

REPUBLIC OF CAMEROON  
*Peace-Work-Fatherland*

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MINISTRY OF SECONDARY EDUCATION

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INSPECTORATE GENERAL OF EDUCATION

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REPUBLIQUE DU CAMEROUN  
*Paix-Travail-Patrie*

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MINISTERE DES ENSEIGNEMENTS SECONDAIRES

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INSPECTION GENERALE DES ENSEIGNEMENTS

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# SECONDARY EDUCATION

## CURRICULUM FOR THE

## << OBSERVATION SUB-CYCLE >>

### (Form 1, Form 2)

SUBJECT AREA:

**NATIONAL LANGUAGES**

**NATIONAL CULTURES**

**ARTISTICAL EDUCATION**

Subject: **NATIONAL LANGUAGES**

**Weekly Workload: 2 *hours***

***Annual workload: 50 hours***

***Coefficient:2***

## II- GENERAL INTRODUCTION

National languages, in the Cameroonian context, refer to the 239 languages spoken by the various tribes in the country. They are different from French and English which are the official languages. The teaching of national languages in Cameroon dates as far back as the German colonial era. This exercise, however, suffered set backs as a result of the political systems adopted at the time by the colonial powers - assimilation by the French and a laissez-faire policy by the British.

After the independence of Cameroon, research into local languages intensified thanks to the intervention of the International Linguistic Institution (SIL). The aim of this research was to establish the writing conventions of most Cameroonian languages. These writing conventions formed the basis of a project entitled “Research project on the teaching of Cameroon National Languages” (PROPELCA). The result of this research project was the elaboration or drawing up of a teaching program for national languages and its experimentation in primary and secondary schools.

The teaching of national languages at the level of secondary schools in particular, comprises the study of applied phonetics and the teaching of one national language during the first two years of school, for classes one and two. The mother tongue shall be taught from class 3 in some schools, for want of motivation in form 4. In fact, the teaching of national languages shall end at this level. National languages shall not be tested in the BEPC (end of first cycle certificate examination). The applied phonetics course shall be based on the general alphabet designed for all Cameroonian languages. This alphabet harmonises the writing conventions of all national languages following the principle of a bi-vocal or one-on-one relationship between the sound and the grapheme. In other words, one grapheme represents one sound only. As for the language course, the target language is chosen by the learner during the first year of secondary school. This language shall be different from the mother tongue. It shall be taught using “dialogue prompt cards or posters”.

The teaching proper shall be based on general considerations and theories. The researchers came to the conclusion that the teaching of national languages in Cameroon is possible and proposed a general study programme for this discipline.

Today, some national languages are being taught in Cameroon public and private schools in the form discussed above. The Pedagogic National Inspectors for National Languages and Culture examined and deliberated over this proposed program and decided to include an applied phonetics course in the classes one and two curriculum, and the study of the national language in form 3. The phonetics shall be applied to the reference languages from which concrete sample structures shall be drawn, that is, the class linguistic repertoire.

For each establishment, the reference languages shall come out naturally from the ones spoken in that locality or by a majority of the learners. The least one can say is that there is a harmonious co-existence between national languages and the official languages,

English and French. With this prevalent situation, there is no gainsaying that the ideal profile of a Cameroonian secondary school graduate will be that of a trilingual citizen who has a mastery of English, French and one of the national languages.

Besides the desire to maintain peace in diversity and the preservation of world cultural heritage, the importance of teaching national languages in Cameroonian schools is that of making the learner have a sound foundation and awareness of his or her culture, as stipulated in the orientation law of 1998.

Elements of culture must be integrated in the Cameroonian school curriculum -linguistic competence, technology and indigenous literary and artistic productions. In the face of globalization, the Cameroonian student is gradually losing his/her cultural identity because of the fast disappearance, as if by magic, of his communication tools which are the national languages. Cultural elements like tales, proverbs, riddles, jokes, dance, legends and songs, in fact, literature in general. Up till now it has been oral but will soon take the written form.

Substantial Cameroonian national riches like pharmaceutical plants are no longer known since the custodians of this knowledge - the patriarchs – have all passed on. Meanwhile, a child who knows how to read and write their mother tongue would have documented this knowledge for posterity or future generations or for the good of humanity. In this regard, the writing code guarantees authenticity.

The study of national languages (or mother tongue) in secondary schools for a child who did primary education in the same languages would produce better results. These results would be due to the support of the parents who would now be, more than ever before, interested in the child's academic problems.

### **III- The Place of the Study Program in the School Curriculum**

The programme for national languages contributes to the secondary school curriculum through the introduction of the study of indigenous linguistic values. These benefits are apparent in the case where the adaptation of some structures in the curriculum to the local contextual framework is done based on the writing conventions of national languages. This adaptation prevents wrong translations from national languages to Indo-European languages and vice versa.

### **IV- The contributions of the study program to learning**

The national languages programme belongs to the field of literature and language. Its contributions are, therefore, essential in the promotion of linguistic values. Apart from sounds, tone is an important characteristic of African languages. The introduction of this element (tone) in the educational system is a very significant contribution as far as the universality of languages is concerned. This contribution is not limited to the study of language and literature. Specialists in other subjects could also exploit other structures explored in the teaching of national languages, where need be.

### V Contributions of the study programme to real life

The study programme for national languages helps the learner develop self-confidence and self –assertion because he is proud to study his own language which is dear to him. This assertiveness develops from the parametres the learners uses to measure up, first of all as a Cameroonian, and then as a citizen of the world. The economic benefits of this programme include the development of a book industry for the production of language text books and manuals, and the curbing of unemployment through the recruitment of resource persons.

National languages are essentially for family communication yet many families are gradually losing grip over this means of interaction. The introduction of this new discipline in the school curriculum will rekindle family interest in their languages and enable them strike a linguistic balance in their day to day communication, in their homes in particular and their linguistic community as a whole.

### VI- Introduction of all the situations covered by the Study programme

The situations covered by the language study programme is linked to all spheres or areas of life contained in the forms one and two curriculum. Each learner brings one or two languages to class and together, they share rich experiences. As the learners study the various language structures, graphemes, words, phrases ... this linguistic repertoire of the class shall serve as a reference point in the handling of many life situations. Following is the list of families of situations covered by the programme for national languages:

- Communication in the classroom
- Communication in the classroom using segmental units found in the linguistic repertoire of the class
- Communication in the classroom using suprasegmental units found in the linguistic repertoire of the class
- Communication in the classroom using noun phrases in the linguistic repertoire of the class
- Communication in the classroom using verbal phrases in the linguistic repertoire of the class
- Communication in the classroom using sentences in the linguistic repertoire of the class

### VII- TABLE SUMMARISING THE MODULES OF THE SYLLABUS

In the curriculum of the first two years of secondary school, national languages are majors, hence they are compulsory and the workload is 02 hours per week. It is on this basis that the total number of hours due for this two- year programme is 100. These hours are distributed into six modules as follows:

Cycle	Classes	Level	Title of Module	Status	Duration
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1 <sup>st</sup> Cycle	One And Two	1	Cameroon linguistic diversity	Compulsory	15 hours
			Segmentals in national languages	Compulsory	17 hours
			Suprasegmentals in national languages	Compulsory	17 hours
		2	The Noun Phrase in national languages	Compulsory	17 hours
			The Verb Phrase in national languages	Compulsory	17 hours
			The Sentence in national languages	Compulsory	17 hours

National languages are coefficient 02(two).

## VIII - PRESENTATION OF MODULES

### MODULE I

**1. TITLE: CAMEROON LINGUISTIC DIVERSITY**

**2. WORKLOAD FOR THE MODULE: 15 periods**

**3. PRESENTATION OF THE MODULE:**

This module introduces the learners to linguistic diversity in Cameroon.

**4. MODULE CONTRIBUTION TO CURRICULUM GOALS:**

Like other National Languages modules, it helps the learners to have a good knowledge of their cultures.

**5. CONTRIBUTION OF THE MODULE TO THE STUDY PROGRAMME AND REAL LIFE**

This module is an introductory module in the programme of National languages. The module determines the definition of basic concepts in the Cameroon linguistic landscape. These concepts will be exploited in the real life situations found in the whole curriculum of the first and second years of secondary school.



CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
Life situations	Examples of situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Communication in the classroom	Interactions between and among learners in class	-Production of messages about the linguistic diversity of Cameroon	-Naming some Cameroonian national languages -speaking about languages -identifying languages -distinguishing a Cameroonian language from another language	Concepts: -language - dialect - national language - official language - foreign language  - Major language families in Cameroon - Linguistic map of Cameroon	-creativity  -interest in the national languages  -open-mindedness  -discovery	<b>Human Resources</b>  -Parents -Teachers -Learners -Language community  <b>Learning /Teaching AIDS</b> - Linguistic atlas  -Linguistic maps  - Ethnologue of Grimes (SIL)  -Internet resources
	-Interaction between the teacher and students	Production of oral messages in the languages found in the class	-identifying himself/herself -presenting his/her family -discussing with classmates languages a sketch of an object -asking questions -giving his/her opinion about a topic	<b>Methods and Techniques</b> - role-play		

## MODULE II

### 1. TITLE : SEGMENTALS PRODUCTIONS IN NATIONAL LANGUAGES

### 2. WORKLOAD FOR THE MODULE : 17 periods

### 3. PRESENTATION OF THE MODULE :

This module involves the teaching and learning of the vowel and consonant sounds in Cameroon national languages. It introduces the vocal instruments and the points and modes of articulation, the characteristics of segments and the phonetic tables and the graphemes.

### 4. MODULE CONTRIBUTION TO CURRICULUM GOALS:

Like other National Languages modules, it helps the learners to have a good knowledge of their culture.

### 5. CONTRIBUTION OF THE MODULE TO THE STUDY PROGRAMME AND REAL LIFE

This module makes the learner understand that the segmental units constitute an essential part of the programme of National Languages. These aspects are useful in the understanding, identification and establishment of concepts, and the definition of terms treated under the different real life situations.

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
Life situations	Examples of situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Communication in the classroom using segmental units found in the linguistic repertoire of the class	Language communication with emphasis on the production of consonant sounds	-Oral production of sounds in messages in the national languages	-pronouncing simple vowel sounds in messages in National languages -pronouncing complex vowel sounds in messages in the national languages -pronouncing simple consonants in messages in the national languages -pronouncing complex consonants in messages in the national languages	Notions: -sound -types of sounds -vowels -consonants - simple consonants -complex consonants -simple vowels -complex vowels -phoneme -grapheme -alphabet -spelling -Vocal apparatus -place of articulation -manner of articulation -presentation of the general alphabet of Cameroon languages: vowel and consonant graphemes  <b>Methods and Techniques</b> -techniques in articulating sounds in Cameroonian languages -techniques in transcribing Cameroonian Languages -self-literacy techniques	-creativity -interest in the national languages -discovery	<b>Human Resources</b> -Parents -Teachers -Learners -Language community  <b>Learning /Teaching AIDS</b> -Applied phonetics ( PROPELCA book n° 36 and 41)  -A guide for the development of writing conventions of African languages (PROPELCA book n° 2)  -Audio-visual equipment  -Alphabets and spelling rules of specific languages  -course books for reading and writing in specific National languages
	Language Communication with emphasis on the production of vowel sounds	Written production of sounds in messages in the national languages	-Writing simple vowel sounds in messages in national languages -writing complex vowel sounds in messages in the national languages -writing simple consonants in messages in the national languages -writing complex consonant sounds in messages in the national languages			

						-Primers for specific National languages
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### MODULE III

**1. TITLE: SUPRA-SEGMENTAL PRODUCTION IN NATIONAL LANGUAGES**

**2. WORKLOAD FOR THE MODULE: 17 periods**

**3. PRESENTATION OF THE MODULE:**

This module introduces the tonal system of National Languages.

**4. MODULE CONTRIBUTION TO CURRICULUM GOALS:**

Like other National Languages modules, it helps the learners to have a good knowledge of their culture.

**5. CONTRIBUTION OF THE MODULE TO PROGRAMME OF STUDY AND REAL LIFE**

This module on tone introduces a peculiar aspect of most national languages. As a result, it constitutes a very important part of the programme. It enables the learners to produce oral and written messages in the different real life situations found in the curriculum of the 1<sup>st</sup> and second years of Secondary Education.

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
LIFE SITUATIONS	EXAMPLES OF SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCES
Communication in the classroom using suprasegmental units found in the linguistic repertoire of the class	Language communication with emphasis on the production of level tones	-Oral production of tones in messages in the national languages	-pronouncing simple tones in messages in National languages  -pronouncing complex modulated tones in messages in the national languages	Notions: - pitch of the melody - level tones -modulated tone -function of tones  -the general alphabet of Cameroonian languages(tonal graphemes)	-creativity -interest in the national languages -discovery	<b>Human Resources</b>  -Parents -Teachers -Learners -Language community  <b>Learning/Teaching AIDS</b> -Applied phonetics ( PROPELCA book n° 36 and 41)
	Language Communication with emphasis on the production of modulated tones	Written production of tones in messages in the national languages	-writing simple tones in messages in National languages -writing modulated tones in messages in the national languages	<b>Methods and Techniques</b> - techniques in identifying tonal pitch  - technique of writing tones  - Self-literacy techniques		-A guide for the development of writing conventions of African languages (PROPELCA book n° 2)  -Audio-visual equipment  -Alphabets and spelling rules of specific languages  -course books for reading and writing in specific National languages  -Primers for specific National languages

**MODULE IV****1. TITLE: THE NOUN PHRASE IN NATIONAL LANGUAGES****2. THE WORKLOAD FOR THE MODULE: 17 periods****3. PRESENTATION OF THE MODULE:**

This module introduces the NOUN PHRAISE in the National Languages found in the linguistic repertoire of the learners of this level.

**4. MODULE CONTRIBUTION TO CURRICULUM GOALS:**

Like other National Languages modules, it helps the learners to have a good knowledge of their culture.

**5. CONTRIBUTION OF THE MODULE TO THE STUDY PROGRAMME AND REAL LIFE**

This module presents another aspect of the teaching of National languages. It enables the learner to register in written form, the concepts and notions used in almost areas of life specified in the curriculum of the first and second years of secondary school.

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
Life situations	Examples of situations	Categories of Actions	Examples of Actions	Essential knowledge	Attitudes	Other resources
Communication in the classroom using noun phrases found in the linguistic repertoire of the class	Language communication with emphasis on the production of simple noun phrases	-Oral production of messages in the national languages containing noun phrases	-Producing oral messages in the National languages with simple noun phrases  -Producing oral messages with complex noun phrases	Notions: -noun -root -affixes - determiners -noun classes -gender -concord morphemes (demonstrative, qualitative, possessive, number,)  <b>Methods and Techniques</b> - techniques in analyzing nouns and determiners  - grammatical analysis  - specific grammatical rules found in national languages  - self-literacy techniques	-creativity  -interest in the national languages  - discovery	<b>Human Resources</b>  -Parents -Teachers -Learners -Language community  <b>Learning/Teaching AIDS</b> -Applied phonetics (PROPELCA book n° 36 and 41)  -A guide for the development of writing conventions of African languages (PROPELCA book n° 2)  -Audio-visual equipment  -Alphabets and spelling rules of specific languages  -course books for reading and writing in specific National languages  -Primers for specific National languages
	Language Communication with emphasis on the production of complex noun phrases	Written production of messages in the national languages containing noun phrases	-Writing messages using simple noun phrases  -Writing messages using complex noun phrases			



## **MODULE V**

### **1. TITLE OF THE MODULE: VERB PHRASES IN NATIONAL LANGUAGES**

### **2 - TOTAL HOURS LOAD ALLOCATED TO THE MODULE**

This module shall cover 17 hours.

### **3. PRESENTATION OF THE MODULE**

This module presents the verb phrase and some elements of conjugation in national language.

### **4 - CONTRIBUTION OF THE MODULE TO THE CURRICULUM GOALS**

Just like all modules of the syllabus for national languages, this one contributes in making the learners have sound knowledge of their culture.

### **5 - CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS OF LIFE**

This module constitutes another angle from which notions in national languages shall be deepened. It contributes in the formatting of written concepts used in the basic domains of life listed out for the Form One and Two curriculums.

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESSOURCES		
Life situations	Examples of real life situations	Categories of actions	Examples of Actions	Essential Knowledge	Attitudes	Other resources
Communication in the classroom using verb phrases found in the linguistic repertoire of the class	<p>Language communication with emphasis on the production of simple verb phrases</p> <p>Language Communication with emphasis on the production of complex verb phrases</p>	<p>Oral production of messages using verb phrases, in national languages</p> <p>Written production of messages using complex verb phrases, in national languages</p>	<p>-Producing oral messages using simple verb phrases, in national languages</p> <p>-Producing oral messages using complex verb phrases, in national languages</p> <p>-Communicating in writing, in national languages, using simple verb phrases</p> <p>-Communicating in writing, in national languages, using complex verb phrases</p>	<p><b>Notions</b></p> <p>-verb</p> <p>-verb roots</p> <p>-verb affixes</p> <p>-verb complements</p> <p>- modes</p> <p>- tenses</p> <p>- negation</p> <p><b>Methods and techniques</b></p> <p>- conjugating</p> <p>- grammatical analysis</p> <p>-specific grammatical rules found in national languages</p> <p>- self-literacy techniques</p>	<p>-Creativity</p> <p>-Interest in the national languages</p>	<p><b>Human resources</b></p> <p>-Parents</p> <p>-Teachers</p> <p>- Learners</p> <p>-Language community</p> <p><b>Learning/Teaching Aids</b></p> <p>-Applied phonetics (PROPELCA book n° 36 and 41)</p> <p>-A guide for the development of writing conventions of African languages (PROPELCA book n° 2)</p> <p>-Audio-visual equipment</p> <p>-Alphabets and spelling rules of specific languages</p> <p>-course books for reading and writing in specific National languages</p> <p>-Primers for specific National languages</p>



## **MODULE VI**

### **1 TITLE OF THE MODULE: THE SENTENCE IN NATIONAL LANGUAGES**

### **2 - LOAD OF HOURS ALLOCATED TO THE MODULE**

This module will be covered in 17 hours.

### **3. PRESENTATION OF THE MODULE**

This module presents types of sentences in the Cameroonian national languages.

### **4 - CONTRIBUTION OF THE MODULE TO THE CURRICULUM FINALITY AND GOAL**

Just like all the modules of the syllabus for teaching national languages, this one contributes in making the learner know his culture.

### **5 - CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO SPECIFIC AREAS OF LIFE**

This module on sentences is another stage for deepening the teaching of national languages. It enables learners to put in writing the concepts and the notions used in all domains of life connected with Forms One and Two.

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESSOURCES		
Family of situations	Examples of situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Communication in the classroom using sentences found in the linguistic repertoire of the class	<p>Language communication with emphasis on the production of simple sentences</p> <p>Language Communication with emphasis on the production of complex sentences</p>	<p>Oral production of messages using simple sentences, in national languages</p> <p>Written production of messages using complex sentences, in national languages</p>	<p>-Producing oral messages using simple sentences, in national languages</p> <p>-Producing oral messages using complex sentences, in national languages</p> <p>-Communicating in writing, in national languages, using simple sentences</p> <p>-Communicating in writing, in national languages, using complex sentences</p>	<p><b>Notions</b></p> <p>-sentence constituents</p> <p>-simple sentence</p> <p>-complex sentences</p> <p>-sentences types</p> <p><b>Methods and techniques</b></p> <p>- breaking down the sentence into propositions</p> <p>- Technique of logical analysis</p>	<p>-creativity</p> <p>- interest in the national languages</p>	<p><b>Human resources</b></p> <p>-Parents</p> <p>-Teachers</p> <p>- Students</p> <p>-The language community</p> <p><b>Learning/Teaching aids</b></p> <p>-Applied phonetics ( PROPELCA book n° 36 and 41)</p> <p>-A guide for the development of writing conventions of African languages (PROPELCA book n° 2)</p> <p>-Audio-visual equipment</p> <p>-Alphabets and spelling rules of specific languages</p>

						<p>-course books for reading and writing in specific National languages</p> <p>-Primers for specific National languages</p>
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## **IX - TEACHING AND EVALUATION METHODOLOGY**

### **A) TEACHING METHODOLOGY**

The general methodology behind the drafting of the secondary school curriculum is the competency-based approach, through various life situations.

At the level of Form I and Form II, as far as national languages are concerned, the advocated teaching /learning methods are essentially active and participatory. The guiding principle here is to enable learners to demonstrate their skills in life situations. Classrooms being essentially multilingual, the linguistic framework of reference is so too. The lessons are carried out taking into consideration the linguistic repertoire of the class.

For the teaching/learning of national languages, summarized here as applied phonetics and grammar, we adopt the following four approaches:

- The participatory and interactive approach
- The documentary approach
- The differential approach
- The community approach

#### **1. Participatory and interactive approach**

It requires the active participation of students, their feedback. The teacher asks learners questions and they answer while building up their knowledge. Here it is expected that learners participate individually, in pairs, in groups and in rows respectively. This method is called the "IPGR" method, meaning individually, in pairs, in groups and in rows. It is implemented in the learning of language elements

#### **2. Differential or contrastive approach**

The differential method consists in opposing or contrasting concepts and elements of the language among themselves, within the same language, or from one language to another. Thus, students who, for the most part have already got the official languages proficiency may respond by opposing the sounds of these languages to those of a national language.

### 3. Documentary approach

The documentary approach is the one through which students are expected to extract from documents, know-how, knowledge to build their competences. This includes textual documents, audio-visual documents ...

### 4. Community Approach

In national languages, the original language is gotten from its masters, found in local communities. This approach is based on the involvement of the holders of knowledge, know-how, life skills and language skills in the teaching/learning situation. Learners are expected to go for field studies into these communities. Moreover, these local linguistic knowledge holders may also be invited to intervene in the classroom.

### 5. Analytical and critical approach

Here learners are called upon to analyze texts, to demonstrate their understanding of these texts and think critically.

## Integration of new themes in the secondary school curriculum

It is required to include some new themes in the secondary school curriculum ; among which family life education, education on population, human rights, fighting against corruption, patrimony, environmental protection, HIV / AIDS prevention, partnership, ... Like any other language, national languages exploit texts to enable students gain knowledge and skills on these new themes. One of these themes, patrimonial education, particularly suits national languages which are a heritage discipline. National languages are in fact, cultural elements as well as



vehicles of knowledge and cultural expertise. The teacher will ask the learners to go for excursions in the language communities to meet communication needs in authentic context.

## **B) ASSESSMENT METHODOLOGY**

In national languages, two types of assessment are taken into account:

- The formative evaluation
- The summative evaluation

Regardless of the chosen assessment type, evaluation will be proposed to students in language activities that allow them to show their “competent behavior” in situations that will be proposed and which fall in line with the targeted competency.

Language skills in national languages are focused on communication. The teacher should provide students language communication situations that allow them to act competently by mobilizing the essential knowledge, rules and methods, underlying this skill. This knowledge may constitute a specific assessment. If not, traditional exercises like the following can be involved: the dictation of tones and sounds, drills holes or filling exercises, creative writing exercises, reading exercises, crossword puzzles, etc.. Competence is assessed only through a complex activity to the learner. Ex: *“Communicate properly in an interaction situation in the classroom by demonstrating the mastery of certain elements of the language.”*

The production resulting from this learner’s activity is evaluated on the basis of a marking guide with criteria and points\marks. An oral production can be assessed with criteria such as "fluency of speech, correctness of form, the relevance of speech, etc..."

Formative assessment entails remedial activities that enable the teacher to help students who have not demonstrated the competence being assessed. The trainer will use various means of support so that in the end, the learner succeeds in mastering this skill.

After conducting a number of activities, the teacher will offer his learners a summative evaluation to determine and certify the achievement of objectives as mentioned in the scheme of work. Outcome measures will be the productions of language learners.

Subject: **NATIONAL CULTURES**

**Weekly Workload: 1 *hour***

***Annual workload: 25 hours***

***Coefficient:1***

## II- GENERAL INTRODUCTION

The multiplicity of people that make up Cameroon also gives rise to a mosaic of cultures. From North to south, east and west; there are more than 200 ethnic groups with different life styles, art forms and diverse literatures. Its cultural riches and diversity make Cameroon Africa in miniature. However this cultural heritage which is part and parcel of the daily life of Cameroonian families remains incognito *in* our Secondary schools.

In Cameroon national cultures have always constituted favorite themes in political speeches. The focus of the present head of state is geared towards the building of a national cultural heritage from ethnic cultures. In a bid to enhance their value a meeting of cultural stake holders was convened in Yaounde in 1992. As a result of this, the 1996 Constitution stipulates that cultures be protected and promoted. The law on educational orientation in Cameroon recommends that the learner be schooled in matters relating to culture. It is in this context that the Ministry of Secondary Education took the decision to introduce national cultures as a subject on its own in the new secondary school curriculum.

National cultures constitute the ensemble of traditions, habits and customs, life styles, social practices, art forms, crafts and architecture, literary expressions that portray the identity and the existence of ethnic groups in Cameroon. Introduced in the classroom within the context of its various components, the product of the Cameroonian school will not only be multilingual but also multicultural.

The stakes in the teaching of national cultures are inseparable from those of the teaching of national languages which are themselves the medium of expressing these cultures. Today much is said about youth that are uprooted from their culture because they show a lot of interest in western cultures to the detriment of theirs. The teaching of national cultures therefore has as its main objective to ensure that the learner is rooted in their culture in our educational system. The Cameroonian school must be deeply rooted in the cultural achievements, the linguistic know-how,

endogenous technologies, literary and artistic productions. Cultural elements such as tales, proverbs, riddles, dances epics, nursery rhymes, myths, legends, songs, dances will be treated differently. The enhancement of the value of national cultures in general will open new professional perspectives to secondary school graduates and will be an index of sustainable development. The time allotted for the teaching of this subject shall be one hour per week giving a total of 72 hours for the first two years of secondary school.

### **III. THE CONTEXT OF THE PROGRAMME OF STUDY IN THE CURRICULUM**

The programme of study of National Cultures gives the learner grounding in culture. It is a useful resource for the learner in all domains of life and study.

### **IV. CONTRIBUTION OF THE PROGRAMME OF STUDY TO LEARNING**

In the domain of learning of national arts and cultures to which this programme of study is attached, national cultures deal principally with aspects related to the implantation of culture in the learner.

### **V. THE CONTRIBUTION OF THE PROGRAMME OF STUDY TO LIFE SITUATIONS**

The program of study of national cultures touches several domains of life:

- At the level of the economy, the taking into account of local factors ensures durable development
- At the level of social and family life, the teaching of national cultures enhances and protects cultural values that enable the learners to master their natural environment

- At the level of the environment, health and welfare, the teaching of national cultures contribute to creating in the learners an awareness of their contribution to the perpetuation of the human species
- As concerns citizenship, the teaching of national cultures will enable learners to consider themselves first as Cameroonians before claiming citizenship of the world.
- As for the media and communication the Cameroon traditional society has its own medium of communicating information that would be appropriate for the learner to discover;

## **VI. GENERAL PRESENTATION OF FAMILIES OF SITUATIONS COVERED BY THE PROGRAMME OF STUDY**

The families of situations that cover this programme of study include:

- Manifestations of cultural diversity
- Manifestations of cultural diversity relating to life styles
- Manifestations of the Cameroon cultural diversity relating to major life events

## **VII. SUMMARY OF THE MODULES OF THE PROGRAMME OF STUDY**

The following table presents the three modules of the programme of study of national cultures.

Cycle	Classes	Level	Module	Status	Duration
1 <sup>st</sup> Cycle	Forms One and Two	1	Cameroon cultural diversity	Obligatory	14 hours
		1 & 2	Cultural realizations reflecting life styles	Obligatory	18 hours
		2	Specific characteristics of important life events	Obligatory	18 hours

National cultures are coefficient 01 (one).

## VIII- PRESENTATION OF MODULES

### MODULE I: CAMEROON CULTURAL DIVERSITY

#### 1. TIME ALLOTTED TO MODULE

The time allotted to this module shall be 14 hours

**2. CONTEXT OF MODULE**

This module introduces the learning of national cultures in Secondary schools. It covers the diversity of situations in which the Cameroonian diversity is lived by the learner. This diversity is evident in the class during cultural ceremonies in and out of school.

**3. CONTRIBUTION OF MODULE TO THE AIMS AND OBJECTIVES OF THE CURRICULUM**

This introductory module permits the learner to acquire autonomy through the discovery of the cultural riches of his country in order not to remain a prisoner of imported models. Thus he could act as Cameroonian in performing social roles attributed to him.

**4. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY AND LIFE SITUATIONS**

This module reflects, even superficially, Cameroonian culture.

Thus the two subsequent modules would only serve as illustration

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
Family of situations	Examples of situations	Categories of actions	Example of actions	Essential knowledge	Attitudes	Other resources
Manifestations of cultural diversity	In the classroom          Festival in	Producing a cultural message	<ul style="list-style-type: none"> <li>- Communicating about the cultural diversity of Cameroon</li> <li>-Speaking one's mother tongue</li> <li>-Distinguishing two Cameroonian languages</li> <li>- Telling to which cultural zone a specific cultural element belongs</li> </ul>	<b>Notions:</b> <ul style="list-style-type: none"> <li>-Cultural diversity</li> <li>-Cultural zone</li> <li>-Customs</li> <li>-Literature</li> <li>-Overview of the Cameroonian cultural</li> </ul>	<ul style="list-style-type: none"> <li>-Creativity</li> <li>-Interest for national cultures</li> <li>- Solidarity</li> <li>- Love</li> <li>- Tolerance</li> <li>- Flexibility</li> </ul>	<b>Human resources</b> <ul style="list-style-type: none"> <li>-Parents</li> <li>-Teachers</li> <li>-Students</li> <li>-Ethnic communities</li> </ul> <b>Documentary</b>



	school	Realizing cultural activities relating to the cultural diversity of Cameroon	-dancing during a school festival -Singing during a show - Reciting a poem - Performing a play -Plaiting according to tradition -Dressing according to tradition -Greeting as required by tradition - Respecting the elders	zones and their cultural specificities  <b>Methods and techniques:</b> - role play -simulations		<b>resources</b> -Cultural anthologies -Specific documents of national culture  <b>Audio-visual Resources</b> -Films -Tapes -Cameras -Projectors
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## **MODULE II : CULTURAL REALIZATIONS REFLECTING LIFE STYLES**

### **1. TIME ALLOTTED TO THE MODULE**

The time allotted for this module shall be 24 hours.

### **2. CONTEXT OF THE MODULE**

This module is devoted to cultural realizations reflecting life styles illustrated by examples like dressing, culinary arts, music, dancing, literature, architecture, aesthetics etc.

### **3. CONTRIBUTION OF THE MODULE TO THE AIMS AND OBJECTIVES OF THE CURRICULUM**

Talking about cultural diversity through life styles awakens the learner's curiosity, thus enabling him to acquire self awareness before embracing life and to freely assume the social roles to which he is destined.

### **4. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY AND LIFE SITUATIONS.**

This module is a follow-up of the first, and further illustrates the Cameroonian cultural diversity. It contributes to areas of family life, economic activity, etc...

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
Family of situations	Examples of situations	Categories of actions	Example of actions	Essential knowledge	Attitudes	Other resources

Manifestations of cultural diversity relating to life styles	Interactions on life styles in class	-Production of discourses on life styles	-Describing local dressing styles - Talking about cooking in own tribe -Describing a traditional dish in own tribe - Talking about traditional music - Dress traditionally - Prepare a meal during a school feast. -Playing music on a traditional instrument.	<b>Notions</b> -dressing -culinary art -music - dancing -architecture -Literature( stories, epics, tales, riddles, myths, legends, dirges) - musical genres	-Creativity -interest for national cultures - solidarity - love	<b>Human resources</b> -Parents -teachers -students -ethnic community
	Cultural ceremonies in school	Realizing activities on life styles	- Dancing to the tone of own ethnic music -Telling a story - Asking somebody a riddle and answering a riddle			<b>Documentary resources</b>  -Cultural anthologies -Specific documents of national culture
	Cultural ceremonies out of school					<b>Audio-visual Resources</b> -Films -Tapes -Cameras -Projectors

**1. MODULE : SPECIFIC CHARACTERISTICS OF LIFE EVENTS****2. TIME ALLOTTED TO MODULE**

The time allotted to this module shall be 24 hours

**3. CONTEXT OF MODULE**

This module deals with three situations relating to the life of every man, these are birth, marriage and death.

It sets out to present cultural realizations in life situations.

**4. CONTRIBUTION OF THE MODULE TO THE AIMS AND OBJECTIVES OF THE CURRICULUM**

The discovery of ways of managing situations covered by this module constitutes a cultural enrichment that enables the learner to assert himself as a Cameroonian. Later on he could manage or contribute in managing events studied by himself.

**5. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY AND LIFE SITUATIONS**

This module continues to explore the Cameroonian cultural diversity. It can contribute to domains relating to family and economic life.

CONTEXTUALISATION FRAMEWORK		COMPETENT BEHAVIOUR		RESOURCES		
Family of situations	Examples of situations	Categories of actions	Example of actions	Essential knowledge	Attitudes	Other resources
Manifestations of the Cameroon cultural diversity relating to major life events	-the birth of a baby  - the marriage of a member of the community  -the death of a member of the community	Carrying out activities relating to births	-preparing the future mother - talking about rites -Buying gifts	<b>Notions</b> -marriage -birth -death -cultural practices related to births -cultural practices related to marriages -cultural practices related to deaths  <b>Methods and techniques</b> -techniques of recording cultural data -techniques of capturing images -role play -simulations	-Creativity -Interest for national cultures - Solidarity - Love	<b>Human resources</b> -Parents -teachers -students -ethnic community  <b>Documentary resources</b> -Cultural anthologies -specific documents of national culture  <b>Audio-visual Resources</b> -films -tapes -cameras -projectors
		Carrying out activities relating to marriages	-preparing meals -choosing a spouse -organizing the bride price ceremony			
		Carrying out activities relating to death	-organizing the ceremony of laying in state -mourning -discussing about death rites -choosing a successor - ending up a burial ceremony - discussing about death celebrations			

## **IX - TEACHING AND EVALUATION METHODOLOGY**

### **C) TEACHING METHODOLOGY**

The general methodology behind the drafting of the secondary school curriculum is the competency-based approach, through various life situations. At the level of the Observation sub-cycle, as far as national cultures are concerned, the advocated teaching /learning methods are essentially active and participatory. The strategy to be implemented here is the "learning by doing" one.

Generally, the teacher explains the techniques, and procedures, and drills his learners to react. And they react by doing. We outline some teaching and learning approaches that should be used:

- The participatory and interactive approach
- The thematic and intercultural approach
- The documentary approach
- The community approach

#### **Participatory and interactive approach**

It requires the active participation of students, their feedback. To acquire a particular cultural event, the learner is called upon to participate in the construction of his knowledge. The teacher leads his learner and brings him step by step to build the targeted competence. Some cultural elements require that students interact with their peers or with the trainer.

#### **Thematic and intercultural approach**

This approach allows the learner to develop skills on cultural topics. Beside intra-cultural themes, there are cross-cutting and intercultural themes. The national cultures teachers bring their learners to compare, that is, to identify similarities and differences.

### **Documentary approach**

Knowledge and skills to be mobilized to develop competency are sometimes stored in documents. Thus, students should be encouraged to tap from these documents, the material to build their competences. They can do this individually or in groups through exposés.

### **Community Approach**

This approach is based on the involvement of the holders of knowledge, of expertise, and of cultural skills, who are recruited from local communities to teach some cultural elements in the classroom. Learners could also be asked to reach out the communities through field trips. It should be noted here that it is during such visits that they will be able to show their expertise, albeit still embryonic in terms of data collection, to film materials that may be used as teaching tools.

### **The integration of new themes in school curricula**

Secondary school curriculum requires the teaching of new themes such as family life education, education on population, human rights, fighting against corruption, patrimony, environmental protection, HIV / AIDS prevention, partnership, ... Teachers must make use of texts, audio-visual, artistic, and physical materials, environmental awareness material to enable learners acquire knowledge, expertise, skills and competencies relevant to the topics being covered. Different knowledge and techniques exist in local communities, that should be valued as part of these new themes. One



of these themes, patrimony education, adapts better to the national cultures that are a heritage discipline. National cultures are cultural elements as well as vehicles of knowledge and cultural expertise. The teachers may invite learners to make excursions to museums, which are places par excellence of cultural heritage conservation. Here, students extend their academic learning by acquiring additional knowledge from heritage monitors.

#### **D) ASSESSMENT METHODOLOGY**

In national cultures, it is recommended that the learner be subjected to two types of evaluation:

- Formative evaluation
- Summative evaluation

Both types of assessments involve the submission to learners, tests to show how they have developed the skills targeted in their training.

Cultural productions shall be major result indicators. A marking guide of these productions shall be drafted. It will include success criteria to which marks/points will be assigned. For example, in dance, the teacher will determine the marks assigned to criteria such as "the quality of the attire, the accuracy of the choreography, the harmony in movements ...". The learner will have a rating for each criterion and at the end, his marks will be summed up to clear his score on 20. Besides tests focusing on a specific skill, learners shall also be evaluated on their mastery of theoretical knowledge.

In formative evaluation, activities that will contribute in remedying the learner's difficulties will be planned. These activities allow the teacher to provide support to the students who have not demonstrated mastery of the competence being assessed. The summative evaluation will take place at the end of each module to evaluate and certify the achievement of the objectives planned in the scheme of work. Result indicators will be nothing but cultural productions of learners.

Subject: **ARTS**

**Weekly Workload: 1 *hour***

***Annual workload: 25 hours***

***Coefficient: 1***

## I – A GENERAL OVERVIEW OF THE DISCIPLINE

Arts and Culture embraces the history of art, its theories and other disciplines linked to other artistic practices such as:

- Instrumental and vocal music
- Plastic and visual arts
- Theatre or the performing arts
- Architecture
- Cinema
- Audiovisual expression
- The circus
- Dancing
- Applied arts

Arts and Culture contributes to the blossoming of individual aptitudes and to equality in the opportunities of imbibing culture. It enhances the mastery of cultural patrimony as well as its enrichment and preservation. It contributes to creativity in technical artistic expression

The aim of Arts and Culture is to permit people to acquire specific competencies related to the artistic domains taught and by so doing play a vital role in valorizing the cultural diversity of the learners.

Education in the arts and culture reinforces the cultural elements found in all other school disciplines. This education facilitates the acquisition transversal competencies which can be of use in learning material from other curricula domains. It develops the ability analyses and of self expression, arouse the learner to be able to make choices and to judge well, helps in the development of a lucid and enlightened mind. This education contributes to the renewal of public cultural establishments. When it creates personal or media pictures, or when it evaluates plastic productions, the learner is called upon to make use of his imagination, his sensitivity and the knowledge of his

culture. By so doing he develops and draws benefit from transversal competencies which are by nature intellectual and methodological. Trained in this way, the citizen takes part in the cultural and economical development of his country.

The teaching of the arts must be encouraged in order to enshrine them in the educational system so that they can play their part well as vital spring boards for the development of culture. This discipline is not a luxury but an indispensable one for its prime concern is not only the training of citizens capable of innovating, but also because it provides, at the same time, elements of cognitive and affective aspects of education.

The arts must no longer be considered as inconsequential in education. Learners can make careers out of them and become real artistic professionals. The educational community must be made aware of the multiplicity of job opportunities that the teaching of this discipline can offer to learners.

The plastic arts (or visual arts), can cause the learners to develop the desire to become artistic printers, fashion designers, advertisement designers, illustrators, writers of comic strips, decorators, screen process printers, sculptresses and sculptors, designers of monuments, photographers, architects, ceramists, cane workers, film producers, etc.

Performing arts can prepare learners for careers in acting for theatre, the circus and the cinema. They can also become humorists, stage directors, script writers, etc.

Musical arts can produce instrumentalist musicians, professional dancers, choreographers, teachers of music and musicologists, etc.

Learners can also continue their studies in Institutes of Fine Arts in order to perfect their artistic training.

## **II – THE PLACE OF THE SYLLABUS IN THE CURRICULUM**

Arts and Culture has a pride of place amongst all the disciplines that make up the curriculum. This is so because it enables the learners to receive a complete and balanced education. It enhances the training of citizens who are capable of innovating, thereby enabling them to make moral choices which demand, concomitantly, cognitive and affective dimensions of knowledge. In short, the teaching of the arts and culture in schools is important for the following reasons:

- It enables learners to apprehend the sensitive dimension of the world
- It helps in the development of their ability to be attentive, to observe and to be curious
- It sharpens their ability to analyze, to make esthetic judgment
- It enhances self expression, the ability to conceive and translate the conception into concrete form, the development of a critical mind and personality
- It fosters the awareness of the value of cultural patrimony, the need to enrich it and, above all to preserve it
- It helps in the development of skills, in the cultivation of the virtue of perseverance, of the sense of precision and order, and, the love of work that is well done

Today nobody doubts the fact that the future belongs to science and technology. There is no doubt, too, that the development of technology whilst neglecting esthetics will produce incomplete finished products which will not be to the taste of modern users (their taste is very high), and who would prefer that the artistic finish of products should preceed their function.

#### **STRATEGIES TO INCLUDE THE NEW THEMES INTO THE PROGRAMME OF STUDY.**

The disciplines that make up the teaching of the arts and culture in schools offer many ways by which patrimonial elements, environmental themes, themes on family life, on illnesses (VIH/SIDA), on population, human rights, the fight against corruption, the culture of honor, integrity and honesty, good behavior, etc. can be inserted into the syllabuses.

Actually, teaching/learning activities centered around the plastic arts or the visual arts, the theatre arts or drama, and around the musical arts, should, as much as possible, touch on the themes just recommended above. In the same way, artistic productions should be done in keeping with areas of interest while taking cognizance of themes derived from these new concepts to be inserted into the syllabuses.

### **III – CONTRIBUTION OF THE PROGRAMME OF STUDY TO THE LEARNING**

The teaching of the arts and culture stem from artistic and cultural elements. Its major contribution in the domain derives from its search for the beautiful, for creativity, for harmony, for perfection, for communication, for cultural and economic advancement.

### **IV – THE CONTRIBUTION OF THE PROGRAMME OF STUDY TO LIFE SITUATIONS**

The teaching of the arts and culture contribute in the improvement of living and working conditions of learners, helps them to communicate with their entourage and to produce economically profitable artistic works (the sale of works of arts, organization of concerts, animation during ceremonies, other entertaining activities, etc.).

### **V – INTRODUCTION OF THE AREAS COVERED BY THE PROGRAMME OF STUDY**

The programme for the teaching of Arts and Culture covers the following topic areas:

- Family and social life
- Economic life
- Environment
- Citizenship
- Media and communication

## VI – A SYNOPTIC TABLE OF THE MODULES

CYCLE	SYB-CYCLE	LEVELS	TITLES OF MODULES	STATUS	DURATION
First cycle	Observation	First year (FM 1)	1. Performing arts I	Obligatory	08 hours
			2. Visual arts I	Obligatory	09 hours
			3. Musical arts I	Obligatory	08 hours
<b>Total 1</b>					<b>25 hours</b>
Second cycle		Second year(FM 2)	4. Performing arts II	Obligatory	08 hours
			5. Visual arts II	Obligatory	09 hours
			6. Musical arts II	Obligatory	08 hours
<b>Total 2</b>					<b>25 hours</b>
<b>Total 1 + 2</b>					<b>50 hours</b>

Each class is allotted one hour per week and the total number of hours for the first cycle is 50. The coefficient is 01.

**NB:** Considering that some artistic productions require a lot of time, this allocation of hours can be supplemented by APPS, or learners can even be asked to continue some work during their free time, either at school or at home.



## METHOD OF EVALUATION

The modalities and the duration of each evaluation shall depend on the learning activities that have preceded it. In the case of plastic and musical arts, for example, learners could be administered a written examination based on their theoretical concepts, followed by a practical examination covering the same area. As for drama, written examinations centered on the theories governing this art can be done. This can be followed by recitation, dramatization, and reproduction of memorized texts or of behavioral patterns learnt during the practical phase of the teaching / learning process.

## OBSERVATION SUB – CYCLE

### MODULE 1

#### 1. TITLE: DRAMATIC ARTS 1 (or Artistic interpretation 1)

(This module is introduced in the first year (Form 1) of the observation sub-cycle)

#### 2. TOTAL NUMBER OF HOURS ALLOCATED FOR THE MODULE: 08 hours

#### 3. PRESENTATION OF THE MODULE

Performing Arts makes use of certain attributes of the human body which are exhibited in a performance in a scene or simply in front of spectators or audiences.

**4. CONTRIBUTION OF THE MODULE TO CURRICULAR GOALS**

- At the end of the observation sub-cycle, the learner needs to show prove of the acquisition of following competences:
- The capacity to render account of a situation he/she experienced or witnessed, to memorize and faithfully produce texts
- The capacity to identify a theatrical text
- The ability to speak in front of any audience
- The capacity to become a playwright, screen writer, actor, stage director either for the cinema, the theatre or circus.

**5. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY And REAL LIFE**

- At the end of the first year of the observation sub-cycle, the student will be able to:
- Speak in front of an audience of less importance
- Participate in various events
- Participate in family and social activities that can generate income

**FIRST YEAR (FORM 1) OBSERVATION SUB-CYCLE**

CONTEXTUALIZATION FRAMEWORK		COMPETENT BEHAVIOUR		PEDAGOGIC FRAMEWORK		
TOPIC AREAS	EXAMPLES OF LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCE
Participation in artistic cultural and economic life	Participation in artistic cultural and economic	- communication	-Reciting poems or a lullaby, a litany or an incantation  -Presenting a genealogy (the role of	-Introduction of the different types of communication (speech / expression, gestures,	-Listen attentively  -Effort to understand	-Different scenes in the present life  -theatre pieces

	life at home and at school	<ul style="list-style-type: none"> <li>-animation</li> <li>-evaluation and preservation of our artistic and cultural heritage</li> </ul>	<p>praise singers)</p> <ul style="list-style-type: none"> <li>-Remembering the very important point of a lesson</li> <li>-Recounting an event or talk of a scene you witness at home or in school ensuring that one sees how each person intervened (played his/her role)</li> <li>-Appreciating the attitude and body movements of people</li> <li>-Looking for elements of communication: words, gestures and attitudes</li> <li>-Taking note of the different protagonist (number, names) and the audience (passive or) active / participatory</li> <li>-Taking note of what brings them together</li> <li>-Taking note of their costumes and the styles / presentations</li> <li>-Taking note of the framework of their meeting, its state and the different</li> </ul>	<p>attitudes, sounds, etc)</p> <ul style="list-style-type: none"> <li>-Capacity to memorize and reproduce a short text.</li> <li>-Introduction of the technique of recitation</li> <li>-Introduction to the reading of theatrical texts, taking into account the tonality, diction</li> <li>- the differentiation of a theatrical text from others by its form (structure of the dialogue)</li> <li>-Identification of comic or tragic elements (situations, words, attitudes, mistaken identity /qui pro quo)</li> </ul>	<p>and to memorize</p> <ul style="list-style-type: none"> <li>-Render faithfully</li> <li>-Sense of creativity and criticism</li> </ul>	<ul style="list-style-type: none"> <li>-Texts to receipt (fables, poems, different extracts, etc)</li> <li>-different public shows</li> <li>-teachers, comedians, dramatists</li> <li>-works related to techniques and theatre materials of cinema, circus</li> </ul>
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			elements that constitute it			
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## MODULE 2

### 1. TITLE : VISUAL ARTS I (or plastic arts 1)

(This module is introduced in the first year (form 1) of the observation sub-cycle).

### 2. TOTAL NUMBER OF HOURS ALLOCATED FOR THE MODULE: 09 hours

### 3. PRESENTATION OF THE MODULE

Visual arts or plastic arts are different forms of communication which is brought forth through drawings, paintings, serigraphy, sculpture, basket works, etc. These activities could be carried out depending on the availability of human resources, to ensure their training and also the materials and tools.

### 4. CONTRIBUTION OF THE MODULE TO CURRICULAR GOALS

The student will be capable of representing, creating and communicating with the aid of essential elements / tools ( pencils, feathers, pens, markers, scissors, pliers, body colour, water color); define and characterize some forms of plastic arts in Cameroon; express himself diagrammatically and have a good knowledge of the methods of visual language.

Plastic arts need to develop in the learner:

- The faculties of attention, observation and sensitivity
- Technical knowledge which is appropriate to plastic language
- Analytical faculties and Esthetic judgment

- 
- A deeper knowledge of cultural phenomena linked to visual arts (terminology, history of arts, galleries of arts, museums, etc.)
- Creativity and autonomy in expression

#### 5. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY And REAL LIFE

- Participation in the decoration of the living place (houses) or the work place (class, office, workshop, etc)
- Participation in the enrichment and preservation of our cultural and artistic heritage
- Participation in the artistic, cultural and economic life of the family and the school

#### FIRST YEAR (FORM 1) OBSERVATION SUB-CYCLE

Contextualization framework		Competent behavior		Pedagogic Frame work		
Topic area	Examples of life situation	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Participation in the artistic cultural and economic life.	Participation in the artistic, cultural and economic life at home and at school	-decoration - communication -giving reasons for decoration -enrichment	-Building and decorating to suite taste -coloring and arranging to match the reason for decorating	-Knowledge of the different types of materials and tools use for drawing (ordinary pencils, colored pencils, charcoal pencils, papers,) etc. -Knowledge of the lines, forms, volumes, etc. -Construction of geometrical figures -Marking the surfaces with the aid of nails, sport	The ability to observe minute detail The sense of order precision, sense of cleanliness	- Environment al milieu -Object of our gathering -Realization of others

		and preservation of our cultural heritage	<ul style="list-style-type: none"> <li>-Adequate use of different motives for decoration</li> <li>-Appreciation of the motives</li> <li>-Economic exploitations of the realization</li> <li>-Using plastic art to express something</li> </ul>	<p>fabrics, textures, etc</p> <ul style="list-style-type: none"> <li>-Knowledge of different materials (colors, primary, secondary, tertiary, complementary) tools (supports, pliers, etc) and the technique of painting</li> <li>-Knowledge of the different materials (clay) tools (peepers and roughing chisel) and the techniques of modeling in ceramics</li> <li>-Knowledge of different materials (wood, rocks) tools (scissors, graver, hollow chisel) and the technique of sculpture</li> <li>-Knowledge of materials (cane, bamboos and other vegetable derivatives), tools and techniques of cane work</li> <li>-Initiation into the history of arts: (Art: definition, importance and different types of arts) The history of arts: definition, importance, Pre historical arts.</li> </ul> <p>Arts in Cameroon: Forest regions and grass fields:</p> <ul style="list-style-type: none"> <li>-Geographical, historic, social, religious contexts</li> <li>-Types and purposes of arts; their forms their</li> </ul>	<ul style="list-style-type: none"> <li>-Skillfulness in the realization of forms in the arrangement of shadow and light</li> <li>- Perseverance</li> <li>-The sense of direction of creativity and criticism.</li> </ul>	<ul style="list-style-type: none"> <li>-Workshops and galleries</li> <li>-Museums and library</li> <li>-Teachers</li> <li>-Artists, those who keep museums, etc. means and modern technological tools</li> </ul>
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				functions and their significance		
				-Excursions: visits to workshops and gallery of arts, museums, public expositions and trade fairs		

### MODULE 3

#### 1. TITLE : MUSICAL ARTS (MUSIC I)

(This module is for the first year observation sub-cycle (Form1).

#### 2. TIME ALLOCATED FOR THE MODULE: 08 hours

#### 3. PRESENTATION OF THE MODULE

Music is the art of producing and combining sounds in a way that is appealing to the ear.

Some characteristics: Inward personal feeling or a sound translation of a socio cultural reality, it sends out an organized message following a coded system that allows for the expression of sentiments and emotions. Music, since the beginning of the history of man, is associated to ceremonies, work and dance. The means and modern technological tools have contributed in the opening of the new ways of creating and interpreting in music.

#### 4. CONTRIBUTION OF THE MODULE TO CURRICULAR GOALS

At the end of this first year, a student should be able to:

- Master and handle / manipulate all important sounds and signs of musical writing with ease
- Identify the seven sounds of the .....scale in the natural Do scale
- Faithfully reproduce the agreed sounds

At the end of the observation sub-cycle the student / learner will be able to be autonomous in the reading of notes and other musical signs as well as mastering the basis that are indispensable to music theory practice.

#### 5. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY And REAL LIFE

- Taking part in small animations at home and in school
- Belonging to a choir group or orchestra
- Interpreting children's songs

#### FIRST YEAR (Form 1) OF THE OBSERVATION SUB-CYCLE

Context		Competent behavior		Pedagogic Frame work		
Topic area	EXAMPLES OF LIFE SITUATIONS	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Participating in the artistic, cultural and economic life	Participating in the artistic and cultural life both at home and in school	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Animation</li> <li>- Evaluation</li> <li>- Training and culture</li> </ul>	<ul style="list-style-type: none"> <li>- Singing or dancing to show your state of mind (happy or sad)</li> <li>- Singing for a happy or sad event</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of the theoretical and practical notions of music and of modern and traditional dances: definition of music</li> <li>- Signs used in musical writing:</li> <li>- Musical range: the keys, notes (figures, stocks of figures of notes)</li> <li>- Silence (figures, stocks of figures of silence, correspondence between figures of notes and figures of silence)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively</li> <li>- Fine ear</li> <li>- Sense of rhythm</li> <li>- A taste for harmony</li> </ul>	<ul style="list-style-type: none"> <li>- Music and traditional or modern songs</li> <li>- traditional or modern orchestra</li> <li>- concerts and various</li> </ul>



			-Appreciate a piece of music or a dance -Play a musical instrument -Read and write music	-fading II-Training for the use of modern and traditional instruments III-Acquiring the notions of the history of music: Significance of the word music Musical alphabet The various origins of music The instruments of old music The notion and stock of time The history of names given to musical study notes	and melody -Sense of creativity and critic - Perseverance	manifestations -work in music and songs -teachers of music, old, modern or traditional, etc. - Technological modern tools and means
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Contextualization		Competent behavior		Pedagogic Frame work		
Topic area	Examples of a situation of life	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Participating in the artistic, cultural and economic life	Participating in the artistic and cultural life in the village and in town	-Communication -Animation -Evaluation	-Reciting a poem or a lullaby, a litany or an incantation -Present a genealogy (role of a praise singer) -Retain key elements of a lesson -Recount an event or report a scene lived at home or in school, making it clear how various characters played their various parts -Appreciate attitudes and gestures of	-Initiation to the various ways of communication (speech, gesture or attitudes, songs, etc) -The capacity to memorize and render a text of an average length -Master the techniques of a tale (comedy, tragedy, humor, etc) -Initiation to the role of	-Listening carefully - Comprehension and memorization -Effort to faithfully render -Sense of creativity and	-various scenes in today's life -Drama books -tales (fables, poems, different extracts, etc) -Music spectacles

			<p>characters</p> <ul style="list-style-type: none"> <li>-Look for elements of communication: speech, gestures and attitudes</li> <li>-Identify the various actors (number and names, sex and age) and the audience (passive or active)</li> <li>-Identify what brings them together</li> <li>-Identify their outfits and the justification of the outfits</li> <li>-Mark the place of their meeting and the elements that make it</li> <li>-Organize spectacles</li> <li>-Evaluate performances</li> </ul>	<p>gestures and attitudes</p> <ul style="list-style-type: none"> <li>-Initiation to the various parts of comic or tragic (situations, speeches, attitude, quiproquos, etc)</li> <li>-Familiarization to the vocabulary of drama (play, an act, a scene, stage directives, monologue, comedy, tragedy, etc)</li> </ul>	<p>critic</p>	<ul style="list-style-type: none"> <li>-Teachers, comedians, playwrights</li> <li>-Works related to techniques of drama, cinema, circus, etc</li> <li>-Means and modern technological tools</li> </ul>
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## MODULE 4

### 1. TITLE : THEATRE ARTS I I

(This module is for the second year (Form 2) of the observation cycle)

**2. TIME ALLOCATED FOR THE MODULE:** 08 hours**3. PRESENTATION OF THE MODULE**

Theatre arts (or arts of interpretation) are those that require the aptitude of the human for their exercise on scene or simply in front of a crowd of spectators or audience.

**4. CONTRIBUTION OF THE MODULE TO THE PURPOSE AND AIM OF THE CURRICULUM**

At the end of the observation sub-cycle, the learner should show proof of the following competencies:

- The capacity of reporting a situation lived, of memorizing texts
- The capacity of identifying a drama text
- The aptitude to talk in front of a crowd
- The capacity of wanting to become an actor, a comedian, a stage director in drama or in “cirque”

**5. CONTRIBUTION OF THE MODULE TO THE SYLLABUS AND DOMAIN OF LIFE**

At the end of the first year of the observation cycle, the student could be able to:

- Express himself in front of a crowd of little importance
- Take part in various animations
- Take part in family and social lives with activities that can generate income

**MODULE 5**

**1. TITLE: VISUAL ARTS II (this module is for Form II, observation sub-cycle)****2. TIME: 09 hours****3. PRESENTATION OF THE MODULE**

Visual or Fine Arts produces or reproduces volumes, forms through drawing, painting, serigraphy, sculpture, ceramics, vannery, etc. The areas of arts mentioned above shall be carried out according to the availability of competent teachers, materials and tools.

**4. CONTRIBUTION OF THE MODULE TO THE AIM AND CURRICULA GOALS**

Fine arts must develop in the learner:

- Observation and focusing faculties as well as a sharp sense of feeling
- The knowledge of technical Fine Arts language
- A sense of analysis and aesthetics
- A deep knowledge of cultural hints linked to visual arts (terminology, history of arts, arts galleries, museums, etc.)
- Creativity and autonomy of expression

The student shall be able to represent, create and communicate with the help of essential tools (pencil, fountain pens, pens, markers, pliers, gouche, aquarelle...), to define and give characteristics of Cameroon's Fine Arts Forms, to express self graphically and to have a good knowledge of the means of visual language

**5. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY AND REAL LIFE**

Participation in the decoration of vital space: home or the work place (class, office, workshop, etc.)

- Participating in enriching and preserving the artistic and cultural heritage
- Participating in the artistic, cultural and economic life of the family, the school or the town

**FORM TWO OBSERVATION SUB-CYCLE**

Contextualization			Pedagogic framework		
Topic areas	Examples of life situation	Examples of actions	Essential knowledge	Attitudes	Other resources
Participating in the artistic, cultural and economic life	Participating in the artistic and cultural life in the village and in town	-Effecting various decorations for buildings and architectural structures -Colouring and embellishing of different decors -Appreciating embellishments -Economic exploitation of productions -Fine artistic expression	-Knowledge of the different types of materials and tools for drawing (pencils, pens, painting brushes, easles) -good knowledge of colours, their mixing and their contrasts (primary and secondary colours, etc.) -Good knowledge of forms, volume, perspective, proportions, shades and light -Manipulation of different materials in: a)Painting (colour mixture, contrasts, tones, nuances, blends, etc) b)Ceramics (preparing clay, modeling and finishing, etc) -Initiation into the techniques of sculpture	-Sense of observation, of order, of precision, of tidiness -Skills in realizing forms, in the interplay of shades and light -Perseverance -Sense of creativity and of critique	-Milieu, environment -Objects in our vital space -The works of others -Workshops and galleries -Museums and libraries -Teachers, artists, museum keepers, etc.

			-Initiation into the techniques of cane work -Initiation into the history of arts -Generalities on the period of antiquity, the middle ages and modern times (the art of Cameroon: coastal region and the North) -Geographical, historical, social, religious contexts, etc. -Types of patterns/designs and objects, their forms, functions and significance		-Means and tools of modern technology
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## MODULE 6

1. TITLE: MUSICAL ARTS II (this module is for Form II, observation sub-cycle)

2. TIME: 08 hours

### 3. PRESENTATION OF THE MODULE

Music is the art of producing and combining sounds in a way that is pleasant to the ear.

Some characteristics: Personal expression of an interior state or the sound translation of a socio-cultural reality. Music is associated to ceremonies, some work or dance since the beginning of human history. Recent technological means and tools have contributed to the opening of new ways of creating and interpreting music.

#### 4. CONTRIBUTION OF THE MODULE TO THE AIM AND CURRICULA GOALS

At the end of Form Two the learner shall be able to:

- Recognize the signs and identify the sounds of the notes on the musical notation
- Make a vocal reproduction of chosen pieces
- Identify some landmarks of musical history

At the end of the observation sub-cycle the learner shall become autonomous in reading musical notes and all other musical signs have the solid mastery that is essential to the use of solfer notation.

#### 5. CONTRIBUTION OF THE MODULE TO THE PROGRAMME OF STUDY AND REAL LIFE

Participation at small productions at the level of the family, school, village or town

- Membership of a choir or an orchestra
- Reproducing or composing of small pieces
- Enriching and protecting of cultural heritage

#### FORM TWO OBSERVATION SUB-CYCLE

Contextual framework			Pedagogic framework		
Topic areas	Examples of	Examples of	Essential knowledge	Attitudes	Other resources



	life situation	actions			
Participating in the artistic, cultural and economic life	Participating in the artistic and cultural life in the village and in town	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Animation</li> <li>- Evaluation</li> </ul>	<p>1.Acquiring theoretical and practical notions of modern and traditional music and dances</p> <p>-Breaks: interpreting the different signs of break, establishing the link between note and break signs</p> <p>-Alterations</p> <p>-Pitch (definition, production of a pitch)</p> <p>-Intervals (definition and names)</p> <p>-Secondary signs (period, double period, the organ period, continuation and liason)</p> <p>-Rhythm and beat (definition and roles, conducting, how to conduct different beats)</p> <p>II-Training in the use of modern and traditional instruments</p> <p>III-Training in modern and traditional dances</p>	<ul style="list-style-type: none"> <li>-Attentive listening</li> <li>-Refined ear</li> <li>-Sense of rhythm</li> <li>-Taste for harmony and melody</li> <li>-Sense of creativity</li> </ul>	<ul style="list-style-type: none"> <li>-Traditional and modern music and songs</li> <li>-Traditional or modern orchestras</li> <li>-Concerts and different manifestations</li> <li>-Works of music and songs</li> <li>-Music teachers, modern or traditional musicians, etc.</li> <li>-New technological means and tools</li> </ul>

			IV-Initiation into the history of music: (evolution of music)  -Classical and modern music  -Traditional and modern music		
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REPUBLIQUE DU CAMEROUN

*Paix-Travail-Patrie*

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MINISTERE DES ENSEIGNEMENTS SECONDAIRES

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INSPECTION GENERALE DES ENSEIGNEMENTS

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REPUBLIC OF CAMEROON

*Peace-Work-Fatherland*

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MINISTRY OF SECONDARY EDUCATION

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INSPECTORATE GENERAL OF EDUCATION

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**Workload distribution in the observation sub - cycle (6<sup>ème</sup> – 5<sup>ème</sup>, Form1 – Form2)**

Learning area	Global distribution	Total weekly workload	Subject areas	Weekly workload per subject	Coefficient
language and literature	30%	10 h	French	Francophones : 06h	06
				Anglophones : 03h	03
			English	Anglophones : 06h	06
				Francophones : 03h	03
Sciences and technology	25%	08h	ancient languages	01hour	01
			computer studies	02 hour	02
			Mathematics	04 hours	04
			Sciences	02 hours	02
human sciences	20%	06h	History	02 hours	02
			Geography	02hours	02
			Citizenship education	02hours	02
Arts, national languages and cultures	15%	04h	National languages	02hours	02
			National cultures	01hour	01
			Arts	01hour	01
personal development	10%	03 h	Sports and physical education	02hours	02
			Manual work	01hour	01
Total 1	100	31		31hours	31
Tutorials			All subjects	01hour	00
Total 2				32hours	31

[AUGUST 2012]

[LEARNING AREA : ARTS AND NATIONAL CULTURES]

AUGUST 2012

[LEARNING AREA : ARTS AND NATIONAL CULTURES]

Done in Yaounde on the 13 AOUT 2012

The Minister of Secondary Education



Louis BAPES BAPES

**OBSERVATION SUB-CYCLE : Form 1 & Form 2**