit assessment**

Answers of questions that are in this unit are located in learner's book 62 p.

## **10.6. Additional activities**

### **Remedial activities:**

**Questions:** refers to previous units

**Answers:** refers to previous units

**Consolidation activities:** refers to previous units

**Question:** in previous unit

### **Extended activities**

**Questions** refers to previous units

**Answer:** in previous unit

**11.1. Key unit C.**

Be able to facilitate various for Fine Arts and Craft lessons in a demonstration school

**11.2. Prerequisites (knowledge, skills, attitudes and values**

Student-teachers have some knowledge about teaching

Student-teachers know general techniques and strategies of teaching.

**Student-teacher are able to plan lesson**

**Student-teachers have some knowledge about using resources.**

**Proposal answers for questions which are learner's book.**

The methods of teaching Fine Arts are: Demonstration

- Practical work
- Observation
- Display
- Project
- Visit

**11.3. Guidance on the introductory activity:**

- Student-teachers think about what they are going to do
- Student-teachers organize resources that will be used in teaching and learning process
- Student-teachers teach their planed lesson.

#### 11.4. List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	TEACHING PRACTICE FOR Fine Arts AND CRAFT	to develop positive approach and attitudes to the school and school community which facilitate to grow in profession awareness and development of the student teacher	1
5	<i>End unit assessment and remediation</i>		1

#### 11.5. Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)

##### Lesson 1: TEACHING PRACTICE FOR Fine Arts AND CRAFT

- a) **Learning objective:** to discover and develop one's ability as a teacher
- b) **Teaching resources:** pieces of chalk, teacher's documents, rule, pen and other resources
- c) **Learning activities** Student- teacher teach learners of primary

##### **Suggested answers:**

Student-teacher facilitate learners

##### **Additional information.**

##### **Answers for activity 1.**

Lesson plan

Scheme of work

Curriculum

Class daily

Marking notebook

Evaluation book

Continuous assessment form

Call register

**Additional information.**

**Answers for end unit assessment**

Question interpretation

Subject matter (theme)

Size of work (dimension)

Creativity or originality

Form organization (use of elements and principles)

Mood

Competence in use of media and workmanship

Completion and finish

**11.8. Additional activities**

**Remedial activities:**

**Questions:** Give any 2 teacher's documents

**Answers:**

Lesson plan

Scheme of work

**Consolidation activities:**

**Question:**

Describe the elements that teacher consider for learners sitting arrangement.

**Answer**

Learners sitting arrangement should take into account the following:

- Number of learners in the class
- Respect gender sensitivity, but encourage pupils to sit mixed
- Discourage social and cultural status groupings in class
- Learners who need more attention should be placed in the front row of the classroom
- The height of the learners should be considered.

- The challenged children such as those with low vision-hearing impaired, physically challenged and those with medical condition should be considered.

### **Extended activities**

#### **Questions**

What do you understand by TEACHING PRACTICE?

#### **Answer:**

Refers to student book 68 and 69 pages



# PART II: MUSIC

# INTRODUCTION TO TEACHING MUSIC SUBJECT AT PRIMARY SCHOOL

## UNIT

# 1

### 1.1 Key unit competence:

Student-teachers are able to explain the components of primary Music syllabus and the importance of music in daily life.

### 1.2 Prerequisites (knowledge, skills, attitudes and values)

Student-teachers are aware of the word “components” and the importance of music in general.

### 1.3 Introductory activity:

- Break up the student teachers in small groups.
- Ask them to discuss about the importance of music in their daily life
- Give the principles of teaching Music in primary education

### 1.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Rationale of teaching Music in Primary school	Explain the rationale of teaching Music in Primary education and link the importance of it in daily life	1
2	Components of Music syllabus of Primary education	Describe the components of music syllabus of Primary education	1
3	Components of Music syllabus of Primary Education	Analyze the components of music syllabus of Primary education	1
4	End unit assessment and remediation	Explain the components of Primary syllabus and adapt the importance of Music to daily life	1

## 1.5 Guidance on different lessons

### Lesson 1: Rationale of teaching Music in primary

- a) **Learning objective:** Explain the rationale of teaching Music in Primary education and link the importance of it in daily life
- b) **Teaching resources:** Primary Music syllabus, TMP teacher's guide, TMP text book of student-teacher
- c) **Learning activities:**
  - In groups, student-teachers explore the rationale of teaching Music at primary school, discuss the importance of Music in daily life and present findings in class
  - Individually, student-teachers read the primary Music syllabus and answer teacher's questions about syllabus.

#### Suggested answers:

- Music is a significant part of our culture heritage which includes our Music, habits, customs and national character.
- It is a satisfying medium for self-expression whether through performing, composing or any combination of these activities.
- Music' classes develop critical thinking skills and other cognitive techniques in ways that other school subjects cannot.

#### Answers for activity

- Music Education has to arouse and develop children potential as well as the ability to understand, enjoy, create, perform and compose.
- Music prepares learners for participatory citizenship in a democratic society.
- Music is good for character building and formation (endurance).
- Music contributes towards the physical, social, emotional, spiritual and intellectual development of a child
- Music contributes towards the enrichment of life in the home, the school and the community, providing recreation in people leisure hours

### Lesson 2: Component of Music syllabus of Primary Education

- a) **Learning objective:** Describe the components of music syllabus of Primary Education

**b) Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher.

**c) Learning activities**

- In groups, the student-teachers distinguish the components of Music syllabus.

**Suggested answers:**

- Introduction
- Pedagogical Approaches
- Assessment Approaches
- Resources

**Answers for application activity**

- Drum, Piano keyboard, ankle bells, shakers, music sheet
- Formative and summative assessment approaches

**Lesson 3: Components of Music syllabus of primary**

**a) Learning objective:**

Analyse the components of music syllabus of Primary Education

**b) Teaching resources:**

Primary music syllabus, TMP tutor's guide, TMP text book of student-teacher.

**c) Learning activities**

- Student-teachers try and analyse component by component of the syllabus.

**Suggested answers:**

**Introduction:**

- Background to the syllabus review: The rationale behind the review of the syllabus
- Rationale of teaching and learning Music:
  - Music and society
  - Music and learners
  - Competences

## **Pedagogical Approaches**

- Role of learners
- Role of teacher as a facilitator
- Special needs education and inclusive approach

## **Assessment Approaches**

- Types of assessment
- Record Keeping
- Item writing in summative assessment
- Reporting to parents

## **Resources**

- Material resource
- Human resources

## **Additional information**

### **Other importance of learning and teaching Music in Primary Education**

- Music stimulates brain development in children
- Music integrates many different subjects
- Music teaches discipline
- Music can relieve stress

## **Answers for end unit assessment**

1. Musical classes develop critical thinking through self-expression, performing, composing or any combination of these activities. **(Teacher him/herself can judge other alternative answers from student teacher)**

### **1.8 Additional activities**

#### **Remedial activities:**

##### **• Questions**

- i) Do you use to sing or dance at home? Explain when and why.
- ii) Have you ever sung at Primary school?
- iii) State three importance of Music at Primary school

- **Answers**

- i) Yes, we sing and dance when there is parties at home. We sing and dance in order to entertain guests, for leisure and pleasure
- ii) Yes, we used to sing there.
- iii) Music helps learners to relax

Music helps learners to memorize some contents in other subjects

Music is a source of happiness

**Consolidation activities:**

- **Question**

- i) How Music is appreciated by your neighbors

- **Answer**

*The teacher himself/herself will judge student-teacher's answers*

- **Extended activities**

- **Question**

- i) Find out the skills that can be developed through this unit

- **Answer**

- i) Writing skills
- ii) Reading skills
- iii) Analysis skills, ...

# TEACHING AND LEARNING RESOURCES OF MUSIC LESSON

## UNIT 2

### 2.1 Key unit competence

Be able to select the suitable teaching and learning resources of teaching Music in primary school.

### 2.2 Prerequisites

- On this level, student-teachers already know the importance of teaching Music at Primary school.
- They know already the content about human development

### 2.3 Guidance on the introductory activity:

- Teacher divide the class into groups
- Ask them to discuss about the meaning resource (if there is an access on internet, guide them and they do research)
- Teacher moves around groups for more guidance

### 2.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Resources	Identify teaching and learning resources	1
2	Teaching and learning materials: man-made materials	Identify the man-made resources.	1
3	Teaching and learning materials: Natural materials	Identify the natural resources.	1
4	End unit assessment and remediation	Be able to choose and make a suitable resources for teaching Music at Primary school	1

## 2.5 Guidance on different lessons

### Lesson 1: Resources

- a) **Learning objective:** Identify teaching and learning resources
- b) **Teaching resources:** Primary Music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments
- c) **Learning activities:**
  - In groups, student teachers analyze, discuss and categorize the resources and materials that are in Music syllabus used in Music lesson of primary and present the findings
  - In groups, the student-teachers explain the characteristics of a good teaching and learning material for teaching Music in primary
  - Individually, the student-teacher makes different resources that can be used to teach Music

### Suggested answers for application activity

**Musical resources:** *voices of morning birds, violin, iningiri, inanga*

### Lesson 2: Teaching and learning materials: Man-made materials

- a) **Learning objective:** Identify the man-made resources.
- b) **Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments.

- c) **Learning activities**
  - In groups, student teachers discuss the man-made materials that are used in teaching and learning Music at Primary and present the findings.

### Suggested answers

- Piano
- Drum
- Umuduri

### Answers for application activity 2.2

**Man-made materials:** *violin, iningiri, bells, drum sticks, inanga,*



### **Lesson 3: Teaching and learning materials: Natural materials**

- a) **Learning objective:** Identify the natural resources.
- b) **Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, available musical instruments.
- c) **Learning activities:**
  - In groups, student teachers discuss the natural materials that are used in teaching and learning Music at Primary and present the findings.

#### **Suggested answers:**

- Stones
- Wind blowing
- Water waves
- Voices of morning birds

#### **Answers for application activity**

**Natural materials:** *Shaker, iningiri, voices of morning birds, drum sticks*

### **2.6 Additional information**

#### **Purpose and importance of teaching and learning materials**

- Make lessons interesting
- They make learning easy
- Help learning to remain in the minds of learners for a longer time
- Help the facilitator to deliver his/her lesson successfully and easily
- Enable the teacher to express intended concepts of learning effectively
- They are things and ideas which are usually familiar to the learners

#### **Other qualities of good teaching resources**

- A good resource is accurate
- A good resource is useful
- A good resource is efficient
- A good resource is relevant

#### **Printed teaching and learning materials**

Printed teaching and learning materials consist of all written materials which convey planned course format. Among them we have: textbooks, workbooks, reference books, magazine, newspaper, journals. The books/ textbooks (for students and for teachers) are the most important printed

materials that are used in teaching. They are essentials in any teaching and learning process or many reasons:

- they can be used in any location.
- most students are very comfortable using them to learn
- they can be created and duplicated with little expense

### **Non printed teaching and learning materials**

Non-printed material is publication on other media than paper.

They use an electronic energy for the end user to access content

## **2.7 End unit assessment**

### **Answers**

- Teaching and learning resources are those devices, musical instruments and other objects that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective

**Examples:** Radio recorder, CDs, DVDs, Horn, Umwirongi, ...

- Drum, Guitar, Umuduri, Piano keyboards
- Drum, Piano keyboard and other available musical instruments.

They are used by beating (drum) or playing (piano)

During teaching and learning Music lesson

## **2.8 Additional activities**

### **Remedial activities:**

#### **• Questions**

- Name four resources you can use when you are teaching Music lesson
- Between the following resources which one is natural and is man-made?

*Water waves and Piano keyboard*

#### **• Answers**

- Drum, Guitar, Flute, Umuduri
- **Natural:** Water waves
- **Man-made:** Piano keyboard

### **Consolidation activities:**

- **Question**

- Make your own music resource

- **Answer**

- *Teacher himself/herself evaluate/appraise the work done by student-teachers*

### **Extended activities:**

- **Question**

- Is the piano keyboard a man-made or natural resource? Explain
- Make your own resource which is suitable to a lesson of teaching a song

- **Answer**

- Piano keyboard is a man-made resource. It is made from industries
- Teacher himself/herself evaluates/appraises the work done by student-teachers and judge it if it is suitable to a lesson of teaching a song.

# GENERAL PRINCIPLES OF TEACHING MUSIC

## UNIT 3

### 3.1 Key unit competence:

Be able to use a combination of methods and strategies in that makes successful one's teaching Music

### 3.2 Prerequisites (knowledge, skills, attitudes and values)

- Student-teachers already know the importance of teaching Music at Primary school.
- They know already the content about human development
- Student-teachers have skills in solmization (sol-fa singing)

### 3.3 Guidance on the introductory activity:

- Teacher helps student-teachers to make and join their group
- Ask each group how they succeeded in memorizing and sing songs (recalling the strategies that their teachers used)
- Follow up the activity
- Give them time to present their findings

### 3.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Qualities and characteristics of a song to be taught	Characterize a song to be taught at Primary school	1
2	Methods and steps of teaching a song at Primary school (Whole song method)	Be able to use whole method in teaching song	1
3	Methods and steps of teaching a song at Primary school (Phrase song method)	Be able to use phrase method in teaching song	1
4	End unit assessment	Be able to choose a suitable method for teaching a song at Primary school	1

### 3.5 Guidance on different lessons

#### Lesson 1: Qualities and characteristics of a song to be taught

- a) **Learning objective:** Characterize a song to be taught at Primary school
- b) **Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, music sheet
- c) **Learning activities:**
  - In groups, student teachers discuss the characteristics of a good song to be taught in primary and present findings

#### Answers for learning activity

- Be adapted to the age of learners
- Have an interesting melody
- Be simple, short, and clear
- Have a simple rhythm
- Be purposeful
- Be repetitive
- Have small interval range to accommodate the learners pitch range
- Have a message which is relevant to their environment, ...

#### Suggested answers for application activity 2.1

- i) By referring to the qualities and characteristics of the song to be taught in Primary, teacher himself/herself judges the songs provided by the student-teacher
- ii) Teacher himself/herself checks if the provided songs are repetitive (the repetition of phrases)
- iii) Check Unit 3: Qualities and characteristics of a song to be taught to children.

#### Lesson 2: Methods and steps of teaching a song at Primary School: Whole song method

- a) **Learning objective:** Be able to use whole method in teaching song
- b) **Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, music sheet
- c) **Learning activities:**
  - In groups, the student-teachers brainstorm the guidelines of teaching a song at Primary school

- Individually, the student-teacher selects the suitable methods of teaching different songs in primary school and presents the findings

### **Suggested answers**

Check in TMP textbook; student-teacher's book; Unit 3: Lesson 2: General steps of teaching song at primary school.

### **Answers for application activity 2.2**

Check in TMP textbook; student-teacher's book; Unit 3: Lesson: Methods of teaching a song at primary school.

### **Lesson 3: Methods and steps of teaching a song at Primary school (Phrase method)**

- Learning objective:** Be able to use phrase method in teaching song
- Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, music sheet.
- Learning activities:**
  - Individually, the student-teacher selects the suitable methods of teaching different songs in primary school and presents the findings

### **Suggested answers:**

By referring to methods of teaching song at Primary school (**Unit 3; lesson 2: Methods of teaching a song at primary school**), teacher himself/herself judges the songs provided by the student-teacher and adequate method to be used.

### **Answers for application activity 2.3**

- Both methods are used in teaching songs at Primary school

Whole song method is only applied for short song that is easy to memorize at once. In this method, teacher sing the whole song and learners repeat until they memorize it while phrase method is only applied for long songs. Teacher sings one phrase and learners repeat after him/her.

## **3.6 Additional information**

### **3.7 End unit assessment**

#### **• Answers**

- Rwanda nziza has an interesting melody
- Rwanda nziza has a simple rhythm

- Rwanda nziza is purposeful
- Rwanda nziza has small interval range
- Rwanda nziza has a message which is relevant to their environment

### 3.8 Additional activities

#### Remedial activities:

- **Questions**

- How many methods are suggested in Music to teach a song at Primary school? Name them.
- Give two qualities of song to be taught at Primary school

- **Answers**

- They are two methods: Whole methods and phrase method
- It has an interesting melody
- It is simple, short, and clear

#### Consolidation activities:

- **Question**

Analyze the following song and answer the questions about it.

#### TUBANE MU RUKUNDO

U ru ku ndo ni rwo ge re u ru ku  
 ndo ni rwo ge re kw'i si ho se ba rwa ma ma ze  
 1. Tu ba ne mu ru ku ndo ru zi r'u bu rya rya  
 2. Tu ba ne mu ru ku ndo du ho re twi shi mye  
 tu ru kwi ze ho se ru sa ga mbe  
 du fa sha nye twe se du te r'i mbe re

- i) Which method can be used to teach the song” TUBANE MU RUKUNDO” and explain why.
- ii) State two characteristics of the above song.

• **Answer**

- i) Phrase method, because the song has many phrases
- ii)
  - This song “Urukundo nirwogere” has an interesting melody
  - “Urukundo nirwogere” has a simple rhythm
  - “Urukundo nirwogere” is purposeful
  - “Urukundo nirwogere” has small interval range
  - “Urukundo nirwogere” has a message which is relevant to their environment.

**Extended activities:**

• **Question**

Compose your own songs that can be taught at Primary school.

The first song can be taught by whole method and the second by phrase method

• **Answer**

The teacher judges the composed songs accordingly



# LESSONS OF PERFORMING MUSIC

# UNIT 4

## 4.1 Key unit competence:

Be able to prepare and deliver a lesson related to performing Music

## 4.2 Prerequisites (knowledge, skills, attitudes and values)

- On this level, student-teachers already know the importance of teaching Music at Primary school.
- Student-teachers have skills in solmization (sol-fa singing)
- Student-teachers have a sense of rhythm
- Student-teachers have a sense of lesson planning

## 4.3 Guidance on the introductory activity:

- Teacher divide the class into groups
- Teacher asks them to make a lesson plan and illustrate the main steps of it.
- Teacher moves around groups for more guidance

## 4.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concepts and content related to performing Music (singing, dancing and playing available musical instrument)	Explain different concepts related to performing Music	1 1
2	Setting assessment tasks related to lessons of Music	Be able to set an assessment activity of a music lesson	1
3	Preparing a lesson plan	Be able to make a music lesson plan based on competence	2

4	End unit assessment and remediation	Prepare a lesson related to performing Music	1
---	-------------------------------------	--	---

#### 4.5 Guidance on different lessons

##### **Lesson 1: Concepts and content related to performing Music (singing, dancing and playing available musical instrument)**

- a) **Learning objective:** Explain different concepts related to performing Music
- b) **Teaching resources:** Primary Music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments
- c) **Learning activities:**

In groups, student-teachers discuss the concepts/content related to performing Music and present findings

##### **Suggested answers:**

- **Tempo:** Speed of the beat (fast or slow)
- **Dynamics:** Volume of the music (loud or soft)
- **Meter:** Rhythmic patterns produced by grouping together strong and weak beats
- **Rhythm:** The pattern or placement of sounds in time and beats in Music
- **Pitch:** Highness or lowness of the sounds
- **Melody:** The overarching tune created by playing a succession or series of notes
- **Harmony:** The sound produced when two or more notes are played at the same

##### **Lesson 2: Setting assessment tasks related to lessons of Music**

- a) **Learning objective:** Be able to set an assessment activity of a music lesson
- b) **Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments, internet.

**c) Learning activities:**

In groups, student-teachers brainstorm the assessment tasks related to the lessons of Music and present findings

**d) Suggested answer(s)**

Teacher will analyze the assessment tasks presented by student-teachers and make judgment.

**Lesson 3: Preparing a lesson plan**

**a) Learning objective:** Be able to make a music lesson plan based on competence

**b) Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher.

**c) Learning activities:**

- In groups, student-teachers brainstorm and discuss about the parts of a lesson plan and present findings
- Individually, student-teachers prepare a Music lesson plan

**d) Suggested answers:**

Check in unit 4; lesson 3: Preparing a lesson plan

**NOTICE: This lesson “Preparing a lesson plan” has two periods:**

First period is for analysis of lesson plan in details

Second period is for planning a Music lesson

**4.6 Additional information**

**Other information about reference**

- Reference appears at the end of a paper, presentation, or project
- Reference is a listing of all of the materials referred to (cited, quoted, paraphrased, summarized) in the paper
- Reference Includes complete information about the materials so the reader can find it later

Reference answers the following questions:

- Who wrote/created it (author)
- When they created it (date of publication)
- What the source is called (title)

- Where to find it (varies by format of material)

#### 4.7 End unit assessment

By referring to the lesson plan provided in TMP text book (student-teacher's book, Unit 4.4) the teacher has to verify if the lesson is well prepared.

#### 4.8 Additional activities

##### Remedial activities:

- Questions

Suggest a suitable method to teach it and explain why

### ALPHABET SONG

A B C D E F G H I J K L M N O P

Q R S T U V Dou-ble-u X Y and Z.

Now I know my A B C's. Next time won't you sing with me!

- Answers

**Whole method:** Because the song is short.

##### Consolidation activities:

- Question

Contrast Competence based and knowledge based education

- Answer

Competence based education develops knowledge, skills, attitudes and values whereas knowledge based education focused on knowledge.

**Extended activities:**

- **Question**

What message did the composer want to convey?

- **Answer**

To wish somebody a happy birthday

# GENERAL PRINCIPLES OF TEACHING MUSIC

## UNIT 5

### 5.1 Key unit competence:

Be able to prepare an active lesson of composing songs

### 5.2 Prerequisites

- Student-teachers know how to prepare a lesson plan
- Student-teachers know the qualities of a good song
- Student-teachers know music concepts

### 5.3 Guidance on the introductory activity

- Teacher helps student-teachers to form groups
- Teacher explain clearly the tasks
- Teacher lets them work and moves around in order to help where it is necessary and check if they are working
- Teacher invite them to present their findings

### 5.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concepts and content related to composing songs	Name and explain the concepts of composing a song	1
2	Techniques and strategies for facilitating lessons of composing songs	Name and explain the Techniques and strategies for facilitating lessons of composing songs	1
3	Making a lesson plan	Prepare a lesson of composing a song	1
4	End unit assessment and remediation	Prepare an active lesson of composing a song	1

### 5.5 Guidance on different lessons

#### Lesson 1: Concepts and content related to composing songs

- a) **Learning objective:** Name and explain the concepts of composing a song

- b) **Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher
- c) **Learning activities:** In groups, the student-teachers brainstorm the steps of composing songs and present findings

**Suggested answers:**

- Choose the theme/subject for a song
- Develop the theme by creating the relevant lyrics
- Creating the melody in one's mind.
- Sing it to one's self so as to be sure of it.
- Match/adapt the lyrics to the melody.
- Rehearse the song so as to master it

**Answer to application activity**

Basing on the steps of composing a song, teacher himself/herself will appreciate the work.

**Lesson 2: Techniques and strategies for facilitating lessons of composing songs**

- a) **Learning objective:** Name and explain the Techniques and strategies for facilitating lessons of composing songs
- b) **Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, internet.

- c) **Learning activities:** In groups, the student-teachers discuss the strategies for facilitating lessons of composing songs and present findings

**Suggested answers:**

- The teacher should establish the theme
- The teacher should explain clearly the theme/subject
- He/she should give the instructions relating to the task
- He/she should follow up and reinforce the positive points
- The teacher invites them to present
- The teacher himself/herself provides constructive feedback

### Lesson 3: Making a lesson plan

- a) **Learning objective:** Prepare a lesson of composing a song
- b) **Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher.
- c) **Learning activities:** In groups, the student-teachers prepare lessons of composing songs

#### Suggested answers:

School Name: .....

Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
Term one	26/01/2019	Music	P6	1	1 of 5	40	40
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				1:Partial auditory impaired learner			
<b>Unit title</b>	Compose a short song						
<b>Key Unit Competence:</b>	Able to compose a short song in English or French						
<b>Title of the lesson</b>	Celebration song						
<b>Instructional Objective</b>	By respecting the steps of composing a song, all learners will be able to compose a celebration song correctly.						
<b>Plan for this Class (location: in / outside)</b>	Inside the class						
<b>Learning Materials (for all learners)</b>	Papers, pencils, erasers						
<b>References</b>	REB (In house produced learning and teaching materials: Music P6,resource for student)						



Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	The teacher gives and explains the theme, he/she provides clear information about the steps of composing a song afterwards the learners start the task individually		
	Teacher activities	Learner activities	<p><b>Critical thinking:</b></p> <p>This will be developed when the learners are recalling the parties.</p> <p><b>Inclusive education:</b></p> <p>It will be integrated when the teacher asked the partial auditory impaired learner to perform the song</p>
<p><b>Introduction</b></p> <p>5 min</p>	<ul style="list-style-type: none"> <li>• Ask the learners the parties that they celebrate at home</li> <li>• Ask one or two learners to perform one of the song sung when celebrating parties</li> </ul>	<ul style="list-style-type: none"> <li>• State the parties that they celebrate at home</li> <li>• Perform one of the song that they sing when celebrating</li> </ul>	

<p><b>Development of the lesson</b></p> <p>30 min</p>	<ul style="list-style-type: none"> <li>• Write the theme on the chalkboard and explain it clearly</li> <li>• Ask the learners to compose a song related to the given theme “Naming ceremony”</li> <li>• Give the learners (one by one) the opportunity to present their work</li> </ul>	<ul style="list-style-type: none"> <li>• Read the theme</li> <li>• Listen carefully to the teacher’s explanations</li> <li>• Compose their own songs</li> <li>• Perform the songs before the classmates</li> </ul>	<p><b>Interpersonal management:</b></p> <p>This generic competence will be developed when the learners are reading carefully the theme and listening teacher’s explanations</p> <p><b>Creativity:</b></p> <p>It will be developed when the learners are composing their own songs.</p> <p><b>Communication:</b></p> <p>Is developed when the learner is performing while others are listening to him/her.</p>
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<b>Conclusion</b>  5 min	<ul style="list-style-type: none"> <li>• Appreciate the song composed by the learners</li> <li>• Ask the best composer (learner) to perform again before the peers</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the best song.</li> <li>• Perform the best song</li> </ul>	<b>Critical thinking:</b>  This will be developed when the learners are analyzing the song and finding out the message from the song.
<b>Teacher self-evaluation</b>			

## 5.6 Additional information

### Composing a melody to given lyrics

Lyrics are the words of the song. When writing a melody to given lyrics it is necessary to consider the basic characteristics of words namely rhythm and syllables. A syllable is determined by a vowel sound. Words may consist of one, two or more syllables. In normal speech words and their syllables are articulated with varying accentuation. The syllables of words don't receive equal stress. One syllable is usually more strongly stressed than the others.

**Example:** *Believe: be-lieve*

The second syllable is more strongly stressed than the first one. The first syllable is shorter than the first one. Word and syllable stresses usually influence intonation; the voice has tendency to go up in pitch where the stresses are strong.

### Answers for end unit assessment

Teacher analyzes the song according to the content related to composition of song. Also he/she studies a lesson plan provides constructive feedback.

## 5.7 Additional activities

### Remedial activities:

- **Questions**

Compose a song (at least three phrases) about unity and reconciliation and perform it.

- **Answers**

Teacher analyzes the student-teacher's song and gives him/her feedback.

### Consolidation activities:

- **Question**

Compose a song about children's rights, prepare a lesson plan of teaching it and finally perform it before the peers

- **Answer**

Teacher analyzes the student-teacher's song as well as its lesson plan and gives him/her feedback.

### Extended activities

- **Question**

What do we mean by music composition?

- **Answer**

Music composition is the process of making or forming a piece of music by combining the parts or elements of Music

## OBSERVATION OF MODEL LESSON

# UNIT 6

### 6.1 Key unit competence:

Be able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment.

### 6.2 Prerequisites

Student-teachers are able to describe teacher's document and their relative importance in teaching and learning activities.

### 6.3 Guidance on the introductory activity:

Teacher invites student-teachers in pairs to contrast effective and ineffective lesson.

### 6.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Using lesson observation sheet (Pedagogical aspects to be evaluated)	<ul style="list-style-type: none"><li>Identify and explain the aspects to be observed during lesson presentation</li></ul>	1
2	Using lesson observation sheet (Giving constructive feedback)	<ul style="list-style-type: none"><li>Evaluate and provide constructive feedback to a delivered lesson</li></ul>	1
3	End unit assessment and remediation	Evaluate teaching and learning strategies during a model lesson	1

## 6.5 Guidance on different lessons

### Lesson 1: Using lesson observation sheet (Pedagogical aspects to be evaluated)

- a) **Learning objective:** Identify and explain the aspects to be observed during lesson presentation
- b) **Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, internet...

- c) **Learning activities:**

In groups, the student-teachers brainstorm the aspects to be checked during lesson observation

### Suggested answers

- Pedagogical documents
- Competences developed and cross cutting issues in Music
- Learners' engagement and progress
- Teaching- learning methods enable all learners to learn effectively
- Management of learners and learning environment.
- Assessment of learners' progress
- The use of the medium of instruction and communication

### Suggested answers for application activity

No, objective doesn't have been achieved. Before teaching, all teaching documents should be ready and well prepared. And a lesson plan is one of the most important teacher's documents that shows the sequence of teaching and learning activities and indicates how the objective will be achieved.

### Lesson 2: Using lesson observation sheet (*Giving constructive feedback*)

- a) **Learning objective:** Evaluate and provide constructive feedback to a delivered lesson
- b) **Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments.

### **c) Learning activities:**

Individually, student teacher provides good ways of giving constructive feedback

#### **Suggested answers**

- Be specific and provide examples when commenting on the course or the instructor.
- Speak based on your own experiences, not on behalf of your classmates.
- Focus on observable behaviors of the student teacher or on specific aspects of the lesson. Describe the situation you are commenting on. For example; on the introductory activity if it was not done well.
- Avoid negative personal or emotional comments; instead, describe actual incidents. Describe how the student-teacher's behavior or elements of the lesson affected the learning process.
- Offer alternative solutions or suggestions to address your critiques of the student-teacher or the lesson, which can help him/her when preparing the lesson for the next time.
- To help the student-teacher improve on his or her teaching, provide both positive and negative comments in a constructive manner. Negative comments helpful as they inform the student teacher of what you suggest be kept or changed and also remind the student teacher about what went well. Always begin with the positive comments.
- Consider area of responsibility. While the student-teacher clearly has influence and control over many of the factors that influence the quality of the teaching, in many instances that influence is shared with learners. By thinking about who is in a position to change problem area or maintain successful practices, it can help you frame your comments usefully. When possible, make suggestions from the learners' perspective as to actions that the student teacher could take to help improve the situation.
- Comments about the personal traits (for example, accent or apparent unfriendliness) of the student-teacher, often yield strong emotions and should be made with sensitivity. Focus your comments on behaviors that can be improved.

## 6.6 Additional information.

Five essential teaching strategies to deliver an effective lesson:

### ✓ **Have an Objective**

Having an objective for your lesson isn't just important for you to know why you are teaching the lesson, but it's important for the students to know why they need to learn what you are teaching them. As you are planning for your lesson, think about what you need your students to know, and what are they going to take away from your lesson. After you have figured this out, then you need to explain your objective to the students so they know why they need to learn what you are about to teach them. Try to offer real word examples if you can.

### ✓ **Model Your Expectations**

Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were.

### ✓ **Actively Engage Students**

Children learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities.

Use cooperative learning techniques, or technology like ICT tools to enhance your lesson.

Keep their minds and hands moving and you'll see that it will help you reach your lessons objective.

### ✓ **Be Mobile**

While students are busy applying the skills that you have taught them you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing.

Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. As you move about the classroom, ask students critical thinking questions to strengthen their comprehension skills. Use how and why questions to make sure that you are meeting your objective.

### ✓ **Compliment Positive Behavior and Hard Work**

When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you



are pleased and in turn try to meet your objective for the lesson in a positive way as well.

### **Answers for application activity**

- i) During the observation, student-teacher observes and checks out all pedagogical aspects of effective lesson.
- ii) Check the answer in unit 6, lesson 2: Giving constructive feedback (strong points and areas to improve).

## **6.7 Additional activities**

### **Remedial activities:**

- **Questions**

List and explain two pedagogical aspects to observe during lesson delivering

- **Answers**

The answer is provided in unit 6; lesson 1: **Pedagogical aspects to be evaluated.**

### **Consolidation activities:**

- **Question**

What should you do if you find ineffective student-teacher after your observation?

- **Answer**

Teacher analyses the answer and compares it with the knowledge provided in unit 6 and reinforce the strong points

### **Extended activities:**

Decide where in the main steps of lesson, the following pedagogical documents

Will be used during teaching and learning activities.

Teaching aids, summary notebook, lesson plan

- **Answer**

**Teaching aids:** they are used in development

**Summary notebook:** Conclusion

**Lesson plan:** From the introduction to the conclusion

## 7.1 Key unit competence:

Be able to facilitate music lessons in a simulated context in TTC

## 7.2 Prerequisites

- Student-teachers know how to plan a lesson
- Student-teachers know the techniques and strategies of teaching
- Student-teachers know the qualities of an effective lesson

## 7.3 Guidance on the introductory activity

- Teacher helps student-teachers to form groups
- Teacher explain clearly the tasks
- Teacher lets them work and moves around in order to help where it is necessary and check if they are working
- Teacher invite them to present their findings

## 7.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Steps and phases of micro-teaching	State the steps of micro-teaching	1
2	Observation of microteaching (theories)	Prepare a lesson to be taught in microteaching	1
3	Observation of microteaching (Practice)	Deliver the lesson in microteaching	1
4	Giving feedbacks	provide comments after micro-teaching(strong points and areas to improve)	1
	<b><i>End unit assessment and remediation</i></b>	Deliver correctly the lesson and providing constructive feedback	1

## 7.5 Guidance on different lessons

### Lesson 1: Steps and phases of micro-teaching

- a) **Learning objective:** State the steps of micro-teaching
- b) **Teaching resources:** Primary Music syllabus, TMP teacher's guide, TMP text book of student-teacher
- c) **Learning activities:** In groups, student-teacher discuss about steps and phases of microteaching, after they present their findings

#### Suggested answers:

##### ❖ Steps

- Plan
  - Teach
  - Feedback
  - Re-plan
  - Reteach
  - Re-feedback
- ✓ For more details, check TMP textbook, Unit 7, lesson 1

### Answers for introductory activity

Requirements to be fulfilled by student teacher before going to the demonstration school:

- Student-teacher should have knowledge about planning and teaching a music lesson
- Student-teacher should have observed a model lesson
- Student-teacher should have taught and observe a micro-teaching lesson

### Lesson 2: Observation of microteaching (theories)

- a) **Learning objective:** Prepare a lesson to be taught in microteaching
- b) **Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, Primary music text books
- c) **Learning activities:** Individually student-teachers prepare a lesson to be taught according to the given topic and present

#### Guidance to the learning activity

- Teacher gives the student-teachers a lesson to be taught during microteaching lesson

- Teacher invite student-teachers to plan the lesson
- Teacher invite student-teachers to present
- Teacher provide more clarifications on lesson planning

### **Lesson 3: Observation of microteaching (Practice)**

**Learning objective:** Deliver the lesson in microteaching

**Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, Primary music text books, Piano keyboard

**a) Learning activities:** Student-teachers observe or teach

#### **Guidance to the learning activity**

- Teacher forms group as shown in Unit 7, lesson 2: Observation of microteaching
- Teacher guide and supervise the student-teachers before and during microteaching period.

### **Lesson 4: Giving feedbacks**

**a) Learning objective:** provide comments after micro-teaching (strong points and areas to improve)

#### **Guidance to the learning activity**

- Teacher guide the student-teachers during feedback period.

**b) Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, Primary music text books, Piano keyboard

**c) Learning activities:**

Student-teachers provide comments after micro-teaching (strong points and areas to improve)

## **7.6 Additional information**

**a) Characteristics of microteaching according to Maybelle (2015)**

- Duration of teaching as well as number of students are less
- Content is divided into smaller units
- Only one teaching skill is considered at time.
- Provision of immediate feedback
- In micro teaching cycle there is facility of replanning, reteaching and re-evaluation

- All the faults of the teacher are observed
- The problem of discipline can also be controlled

**b) Advantages of microteaching**

- It focusses on sharpening and developing specific teaching skills and eliminating errors
- It enables understanding of behaviors importante in classroom teaching
- It increases the confidence of the student- teacher
- It is a vehicle of continuous training for both beginners and for senior teachers
- It provides expert supervision and constructive feedback

**Answers for end unit assessment**

- The micro teaching of the student-teacher didn't go well, because X student teacher didn't respect the sequence of the steps of a micro teaching lesson.
- Teacher asked X learners to re-plan and re-teach because X student teacher didn't provide and respect the time for feedback
- The teacher didn't get the expected outcomes because the micro teaching lesson were not well developed
- Unit 7, lesson 1

**7.7 Additional activity**

**Remedial activities:**

• **Questions**

- State the phases of microteaching

• **Answers**

- Knowledge acquisition phase
- Skill acquisition
- Transferring phase

**Consolidation activities:**

• **Question**

Explain what makes feedback effective

- **Answer**

Effective feedback should be given after the lesson

Effective feedback should be constructive

Effective feedback should respect sandwich method: Praise, Criticism, and Praise,

**Extended activities**

- **Question**

i) Explain how microteaching is important to the student-teacher

- **Answers**

- It focusses on sharpening and developing specific teaching skills and eliminating errors
- It enables understanding of behaviors important in classroom teaching
- It increases the confidence of the student- teacher
- It is a vehicle of continuous training for both beginners and for senior teachers
- It provides expert supervision and constructive feedback

## 8.1 Key unit Competence

Use lesson observation sheet to evaluate the adequacy of teaching and learning strategies used during model lessons

## 8.2 Prerequisites

Remember to Student-teachers that lesson observation sheet has been taught in Foundations of Education. In this unit tutors check if all learners have the same understanding on the following points:

- Teacher's documents and their importance,
- Techniques, strategies and methods used in teaching and assessing Creative Arts/Music or pre-primary, primary school
- Lesson observation and
- Classroom management.

## 8.3 Introductory activity

- Before observation of model lesson in demonstration school, set time for micro-teaching in groups of student-teachers and invite student-teachers to take that opportunity to make practice of filling observation sheet. Student teachers in a team take turns to play different roles (role of the tutor, role of primary or pre-primary learners and role of the teacher-
- After the micro teaching, team members are given time to discuss on how the observation sheets were filled in before sharing with the whole class. They highlight points that need more explanations.
- Group representatives present the summary of points of the observation sheet that need clarification.
- Use different questions to facilitate students to give their points of view and ensure that you arouse their curiosity on the process of lesson observation (using lesson observation sheet, lesson observation report, constructive feedback) basing on their experience, prior knowledge acquired in Foundation of Education and abilities shown in answering the questions for this activity.

## 8.4 List of lessons

#	Lesson title	Learning objectives	Periods
1	Observation of model lesson in demonstration school	Use lesson observation sheet to record a lesson and to write report	1
2	Reflect and critique of the lesson observed	Provide constructive feedback of the observed lesson	1
3	Assessment and remediation		1

## 8.5 Guidance on different lessons

### Lesson 1: Observation of model lesson in demonstration school

#### a) Learning objective

Use lesson observation sheet to record a lesson and to write report

#### b) Teaching and learning resources

Making sure that all student teachers have lesson observation sheet, textbook, notebook and pen.

If possible avail Camera and Ipad to take picture or film the whole lesson

#### c) Steps for observation of model lesson

##### *i) Before lesson observation*

At least a week before observation of model lesson in a demonstration school, the tutor informs the teacher about it for him/her to plan accordingly. Depending on the number of student teachers in class and number of classes in demonstration school, the tutor can plan to conduct observation in more than one classroom at the same time. Make sure that there is acceptable number of student teachers in a class and camera to film the whole process without disturbing pupils.

The student-teacher doing lesson observation must read beforehand the observation guide and be conversant with it. Apart from the lesson observation form, the observer must be equipped with a **notebook** to take down some important events (actions, gestures, teacher's or learners' attitudes, etc) that occurred during the lesson, which are likely to influence the teaching/learning process or the observer's appreciation.



In addition, the observer should be equipped with subject knowledge so that feedback will be based on correct information related to the subject observed. The tutors in collaboration with student teachers try to recall what have been taught in Foundations of Education subject in term of methods of teaching, observation sheet, item to be observed regarding:

- **Conceptual** (the conceptual development of his or her learners), derivational (the process of developing new entities from existing knowledge), structural (the links or connections between different entities, concepts, properties, etc), procedural (the acquisition of skills, procedures, techniques), efficiency (learners' understanding or acquisition of processes or techniques that develop flexibility, elegance or critical comparison of working), problem solving (learners' engagement with the solution of non-trivial or non-routine tasks) and reasoning (learners' development and articulation of justification and argumentation).
- **The contexts in which the teachers posed the tasks.** It has two dimensions: (1) whether the context was related to the real world or not and (2) whether the data or information used was genuine or invented by the teachers.
- **The teacher's strategies** that might be used to facilitate learners' learning of new concept.

The teaching strategies to verify are such as: activating prior knowledge, exercising prior knowledge, explaining, sharing, exploring, coaching, assessing or evaluating, motivating, questioning, and the differentiation in which the teacher should attempt to treat learners differently in terms of the kind of activities performed, materials provided and/or the expected outcome to make instruction optimally adapted to the learners' characteristics and needs.

### *ii) During the lesson observation*

In class, the tutors introduce the student teachers and assure that there is no disturbing occur by their visit.

During the observation of the lesson, making sure all student teachers are in class at beginning of the lesson and observe the whole lesson. The student-teacher observing the lesson progressively completes the form and takes notes on events as they occur in his/her notebook. Those notes will be a referential basis for the appreciation on different aspects of the lesson. It is recommended to film the whole lesson for using that video during the feedback session.

### ***iii) After the observation session***

After observation session, the tutor invites the teacher for a short debriefing before he/she leaves. When the time allows, student teachers can participate in the debriefing session. During the debriefing, the teacher expresses him/herself about some facts that characterized the lesson such as his/her intentions/motivation, his/her choice of lesson objectives, learning activities, methods and techniques used, organizational and evaluation styles, processes and results.

When the debriefing session is not possible in the demonstration school, the tutor can invite him/her during reflecting session in TTC.

### **Assessment**

The student teacher makes a short report showing what they have learned, positive aspect and area of improvement.

## **Lesson 2: Reflect and critique of the lesson observed**

### **a) Learning objective**

Provide constructive feedback of the observed lesson

### **b) Teaching and learning resources**

Lesson observation sheet filled of all student teachers, textbook of Foundation of Education and TMP, notebook and pen, Video of the recorded lesson or Ipad.

### **c) Guidance to conduct reflective session effectively**

## **Here are six tips for improving lesson observation feedback**

### **i) Capture your lesson**

Whether you are being observed or observing someone else, video can be an objective tool for you both, allowing you to have a two-way discussion rather than just a feedback session. Reviewing the video together means you can actively discuss, pause, rewind, fast-forward and allow your colleague to come to their own conclusions, making it more meaningful for you both.

### **ii) Use exploratory questioning**

This type of questioning naturally opens up dialogue, giving you time to think and draw conclusions. For example, try saying: “What do you think you could do to tackle the problem of...” rather than “What you need to do is...”

### **iii) Make feedback constructive**

Even if a lesson does not go to plan, the situation can be turned into a positive one if you give the teacher constructive feedback and help them to learn from the situation. Constructive feedback helps identify solutions for areas of weakness by looking at what can be improved rather than focusing on what went wrong.

### **iv) Relate back to previous objectives set**

Always keep a clear focus in mind. Relate your discussion to the targets already set, if new topics arise; set these as development targets for your next session. Staying focused will allow you to give some 'easy wins'; developing a feeling of immediate progression. Be clear in your own mind about why you are feeding back. What exactly do you want your colleague to achieve with what you are telling them?

### **v) Be patient**

Give you and your colleague time to draw your own conclusions and then explore them together without cutting across one another. You will develop a stronger, more professional relationship.

### **vi) Do it again**

Whether giving or receiving lesson observation feedback, request you do it again and regularly. Only by continually discussing and breaking down what you saw can help you understand progression.

### **Some learning activities to make reflective session more active**

- Form groups of students and give them observation sheet collected after lesson observation
- Ask them to remember the whole process of the lesson and try to describe the process of the lesson and highlight positive aspects and area of improvement.
- Move around in every group and facilitate them in their discussions by asking some questions and prompts to student-teachers, encourage talk and extend thinking'
- Invite groups to present their findings.
- As Tutor, harmonize the work done by student-teachers highlighting the purpose of lesson observation, activities to be done when observing a lesson
- Using the lesson observation sheet, help students to harmonize their answers and findings.

- Organize a whole class discussion on how to improve the lesson observed
- Correct the reports of student teachers done after observing the lesson.

### End unit Assessment

Play a video of one recorded lesson and ask student teachers to criticize that lesson using the student’s book, the lesson observation sheet and lesson observation guide provided by REB.

### 8.7 Additional information to the tutor

The following are the main components of a lesson observation sheet at the international level (Education Development Trust, 2018):

	Item	Indicator (detail)
1	Assessment and evaluation	Assessment is aligned with goals and instructional objectives
		The teacher gives explicit, detailed and constructive feedback
2	Differentiation and inclusion  The teacher creates an environment in which all learners are involved	The teacher takes full account of learner differences
3	Clarity of instruction	The teacher shows good communication skills
		There is clear explanation of purpose
		Lessons are well structured

4	Instructional skills	The teacher is able to engage learners
		The teacher possesses good questioning skills
		The teacher uses various teaching methods and strategies
5	Promoting active learning and developing meta-cognitive skills	The teacher helps learners develop problem-solving and meta-cognitive strategies
		The teacher gives learners opportunities to be active learners
		The teacher fosters critical thinking in learners
		The teacher connects material to learners' real-world experiences
6	Classroom climate	All learners are valued
		The teacher initiates active interaction and participation
		The teacher interacts with all learners
		The teacher communicates high expectations
7	Classroom management	Learning time is maximized
		Clear rules are evident
		Misbehavior and disruptions are effectively dealt with

*Source: Education Development Trust, (2018).*



**9.1 Key unit competence:**

**9.2 Prerequisites (knowledge, skills, attitudes and values)**

- On this level, student-teachers already know the importance of teaching Music at Primary school.
- Student-teachers have skills in solmization (sol-fa singing)
- Student-teachers have a sense of rhythm
- Student-teachers have a sense of lesson planning

**9.3 List of lessons/sub-heading (including assessment)**

#	Lesson title	Learning objectives	Number of periods
1	Preparation of lessons to be taught in a demonstration school	Prepare a lesson plan of a lesson to be taught	1

2	Observation of lessons in a demonstration school	Observe a lesson in a demonstration school	1
3	Giving feedbacks	Provide a constructive feedback	1
4	End unit assessment and remediation		1

#### **9.4 Guidance on different lessons/subheading outlined above (see the structure of a lesson/sub-heading)**

##### **Lesson 1: Preparation of lessons to be taught in a demonstration school**

**Learning objective:** Prepare a lesson plan of a lesson to be taught

**Teaching resources:** Primary Music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments

**Learning activities:** Individually, student-teachers prepare lessons to be taught in demonstration school

##### **Lesson 2: Observation of lessons in a demonstration school**

**Learning objective:** Observe a lesson in a demonstration school

**Teaching resources:**

Primary music syllabus, TMP teacher's guide, TMP text book of student-teacher, available musical instruments, Student book and teacher's guide of Primary school, internet.

**Learning activities:**

- Each student-teacher facilitate lesson in demonstration school
- Student-teachers who are not teaching, they observe lessons of their peers

##### **Lesson 3: Giving feedbacks**

**Learning objective:** Provide a constructive feedback

**Teaching resources:** Primary music syllabus, TMP teacher's guide, TMP text book of student- teacher, available musical instruments, Student book and teacher's guide of Primary school, internet.

**Learning activities:** provide comments (strong points and areas to improve) after observing lessons

**NOTICE:** *In this unity, all activities must be organized (including looking for topics, forming groups), supervised, controlled by the teacher.*

*In this unit the teacher will advocate so that the student teachers be given enough time and special permission to go to look for teaching and learning materials wherever they expect to find them*



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# ANNEXES

## Lesson Plan format with details

School Name: .....

Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size	
.....	.././..	.....	.....	....	....of...	.....	.....	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				<i>The teacher should take into account learners with special need to ensure that the lesson is adapted to all learners</i>				
Unit title				<i>Unit title is taken from syllabus</i>				
Key Unit Competence:				<i>Key unit competence is taken in the syllabus</i>				
Title of the lesson				<i>Lesson title is provided in the content distribution</i>				
Instructional Objective				<i>While formulating the instructional objectives, the teacher takes into account the five components of an instructional objective</i>				
Plan for this Class (location: in / outside)				<i>Teacher should indicate where the lesson will take place</i>				
Learning Materials (for all learners)				<i>Teacher indicates the learning materials needed for the lesson related to number and operations specifying those for learners with SEN</i>				
References				<i>All sources of information/content used during lesson preparation must be mentioned here</i>				
Timing for each step		Description of teaching and learning activity				Generic competences and cross cutting issues to be addressed + a short explanation		
	<i>This part is a summary of the teaching and learning process.</i>							
	<i>Teacher mentions the game if it is one of techniques to be applied.</i>							
	Teacher activities			Learner activities				


<p>Introduction .....min</p>	<p><i>All activities done by teacher to help learners to start the lesson, like singing a familiar song, introductory activities, song games...</i></p>	<p><i>All activities done by learners in connection with teacher's instructions in each step</i></p>	<p><i>The teacher sets learning activities which help learners develop generic competences and cross-cutting issues to be addressed in the lesson.</i></p> <p><i>The teacher provides short written explanations justifying how above mentioned generic competences and cross cutting issues are catered for and in each activity where it is possible</i></p>
<p>Development of the lesson .....min</p> <p>This part consists of the discovering activities,</p> <p>Exploitation and synthesis activities</p>	<p><i>All activities done by teacher related to the new lesson (song).</i></p> <p><i>These activities should be listed chronologically by respecting a method to be used in teaching music. It can be whole song or phrase method depending on the size of the song and the level of learners</i></p>		
<p>Conclusion .....min</p>	<p><i>Towards the end of the lesson, the teacher asks randomly one, two or three learners sing the song already learnt.</i></p> <p><i>He/she asks learners the moral lesson that they have got from the song.</i></p>		
<p>Teacher self-evaluation</p>	<p><i>Teacher provides all clear evidences that show how the lesson has been carried out and where to improve if necessary</i></p>		

## Sample of a lesson plan

Teacher's name: Mr. X

School Name: E.P Y.

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size	
Term one	24/01/2019	Music	P4	1	3 of 5	40 min	40 of 41	
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				1 impaired learner				
<b>Unit title</b>		Singing in Tune Respecting Traditional Rhythms						
<b>Key Unit Competence:</b>		Able to sing respecting traditional rhythms						
<b>Title of the lesson</b>		Uburinganire						
<b>Instructional Objective</b>		By respecting the Rwandan traditional rhythms, learners will be able to sing correctly the song "Uburinganire".						
<b>Plan for this Class (location: in / outside)</b>		Inside the classroom						
<b>Learning Materials (for all learners)</b>		Papers, pencils, erasers, pictures, etc.....						
<b>References</b>		Creative Arts for Rwanda Primary Schools Work Book 4, p <sub>9</sub>						
Timing for each step	Description of teaching and learning activity						Generic competences and cross cutting issues to be addressed + a short explanation	
	<p>The teacher will present the song on a flip chart</p> <p>Learners will read silently, then the teacher read for them and help them to explain difficult words; afterwards, the teacher will sing the whole song, then help learners to sing respecting the steps of teaching a song. Lastly the learners will sing at their own</p>							
	<b>Teacher activities</b>			<b>Learner activities</b>				

<p><b>Introduction</b></p> <p>5min</p>	<p>Show the learners a flipchart containing an image which illustrates “Uburinganire”</p>	<p>Observe the image and get ready to answer the questions.</p> 	<p><b>Inclusive education:</b></p> <p>I will be integrated when the teacher asks the partial auditory impaired learner.</p>
	<ul style="list-style-type: none"> <li>✧ Ask questions about the presented image</li> <li>✧ Ask learners to sing song related to “UBURINGANIRE”</li> </ul> <p>What does the image show?</p> <p>What is uburinganire?</p> <p>Present the song to be taught</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y’amategeko</i></p>	<p>Answer questions by explaining uburinganire</p> <p>Sing different songs about uburinganire</p> <p>Read the song silently</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y’amategeko</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p>	<p><b>Critical thinking:</b> through analyzing questions before answering them</p> <p><b>Creativity:</b> it will be developed when the learners are brainstorming the meaning of uburinganire</p>

<p><b>Development of the lesson</b></p> <p><b>a. Discovering activity</b></p> <p>10 min</p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kuba ho, kwiga no gusoma,</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p> <p>Read the song for the learners, ask some to read and help them to understand difficult words</p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p> <p>Listen carefully, read and ask difficult words</p>	<p><b>Communication:</b> this will be developed when the learner is reading while others are listening to him/her.</p>
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<p><b>b. Exploitation</b></p> <p>15 min</p>	<p>Sing the whole song for them</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p>	<p>Listen carefully to get familiar with the song</p> <p>Sing a small part of the song as learners, one by one, a small group, and then a whole class repeat</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p> <p>Repeat the next part</p> <p>One, a small group, a whole class</p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p>	<p><b>Lifelong learning:</b> through singing, learners acquire the song that will be sung in their daily life</p> <p><b>Gender education:</b> through the content of the song</p>
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<p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p>	<p>Repeat the two parts</p> <p>One, a small group, a whole class</p> <p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p>	
<p>Sing a small part of the song as learners repeat</p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p>	
<p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p>	
<p>Sing the next part as learners repeat</p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p>	
<p><i>Dore dusangiye uburenganzira bumwe, bwo kubaho, kwiga no gusoma,</i></p>	<p>Join the two last parts</p> <p><i>Dore dusangiye uburenganzira bumwe, bwo kugira umuryango no gukina</i></p>	
<p>Combine the two parts as they repeat</p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kwambara, kurya no kuvurwa</i></p>	
<p><i>Bakobwa ndetse namwe bahungu, twese turareshya imbere y'amategeko</i></p>		

<p><b>c. Synthesis</b> 5min</p>	<p><i>Dore dusangiye uburenganzira bumwe, bwo kuba- ho, kwiga no guso- ma,</i></p> <p>Sing the next part as learners repeat</p> <p>Sing the last part as learners repeat</p> <p>Ask learners to join the two last parts</p> <p>Ask learners to sing the whole song</p> <p>Ask learners to sing the song and explain the moral of the song</p>	<p>Sing the whole song as one, in groups and as a whole class</p> <p>Sing the song and explain the moral of the song</p>	<p><b>Communi- cation:</b> through singing to- gether</p> <p><b>Sociabili- ty:</b> through singing to- gether</p>
<p><b>Conclusion</b> 5min</p>	<ul style="list-style-type: none"> <li>✧ Ask learners the moral of the song</li> <li>✧ Appreciate the songs presented by the learners.</li> <li>✧ Ask some learn- ers to perform before the peers.</li> </ul>	<p>Explain the moral of the song</p> <p>Appreciate the song.</p> <p>Perform the song.</p>	<p><b>Critical thinking:</b> it will be developed when the learners will be appreci- ating the song.</p>
<p><b>Teacher self-evalua- tion</b></p>			