



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

PHYSICAL EDUCATION AND ARTS SYLLABUS

JUNIOR SCHOOL LEVEL (Grade 3-7)

2024-2030

Curriculum Development and Technical Services
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Harare

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- Zimbabwe Network of Early Childhood Development Actors (ZINECDA)

1.0 PREAMBLE

1.1 Introduction

This heritage-based Junior Physical Education and Arts Syllabus is designed for Junior Learners (Grade 3 to 7). It outlines core study areas in Physical Education and Arts (Visual and Performing Arts) with some topics in Arts presented in thematic approach while integrating the previous competence based curriculum producing an enhanced heritage-based education. It is designed to ensure access to a Physical Education and Arts learning area regardless of gender, race, religion, handicap and learner's current level of participation. It also serves as a base on which to build the learner's entrepreneurial skills. The syllabus promotes the development of psycho motor skills and techniques as well as ensuring that learners develop socially, physically, cognitively, morally and emotionally.

This syllabus intends to develop learner's aesthetic awareness, understanding and appreciation of Physical Education and Arts embracing the Zimbabwean diverse culture. It follows a developmental guided discovery and culturally responsive approach anchored on our Zimbabwean heritage that develops learners' aesthetic values, health and wellbeing. It develops Physical Education and Arts programmes that are aligned with curricular standards, promote student learning and contribute to the overall health and well being while preparing Zimbabwe's future podium performers who cherish their country and represent it with pride. This Syllabus serves as a firm foundation for mastery of learning experiences and acts as a pathway for entry into Secondary Education.

1.2 Rationale

This heritage based Junior Physical Education and Arts Syllabus enables learners to discover their potential; cherish their traditions and culture within the diversity that Zimbabwe is endowed with. It plays a leading role in the multifaceted development of the learner, therefore it is imperative for learners to acquire competence skills. The learning area plays an important role of the total growth and development of the learner for lifelong physically active health life. The learning area encourages learners to explore their individual uniqueness and identity. Through Physical Education and Arts learners

appreciate the aesthetic values of performances and arts in Zimbabwe as well as acquire competencies related to all learning areas in the curriculum in pursuit of a lifelong physically active and healthy lifestyle.

Junior School Level Physical Education and Arts learning area provides a platform for the transmission of competencies acquired at Junior level for application in amateur and professional Sport and Arts pursuits.

1.3 Summary of content

This heritage-based Junior Physical Education and Arts Syllabus is a culmination of **merged content** from the competency based Physical Education and Visual and Performing Arts syllabus integrating the teaching of Sport, Mass Displays, Dance, Music, Theatre and Visual Arts. It covers theory and practical activities in Safety and Health, Human body, History of Arts, Gymnastics, Sport and Game Skills, Creative Processes and Performance, Aesthetic Values and Appreciation, Physical Education and Arts Technology and Physical Education and Arts Enterprise. This enables learners to be exposed to a wide variety of Physical Education and Arts activities. These study areas are detailed under the scope and sequence as well as competence matrix. Assessment procedures are explained at the end of this syllabus.

1.4 Assumptions

The syllabus assumes that learners have innate abilities to:

- execute physical activities such as rolling, throwing, catching, jumping and skipping
- express themselves through arts activities such as singing, drawing, dancing and acting
- respond to given stimuli
- participate and enjoy performance
- manipulate various objects in their environment
- appreciate the aesthetics in the environment
- use ICT and E-learning tools in Physical Education and Arts
- explore elements and principles of design
- use voices, gestures and sign language to express themselves

1.5 Crosscutting themes

This Heritage-based Physical Education and Arts syllabus encompasses cross cutting themes that include:

- disaster and risk management
- climate change
- ICT
- business enterprise
- career guidance
- children's rights and responsibilities
- health and well being
- *Ubuntu/Unhu/Vumunhu*

1.6 Presentation of the syllabus

The heritage-based Junior Physical Education and Arts syllabus is presented as a **merged document** which comprises Physical Education, and Arts content with topics that are both progressive and thematic. It is divided into nine study areas which are further broken down into sub-topics covering key concepts that are developmental for Physical Education and Arts content mastery. The content is set progressively from Grade 3 to 7. It also provides for continuous assessment, summative assessment and learner profiling.

2.0 AIMS

The syllabus aims at enabling learners to:

- 2.1. make informed decisions on safety, health and wellbeing
- 2.2. develop literacy, team building, confidence, self-esteem, enjoyment for edutainment, and psychomotor skills
- 2.3. appreciate aesthetics in artistic expressions, heritage and diverse cultural values embedded in Physical Education and Arts
- 2.4. foster collective spirit based on Zimbabwean norms and values (*Ubuntu/Unhu/Vumunhu*)
- 2.5. demonstrate an understanding of the elements and principles that govern the creation of art works
- 2.6. acquire knowledge to become appreciative and informed participants or spectators in a wide range of activities
- 2.7. create and express feelings through Physical Education and Arts activities
- 2.8. use technology in Physical Education and Arts innovations and enterprise skills

3.0 SYLLABUS OBJECTIVES

By the end of the Junior School Level, learners should be able to:

- 3.1. apply knowledge of health and safety rules related to themselves, others, equipment and the environment
- 3.2. demonstrate an understanding of health and skill related fitness components
- 3.3. discuss effects of poor hygienic practices and unhealthy eating habits
- 3.4. **identify** functions of different body parts
- 3.5. demonstrate competences in executing game and artistic skills in a wide range of activities
- 3.6. use relevant skills that progress towards basic visual literacy and creativity in arts
- 3.7. demonstrate teamwork, Sportsmanship, fair play and partnership
- 3.8. **identify** and exhibit social skills related to the cultural values of a Zimbabwean society
- 3.9. perform in a chosen area of arts with consistency, artistry, technical ability and proficiency
- 3.10. identify characteristics of theme based works of Zimbabwean music, visual arts, theatre and dance based on the themes of family and community, from various historical periods and other cultures
- 3.11. describe significant contributions of individual artists in dance, music, theatre, and visual arts from diverse cultures throughout history
- 3.12. map historical innovations and the impact of new technologies in Physical Education and Arts
- 3.13. demonstrate an appreciation of aesthetic values of works of art and arts activities

4.0 METHODOLOGY AND TIME ALLOCATION

4.1 Methodology

4.1.1 This syllabus uses testing and measuring to assess, monitor, track, and profile learners' physical and intellectual growth throughout time. The Physical Education and Arts programs at Junior level employ learner-centred and multisensory strategies and approaches. Individualisation, concreteness, unity and stimulation principles should help to improve the application of the following methods:

- Animation

- Notation
- Story telling
- Games
- Simulation
- Role play
- Field trip
- Educational tour
- Gallery walks
- Quizzes, Poems and rhymes
- Discovery and guided discovery
- Testing and Measurement
- Practice
- Problem solving
- Experimentation
- Command
- Reciprocal
- Demonstration
- Task
- Virtual learning

4.2 Time allocation

4.2.1 Juniors: Grade 3 to 7 to receive eighteen 30 minute periods per week.

Learners need this time as Physical Education and Arts teaching and learning requires training and creating muscle memory which builds on activity frequency that offers adequate time for repetitions that allow for body and mental activity automation. It is at this stage that they consolidate the basic Physical Education and Arts skills. These skills lay a foundation for socialisation, teamwork and collaboration which are the fundamental principles for participation in individual performance or team activities.

5.0 SYLLABUS TOPICS

1. Safety and Health
2. Human body
3. History of Arts
4. Gymnastics
5. Sport and Game Skills
6. Creative Processes and Performance
7. Aesthetic Values and Appreciation
8. Physical Education and Arts Technology
9. Physical Education and Arts Enterprise

6.0 SCOPE AND SEQUENCE

6.1 TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Safety	<ul style="list-style-type: none">• Safety rules for various environments• Safety precautions and rules for various activities	<ul style="list-style-type: none">• Safety rules and precautions for various activities• Safety rules when participating in Physical Education and Arts activities• Safety rules, storage, use and care of apparatus,	<ul style="list-style-type: none">• Safety measures for various physical activities• Safety rules and precautions when participating in Physical Education and Arts activities• Warm up physical activity• Cool down physical and performance	<ul style="list-style-type: none">• Safety rules and regulations for various activities• Injuries related to various physical activities	<ul style="list-style-type: none">• Safety rules and precautions for various activities in different environments• Safety rules, storage and care of apparatus

		instruments and objects.	activity			
Health	<ul style="list-style-type: none"> • Healthy living habits at home • Health related fitness: <ul style="list-style-type: none"> - endurance - strength - flexibility - body composition • Health and wellness tests and measurements 	<ul style="list-style-type: none"> • Healthy living habits at home and school • Sport related fitness components (coordination, balance, reaction, power, speed, agility) • Health and wellness tests and measurements 	<ul style="list-style-type: none"> • Healthy living habits at home, school and community • Safety precautions and rules in handling apparatus, instruments and objects • Diseases caused by lack of exercise • Health and wellness tests and measurements 	<ul style="list-style-type: none"> • Healthy living habits at home, school and community • Physical activity diary • Diseases caused by lack of physical exercises • Diseases caused by poor sanitation at home, school and in the community 	<ul style="list-style-type: none"> • Healthy living life styles • Healthy living projects • Injury prevention and management 	

6.2 TOPIC 2: HUMAN BODY

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Organs of the body	<ul style="list-style-type: none"> Humans have external and internal body parts 	<ul style="list-style-type: none"> Humans have external and internal body parts with different functions 	<ul style="list-style-type: none"> Humans have body parts that store and transport food 	<ul style="list-style-type: none"> Humans have external and internal parts for storing and transporting food and air 	<ul style="list-style-type: none"> Humans have body parts that store and transport food, air and blood

6.3 TOPIC 3: HISTORY OF ARTS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music and dance	<ul style="list-style-type: none"> Role of indigenous music and dance in pre-colonial era Zimbabwean musical instruments in the pre-colonial era 	<ul style="list-style-type: none"> Role of indigenous music and dance in pre-colonial and colonial era Zimbabwean musical instruments in the pre-colonial and colonial era 	<ul style="list-style-type: none"> Social functions of music from various cultures Gender and music in the community Historical development of music technology Zimbabwean musical instruments Development of cultural dances in Zimbabwe Cultural dance preservation 	<ul style="list-style-type: none"> Types of music in Africa Indigenous and foreign musical instruments in Southern Africa Roles of musicians in pre-colonial, colonial and post-colonial periods Gender and music in the modern world Features of Dance from 	<ul style="list-style-type: none"> Cultural diversity in the music of the modern world Indigenous and foreign musical instruments in Southern Africa Musicians, health and social issues Dance ceremonies from Southern Africa Dance performances from different periods. Functions of dance in different age groups

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
				various cultures <ul style="list-style-type: none"> • Functions of dance in life • Dance and ceremonies in Zimbabwe 	
Visual arts	<ul style="list-style-type: none"> • Role of visual arts in the pre-colonial era • Indigenous visual arts, media and tools 	<ul style="list-style-type: none"> • Role of visual arts in the pre-colonial and colonial era • Indigenous visual arts, tools and media • Visual arts heritage in Zimbabwe 	<ul style="list-style-type: none"> • Roles and development of visual arts in the post-colonial era • Ways of preserving and conserving artworks • Works of art in Zimbabwean societies 	<ul style="list-style-type: none"> • Development of visual arts from the pre-colonial, colonial to post-colonial eras • Visual arts from Zimbabwe and Southern Africa • Diversity of visual art works and artists in Zimbabwe 	<ul style="list-style-type: none"> • Cultural values in various artworks of Zimbabwe and Southern Africa • Art styles from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa
Theatre	<ul style="list-style-type: none"> • The roles of theatre in pre-colonial Zimbabwe • Media and tools in pre-colonial Zimbabwean theatre 	<ul style="list-style-type: none"> • Role of theatre in the pre-colonial and colonial era • Indigenous theatre themes • Indigenous theatre tools and media 	<ul style="list-style-type: none"> • Props, set and costumes • Historical development of technology in theatre and film • Child protection in theatre 	<ul style="list-style-type: none"> • Sets, costumes and props and indigenous culture • Theatre from Zimbabwean communities. 	<ul style="list-style-type: none"> • Theatrical styles from the pre-colonial to post-colonial Zimbabwe • Theatre genres from Southern Africa

6.4 TOPIC 4: GYMNASTICS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Balances and Locomotion	<ul style="list-style-type: none"> • Basic general balance and weight bearing movements • Movement, creating shapes and formations • Balance and weight transference in relation to apparatus • Balances, enhanced shapes and formations 	<ul style="list-style-type: none"> • Basic general speed in movement using different body parts • Link movement to develop sequence • Create enhanced shapes and formations in movement • Link movements with control to show changes in direction, level, speed and tension 	<ul style="list-style-type: none"> • Weight transference from a static balance to a simple dynamic balance • Weight transference using different body parts at different levels • Forceful and quick movements • Sequences in movements from simple to complex • Contrast quick, light and heavy movements. 	<ul style="list-style-type: none"> • Weight transference from static balance to two and three point dynamic balance • Increased range of movements through exploration • Movement sequences from any given part of the body whilst observing safety 	<ul style="list-style-type: none"> • Perform various high order dynamic balances with emphasis on coordination and agility • Improved more complex sequential movements through practice and critical analysis • Discover and synchronise movements of high degree complexity whilst observing safety

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PORT AND GAME SKILLS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
INVASION GAMES Space	<ul style="list-style-type: none"> • Open space • Occupied space 	<ul style="list-style-type: none"> • Space creation 	<ul style="list-style-type: none"> • Defending, attacking in relation to time 	<ul style="list-style-type: none"> • Running into open space • Covering open 	<ul style="list-style-type: none"> • Defending and attacking as a team • Formations

awareness			and speed	space • Advantages and disadvantages of moving into open or closed space		
Positioning	• Positioning within boundaries	• Positioning within boundaries and teammates	• Positioning within boundaries, teammates and opponents	• Positioning within boundaries in relation to teammates and opponents	• Positioning within boundaries in relation to teammates and opponents	
Reaction	• Reaction into open or occupied space	• Reaction in relation to movement	• Defensive roles • Offensive roles	• Principles of attack and defense in relation to time	• Dislodging an opponent	
TARGET AND COMBAT GAMES Aiming /Targeting	• Stationary targets up to 15m distance	• Stationary target up to 25m distance • Slow mobile target	• Stationary and average mobile targets • Target up to 35m distance	• Stationary and fast mobile target for height • Target up to 40m distance	• Stationary and fast mobile targets for height • Target up to 50m distance	
Stance	• Balance on the base of support • Weight transfer and distribution	• Wide and narrow base • Weight transfer and distribution with follow through	• Body orientation for movement	• Energy conversions overtime	• Energy conversions and release • Adjusting body position	
NET GAMES Strokes	• Types of strokes	• Strokes for speed and direction	• Strokes for height, spin and distance	• Strokes for height, spin, distance and power	• Strokes for height, spin, distance and power in relation to time	
Grip	• Correct handling of equipment	• Grip and stance	• Grip, stance and footwork	• Grip, stance and footwork	• Grip, stance, footwork and movement in striking for a distance	
Striking	• Forward drives from stationary position	• Backward strokes or drives from a stationary position	• Well-timed backward or forward drives	• Backward or forward strokes	• Accurate backward and forward drive for space, distance	

	<ul style="list-style-type: none"> • Forward drives from a mobile position 	<ul style="list-style-type: none"> • Backward strokes or drives from a mobile position 	with reaction	(Footwork, coordination)	and scoring	
ADVENTURE GAMES Outdoor activities	<ul style="list-style-type: none"> • Course marking • Walking • Orienteering 	<ul style="list-style-type: none"> • Course marking • Orienteering • Walking steeper gradient 	<ul style="list-style-type: none"> • Orienteering • Mountaineering • Animal riding 	<ul style="list-style-type: none"> • Orienteering • Climbing and abseiling • Cycling • Water based activities 	<ul style="list-style-type: none"> • Orienteering • Water based activities • Mountaineering and abseiling 	
KIDS ATHLETICS Running	<ul style="list-style-type: none"> • Progressive endurance race • Slalom shuttle relays (running round obstacles) • Testing and measurement 	<ul style="list-style-type: none"> • Bend running and obstacle clearing with varying speed • Running over obstacles with varying speed • Testing and measurement 	<ul style="list-style-type: none"> • 8 minutes endurance race • Sprint hurdle relays • Bends formula • Testing and measurement 	<ul style="list-style-type: none"> • Running techniques and tactics • Running with obstacles • Testing and measurement 	<ul style="list-style-type: none"> • Running techniques and tactics • Running with obstacles • Testing and measurement 	
Jumping	<ul style="list-style-type: none"> • Jumping with or without equipment • Testing and measurement 	<ul style="list-style-type: none"> • Jumping with or without apparatus for distance and height • Testing and measurement 	<ul style="list-style-type: none"> • Jumping for distance • Jumping for height • Jumping for height using a pole • Testing and measurement 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Jumping using a pole over an obstacle • Testing and measurement 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Testing and measurement 	
Throwing	<ul style="list-style-type: none"> • Front and backward throwing • Kids Javelin throw • Throwing over a barrier • Testing and measurement 	<ul style="list-style-type: none"> • Kids Javelin: standing throw for distance and accuracy • Throwing over a barrier for target • Testing and measurement 	<ul style="list-style-type: none"> • Rotational throw for distance and accuracy • Target throw over a barrier • Teen javelin for height and distance • Testing and 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement 	

			measurement			
AQUATIC SKILLS						
Water safety	<ul style="list-style-type: none"> • Survival skills in and near/around water 	<ul style="list-style-type: none"> • Survival skills in and near/around water 	<ul style="list-style-type: none"> • Aquatic survival skills 	<ul style="list-style-type: none"> • Survival techniques in and around water • Water hazards 	<ul style="list-style-type: none"> • Survival techniques in and around water • Resuscitation techniques 	
Strokes	<ul style="list-style-type: none"> • Arm and leg action • Floating with or without aid • Submerging • Water treading • Gliding • Breathing 	<ul style="list-style-type: none"> • Arm and leg action at increased interval • Gliding • Floating • Water treading • Submerging 	<ul style="list-style-type: none"> • Arm and leg action • Entry into water • Gliding • Floating • Submerging • Turning • Front, back crawl and breast stroke actions 	<ul style="list-style-type: none"> • Entry into water • Front and back crawl techniques • Breast stroke • Turns 	<ul style="list-style-type: none"> • Entry into water • Front, back crawl and butterfly strokes 	

6.6 TOPIC 6: CREATIVE PROCESSES AND PERFORMANCE

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music	<ul style="list-style-type: none"> • Elements of music • Development of vocal and instrumental skills • Musical instruments in short melodies and songs • Composition, arrangement, and improvisation of melodies 	<ul style="list-style-type: none"> • Vocal and instrumental music skills • Composition and improvisation of melodies • Basic notes • Simple time signatures 	<ul style="list-style-type: none"> • Singing rounds, binary, discants and songs with ostinato • Playing tuned and untuned percussion instruments • Construction of C Major Scale 	<ul style="list-style-type: none"> • Intervals by number • Chords of C and G Major Scales • Musical scales of G and D Major • Composing two bar rhythms in simple time • Choral music • Chord progression in instrument playing 	<ul style="list-style-type: none"> • Compound time signatures • Musical scale of F major • Three parts songs • Triads in F and D Major

Visual Arts	<ul style="list-style-type: none"> • Elements of art and principles of design • Colour wheel • Indigenous art media and tools • Crafting indigenous objects 	<ul style="list-style-type: none"> • Elements of art and principles of design • Colour wheel • Visual arts and the environment • 2 Dimensional art • 3 Dimensional art 	<ul style="list-style-type: none"> • Drawing and painting • Observational life Still life • 2 Dimensional art • 3 Dimensional crafts • Visual arts and the environment 	<ul style="list-style-type: none"> • 2 Dimensional art • 3 Dimensional art • Recycled art 	<ul style="list-style-type: none"> • Imaginative compositions • Abstract art • Human figure drawing 	
Theatre	<ul style="list-style-type: none"> • Development of indigenous theatre skills • Story outline • Improvisation <ul style="list-style-type: none"> - 5 Ws (which, who, when, why and where) 	<ul style="list-style-type: none"> • Story telling • Improvisation/ guided script writing • Costume and props designs 	<ul style="list-style-type: none"> • Improvisation using universal themes • Blocking: stage areas • Scriptwriting • Character development 	<ul style="list-style-type: none"> • Blocking: movement and levels • Improvisation on text, subtext and given circumstances • Script writing: development of themes 	<ul style="list-style-type: none"> • Blocking: actors' position • Improvisation on characters and motivation • Environment / setting • Actions, tension and suspense 	
Dance	<ul style="list-style-type: none"> • Elements of Dance • Choreography • Performance 	<ul style="list-style-type: none"> • Personal experiences in movement • Extended movement phases • Choreography • Performance 	<ul style="list-style-type: none"> • Complex movement sequences • Movement problems and solutions • Principles of balance in dance • Dance performance 	<ul style="list-style-type: none"> • Multiple movement problems • Imitated and created movements • Movement with different musical rhythms and styles • Dance movement 	<ul style="list-style-type: none"> • Performance of improvised movement sequences • Thematic dance drama 	

6.7 TOPIC 7: AESTHETIC VALUES AND APPRECIATION

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Aesthetic values and appreciation of Arts	<ul style="list-style-type: none"> • Elements of Arts • Indigenous Arts • Live performance appreciation 	<ul style="list-style-type: none"> • Elements and principles of Arts • Analysis of artworks 	<ul style="list-style-type: none"> • Elements and principles of Arts • Analysis of artworks 	<ul style="list-style-type: none"> • Elements and principles of Arts • Analysis of artworks 	<ul style="list-style-type: none"> • Elements and principles of Arts • Analysis of artworks

6.8 TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Technology in Physical Education and Arts	<ul style="list-style-type: none"> • Physical Education and Arts technology • Music composition and recording • Internet ethics in Physical Education and Arts 	<ul style="list-style-type: none"> • Internet ethics in Physical Education and Arts • Music composition and recording • Physical Education and Arts software • Singing and instruments playing 	<ul style="list-style-type: none"> • Internet ethics in Physical Education and Arts • Technological tools in Physical Education and Arts • Digital Art 	<ul style="list-style-type: none"> • Internet ethics in Physical Education and Arts • Analytic technology in Physical Education and Arts • Instruments playing • Graphic design 	<ul style="list-style-type: none"> • Ethics in Physical Education and Arts mobile games • Music composition and recording • Analytic technology in Physical Education and Arts • Instruments playing • Graphic design

6.9 TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Performances for fundraising • Business ethics 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Performances for a paying audience and commissioned work • Marketing • Business ethics <ul style="list-style-type: none"> - Soft skills - <i>Ubuntu/ Unhu/ Vumunhu</i> - Copyright protection 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Construction of Physical Education and Arts instruments and equipment for sale • Physical Education and Arts exhibitions/ performances for a paying audience and commissioned work • Business ethics • Soft skills • <i>Ubuntu/ Unhu/ Vumunhu</i> • Copyright protection • Marketing 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Construction of Physical Education and Arts instruments and equipment for sale • Physical Education, and Arts exhibitions/ performances for a paying audience and commissioned work • Business ethics • Soft skills • <i>Ubuntu/ Unhu/ Vumunhu</i> • Copyright protection • Marketing 	<ul style="list-style-type: none"> • Careers in Physical Education, Sport and Arts • Construction of Physical Education and Arts instruments and equipment for sale • Physical Education and Arts exhibitions/ performances for a paying audience and commissioned work • Business ethics • Soft skills • <i>Ubuntu/ Unhu/ Vumunhu</i> • Copyright protection • Marketing

7.0 COMPETENCY MATRIX

7.1.0 GRADE 3

7.1.1 TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES AND MATERIALS
Safety	<ul style="list-style-type: none"> outline safety rules in different Physical Education and Arts environments state the importance of warm up and cool down 	<ul style="list-style-type: none"> Safety rules for various environments Warm up and cool down 	<ul style="list-style-type: none"> role playing playing mini-games discussing in groups 	<ul style="list-style-type: none"> work cards pictures posters ICT tools whistles
Healthy living habits	<ul style="list-style-type: none"> state the health-related elements of fitness describe healthy living habits at home describe activities used to develop health related elements of fitness perform activities used to develop health-related 	<ul style="list-style-type: none"> Healthy living habits at home Health-related fitness: <ul style="list-style-type: none"> endurance strength flexibility body composition 	<ul style="list-style-type: none"> Identifying and discussing physically exerting activities at home Jogging, rope skipping, walking, cycling, dancing, playing different indigenous and foreign games Tug of war, swinging on playground equipment, tree climbing, sit-ups, press ups, static and 	<ul style="list-style-type: none"> Manipulative block play area Charts Dolls Mirrors Pictures Puzzles Clay and play dough Crayons Books Paper glue

	elements of fitness		<ul style="list-style-type: none"> • dynamic stretches • Sit and reach test, 1 mile run, beep test, push up test, sit up test, bend arm hang test 	<ul style="list-style-type: none"> • Magazines • Papier-mâché • Electronic gadgets
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7.1.2: TOPIC 2: HUMAN BODY

.2KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Organs of the body	<ul style="list-style-type: none"> • name external and internal body parts • distinguish between external and internal body parts • discuss ways of caring for different body parts 	<ul style="list-style-type: none"> • Humans have external and internal body parts. 	<ul style="list-style-type: none"> • Identifying and naming external and internal parts of the human body • Drawing and labelling parts of the human body • Moulding the human body • Playing the touch game of own body • Completing a classification table of the human body parts • Dramatising ways of caring for different body parts • Discussing and demonstrating care of body parts • Completing crossword puzzle • Playing jigsaw puzzle games • Discussing the norms and values related to body parts 	<ul style="list-style-type: none"> • Manipulative block • Play area • Charts • Dolls • Mirrors • Pictures • Puzzles • Clay and play dough • Crayons • Books • Paper glue • Magazines • Papier-mâché • Electronic gadget

7.1.3: TOPIC 3: HISTORY OF ARTS

SUB-TOPIC	OBJECTIVES Pupils should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
MUSIC AND DANCE	<ul style="list-style-type: none"> identify the roles of indigenous music and dance in pre-colonial era list indigenous musical instruments and dances in the pre-colonial era 	<ul style="list-style-type: none"> Role of indigenous music and dance in pre-colonial era Zimbabwean musical instruments in pre-colonial era 	<ul style="list-style-type: none"> Identifying pre-colonial indigenous songs and dances Singing pre-colonial indigenous songs Dancing to pre-colonial indigenous songs Playing indigenous musical and dance instruments Making indigenous musical and dance instruments 	<ul style="list-style-type: none"> ICT tools Magazines Pre-colonial, songs and texts Indigenous musical instruments Costumes and props Resource person
VISUAL ARTS	<ul style="list-style-type: none"> identify indigenous media and tools use indigenous media and tools to create artefacts Compare roles various works of art that were created in different eras from their communities. Draw a work of 	<ul style="list-style-type: none"> Indigenous media and tools Indigenous artefacts 	<ul style="list-style-type: none"> Naming media and tools Using indigenous media and tools to create artefacts Identifying artefacts in the environment Comparing artefacts from different eras in their communities Drawing and painting cultural artefacts 	<ul style="list-style-type: none"> Indigenous artefacts ICT tools Magazines Photographs Audio transcripts Craft foam Hot glue gun Thick pens Vibrating sculptures Instructional visuals

	art that reflects cultural values and ideas.			
THEATRE	<ul style="list-style-type: none"> state the roles of theatre in pre-colonial Zimbabwe identify media and tools used in the pre-colonial Zimbabwean theatrical performances 	<ul style="list-style-type: none"> The roles of theatre in pre-colonial Zimbabwe Media and tools in pre-colonial Zimbabwean theatre 	<ul style="list-style-type: none"> Stating the roles of theatre in pre-colonial Zimbabwe Identifying media and tools used in pre-colonial Zimbabwean theatre Performing plays related to different roles of theatre 	<ul style="list-style-type: none"> ICT tools Relevant plays Resource persons Costumes and props Theatre tools and media Musical instruments

7.1.4: TOPIC 4: GYMNASTICS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balances	<ul style="list-style-type: none"> perform different balances using different body parts perform balances with and without apparatus 	<ul style="list-style-type: none"> Balancing and creating enhanced shapes and formations using different body parts Balancing and weight transference in relation to apparatus while 	<ul style="list-style-type: none"> Forming body shapes, long or short, wide or narrow, symmetrical or asymmetrical while moving Moving to show a number of body parts involved in the movements and used as 	<ul style="list-style-type: none"> Gymnastic mats Skittles Cones Hula hoops Sticks Ropes

		creating shapes and formations	body support such as 1, 2 or 3 points <ul style="list-style-type: none"> • Transferring weight from one body part to another as in leaping and rolling • Matching balances (linked balances in pairs or groups as weight is being transferred) 	
Locomotion	<ul style="list-style-type: none"> • integrate basic balances and weight bearing movements • move whilst creating shapes and formations 	<ul style="list-style-type: none"> • Basic balances and weight bearing movements • Moving, creating shapes and formations 	<ul style="list-style-type: none"> • Moving in relation to apparatus and without apparatus to show levels and directions • Moving into balances and shapes in groups • Using different movements to show shapes and formations 	<ul style="list-style-type: none"> • Educational Gymnastic Mats • Skittles Or Cones • Ropes • Benches • Sticks • Hula Hoops

7.1.5: TOPIC 5: GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
INVASION GAMES	<ul style="list-style-type: none"> • demonstrate moving into open space • execute movements into occupied space 	<ul style="list-style-type: none"> • Open space • Occupied space 	<ul style="list-style-type: none"> • Moving freely to create space • Moving and dislodging an opponent • Moving freely into occupied spaces 	<ul style="list-style-type: none"> • Balls • Cones • Whistles • Chess equipment
Space awareness				
Positioning	<ul style="list-style-type: none"> • demonstrate positioning within boundaries 	<ul style="list-style-type: none"> • Positioning within boundaries 	<ul style="list-style-type: none"> • Running freely into a marked area to occupy space • Positioning within boundaries 	<ul style="list-style-type: none"> • Cones • Masking tape • Whistle
	<ul style="list-style-type: none"> • demonstrate reaction 	<ul style="list-style-type: none"> • Reaction into open or 	<ul style="list-style-type: none"> • Playing reaction games 	<ul style="list-style-type: none"> • Songs and rhythm

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Reaction	into open or occupied space	occupied space	<ul style="list-style-type: none"> • Passing the ball • Dribbling the ball 	<ul style="list-style-type: none"> • Whistle • Bibs • Balls • Cones
COMBAT GAMES Aiming/ Target	<ul style="list-style-type: none"> • aim at stationary targets using different objects within 15m distances from a standing position • aim at stationary targets using different objects within 15m distance after a short run up 	<ul style="list-style-type: none"> • Target up to 15m • Stationary targets 	<ul style="list-style-type: none"> • Aiming at big and small stationery targets with different objects within 15m distance from a standing position • Bouncing balls to hit targets on the walls • Throwing objects of different shapes into open buckets or rings • Throwing objects over high obstacles to hit a given target using the back throw and overhead throw 	<ul style="list-style-type: none"> • Balls • Mats • Gliding objects • Buckets • Rings • Tyres • Round objects
Stance	<ul style="list-style-type: none"> • lower centre of gravity to gain more balance when playing games • follow through when playing target games 	<ul style="list-style-type: none"> • Balance on the base of support • Weight transfer and distribution • Execute follow through when targeting 	<ul style="list-style-type: none"> • Practising lowering centre of gravity • Playing pushing games in pairs • Practising stance used in martial arts games • Playing a variety of throwing and target games in relation to stance and follow through 	<ul style="list-style-type: none"> • Balls • Bin bags • Wickets • Mats • Cones • Throwing objects • Materials for boundary marking
NET GAMES Strokes	<ul style="list-style-type: none"> • demonstrate the correct posture when performing strokes in a given game • demonstrate strokes in short activities • distinguish the strokes depending on the game they are 	<ul style="list-style-type: none"> • Types of strokes in different games 	<ul style="list-style-type: none"> • Demonstrating stroke skills for particular games • Playing games of throwing objects with proper stroke skills using implements • Running in turns in the correct posture of the game skill 	<ul style="list-style-type: none"> • Balls • Models of rackets • Charts with pictures • Hard surfaces • Containers to put balls • Whistle

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Grip	playing		<ul style="list-style-type: none"> • Throwing and hitting objects to a specified distance and height of net 	
	<ul style="list-style-type: none"> • demonstrate the correct gripping technique of equipment • state the dangers of failing to handle equipment correctly 	<ul style="list-style-type: none"> • Correct gripping of equipment 	<ul style="list-style-type: none"> • Gripping sticks, bats with fingers and thumbs wrapped around the handle • Forming the V-shape and figure 9 • Demonstrating the sponge or bird grip concept (not too tight not too loose) • Handling a given object properly and releasing it correctly 	<ul style="list-style-type: none"> • Tennis rackets • Bats • Sticks, • T-stand • Tennis balls
Striking	<ul style="list-style-type: none"> • hit the ball past a set target from stationery and mobile position • hit a ball off a tee using correct hitting form and grip 	<ul style="list-style-type: none"> • Forward drives from stationary position • Forward drives from a mobile position 	<ul style="list-style-type: none"> • Demonstrating correct form (stand with feet apart, shift weight backward and forward swing, contact and follow through) • Striking a ball towards a target with fore hand movement pattern • Watching a video of the correct strike 	<ul style="list-style-type: none"> • Tennis racquets • Bats • Sticks, • T-stand • Tennis balls
ADVENTURE GAMES Camping	<ul style="list-style-type: none"> • mark a course • follow a marked route • locate points through map reading 	<ul style="list-style-type: none"> • Course Marking • Walking • Orienteering 	<ul style="list-style-type: none"> • Walking along a marked route • Finding hidden objects in the classroom • Finding hidden objects within the school yard • Finding objects in a marked area with instructions given • Playing puzzle games 	<ul style="list-style-type: none"> • Maps • Skittles • Cones • Markers • Puzzles • Ladders • Objects to hide
KIDS ATHLETIC	<ul style="list-style-type: none"> • demonstrate progressive 	<ul style="list-style-type: none"> • Progressive endurance race 	<ul style="list-style-type: none"> • Running continuously within a marked area 	<ul style="list-style-type: none"> • Cones • Relay batons

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
S Running	<ul style="list-style-type: none"> endurance levels in 5 minutes demonstrate swift running action execute the ladder running event perform slalom, shuttle relays carrying baton execute smooth baton exchange 	<ul style="list-style-type: none"> Slalom shuttle relays (running round obstacles) 	<ul style="list-style-type: none"> Running progressively as a team Running through all set obstacles Sprinting and exchanging batons Formula One (running, slalom, hurdles, forward rows, 6080 metres) Video watching of different events 	<ul style="list-style-type: none"> Obstacles for Slalom (broom sticks can be used) Flags and flag Poles Mats Mini hurdles Ladder ICT tools
Jumping	<ul style="list-style-type: none"> demonstrate horizontal and vertical jumping from stationery or mobile position execute jumping skills using equipment execute well-coordinated jumps 	<ul style="list-style-type: none"> Jumping with or without equipment 	<ul style="list-style-type: none"> Forward squat jumps cross hop (15 seconds each) Double foot jumps on the ground or mat Rope skipping (15 seconds each) Jumping for distance Jumping while counting for scores Pole jumping Standing jumps Participating in related games 	<ul style="list-style-type: none"> Tape measure Cones Stop watch Wooden pole Marked mats Rope Improvised equipment ICT tools
Throwing	<ul style="list-style-type: none"> execute front and backward throws with both hands demonstrate javelin throws in any direction release the implement and throw within marked area throw implements over an erected barrier 	<ul style="list-style-type: none"> Front and backward throws Kids Javelin throw Throwing over a barrier 	<ul style="list-style-type: none"> Front and backward throwing of different objects with both hands Under arm throwing Knee throwing Target throwing Practising kids javelin 	<ul style="list-style-type: none"> Balls Medicine balls Tape measure Cones Mats ICT tools
AQUATIC SKILLS	<ul style="list-style-type: none"> display knowledge of water safety in and 	<ul style="list-style-type: none"> Survival skills in and around water 	<ul style="list-style-type: none"> Identify water bodies Listing dangers in and 	<ul style="list-style-type: none"> Charts Goggles

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Water safety	around water bodies <ul style="list-style-type: none"> • execute safe entry into different water bodies • execute safe exit from different water bodies 		around water bodies <ul style="list-style-type: none"> • Demonstrating water safety activities • Dramatising safety measures on storing water • Calling for attention games (help calls) 	<ul style="list-style-type: none"> • Pictures of water bodies • Floaters • Tyre tubes • Rubber balls • Ropes • Lifebuoys • Whistle • Electronic gadgets • Plastic water containers • Hoops
Strokes	<ul style="list-style-type: none"> • float with and without aid • propel in water • glide off the wall • execute elementary front and back crawl actions 	<ul style="list-style-type: none"> • Floating with and without aid • Submerging • Water treading • Arm and leg action • Gliding • Breathing 	<ul style="list-style-type: none"> • Retrieving objects under water • Running water races • Pushing off the wall for distance • Practising aqua aerobics • Synchronising arm and leg action in water 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Tyre tubes • Rubber balls • Ropes • Lifebuoys • Whistle • Electronic gadgets • Plastic water containers • Hoops

7.1.6: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Music	<ul style="list-style-type: none"> • apply basic elements of music in vocal and instrumental music • compose short songs and melodies 	<ul style="list-style-type: none"> • Elements of music rhythm melody • Development of vocal and instrumental skills • Musical instruments in short melodies and songs • Composition, arrangement, and improvisation of melodies 	<ul style="list-style-type: none"> • Applying basic elements of music in vocal and instrumental music • Composing short songs and melodies 	<ul style="list-style-type: none"> • Percussion instruments • Melodies on charts • Pitch symbols on cards • Basic note values on charts • Basic note values on the chalkboard/interactive board • ICT tools • Musical instruments
Visual Arts	<ul style="list-style-type: none"> • identify elements of art and principles of design in artworks • apply elements of art and principles of design in creating artworks • apply primary colours in drawing and painting 	<ul style="list-style-type: none"> • Elements of art and principles of design • Primary colour wheel • Indigenous art media and tools • Crafting indigenous objects (3dimensional artworks) 	<ul style="list-style-type: none"> • Identifying elements and principles of design • Applying elements and principles of design • Applying primary colours in drawing and painting • Creating craft works using indigenous media and tools 	<ul style="list-style-type: none"> • Indigenous media • ICT tools • Artefacts • Recycled materials • Glue • Paint • Art portfolios • Drawing paper, • Crayons • Charcoal • Natural pigments

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
	<ul style="list-style-type: none"> create craft artworks using indigenous media and tools 			<ul style="list-style-type: none"> Natural dyes Wood carvings Scale models Tactile collage Surfoam rasp Craft foam Hot glue gun Thick pen vibrating sculptures
Theatre	<ul style="list-style-type: none"> apply indigenous theatre skills in acting arrange ideas in a story to create a chronological outline of events improvise stories from picture books 	<ul style="list-style-type: none"> Indigenous theatre skills Story outline <ul style="list-style-type: none"> beginning middle ending Improvisation <ul style="list-style-type: none"> 5 Ws (which, who, when, why and where) 	<ul style="list-style-type: none"> Applying indigenous theatre skills in acting Arranging ideas in a story to create a chronological outline of events Improvising stories from picture books 	<ul style="list-style-type: none"> Theatre area ICT tools Lights Candles Print media Resource person Picture books Theatre books
Dance	<ul style="list-style-type: none"> identify elements of dance apply basic choreography in indigenous dances execute indigenous dance styles 	<ul style="list-style-type: none"> Elements of Dance Choreography Performance 	<ul style="list-style-type: none"> Identifying elements of dance Applying dance choreography Performing indigenous dance styles in their communities 	<ul style="list-style-type: none"> ICT tools Props Indigenous instruments Attire Resource person Picture books

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
				<ul style="list-style-type: none"> Dance groups

7.1.7: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Aesthetic values and appreciation of Arts	<ul style="list-style-type: none"> state the elements of art and principles of design in arts. Compare indigenous works of art made by the use of different art tools and media identify the aesthetic qualities of arts analyse indigenous performances 	<ul style="list-style-type: none"> Elements and principles of Arts Indigenous arts Live performance appreciation 	<ul style="list-style-type: none"> Listing elements and principles of arts Compare indigenous works of art made by the use of different art tools and media Describing aesthetic qualities of indigenous arts Analysing live and prerecorded performances Listing the characteristics of indigenous arts Displaying artworks Describing artistic qualities of indigenous performances 	<ul style="list-style-type: none"> ICT tools Indigenous artefacts Relevant reference books Resource person Resource centres Display boards Musical instruments Audio transcripts Vibrating sculptures Tactile collage Instructional visuals

7.1.8: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Technology in Physical Education and Arts	<ul style="list-style-type: none"> list technological tools used in Physical Education and Arts use technological tools to create and store works of art identify safe ways of using the internet 	<ul style="list-style-type: none"> Physical Education and Arts technology <ul style="list-style-type: none"> Software Hardware Music composition and recording Internet ethics in Physical Education and Arts 	<ul style="list-style-type: none"> Identifying Physical Education, Sport and Arts technological tools for testing and measurement Using technological tools and software for music composition and recording Using technological tools and software to make visual artworks Discussing ethics in Arts and the internet 	<ul style="list-style-type: none"> ICT tools Musical instruments ABTutor Tilt Brush Audio transcripts Display Note

7.1.9: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> identify careers in physical education, sport and arts role play careers in physical education, sport and arts fundraise through performance make sporting 	<ul style="list-style-type: none"> Careers in physical education, sport and arts Instrument/equipment Performances for fundraising Business ethics 	<ul style="list-style-type: none"> Identifying careers in physical education, sport and arts Role playing careers in physical education, sport and arts Performing for fundraising Pricing exhibited equipment Role play selling 	<ul style="list-style-type: none"> Play area Pictures of different arts careers Video clips of different arts careers Money Tickets receipts artefacts Arts instruments/

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
	and arts equipment for enterprise <ul style="list-style-type: none"> • apply business ethics and soft skills <i>Ubuntu/Unhu/Vumunhu</i>		physical education, sport and arts instruments <ul style="list-style-type: none"> • Practising business ethics and soft skills <i>Ubuntu/Unhu/Vumunhu</i> and copyright protection	implements <ul style="list-style-type: none"> • ICT tools

7.2. GRADE 4

7.2.1: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Safety	<ul style="list-style-type: none"> • identify safety rules and precautions for various activities • describe safe ways of using, storing and caring 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities • Demonstrate proper warm up and cool down activities • Safety when using, 	<ul style="list-style-type: none"> • Describing correct attire for various activities • Discussing the importance of appropriate attire • Demonstrating proper warm up and cool down activities 	<ul style="list-style-type: none"> • Sport kits • apparatus • Job cards • ICT gadgets • Pictures • Magazines • Posters

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
	for equipment	storing and caring for apparatus, instruments and objects	<ul style="list-style-type: none"> • Dramatising situations that require the application of safety rules and precautions • Role playing the correct use, storage and care of equipment /apparatus 	<ul style="list-style-type: none"> • Whistles
Health living habits	<ul style="list-style-type: none"> • describe healthy living habits at home and school • state the sport related elements of fitness • perform activities used to develop sport related elements of fitness • carry out fitness testing and measurement activities 	<ul style="list-style-type: none"> • Healthy living habits at home and school • Sport related fitness components • Testing and measurement 	<ul style="list-style-type: none"> • Playing games • Discussing the importance of taking part in household chores • Practising healthy living habits at home and school • Distinguishing between bad and good food • Carrying out testing and measurement activities • Identifying elements of Sport related fitness 	<ul style="list-style-type: none"> • Speed ladders • Batons • Hurdles • Cones • Whistles • Stop watches • Measuring instruments • ICT tools • wearable

7.2.2: GRADE 4: TOPIC 2: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> • classify external and internal human body parts 	<ul style="list-style-type: none"> • Humans have external and internal body parts with different functions 	<ul style="list-style-type: none"> • Listing and classifying external and internal human body parts • Discussing functions of 	<ul style="list-style-type: none"> • Chart Models • Puzzles • Crayons • Paper glue

	<ul style="list-style-type: none"> outline the functions of external and internal human body parts 		human body parts <ul style="list-style-type: none"> Drawing and labeling the human body parts Modelling body parts Role playing functions of the body parts related to physical activities Completing crossword puzzle Playing jigsaw puzzle games Identifying the norms and values related to the functions of body parts 	<ul style="list-style-type: none"> Magazines Papier-mâché Electronic gadgets Beads Puppets 	
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7.2.3: TOPIC 3: HISTORY OF ARTS

SUB-TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
MUSIC AND DANCE	<ul style="list-style-type: none"> identify the roles of indigenous music and dance in pre-colonial and colonial era list indigenous 	<ul style="list-style-type: none"> Role of indigenous music and dances in pre-colonial and colonial era Indigenous musical instruments in the pre-colonial and 	<ul style="list-style-type: none"> Identifying pre-colonial and colonial music and dances Listening to pre-colonial and colonial music Watching recorded 	<ul style="list-style-type: none"> Music play area Pictures of musicians ICT tools Props and costumes Indigenous

SUB-TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
	musical instruments and dances in pre- colonial and colonial era	colonial era	pre-colonial and colonial dances <ul style="list-style-type: none"> • Singing and dancing to pre-colonial and colonial music • Responding to pre-colonial and colonial music • Playing indigenous musical instruments • Making indigenous musical instruments 	musical instruments <ul style="list-style-type: none"> • Cultural centre • Resource person • Dance play area • Print media • Resource person(s) • Picture books • Theatre groups
Visual arts	<ul style="list-style-type: none"> • describe the uses of indigenous artworks by different cultures in pre-colonial and colonial eras. • list indigenous Visual Arts media and tools • identify Visual Arts heritage in Zimbabwe • create artworks depicting historical events 	<ul style="list-style-type: none"> • Roles of Visual Arts in the pre-colonial and colonial era • Indigenous visual arts media and tools • Visual Arts Heritage in Zimbabwe 	<ul style="list-style-type: none"> • Describing roles of Visual Arts in pre-colonial and colonial eras • Listing indigenous Visual Arts media and tools in pre-colonial and colonial era • Identifying Visual Arts heritage sites in Zimbabwe • Creating artworks depicting historical events 	<ul style="list-style-type: none"> • Play dough/plasticine/clay • Artefacts • Culture hut • ICT tools • Paint • Art portfolios • Drawing paper • Crayons • Charcoal • Recycled materials • Pictures • Map of Zimbabwe • Vibrating sculptures • Audio transcripts • Customised sign language cards
Theatre	<ul style="list-style-type: none"> • state the roles of theatre in pre-colonial and colonial periods • discuss themes in indigenous theatre in pre- 	<ul style="list-style-type: none"> • Roles of theatre <ul style="list-style-type: none"> - communication - disciplinary measures - entertainment - consoling - leadership coronation • Themes in indigenous 	<ul style="list-style-type: none"> • Stating the roles of theatre in pre-colonial and colonial • Discussing themes addressed in indigenous theatre performances in pre-colonial and colonial 	<ul style="list-style-type: none"> • Theatre arena • Sources of lighting • ICT tools • Resource person • Picture books • Theatre books • Indigenous theatre

SUB-TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
	<ul style="list-style-type: none"> colonial and colonial periods identify media and tools used in in pre-colonial and colonial theatre performances 	theatre <ul style="list-style-type: none"> - love - traditional leadership - courtship - justice <ul style="list-style-type: none"> Media and tools used in indigenous theatre performances 	<ul style="list-style-type: none"> Watching videos of pre-colonial and colonial theatre Dramatizing events depicting indigenous themes Stating media and tools used in pre-colonial and colonial theatre performances 	costumes and props

7.2.4: TOPIC 4: GYMNASTICS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Locomotion	<ul style="list-style-type: none"> execute movements to demonstrate speed, flow and weight factors of movement patterns. create shapes and formations in movement 	<ul style="list-style-type: none"> Basic general movement. (Slow, medium and fast) Linking movements to develop sequences Balancing and creating enhanced shapes and formations in movement (heavy and light) 	<ul style="list-style-type: none"> Transferring weight using feet at different speeds. Transferring weight from feet to hands and vice versa. Executing flow of movement in different types of 	<ul style="list-style-type: none"> Safe landing surfaces Mats Skittles Cones Empty plastic containers Hula hoops Sticks

			rolling.(side, back and front roll) • Rolling into different point balances as individuals. • Practising linked balances in pairs and small groups to show enhanced body shapes	• Ropes • ICT tools • Resource person	
Space awareness	• link movements with control to show changes in direction, level, speed and tension	• General directions in movement e.g. straight, zigzag, circular, forward, backwards, upwards and downwards • Levels of the body to the floor or apparatus(low, medium and high)	• Using different body parts to show levels, directions, speed and tension in movement • Moving in relation to apparatus or without apparatus to show levels and directions	• Educational gymnastic mats • Skittles Or Cones • Ropes • Benches • Sticks • Hula Hoops	

7.2.5: TOPIC 5: SPORT AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills , Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS	
INVASION GAMES Space	• execute movement into space	• Space creation	• Running freely to create space without ball • Running freely into space with ball • Making dodging	• Balls • Chase equipment • Bibs • Cones • Whistle	

Awareness			<ul style="list-style-type: none"> movements • Doing zig-zag runs 		
Positioning	<ul style="list-style-type: none"> • demonstrate proper positioning within boundaries 	<ul style="list-style-type: none"> • Positioning within boundaries and team mates 	<ul style="list-style-type: none"> • Executing individual positioning • Positioning with team mate within boundaries • Playing mini-games 	<ul style="list-style-type: none"> • Cones • Whistle • Manipulative and block play areas 	
Reaction	<ul style="list-style-type: none"> • demonstrate reaction into open or occupied space 	<ul style="list-style-type: none"> • Reaction in relation to movement 	<ul style="list-style-type: none"> • Playing games like touch and pass • Passing the ball • Dribbling with the ball • Dodging an opponent 	<ul style="list-style-type: none"> • Balls • Whistle • Bibs • Cones 	
TARGET AND COMBAT GAMES Aiming/ Targeting	<ul style="list-style-type: none"> • aim at stationary targets using objects of different sizes and shapes • aim at slow mobile targets from within 25m distances using objects of different sizes and shapes from a stationary position or after a short run up • bounce balls of different sizes from within 25m distance to hit a stationary and slow mobile target 	<ul style="list-style-type: none"> • Stationary and slow mobile targets up to 25 m 	<ul style="list-style-type: none"> • Aiming at stationary targets using different objects within 25m distance from a stationary position • Aiming objects of different shapes and sizes at slow mobile targets within 25m distance from a stationary position and after a short run up • Bouncing balls to hit a slow mobile target • Throwing balls of different sizes into slow mobile rings from a standing position and after a short run up • Throwing objects towards targets using the overhead and back throws • Overhead and over arm throwing • Throwing games 	<ul style="list-style-type: none"> • Balls • Mats • Hula hoops • Skittles and cones • Tyres • Rings • Bean bags • Gliding objects 	

Stance	<ul style="list-style-type: none"> • form narrow and wide bases for balance • balance on wide or narrow surfaces of the body • demonstrate transference of body weight from one body part to another as they execute a skill 	<ul style="list-style-type: none"> • Wide and narrow base • Weight transference • Follow through 	<ul style="list-style-type: none"> • Forming narrow and wide bases • Identifying wide and narrow bases • Transferring weight from one body part to another as they execute different skills • Performing different target activities that require a follow through after the execution of a skill 	<ul style="list-style-type: none"> • Mats • Balls • Bats • Rackets • Whistle 	
NET GAMES					
Strokes	<ul style="list-style-type: none"> • strike an implement for speed and direction • strike an implement to a given target • perform activities which enhance speed of the implements 	<ul style="list-style-type: none"> • Strokes for speed and direction 	<ul style="list-style-type: none"> • Performing general and specific exercises • Conditioning exercises • Throwing heavy plastic balls • Striking balls to a given target • Aiming at a target • Adding power to the implement for it to go fast 	<ul style="list-style-type: none"> • Balls • Medicine Balls • Racquets • Cones • Bats 	
Grip	<ul style="list-style-type: none"> • demonstrate the proper hand grip • strike the ball with a racket continuously • demonstrate the correct stance when striking 	<ul style="list-style-type: none"> • Grip and stance 	<ul style="list-style-type: none"> • Gripping from the fingers • Striking a ball with racquet continuously • Practicing standing on balls of feet with weight evenly distributed • Demonstrating the flexion of the wrists • Hitting the ball from a standing position 	<ul style="list-style-type: none"> • Tennis racquet • Bats • Sticks • T-stand • Tennis balls 	
ADVENTURE GAMES Outdoor	<ul style="list-style-type: none"> • identify the features that mark the course • follow the course 	<ul style="list-style-type: none"> • Orienteering • Steep gradient walks • Ascending and descending 	<ul style="list-style-type: none"> • Walking up and down various gradients • Playing a treasure 	<ul style="list-style-type: none"> • Maps • Skittles • Cones 	

activities	<ul style="list-style-type: none"> ascend and descend various gradients 		hunting game <ul style="list-style-type: none"> Pitching of tent Tying of different knots Storytelling Cookouts Lighting fire 	<ul style="list-style-type: none"> Markers Reading cards Tent Sleeping bags Water containers Tires compass 	
KIDS ATHLETICS Running	<ul style="list-style-type: none"> demonstrate proper bend running technique at a constant speed demonstrate obstacle clearance at varying speeds run smoothly through bends at a constant pace demonstrate obstacle clearing with speed demonstrate appropriate running mechanics complete testing and measurement activities 	<ul style="list-style-type: none"> Bend running at varying speeds Running over obstacles with varying speeds Performing testing and measurement activities 	<ul style="list-style-type: none"> Curve or bend running in different directions within a marked arena Running through obstacles and clear without speed reduction Running mechanics Sprinting hurdling, slaloming shuttle relay Testing and measurement 	<ul style="list-style-type: none"> Cones whistle Batons Obstacles Mini hurdles ICT tools 	
Jumping	<ul style="list-style-type: none"> execute horizontal and vertical jumps jump using equipment or apparatus leap forward carrying own weight jump from stationary position jumping for distance from a 5m run up and land on both feet testing and measurement 	<ul style="list-style-type: none"> Jumping with and without apparatus for distance and height Testing and measurement: broad jump sergeant jump 	<ul style="list-style-type: none"> Executing the forward horizontal and vertical jumps Leaping for distance Hopping Pole jumping on mats Standing jumps Single and double take off jumps Testing and measurement Watching a video of different jumping events 	<ul style="list-style-type: none"> Tape measure Cones Stop watch Wooden poles Marked mats Skipping ropes Improvised equipment to jump over Click wheel 	
Throwing	<ul style="list-style-type: none"> execute rotational throws accurately handle the kids javelin 	<ul style="list-style-type: none"> Standing rotational throw for accuracy Kids Javelin throw for 	<ul style="list-style-type: none"> Under arm throwing Over arm throwing Knee throwing 	<ul style="list-style-type: none"> Cones Stop watch Wooden poles 	

	<ul style="list-style-type: none"> correctly throw for distance and accuracy throw the javelin over a barrier within the marked area 	<ul style="list-style-type: none"> distance and accuracy Throwing over a barrier 	<ul style="list-style-type: none"> Target throwing (from a 5meter distance) 	<ul style="list-style-type: none"> Marked mats Skipping ropes Improvised equipment Kids javelin Whistle 	
AQUATIC SKILLS					
Water safety	<ul style="list-style-type: none"> identify local water hazards practise dry land resuscitation procedures 	<ul style="list-style-type: none"> Survival skills in and near/around water 	<ul style="list-style-type: none"> Identifying water hazards Throwing and catching games Floating Pulling Dramatizing rescue and resuscitation Entering water bodies (no diving) Playing games Practising water breaks 	<ul style="list-style-type: none"> Charts Goggles Pictures of water bodies Floater Coins Tyre tubes Rubber balls Ropes Lifebuoys Whistle Broom sticks Electronic gadgets Plastic water containers Hoops 	
Strokes	<ul style="list-style-type: none"> execute correct arm and leg movement in front, back and breast stroke. 	<ul style="list-style-type: none"> Floating Treading water Gliding Submerging Arm and leg action at increased intervals 	<ul style="list-style-type: none"> Picking objects under water Floating board for leg movement and water games Picking objects under water Synchronising for arm action only with buoyancy aid Synchronising for leg movement only with floaters Combining leg and arm movement Submerging in water 	<ul style="list-style-type: none"> Charts Goggles Pictures of water Bodies Floater Tyre tubes Lifebuoys Whistle Electronic Gadgets Plastic water containers Hoops 	

7.2.6: TOPIC 6: THE CREATIVE PROCESSES AND PERFORMANCE

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills , Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Music	<ul style="list-style-type: none"> perform a variety of indigenous and contemporary vocal and instrumental music compose short melodies improvise melodies from indigenous and contemporary music identify technical names of the basic notes identify simple time signatures 	<ul style="list-style-type: none"> Vocal and instrumental music skills Composition and improvisation of short melodies Basic notes Simple time signatures 	<ul style="list-style-type: none"> Performing a variety of short indigenous and contemporary melodies Composing short melodies Improvising on short melodies Naming basic notes Identifying values of basic simple notes Matching the simple time signatures with improvised melodies Identifying and naming intervals on the modulator scale 	<ul style="list-style-type: none"> Charts with prepared information ICT tools Resource person Relevant reference books Musical instruments
Visual Arts	<ul style="list-style-type: none"> apply the elements and principles of design to create different artworks produce a colour wheel representing tertiary colours create 3 dimensional artworks through additive and subtractive processes using waste materials. 	<ul style="list-style-type: none"> Elements and principles of design Colour wheel <ul style="list-style-type: none"> Primary Secondary Tertiary 3 dimensional objects <ul style="list-style-type: none"> Recycling Reusing 	<ul style="list-style-type: none"> Applying elements and principles of design to create different artworks Producing a colour wheel representing tertiary colours Manipulating a variety of materials(waste material) to produce 3D artefacts Cleaning the environment 	<ul style="list-style-type: none"> Artefacts Paints, brushes, papers, canvas, sketch books, pencils, rubbers, rulers, waste materials Craft glue Hessian Wood carvings Bubble wrap Fabric scraps
Theatre	<ul style="list-style-type: none"> demonstrate good story telling 	<ul style="list-style-type: none"> Story telling techniques Improvisation 	<ul style="list-style-type: none"> Performing story-telling using different techniques 	<ul style="list-style-type: none"> Relevant reference books Resource

	techniques <ul style="list-style-type: none"> • improvise scenes from given contexts • create costumes, props and set designs for indigenous cultural performances 	<ul style="list-style-type: none"> • Costumes and props design 	<ul style="list-style-type: none"> • Improvising scenes from given circumstances • Creating costumes, props and set design for indigenous cultural practices • Designing costumes and props for related events or occasions 	person <ul style="list-style-type: none"> • Resource centre • ICT tools • Costumes and props • Sewing kits • Relevant materials for designs 	
Dance	<ul style="list-style-type: none"> • demonstrate solo dance movement patterns • extend movement phases • choreograph dance patterns in indigenous and contemporary ensembles • perform different dance styles 	<ul style="list-style-type: none"> • Personal experiences in movement • Extended movement phases • Choreography • Performance 	<ul style="list-style-type: none"> • Demonstrating solo dance patterns • Extending movement phases • Choreographing different dance styles • Performing dance styles in the community and within the society 	<ul style="list-style-type: none"> • Relevant reference books • Resource person • Resource centre • ICT tools 	

7.2.7: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic value and appreciation	<ul style="list-style-type: none"> Describe the use of elements and principles in selected artworks analyse artworks using specific criteria describe the aesthetic qualities of indigenous artworks use specific criteria in analysing quality of indigenous music identify the staff and treble clefs 	<ul style="list-style-type: none"> Elements and principles of arts Analysis of artworks 	<ul style="list-style-type: none"> Describing elements of art and principles of design from selected artworks Analysing artworks using specific criteria Describing the aesthetic qualities of indigenous artworks 	<ul style="list-style-type: none"> ICT tools Relevant reference books Resource persons Resource centres Musical instruments Culture centres Artefacts Sculptures Audio transcripts Customized sign language cards

7.2.8: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technologic al tools in Physical Education and Arts	<ul style="list-style-type: none"> identify safe ways of using the internet use technological tools to create and store works of art 	<ul style="list-style-type: none"> Internet ethics in Physical Education and Arts technology Music composition and recording 	<ul style="list-style-type: none"> Identifying safe ways of using the internet Using technological tools to create and 	<ul style="list-style-type: none"> ICT tools Charts Whiteboards Whiteboard markers

	<ul style="list-style-type: none"> list technological tools in Physical Education and Arts sing short songs play instrumental music 	<ul style="list-style-type: none"> Physical Education and Arts software Singing and instrument playing 	<ul style="list-style-type: none"> store works of art Classifying ICT technological tools in Physical Education and Arts Singing short songs Playing instrumental music 	<ul style="list-style-type: none"> Relevant textbooks Musical instruments Applications-Brushes Redux/DisplayNote/ABT utor/Tilt Brush/WonderBaby Origami constructions Tactile collage Customised sign language cards
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7.2.9: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> identify different careers in Physical Education and Arts role play different careers in Physical Education and Arts fundraise through performance create advertising jingles/posters for Physical Education and Arts products observe business ethics, soft skills, Ubuntu/Unhu/Vumunhu and copyright 	<ul style="list-style-type: none"> Careers in Physical Education and Arts Performance for a paying audience and commissioned work Marketing Business ethics <ul style="list-style-type: none"> Soft skills Ubuntu/Unhu/Vumunhu <p>Copyright protection</p>	<ul style="list-style-type: none"> Identifying different careers in Physical Education and Arts Roleplaying careers in Physical Education and Arts Performing for fundraising Creating Physical Education and Arts media advertisements Observing business ethics, soft skills, Ubuntu/Unhu/Vumunhu and copyright 	<ul style="list-style-type: none"> ICT tools Posters Flyers Instruments/Implementations/Equipment Props and costumes

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	protection		protection	

7.3: GRADE 5

7.3.1: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Safety	<ul style="list-style-type: none"> • discuss safety measures when participating in Physical Education and Arts activities • state safety precautions and safety rules in handling apparatus, instruments and objects • perform warm up and cool down activities 	<ul style="list-style-type: none"> • Safety measures and rules for various physical activities • Safety rules and precautions when participating in physical activities • Warm up physical and cool down activity 	<ul style="list-style-type: none"> • Role playing safety measures in the use of paraphernalia for various physical activities • Discussing the safety precautions when participating in physical activities • Dramatising situations that require the application of safety rules and precautions • Discussing the importance of using appropriate 	<ul style="list-style-type: none"> • Protective clothing • Apparatus • Job cards • ICT gadgets • Pictures • Magazines • Posters • Whistles

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
			attire <ul style="list-style-type: none"> Stating safety rules when participating in physical activities Engaging in warm up and cool down activities 	
Healthy living habits	<ul style="list-style-type: none"> practice healthy living habits in their daily activities discuss the benefits of physical exercise participate in health and wellness tests and measurements 	<ul style="list-style-type: none"> Healthy living habits at home, school and community Safety precautions and rules in handling apparatus, instruments and objects Health-related fitness diseases Health and wellness tests and measurements 	<ul style="list-style-type: none"> Practising healthy living habits at home, school and community Naming the benefits of physical activities Engage in health and wellness tests and measurements 	<ul style="list-style-type: none"> Speed ladders Batons Hurdles Cones Whistles Stop watches Measuring instruments ICT tools Wearable

Comment [motorola 1]: apparatus and instruments are objects

7.3.2: TOPIC 2: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> identify body organs that store and transport food explain the process of storing and transporting food 	<ul style="list-style-type: none"> Humans have body parts that store and transport food 	<ul style="list-style-type: none"> Identifying pictorials of body parts that store and transport food Completing crossword puzzles and playing jigsaw puzzles on digestive system Describing the process of digestion 	<ul style="list-style-type: none"> Pictures Charts Puzzles Paper, glue Magazines ICT tool Models

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7.3.3: TOPIC 3: HISTORY OF ARTS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
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MUSIC AND DANCE	<ul style="list-style-type: none"> • identify social functions of music from various cultures • identify indigenous music where both women and men are involved • explain the historical development of music technology • name Zimbabwean musical instruments • describe the development of cultural dances in Zimbabwe • discuss cultural dance preservation 	<ul style="list-style-type: none"> • Social functions of music from various cultures • Gender and music in the community • Historical development of music technology • Zimbabwean musical instruments • Development of cultural dances in Zimbabwe • Cultural dance preservation 	<ul style="list-style-type: none"> • Listing various cultures in Zimbabwe • Identifying functions of music from various cultures • Listing examples of different music where women and men participate as one group • Classifying music for different gender issues in community music • Naming and drawing indigenous and contemporary musical instruments • Identifying and explaining the cultural dances in Zimbabwe • Discussing cultural dance preservation • Educational touring to various cultural sites and cultural institutions 	<ul style="list-style-type: none"> • ICT tools • Cultural songs and texts • Musical instruments • Choreographer • Costumes and props • Resource persons
VISUAL ARTS	<ul style="list-style-type: none"> • Compare changes in the role and development of visual art from pre-colonial to post-colonial Zimbabwe • list ways in which galleries and museum preserve and conserve artworks • categorise works of art from different Zimbabwean societies 	<ul style="list-style-type: none"> • The role and development of visual arts in of visual arts from pre-colonial to post-colonial Zimbabwe • Ways of preserving and conserving artworks • Works of art in different Zimbabwean societies 	<ul style="list-style-type: none"> • Comparing changes in visual arts development from pre-colonial to post-colonial Zimbabwe • Listing ways preserving and conserving artworks in galleries and museums • Categorising indigenous artworks basing on cultural traditions 	<ul style="list-style-type: none"> • Artefacts • Stone sculptures, • Customised sign language cards • Scale models • Audio transcripts • pictures of rock paintings • photographs • ICT tools • Cultural centers
THEATRE	<ul style="list-style-type: none"> • identify props, set and costumes used in indigenous pre-colonial theatrical performances • trace the changes in the use of technology in 	<ul style="list-style-type: none"> • Props, sets and costumes in theatrical performances • Use of technology in pre-colonial, colonial and post-colonial theatrical performances • Child protection in theatre 	<ul style="list-style-type: none"> • Identifying props sets, costumes and props used in indigenous theatrical performances • Tracing the use of technology in 	<ul style="list-style-type: none"> • ICT Tool • Resource persons • Costumes and props • Pictures • Charts • Relevant books

7.3.5: TOPIC 5: SPORT AND GAME SKILLS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Invasion games Space awareness	<ul style="list-style-type: none"> • demonstrate defending in relation to time and speed • executing the correct attacking techniques in relation to time and speed 	<ul style="list-style-type: none"> • Defending attacking in relation to time and speed 	<ul style="list-style-type: none"> • Moving backwards to close or open space in relation to time and speed. • Moving forward into open space in relation to time and speed playing games that encourage closing and opening space such as ball passing versus teams attack and counter 	<ul style="list-style-type: none"> • Balls • Cones • Bills • Whistle • ICT tools
Positioning	<ul style="list-style-type: none"> • demonstrating proper positioning within boundaries, team mates and opponents 	<ul style="list-style-type: none"> • Positioning within boundaries, team mates and opponents 	<ul style="list-style-type: none"> • Creating space and positioning within the boundaries. • Performing positioning drills with team mates • Playing game that demand quick positioning 	<ul style="list-style-type: none"> • Cones • Ropes • Whistles • Bibs • ICT tools •
Reaction	<ul style="list-style-type: none"> • exhibit basic defensive and offensive roles 	<ul style="list-style-type: none"> • Defensive roles • Offensive roles 	<ul style="list-style-type: none"> • Closing space by positioning in relation to time • Watching videos on defence/ attack techniques in relation to time • Performing the offensive roles in relation to time • Playing reaction games such as the attack and counter, hit and run games. 	<ul style="list-style-type: none"> • Videos • Balls • Cones • ICT tools

SUB TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Target games Targeting	<ul style="list-style-type: none"> hit at stationary targets from within 35m distance hit at average mobile targets from within 35m distance. bounce balls of different sizes from within 35m distance to hit a target. 	<ul style="list-style-type: none"> Stationary and average mobile targets Target up to 35m distance 	<ul style="list-style-type: none"> Aiming and hitting stationary targets and average mobile targets using objects of different sizes and shapes from within 35m distance using different throwing methods after a short run Bouncing balls of different sizes to hit an average mobile target or a free moving target from within 35m distance from a stationary position after a shot run Throwing balls of different sizes into average mobile rings from within 35m distance whilst in a standing position or after a short run using different throwing methods Throwing games Overhead and overarm throwing Bouncing games Throwing targets over a barrier Throwing targets using the overhead and backward throws 	<ul style="list-style-type: none"> Balls Mats Hula hoops Kittles and cones Tyres Rings Gliding objects Bin bags Whistle
Stance	<ul style="list-style-type: none"> demonstrate stances for different skills in target and combat games demonstrate the correct movements when executing different skills in target and combat games 	<ul style="list-style-type: none"> Body orientation for movement 	<ul style="list-style-type: none"> Demonstrating different stances in target and combat games 	<ul style="list-style-type: none"> Skittles and cones Balls Mats Rackets

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SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Net games Strokes	<ul style="list-style-type: none"> spin a ball perform a spin for a specified distance jump high and strike a ball at its highest point with a spin 	<ul style="list-style-type: none"> Strokes for height, spin and distance 	<ul style="list-style-type: none"> Practising a spin using a ball Handling an implement in a proper way in order to spin the ball Spinning the ball to a specific target Jumping over a given object Reaching the ball at its highest point 	<ul style="list-style-type: none"> Balls Rackets Bats ICT tools T-stand Ropes Cones
Striking games Grip	<ul style="list-style-type: none"> demonstrate the relationship between grip, stance and footwork explain the benefits of proper stance 	<ul style="list-style-type: none"> Grip, stance and footwork 	<ul style="list-style-type: none"> Listing benefits of good stance Practising proper footwork Playing the relevant games portraying the correct stance, grip and footwork Apply the relationship of grip, stance and footwork in a mini-game 	<ul style="list-style-type: none"> Sticks Balls ICT tools Whistle Cones
Striking	<ul style="list-style-type: none"> display coordination between stroke and reaction to stimuli 	<ul style="list-style-type: none"> Well timed backward or forward drives with reaction 	<ul style="list-style-type: none"> Tossing and hitting striking an object consistently for height and direction Striking a moving object in relation to time and stimuli 	<ul style="list-style-type: none"> Bats Balls Rackets ICT tools Sticks Whistle
Adventure games Camping	<ul style="list-style-type: none"> locate key points in a marked route through map reading follow a marked route 	<ul style="list-style-type: none"> Course marking Walking Orienteering 	<ul style="list-style-type: none"> Walking along a marked route Find hidden objects within the 	<ul style="list-style-type: none"> Maps Skittles Cones Puzzles Ladders

KIDS ATHLETICS Running	<ul style="list-style-type: none"> complete a timed endurance race demonstrate proper sprint bend running techniques demonstrate proper baton exchange technique finish a sprint hurdle relay with a hurdle leg 	<ul style="list-style-type: none"> 8 minutes endurance race Sprint hurdle relays Bends formula <p>Testing and measurement</p>	<ul style="list-style-type: none"> Running for time over a fairly long distance Performing a sprint and hurdle relay event Running with maximum speed and exchanging baton Running through marked bends with maximum speed Watching a video of different events Participating in competitions 	<ul style="list-style-type: none"> Cones Batons Obstacles Mini hurdles Flags Whistle Stop watch IC T tools 	
Jumping	<ul style="list-style-type: none"> engage in horizontal and vertical jumps jump using equipment or apparatus jump from a relatively short run up clear heights while jumping jump for distance 	<ul style="list-style-type: none"> Jumping for distance Jumping for height Jumping for height using a pole Testing and measurement 	<ul style="list-style-type: none"> Jumping over an obstacle using a pole Jumping for distance and landing on both feet Step rhythm jump Jumping to clear heights Mini competitions 	<ul style="list-style-type: none"> Tape Measure Wooden Pole Marked Mats Rope 	
Throwing	<ul style="list-style-type: none"> demonstrate the teens javelin execute rotational throws for accuracy and distance demonstrate target throws over a barrier throw at least 30m distance 	<ul style="list-style-type: none"> Teen javelin for height and distance Rotational throw for distance and accuracy Target throwing over a barrier Testing and measurement 	<ul style="list-style-type: none"> Stepping and throwing Under arm throwing Over arm throwing Whole body throwing (momentum building before throw) Javelin throw Mini competitions 	<ul style="list-style-type: none"> Soft rubber Rings Medicine Balls Javelin Discus Improvised throwing equipment Wooden Poles Cones Tape Measure 	
AQUATIC SKILLS	<ul style="list-style-type: none"> dramatise different water resuscitation 	<ul style="list-style-type: none"> Aquatic survival skills 	<ul style="list-style-type: none"> Researching on water disasters in our country 	<ul style="list-style-type: none"> Charts Goggles 	

Water safety	techniques <ul style="list-style-type: none"> state water hazards in Zimbabwe 		<ul style="list-style-type: none"> Exhibiting different first aid procedures on given tasks Composing water safety rules 	<ul style="list-style-type: none"> Pictures of water bodies Floaters /Lifebuoys Tyre tubes Rubber balls Ropes Electronic gadgets Plastic containers Hoops
Strokes	<ul style="list-style-type: none"> demonstrate techniques used in front, back and breast stroke demonstrate proper diving technique 	<ul style="list-style-type: none"> Water entry Arm and leg action Gliding Floating Submerging Turning Front, back crawl and breast stroke actions 	<ul style="list-style-type: none"> Swimming front, back and breast stroke at different intervals Floating Diving Synchronising arm and leg action Practising aqua aerobics 	<ul style="list-style-type: none"> Charts Goggles Pictures of Water Bodies Floaters Tyre Tubes Rubber Balls Lifebuoys Electronic Gadgets Plastic Water Containers Hoops

7.3.5: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Music	<ul style="list-style-type: none"> • sing rounds, descants and ostinatos • play percussion instruments to accompany short melodies • construct the scale of C Major 	<ul style="list-style-type: none"> • Singing rounds, binary, discants and songs with ostinato • Playing tuned and untuned percussion instruments • Construction of C Major Scale 	<ul style="list-style-type: none"> • Discussing characteristics of round, binary, descant and ostinato in music • Singing short melodies in round, binary, descant and ostinato music forms • Playing tuned and untuned percussion instruments • Identifying the pitch names in major scales of C • Constructing the scale of C Major 	<ul style="list-style-type: none"> • Percussion instruments • Charts • Pitched instruments • ICT tools • Music Theory apps
Visual Arts	<ul style="list-style-type: none"> • apply elements of art and principles of design in observational, still life and life drawing • create drawings and paintings utilizing different tonal variations • assemble a three dimensional craftwork using local materials. • create a work of art that promotes environmental awareness. 	<ul style="list-style-type: none"> • Drawing and painting • 3 dimensional artworks • Visual arts and the environment 	<ul style="list-style-type: none"> • Discussing elements and principles of design • Applying elements and principles of design in drawing, painting, and modelling • applying elements and principles of design • Assembling craft products using residual material from the environment • Creating works of art that promote environmental awareness. • Visiting local art galleries 	<ul style="list-style-type: none"> • Scale models • Bubble wrap • Hessian • Audio transcripts • Craft foam • Craft glue • Thick pens • clay • Artefacts • Natural dyes And pigments • Paint • Art portfolios • Drawing paper, • Crayons • Charcoal • Recycled materials

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
<ul style="list-style-type: none"> Theatre 	<ul style="list-style-type: none"> create themes with universal themes improvise plays with universal themes identify stage areas use stage areas for effective artistic creativity develop characters for a script 	<ul style="list-style-type: none"> Improvisation of a universal theme Stage areas Script writing: <ul style="list-style-type: none"> - character - development - physical - appearance - values - motivations 	<ul style="list-style-type: none"> Creating a universal themes Improvising a universal theme Identifying stage areas Developing characters for a script Outlining steps for character building 	<ul style="list-style-type: none"> Theatre area Internet ICT tools Lights Torches Candles Sunlight Print media
Dance	<ul style="list-style-type: none"> identify different complex movement sequences in indigenous dances perform complex dance styles demonstrate principles of balance in dance identify movement problems and solutions 	<ul style="list-style-type: none"> Complex movement sequences Principles of balance in dance Dance performance Movement problems and solutions 	<ul style="list-style-type: none"> Identifying complex sequence of dance movements Rehearsing dance sequences and movements Solving dance movement problems Demonstrating dance principles of opposing weight and force Expressing dance through gestures, postures and movements 	<ul style="list-style-type: none"> ICT tools Print media Resource person Picture books Dance groups Costumes and props Instruments

7.3.7: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Arts aesthetic value appreciation	<ul style="list-style-type: none"> • identify the use of elements and principles of arts in creating mood and feeling in artworks. • Describe the similarities and differences in works of art basing on elements and principles of design. • explain the value of basic staff notation symbol • exhibit artworks for judgment purposes • identify the G clef and stave/staff lines and spaces 	<ul style="list-style-type: none"> • Elements and principles of arts • Analysis of artworks 	<ul style="list-style-type: none"> • Identifying uses of elements of art and principles of design in creating mood and feeling in artworks • Describing similarities and differences in works of art • Listening to recorded music for analysis • Criticising artworks through their elements and principle • Explaining the value of basic staff notation symbol • Appreciating artworks from different ethnic groups • Displaying artworks for criticism purposes 	<ul style="list-style-type: none"> • ICT tools • Relevant reference books • Resource person • Resource centres • Music Theory apps • Audio transcripts • Tactile artworks and collage • vibrating sculptures • sign language interpreters • adaptive art tools • instructional visuals • customised sign language cards

7.3.8: TOPIC 8: PHYSICAL EDUCATION, SPORT AND ARTS TECHNOLOGY

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technology in Physical Education and Arts	<ul style="list-style-type: none"> identify internet ethics in Physical Education and Arts state technological tools in Physical Education and Arts classify Physical Education and Arts technological tools according to discipline apply Physical Education and Arts software to produce artworks 	<ul style="list-style-type: none"> Internet ethics in Physical Education and Arts Technological tools in Physical Education and Arts Digital arts 	<ul style="list-style-type: none"> Discussing ethics in arts technology and the internet Identifying the DOs and DON'Ts when using the internet Using arts technological tools to construct artworks Classifying Physical Education and Arts technology according to arts discipline Applying physical education and arts to produce 	<ul style="list-style-type: none"> ICT tools Charts Banners Sound effects equipment Musical instruments Art applications- Tilt Brush/Wonder Baby Tactile collage Customised sign language cards Printing paper PVC material

			works of art	
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7.3.9: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Entrepreneurial Skills in Physical Education and Arts	<ul style="list-style-type: none"> • identify different careers in Physical Education and Arts • construct instruments and equipment for sale • List ways of observing business ethics and soft skills 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Construction of Physical Education and Arts equipment for sale • Physical Education and Arts performances for a paying audience and commissioned work • Business ethics • Soft skills • <i>Ubuntu/Unhu/Vumunhu</i> • Copyright protection • Marketing 	<ul style="list-style-type: none"> • Identifying different careers in Physical Education and Arts • Making Physical Education and Arts instruments and equipment for sale • Observing business ethics and soft skills; <i>Ubuntu/Unhu/Vumunhu</i> and copyright protection 	<ul style="list-style-type: none"> • ICT tools • Percussion instruments • Charts • Instructional visuals • Drama activities • Audio transcripts

7.4.0: GRADE 6

7.4.1: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Safety	<ul style="list-style-type: none"> state safety rules and regulations for various physical activities describe injuries that are associated with different physical activities 	<ul style="list-style-type: none"> Safety rules and regulations for various physical activities Safety rules when participating in physical activities Injuries that associated with physical activities 	<ul style="list-style-type: none"> Listing the safety rules and regulations for various activities Discussing the importance of following rules and regulations Describing injuries associated with different physical activities Dramatising situations that require the application of safety rules and precautions 	<ul style="list-style-type: none"> Sport kits Apparatus Job cards ICT gadgets Pictures Magazines Posters Whistles
Health living habits	<ul style="list-style-type: none"> exercises healthy living habits at home, school and community describe the physical activity diary state the effects of lack of exercise describe the diseases caused by poor sanitation at home, school and in the community 	<ul style="list-style-type: none"> Healthy living habits at home, school and community Physical activity diary Diseases caused by lack of physical exercises Diseases caused by poor sanitation at home, school and in the community 	<ul style="list-style-type: none"> Playing games at home, school and community Discussing the importance of taking part in physical activities at home, school and community Executing daily fitness exercises like morning jogging practising healthy living habits at home, school and 	<ul style="list-style-type: none"> Speed ladders Batons Hurdles Cones Whistles Stop watches Measuring instruments ICT tools wearable

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
			community • Discussing diseases caused by poor sanitation at home, school and in the community	

7.4.2: TOPIC 2: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> identify the body parts that store and transport food identify the body parts that store and transport air explain the process of storing and transporting food explain the process of storing and transporting air 	<ul style="list-style-type: none"> Humans have external and internal parts with functions in storing and transporting food and air 	<ul style="list-style-type: none"> Identify the human body parts responsible for digesting, absorbing, storing and transporting nutrients Discussing the body parts that transport and store food and air Solving quiz on body parts that store and transport food and air Researching on the process of storing and transporting food and air in the body Presenting research findings Making use of the internet to observe 	<ul style="list-style-type: none"> ICT tools Pictures Models Puzzles Charts Puppets

			the functions of the organs that transport food and air in the body	
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7.4.3: TOPIC 3: HISTORY OF ARTS

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT(attitudes, skills and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
MUSIC AND DANCE	<ul style="list-style-type: none"> state African music identify indigenous and foreign musical instruments in Southern Africa describe the Indigenous and foreign musical instruments in Southern Africa identify roles of musicians in pre-colonial, colonial and post-colonial periods attach meaning to gender and music in the modern world describe features of dance from various cultures of Zimbabwe discuss functions of dance in African cultures identify different types of 	<ul style="list-style-type: none"> Types of music in Africa Indigenous and foreign musical instruments in Southern Africa Roles of musicians in pre-colonial, colonial and post-colonial periods Gender and music in the modern world Features of Dance from various cultures Functions of dance in life Dance and ceremonies in Zimbabwe 	<ul style="list-style-type: none"> Naming different types of African music Discussing different types of recorded and non-recorded music Sing songs from African cultures Identifying the musical works of musicians in pre-colonial, colonial and post-colonial periods Discussing the roles of children, men and women in music Playing indigenous and foreign musical instruments Listing the different functions of dance in life Discussing the importance of dance in life 	<ul style="list-style-type: none"> ICT tools Internet Cultural institutions Videos Musical instruments Resource persons Pictures Relevant books Charts Resource centre

	indigenous/contemporary dance and ceremonies in Zimbabwe		<ul style="list-style-type: none"> Discussing different ceremonies from different communities and national ceremonies Performing different dances from a variety of ceremonies 		
VISUAL ARTS	<ul style="list-style-type: none"> describe changes in within visual art forms from pre-colonial, colonial to post-colonial eras identify the diversity of visual art forms from Zimbabwe and Southern Africa classify visual artworks and artists from Zimbabwe on cultural and societal basis. 	<ul style="list-style-type: none"> Development of visual arts from the pre-colonial, colonial to post-colonial eras visual arts from Zimbabwe and Southern Africa Diversity of visual art works and artists in Zimbabwe 	<ul style="list-style-type: none"> Describing changes in visual arts in the past and the present era Tracing the development of visual arts in the past and present times Identifying visual arts from Zimbabwe and Southern Africa Comparing visual artwork styles in Southern Africa Classifying diverse artworks and artists in Zimbabwe based on traditions and cultures. 	<ul style="list-style-type: none"> Artworks Art gallery Resource persons Catalogues photographs ICT tools Map of Africa Cultural centers Heritage sites Audio transcripts Instructional visuals Vibrating sculptures Scale models Drama activities 	
THEATRE	<ul style="list-style-type: none"> identify sets, costume and props used in theatrical performances from different places in Zimbabwe contrast indigenous theatrical performances from different Zimbabwean communities 	<ul style="list-style-type: none"> Sets, costumes and props and indigenous culture Theatrical performances from different Zimbabwean communities 	<ul style="list-style-type: none"> identifying sets, costume and props used in theatrical performances from different places in Zimbabwe contrasting indigenous theatrical performances from different Zimbabwean communities 	<ul style="list-style-type: none"> ICT Tools Indigenous sets, costumes and props Pictures of different sets and costume Theatre books Indigenous musical instruments Indigenous cultural artefacts for use as props 	

7.4.4: TOPIC 4: GYMNASTICS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balance	<ul style="list-style-type: none"> execute injury free balances 	<ul style="list-style-type: none"> Balancing from two-point and 	<ul style="list-style-type: none"> From upside 	Safe landing surfaces

Locomotion	<ul style="list-style-type: none"> and movements demonstrate transference of weight from static balance to a dynamic balance perform movement from a balance posture of any given part of the body control of the body as it moves from a stationary position without falling 	<p>three-point balance and move from one place to another</p> <ul style="list-style-type: none"> Safe landing transitioning from a balance position (upside down balancing, partner balancing, knee balancing, single foot balance, arm balancing) 	<p>balancing to backward roll or moving on hands</p> <ul style="list-style-type: none"> Moving from single foot balancing to diving front roll Knee balancing to galloping movement Transitioning from a headstand to front or back roll Plank rotations 	<p>Stopwatch</p> <p>Mats</p> <p>Skittles</p> <p>Cones</p> <p>ICT tools</p> <p>Marked area</p> <p>Resource person</p>	
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7.4.5: TOPIC 5: SPORT AND GAMES SKILLS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS	
Invasion games Space Awareness	<ul style="list-style-type: none"> demonstrate moving into open and closed space demonstrate covering open space explain the advantages and disadvantages of moving into open and closed space 	<ul style="list-style-type: none"> Running into space Covering space Advantages and disadvantages of moving into open and closed space. 	<ul style="list-style-type: none"> demonstrating covering open space Discussing advantages of moving into space demonstrating advantages and disadvantages of moving into space in relation to positioning 	<ul style="list-style-type: none"> Cones Whistles ICT tools Balls 	

Positioning	<ul style="list-style-type: none"> demonstrate positioning within boundaries, team mates and opponents 	<ul style="list-style-type: none"> Positioning within boundaries in relation to teammates and opponents. 	<ul style="list-style-type: none"> Moving into position within boundaries Moving into position in relation to teammates. Demonstrating positioning in relation to teammates and opponents Demonstrating positioning with and without implements. 	<ul style="list-style-type: none"> Cones Whistles Balls ICT Tools Bibs 	
Reaction	<ul style="list-style-type: none"> demonstrate principles of attack and defense 	<ul style="list-style-type: none"> Principles of attack and defense 	<ul style="list-style-type: none"> Discussing the principles of attack and defense in relation to time Applying principles of attack and defense in a mini-game Analysing the principles of attack and defense from a video or live game 	<ul style="list-style-type: none"> Balls Cones Whistle Balls ICT tools Bibs 	
Target and combat games Aiming and targeting	<ul style="list-style-type: none"> aim at stationary target within a 40m distance aim at fast moving targets for height with different shapes after a short run and jump 	<ul style="list-style-type: none"> Stationary and fast mobile target for height. Target up to 40m distance 	<ul style="list-style-type: none"> Aiming at fast moving targets using objects of different sizes, shapes and nature after a run and jump. Throwing and or kicking balls of different sizes to hit a target within a 40m distance. Kicking and running games <p>Playing games such as pig in the middle game</p>	<ul style="list-style-type: none"> Balls Mats Gliding objects Buckets Rings Tyres Round objects ICT tools Whistles 	
Stance	<ul style="list-style-type: none"> demonstrate the correct posture in readiness to execute skill. 	Body orientation for movement	demonstrate a variety of stances married to movements accompanied by speed towards certain directions	<ul style="list-style-type: none"> Balls Bin bags Wickets Mats ICT tools Cones 	

Net games Strokes	<ul style="list-style-type: none"> perform strokes for height spin, spin, distance and power. strike the ball or object to a target over a specified distance. strike the ball or object over a barrier not more than 1.5m in height. 	Strokes for height, spin, distance and power	<ul style="list-style-type: none"> Playing the ball practising spin Handling an implement in a proper way in order to strike the ball for height distance and power. Demonstrating proper standing stance Striking the ball to a specific target with power. Reaching the ball at its highest point. Striking the ball over a net or barrier to a 	<ul style="list-style-type: none"> Balls Nets Strings Skittles Cones Markers ICT tools	
Striking games Grip	<ul style="list-style-type: none"> explore ways of enhancing grip exhibit proper grip striking demonstrate stances in striking games 	<ul style="list-style-type: none"> Grip Stance Footwork	<ul style="list-style-type: none"> Discussing advantages and disadvantages of grips Practising gripping and striking Demonstrating footwork and follow through Listing objects that require grip Collecting various designs of grip designing grips using ICT tools 	<ul style="list-style-type: none"> Bats Balls cones ICT tools	
Striking	<ul style="list-style-type: none"> demonstrate the orientation when striking target object distinguish between underhand and forehand movement patterns 	Backward or forward strokes (footwork coordination)	<ul style="list-style-type: none"> Striking a tossed ball from side orientation with different implements Positioning for striking such as volleying, kicking and punting Striking for distance, direction and height using body part or 		

			implement Striking for power		
Adventure games Outdoor activities	<ul style="list-style-type: none"> • demonstrate the belaying techniques • state the materials used in building a raft • construct water related equipment • perform various water based activities • demonstrate techniques of climbing and abseiling • locate places and objects using given clues • demonstrate cycling techniques in different environments 	<ul style="list-style-type: none"> • Orienteering • Climbing and abseiling • Crying • Water based activities 	<ul style="list-style-type: none"> • Climbing rocks of different heights • Role playing on belaying calls • Map reading • Tying of different knots • Building a raft • Canoeing • Sailing • Cycling • Climbing and abseiling 	<ul style="list-style-type: none"> • Drum • Ropes • Whistles • Poles • Paddles • ICT tools • Tent • Hammer 	
KIDS ATHLETICS Running	<ul style="list-style-type: none"> • demonstrate preparatory phase for sprints, middle and long distance • running and race walking • execute the appropriate sprinting techniques (pawing action) with increased speed • demonstrate a higher level of endurance in fairly long distance • execute correct baton exchange 	<ul style="list-style-type: none"> • Running techniques and tactics • Running over obstacles • Running with apparatus • Testing and measurement • 	<ul style="list-style-type: none"> • Performing: • 30m shuttle sprints • 4 x 50m relays • 12 minute Coopers run • 50m hurdles (height 0.76 for girls and 0.84 for boys) • 15 minute middle distance running • Bends formula • Formula Cross country • Ladder relays • Target relays • Traditional games 	<ul style="list-style-type: none"> • Cones • Stop watch • Whistle • Starter gun • Flags and flag posts • Hurdles • Batons, Mats • First Aid kit • Clappers 	
Jumping	<ul style="list-style-type: none"> • demonstrate horizontal and vertical jumping techniques 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Jumping using a pole over an obstacle • Testing and 	<ul style="list-style-type: none"> • Jumping with a pole over a sandpit – 10m runway • Performing 1 foot takeoff jumping activities • Practising 2 feet landing 	<ul style="list-style-type: none"> • Tape measure • Rake, Cones • Landing mats • Cross bar, sand pit • Upright posts 	

		measurement	activities <ul style="list-style-type: none"> • Marking of approach using pigeon steps • Takeoff from the takeoff board on 1 foot • Marking a runway using pigeon steps • 3 – 7 step rhythm jump • Team competitions 	<ul style="list-style-type: none"> • Rope, Hoops, Mat
Throwing	<ul style="list-style-type: none"> • demonstrate the proper implement handling when executing a throwing technique within a marked circle 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement 	<ul style="list-style-type: none"> • Executing: • Teens discus • Teens javelin • Bulls eye throw • Traditional individual and team throwing event • Target Throw • Overhead Throw • Backward throw 	<ul style="list-style-type: none"> • Medicine ball • Tape measure • 3kg shot put • 500g javelin (girls) • 600g javelin (boys) • 3kg hammer • 800g discus (girls) • 1kg discus (boys) • Mats, IC T tools
AQUATIC SKILLS Water safety	<ul style="list-style-type: none"> • demonstrate survival techniques in water • investigate water hazards in Zimbabwe 	<ul style="list-style-type: none"> • Survival techniques in and around water • Water hazards 	<ul style="list-style-type: none"> • Side stroke swimming for 25m • Treading water • Use of swimming aids • Float on back, face up and out of the water • Dry land rescue activities • Discussion on water hazards 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Tyre tubes • Rubber balls • Ropes and sticks • Lifebuoys • Whistle and coins • Electronic gadgets • Plastic water containers • Hoops
Strokes	<ul style="list-style-type: none"> • demonstrate front and 	<ul style="list-style-type: none"> • Water entry 	<ul style="list-style-type: none"> • Standing jump 	<ul style="list-style-type: none"> • Pictures of water

	back crawl techniques <ul style="list-style-type: none"> • execute correct diving and tumbling turn techniques 	<ul style="list-style-type: none"> • Front and back crawl techniques • Breast stroke • Turns 	<ul style="list-style-type: none"> • Practising different diving techniques • Synchronising arm and leg actions in front, back and breast stroke • Practising aqua aerobics • Practising floating activities with or without aids • Practising tumble turns 	bodies <ul style="list-style-type: none"> • Floaters • Coins • Tyre tubes • Rubber Balls • Ropes • Lifebuoys • Whistle 	
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7.5.6: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music	<ul style="list-style-type: none"> state the intervals by number identify chords of C and G Major scale compose two bar rhythms in simple common time construct musical scales of G and D Major sing three part songs play chord progressions on musical instruments 	<ul style="list-style-type: none"> Intervals by number Chords of C and G Major Composition of two bar rhythms in simple time Musical scales of G and D Major Choral music Chord progression in instrument playing 	<ul style="list-style-type: none"> Discussing musical intervals of a 2nd, 3rd up to the 8th of the scale Stating the intervals by number Composing two bar rhythms in simple common time Constructing musical scales of G and D Major Singing three part songs in C, G and D Major Playing musical instruments using chord progressions 	<ul style="list-style-type: none"> Musical instruments Modulator scale Choral music Musical stave/staff ICT tools
Visual Arts	<ul style="list-style-type: none"> create two dimensional artworks that reflect cultural values and myths. construct three dimensional crafts using local materials construct artworks using recycled materials 	<ul style="list-style-type: none"> 2 Dimensional art 3 Dimensional art Recycled art 	<ul style="list-style-type: none"> creating two dimensional artworks constructing three dimensional artworks Constructing artworks using recycled materials Experimenting with waste materials in making artworks 	<ul style="list-style-type: none"> Models Indigenous art media Resource person clay ICT tools Artefacts Waste materials Pencils charcoal Paints Art portfolios Drawing paper, Natural pigments

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
				<ul style="list-style-type: none"> • Bubble wrap • Brushes Redux/ABTutor • Craft foam • Fabric scraps
Theatre	<ul style="list-style-type: none"> • explain rules applied in blocking actors' movement and levels • apply blocking rules to execute actors' use of movement and levels • improvise a play guided by the text, subtext and given circumstances • develop themes to formulate storylines appropriate for the level 	<ul style="list-style-type: none"> • Blocking: movement and levels • Improvisation on text, subtext and given circumstances • Script writing: development of themes 	<ul style="list-style-type: none"> • explaining rules applied in blocking actors' movement and levels • applying blocking rules to execute actors' use of movement and levels • improvising a play guided by the text, subtext and given circumstances • developing themes to formulate storylines appropriate for the level 	<ul style="list-style-type: none"> • Theatre area • ICT tools • Theatre scripts • Brailled theatre scripts • Resource person • Theatre books
Dance	<ul style="list-style-type: none"> • identify multiple dance movement problems • demonstrate imitative and creative dance patterns • create dance movement with different musical rhythms and styles 	<ul style="list-style-type: none"> • Multiple movement problems • Imitated and created movements • Movement with different musical rhythms and styles • Dance movement 	<ul style="list-style-type: none"> • Designing complex sequence of dance movements • Rehearsing dance sequences and movements • Solving dance movement problems • Demonstratin 	<ul style="list-style-type: none"> • ICT tools • Print media • Resource person • Picture books • Dance videos • Dance groups • Instruments • Props • Attire • Pictures

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
			g dance principles of opposing weight and force <ul style="list-style-type: none"> • Expressing dance through gestures, postures and movements • Demonstrating group dynamics in producing dance performances 	

7.5.7: TOPIC 7: ARTS AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic value and appreciation	<ul style="list-style-type: none"> • Interpret elements of art and principles of design to derive meaning • Critique current works of art that reflect cultural and social practices in Zimbabwe. 	<ul style="list-style-type: none"> • Elements and Principles of arts • Analysis of artworks 	<ul style="list-style-type: none"> • Interpreting the arrangement of elements and principles of arts to derive meaning • Critiquing art works using art vocabulary • Analysing the 	<ul style="list-style-type: none"> • ICT tools • Relevant reference books • Resource persons • Resource centres • Musical instruments • Culture centres • Artefacts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Analyse the aesthetic qualities of Zimbabwean works of art.		aesthetic qualities Zimbabwean works of art. <ul style="list-style-type: none"> • Listening and analysing prerecorded music and theatre • Observing and listing the characteristics of indigenous artworks • List emotions portrayed by different artists through their artworks 	<ul style="list-style-type: none"> • Art works from different cultures • Culture centres at school and community • Tactile artworks • Tactile collage • Instructional visuals • Vibrating sculptures • Grayscale drawings • Sign language interpreters • Scale models • Audio transcripts • Art galleries

7.5.8: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Technology in Physical Education and Arts 	<ul style="list-style-type: none"> • create digital content respecting Copyright and Intellectual Property • apply motion analysis software and data visualisation technologies to assess 	<ul style="list-style-type: none"> • Internet ethics in Physical Education and Arts • Analytic technology in Physical Education and 	<ul style="list-style-type: none"> • Creating digital collages using loyalty free images • Using software to identify and classify movement patterns • Creating personalised fitness 	<ul style="list-style-type: none"> • ICT tools • Musical instruments

	<p>movement patterns and arts data.</p> <ul style="list-style-type: none"> • use wearable technology and machine learning algorithms to track fitness and generate artistic patterns • produce music using digital radio work stations • apply graphic design principles to create effective physical education materials and visually stunning arts pieces 	<p>Arts</p> <ul style="list-style-type: none"> • Instrument playing • Graphic design 	<p>plans using wearable data</p> <ul style="list-style-type: none"> • Using wearable devices to recognise emotions evoked by arts • Composing and playing short melodies using virtual instruments • Creating posters highlighting physical education guidelines and physical education and arts programmes 	
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7.5.9: TOPIC 9: PHYSICAL EDUCATION, SPORT AND ENTERPRISE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
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TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> identify careers in Physical Education and Arts design digital portfolios for careers in Physical Education and Arts job applications construct Physical Education and Arts instruments and equipment execute Physical Education and Arts exhibitions/performances apply ethical decision making in Physical Education and Arts technology identify intellectual property in Physical Education and Arts materials 	<ul style="list-style-type: none"> Careers in Physical Education and Arts Construction of Physical Education and Arts instruments and equipment for sale Physical Education and Arts exhibitions/performances for a paying audience and commissioned work Business ethics and soft skills <p><i>Ubuntu/Unhu/Vumunhu</i></p> <ul style="list-style-type: none"> Copyright protection 	<ul style="list-style-type: none"> Identifying the importance of careers in Physical Education and Arts Designing digital portfolios for careers in Physical Education and Arts job applications Displaying Physical Education and Arts products Identifying and protecting intellectual property in Physical Education and Arts materials 	<ul style="list-style-type: none"> Musical instruments ICT tools Resource centres

7.6.0: GRADE 7

7.6.1: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Safety	<ul style="list-style-type: none"> • identify appropriate safety rules and precautions for various physical activities in different environments • demonstrate warm up and cool down physical activities • describe safe rules of, storing and caring for equipment 	<ul style="list-style-type: none"> • Healthy living life styles • Safety rules and precautions for various physical activities in different environment • Safety rules when participating in physical activities • Safety rules when using, storing and caring for apparatus and equipment • Safety rules of caring for equipment • Healthy living projects • Injury prevention and management 	<ul style="list-style-type: none"> • Describing correct rules and precautions for various physical activities • Discussing the importance of rules and precautions during various physical activities • Demonstrating warm up and cool down physical activities • Dramatizing situations that require the application of safety rules and precautions • Role playing the correct use, storage and care of equipment /apparatus 	<ul style="list-style-type: none"> • Sport kits • apparatus • Job cards • ICT gadgets • Pictures • Magazines • Posters • Whistles
Health living habits	<ul style="list-style-type: none"> • identifying healthy living styles at home and school community • describing healthy living projects • describing causes of injuries during physical activities • role playing injury prevention and management 	<ul style="list-style-type: none"> • Healthy living styles at home, school and community • Health living projects • Causes of injuries during physical activities • Prevention and management of injuries 	<ul style="list-style-type: none"> • Listing the healthy living styles at home, school and community • Describing the importance of living projects • Discussing causes of injuries during • Discussing the injuries and their prevention 	<ul style="list-style-type: none"> • Speed ladders • Batons • Hurdles • Cones • Whistles • Stop watches • Measuring instruments • ICT tools • wearable

7.6.2: TOPIC 2: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> • distinguish the organs that store and transport food , air and blood 	<ul style="list-style-type: none"> • Humans have body organs that store and transport food, air and blood 	<ul style="list-style-type: none"> • Identifying pictorial body organs that that store and transport food, air and blood 	<ul style="list-style-type: none"> • Electronic • Gargets • Pictures • Charts

	<ul style="list-style-type: none"> • explain the process of storing and transporting food air and blood • design a project that shows the process by which human body organs store transport food, air and blood • identify the body organs in which the circulatory system links with the digestive system and the respiratory system 		<ul style="list-style-type: none"> • Debating on body organs that store and transport food, air and blood • Researching on the process of storing and transporting food, air and blood in the human body • Presentations on research findings on how the circulatory links with the digestive and respiratory system • discussions in groups on the organs in which the circulatory system links with the digestive and respiratory systems • modelling organs that store and transport food, air and blood 	<ul style="list-style-type: none"> • Models • Puppets • Puzzles
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7.6.3: TOPIC 3: HISTORY OF ARTS

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT(attitudes, skills and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
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MUSIC AND DANCE	<ul style="list-style-type: none"> analyse the representation of different cultures in the modern world music compare indigenous and foreign musical instruments of Southern Africa identify musicians who sang songs on health and social issues perform dances from different periods. identify functions of dance in different age groups 	<ul style="list-style-type: none"> Cultural diversity in the music of the modern world Indigenous and foreign musical instruments in Southern Africa Musicians, health and social issues Dance ceremonies from Southern Africa Dance performances from different periods. Functions of dance in different age groups 	<ul style="list-style-type: none"> Analysing the representation of different cultures in the modern world music Comparing indigenous and foreign musical instruments of Southern Africa Identifying musicians who sang songs on health and social issues Performing dances from different periods. Identifying functions of dance in different age groups 	<ul style="list-style-type: none"> ICT tools Cultural songs and texts Musical instruments Costumes and props Resource persons Relevant books Charts Music play area
VISUAL ARTS	<ul style="list-style-type: none"> state the different cultural values of various artworks in Zimbabwe and Southern Africa. compare changes in art styles on artworks from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa 	<ul style="list-style-type: none"> Cultural values in various artworks of Zimbabwe and Southern Africa Art styles from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa 	<ul style="list-style-type: none"> Stating the different cultural values in artworks from different traditions in Zimbabwe and Southern Africa Grouping artworks using different cultural values in Zimbabwe and Southern Africa Comparing art styles in artworks from pre-colonial, colonial and post-colonial eras in Zimbabwe and Southern Africa Identifying different styles of art works from pre-colonial, colonial, and 	<ul style="list-style-type: none"> Artworks Art gallery Resource persons ICT tools Relevant textbooks Cultural centres Heritage sites Museums Community art centres Origami constructions Customised sign language cards Drama activities

		ground (rotary, twist or bend movements) <ul style="list-style-type: none"> • Testing and measurement 	then landing <ul style="list-style-type: none"> • Performing high intensity pushups in a limited time frame • Testing and measurement 	
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7.6.5: TOPIC 5: SPORT AND GAME SKILLS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (Skills, Attitudes and Knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
INVASION GAMES	<ul style="list-style-type: none"> • Demonstrate defending and attacking as a team • demonstrate attacking and defending as a team • Discuss advantages and disadvantages of using various team formations 	<ul style="list-style-type: none"> • Defending and attacking as a team • Formations 	<ul style="list-style-type: none"> • Demonstrating use of space when defending and attacking in relation to team mates and opponents • Practising moving into space when attacking as a team • Discussing advantages and disadvantages of using various team formations • Playing mini games 	<ul style="list-style-type: none"> • Balls • Whistles • Cones • ICT tools • Bibs
Space awareness				
Positioning	<ul style="list-style-type: none"> • demonstrate positioning within boundaries in 	<ul style="list-style-type: none"> • Positioning with boundaries in relation to team mates and opponents 	<ul style="list-style-type: none"> • Practising positioning within boundaries 	<ul style="list-style-type: none"> • Cones • Whistle • Balls • ICT tools

Reaction	relation to opponents		<ul style="list-style-type: none"> • Moving into position in relation to team mates • Practising positioning in relation to opponents • • 	<ul style="list-style-type: none"> • Bibs 	
	<ul style="list-style-type: none"> • execute ways of dislodging an opponent 	<ul style="list-style-type: none"> • Dislodging an opponent 	<ul style="list-style-type: none"> • Practising moving into space in relation to team mates, opponent and time • Moving away for recovery in relation team mates, opponents and time. 	<ul style="list-style-type: none"> • Whistles • Cones • Balls • ICT tools • Bibs 	
TARGET AND COMBAT GAMES Aiming/targeting	<ul style="list-style-type: none"> • aim at stationary targets within a 50m distance • aim at fast mobile targets within a distance of 50m 	<ul style="list-style-type: none"> • Stationary and fast mobile targets for height target up to 50m distance 	<ul style="list-style-type: none"> • aiming at stationary targets within a distance of 50m • Aiming at faster mobile targets • Aiming at high placed stationary targets • Aiming at high mobile targets with speed • Twisting and turning whist aiming at targets within a 50m distance 	<ul style="list-style-type: none"> • Balls • Mats • Gliding objects • Buckets • Rings • Tyres • Round objects • ICT tools • Whistle 	

Stance	<ul style="list-style-type: none"> adjust boy position by twisting turning squatting and jumping make fast movements and release energy towards certain directions 	<ul style="list-style-type: none"> Energy conversions and release Adjusting body positions 	<ul style="list-style-type: none"> Demonstrating twists turns squats and jumps in adjustment to body positions Demonstrating various movements and energy conversion skills Demonstrating movements in relation to speed 	<ul style="list-style-type: none"> Balls Bin bags Wickets Mats Markers ICT tools Whistle 	
NET GAMES	<ul style="list-style-type: none"> execute strokes for height, spin, distance and power in relation to time strike the ball or object to a target not more than 10m away from the starting point strike the ball over a barrier not more than 2m high 	<ul style="list-style-type: none"> Strokes for height, spin distance and power in relation to time 	<ul style="list-style-type: none"> Spinning the ball for height, distance and power in relation to time Spinning the ball to a specific object placed 38m away Jumping over given obstacles while striking the ball <ul style="list-style-type: none"> Playing a mini game involving striking the ball for height and distance 	<ul style="list-style-type: none"> Balls Net/string Skittles/cones/markers Whistle 	
STRIKING GAMES	<ul style="list-style-type: none"> explain the difference between 	<ul style="list-style-type: none"> Grip, stance, footwork, movement in 	<ul style="list-style-type: none"> Demonstrating the role of legs , shoulders 	<ul style="list-style-type: none"> Balls Nets Strings 	

	applying and receiving force	striking for a distance	forearm on maintaining grip	<ul style="list-style-type: none"> • Skittles • Cones • Markers
	<ul style="list-style-type: none"> • demonstrate the execution forehand or backstrokes accurately • illustrate how the angle at a time of contact with the object affects direction demonstrate spin and rebound principles 	<ul style="list-style-type: none"> • Accurate backward and forward drive for space distance and scoring 	<ul style="list-style-type: none"> • Practising forehand and backward strokes • Performing movement patterns and error correction • listing types of spin • demonstrating angle of force application and spin result • Playing mini game 	<ul style="list-style-type: none"> • Balls • Nets • Strings • Skittles • Cones • Markers
ADVENTURE GAMES Camping	<ul style="list-style-type: none"> • perform mountain climbing and water based activities • locate points through map reading • set up campsites 	<ul style="list-style-type: none"> • Orienteering • Water based activities • Mountaineering and abseiling 	<ul style="list-style-type: none"> • Reading maps • using a compass to locate the points • Climbing up and down mountains • Setting up camp sites • Engaging in water based activities such as canoeing • Climbing over objects 	<ul style="list-style-type: none"> • Balls • Nets • Strings • Skittles • Cones • Markers
KIDS ATHLETICS Running	<ul style="list-style-type: none"> • complete a timed endurance race • demonstrate correct bend sprint techniques, 	<ul style="list-style-type: none"> • Running techniques and tactics • Running with obstacles • Testing and measurement 	<ul style="list-style-type: none"> • Watching a video of different track events • Pacing for 	<ul style="list-style-type: none"> • Cones • Baton sticks • Obstacles • Mini hurdles • Flags

	(sprint mechanics) • demonstrate proper baton exchange		time over a fairly long distance • Performing a sprint and hurdle relay event • Running with maximum speed and exchanging baton • Running through marked bends with maximum speed • participating in competitions • finish a sprint hurdle relay with a 2 hurdle leg	• Whistle • Stop watch • ICT tools	
Jumping	• demonstrate horizontal and vertical jump techniques • jump using equipment or apparatus • jump from a relatively short run up • clear heights while jumping • jump for distance	• Horizontal and vertical jumping techniques • Testing and measurement	• Jumping over an obstacle using a pole • Jumping for distance and landing on both feet • 3 step rhythm jump • Jumping to clear heights • Mini competitions •	• Tape • Measure • Wooden • Pole • Marked Mats • Rope	
Throwing	• Display proper implement handling	• Throwing techniques • Testing and measurement	• Performing, teens javelin and discus	• 3kg and 4kg shotput • Javelin(500 and 600g) • 800g discus	

	<ul style="list-style-type: none"> • Demonstrate the proper execution of throws for distance and accuracy 		<ul style="list-style-type: none"> • Shotput • Backward throw • Overhead throw • Target throw • Team competition 	<ul style="list-style-type: none"> • 1kg discus 3kg hammer • Tape measure 	
AQUATIC SKILLS Water safety	<ul style="list-style-type: none"> • Demonstrate survival strokes • Practice resuscitation techniques 	<ul style="list-style-type: none"> • Survival techniques in and around water • Resuscitation techniques 	<ul style="list-style-type: none"> • Performing: <ul style="list-style-type: none"> - 50m side stroke - 50m back stroke - 5minute continuous treading • Exhibiting different first aid procedures on given tasks 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Coins • Tyre tubes • Rubber balls • Ropes • Lifebuoys • Whistle • Broom sticks • Electronic gadgets • oops 	
Strokes	<ul style="list-style-type: none"> • Demonstrate front, back, crawl, breast stroke and butterfly techniques • execute correct diving • technique 	<ul style="list-style-type: none"> • Water entry • Stroke techniques (Front, back crawl and butterfly strokes) 	<ul style="list-style-type: none"> • Practising diving activities • Practising different strokes through drills • Executing drills for speed and distance • Practising individual medley 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Coins • Tyre tubes 	

7.6.6: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music	<ul style="list-style-type: none"> identify compound time signatures construct the scale of F Major sing three-part songs in harmony identify triads (F and D Major) in root positions 	<ul style="list-style-type: none"> Compound time signatures Musical scale of F Major Three part songs Triads in F and D Major 	<ul style="list-style-type: none"> Identifying compound time signatures Constructing the scale of F Major Singing three-part songs in harmony Identifying triads (F and D Major) in root positions 	<ul style="list-style-type: none"> Keyboard instruments Charts ICT tools Choral music Pitch pipe
Visual Arts	<ul style="list-style-type: none"> create imaginative compositions on local themes using suitable visual art media paint abstract artworks indigenous themes using appropriate visual art media draw a human figure using conventions of proportions and suitable visual art media 	<ul style="list-style-type: none"> Imaginative compositions Abstract art Human figure drawing 	<ul style="list-style-type: none"> Creating imaginative drawings and paintings using any media of own choice sketching imaginary compositions Sketching abstract compositions of imaginative themes Sketching the outline of a human figure model Drawing a human figure using suitable media Finger painting Tactile painting Tactile collage Origami constructions 	<ul style="list-style-type: none"> Models Paints Reeds Human figure model ICT tools Pencil Pastels Charcoal Art studio Paint Art portfolio Drawing paper, Glue Resource person Thick art pen Hot glue gun Hot glue gun Tactile collage

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
				<ul style="list-style-type: none"> Finger painting
Theatre	<ul style="list-style-type: none"> position actors on correct stage areas sketch the blocking of actors in a rehearsal notebook improvise to discover characters and motivation construct sets suitable different play setting create tension and suspense in a performance 	<ul style="list-style-type: none"> Blocking: actors' position Improvisation on characters and motivation Environment / setting Actions, tension and suspense 	<ul style="list-style-type: none"> Positioning actors on correct stage areas Sketching the blocking of actors in a rehearsal notebook Improvising to discover characters and motivation Constructing sets suitable different play setting Creating tension and suspense in a performance 	<ul style="list-style-type: none"> Theatre area ICT tools Lights Stage marking devices Theatre books Stage models Stage sketch plans
Dance	<ul style="list-style-type: none"> create improvised sequences of dance choreograph thematic indigenous and contemporary dance styles 	<ul style="list-style-type: none"> Performance of improvised movement sequences Thematic dance drama 	<ul style="list-style-type: none"> Creating improvised sequences of dance Choreographing thematic indigenous and contemporary dance styles 	<ul style="list-style-type: none"> ICT tools Instruments Props Pictures Attire Resource person Picture books Dance groups

7.6.7: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic value and appreciation	<ul style="list-style-type: none"> describe works of art using the elements and principles of design in arts analyse the content of artworks to derive meaning 	<ul style="list-style-type: none"> Elements and principles of Arts Analysis of artworks 	<ul style="list-style-type: none"> Describing the use of elements and principles of arts Analysing art works using elements of art and principles of design using specific criterion Discussing meaning of works of art List emotions portrayed by artists through their artworks 	<ul style="list-style-type: none"> ICT tools Resource persons Resource centres Musical instruments Culture centres Artefacts Audio transcripts Scale models Tactile art Origami constructions Instructional visuals Grayscale drawings Customized sign language cards Vibrating sculptures

7.6.8: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> Technology in Physical Education and Arts 	<ul style="list-style-type: none"> identify online safety and security concerns in 	<ul style="list-style-type: none"> Ethics in Physical Education and Arts mobile games 	<ul style="list-style-type: none"> Identifying online safety and security concerns in Physical Education 	<ul style="list-style-type: none"> ICT tools

	Physical Education and Arts <ul style="list-style-type: none"> • create original music compositions for physical education and arts contexts • apply data analysis principles to physical education and arts contexts • use music production recording techniques • demonstrate proficiency in graphic design software 	<ul style="list-style-type: none"> • Music composition and recording • Analytic technology in Physical Education and Arts • Instrument playing • Graphic design 	and Arts <ul style="list-style-type: none"> • Making original music compositions using relevant software for physical education and arts contexts • Using data analysis principles to physical education and arts contexts • Using graphic design software competently 	
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7.6.9: TOPIC 9: PHYSICAL EDUCATION, SPORT AND ENTERPRISE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> • identify career opportunities in Physical Education and 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Construction of musical instruments 	<ul style="list-style-type: none"> • researching on various careers in the physical education and 	<ul style="list-style-type: none"> • Percussion instruments • Charts

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
	<ul style="list-style-type: none"> Arts construct musical instruments and equipment for Physical Education and Arts showcase innovative artworks in physical education and arts discuss on compliance with laws, regulations, and industry standards develop teamwork and collaboration abilities list ways of preventing copyright infringement and piracy suggest marketing and promotional materials. 	<ul style="list-style-type: none"> and equipment for Physical Education and Arts Physical Education and Arts Exhibitions/performances for a paying audience and commissioned work Business ethics <ul style="list-style-type: none"> - Soft skills - <i>Ubuntu/Unhu/Vumunhu</i> Copyright protection Marketing 	<ul style="list-style-type: none"> arts constructing musical instruments and equipment for Physical Education and Arts showcasing Physical Education and Arts Exhibitions/performances for a paying audience and commissioned work Mock board meeting on handling of complaints and resolving ethical conflicts. discussing on Copyrights in Physical Education Sport and Arts Advertising finished products in Physical Education and 	<ul style="list-style-type: none"> ICT tools resource person resource centres relevant textbooks

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skill, Knowledge)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
			Arts	

9.0 ASSESSMENT

Physical Education and Arts learning area at Junior level shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at junior level. In addition to SBCA and SA those aspects

that cannot be assessed through the continuous and summative modes will be assessed through learner profiling. The aspect to be profiled will include soft skills among others. Arrangements, accommodations and modifications must be visible to enable candidates with special needs to access assessments. This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specifications for continuous assessment.

9.1 Assessment Objectives

Learners will be assessed on their ability to:

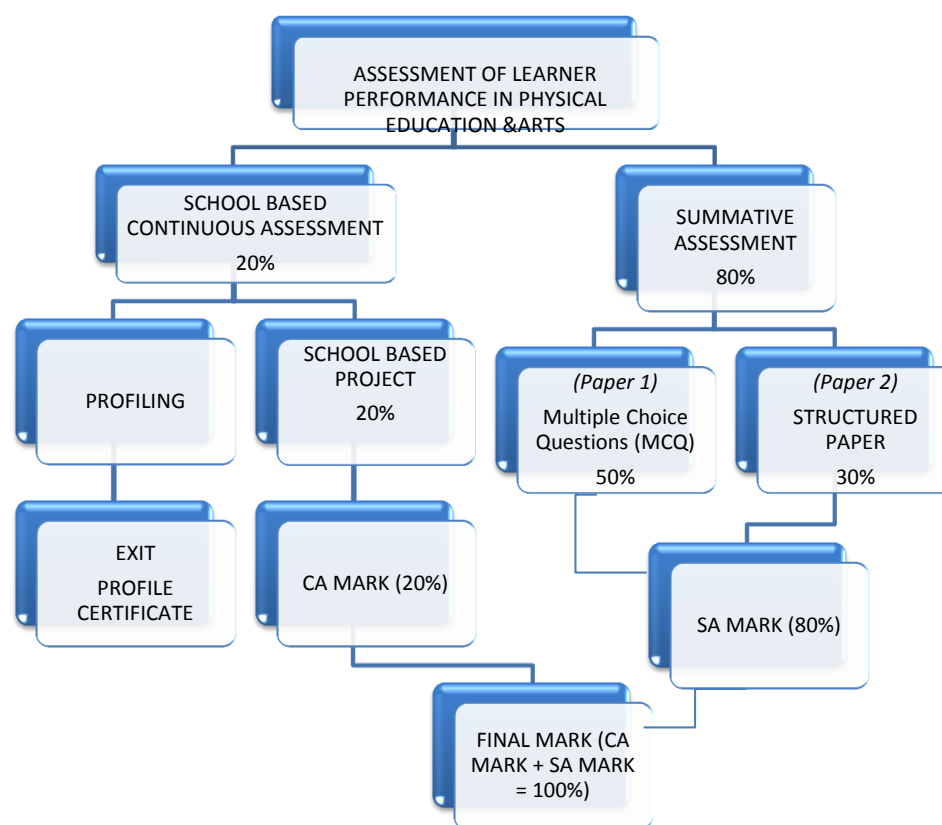
By the end of the Junior School level, learners will be assessed on their ability to:

- 8.1 become literate in Physical Education and Arts
- 8.2 state the uses and care of different human body organs
- 8.3 relate knowledge and understanding of health and safety concepts to analyse their health profiles and execute interventions
- 8.4 employ elements and principles of design to construct equipment, tools, artworks, costumes and props in Physical Education and Arts
- 8.5 employ soft skills and cultural values as vehicles for the enhancement of community consciousness and national identity
- 8.6 use entrepreneurial skills in a heritage-based economy through creating equipment and artefacts
- 8.7 demonstrate the ability to use skills in the given Physical Education and Arts tasks
- 8.8 perform to a variety of traditional and contemporary music linked to Zimbabwean cultural heritage.
- 8.9 apply aesthetic values and qualities in Physical Education and Arts for improved performances
- 8.10 synthesise interactive digital installations that are appropriate for creating, performing, presenting and preserving works in Physical Education and Arts

9.2 Assessment Model

The assessment will follow both Continuous and Summative assessment. Continuous Assessment will include recorded activities from the School Based Project and other activities done by the learners for assessment while summative will include terminal examinations end of week, month, term, year or check points assessments.

ASSESSMENT MODEL AT JUNIOR LEVEL



9.3 Scheme of Assessment

Learners at Junior level will be assessed using both School Based Continuous Assessment and Summative Assessment. From grade 3 to 5, learners will do a school-based project per grade, per year and per learning

area which will contribute 20% to the end of term and year mark. Public examination candidates at Junior level are expected to complete 2 school-based projects per learning area at grade 6 and grade 7 level, which will contribute 20% to the final mark at Grade 7.

FORM OF ASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

9.3: School – based Project: Continuous Assessment Scheme

Project Execution Stages from Grade 3-6	Project Stage Description	Completion Date by end of each stated month below:	Marks	Project Mark Weight
1	Problem Identification and its context	January-February	5	
2	Possible methods of solving the problem	February-March	10	
3	Selecting the most suitable method	March-April	5	
4	Development of Ideas	May-July	15	
5	Presentation of Results	July-September	10	
6	Evaluation and Recommendations	October	5	

	TOTAL		50	10%
Project Two at Grade 7				
1	Problem Identification and its context	January-February	5	
2	Possible methods of solving the problem	February-March	10	
3	Selecting the most suitable method	March-April	5	
4	Development of Ideas	May-June	15	
5	Presentation of Results	June-July	10	
6	Evaluation and Recommendations	July-September	5	
	Total		50	10%
Grand Total			100	20 %

9.4 Summative Assessment (80%)

Paper	Description	Duration	Marks	Paper Weighting %	Weighting %
1	40 Multiple Choice Questions	1 hr 30 mins	40	50	80
2	Structured Paper	1hr 45 mins	50	30	

Paper 1 (40 marks)

This component consists of 40 multiple choice questions from all topics of the syllabus. Candidates are expected to answer all questions.

Paper 2 (50 marks)

This component comprises of sections of A and B.

Section A will consist of 11 compulsory short answer structured questions with a total of 30 marks.

Section B will consist of 6 structured questions each worth 5marks. Candidates must choose and answer 4 questions. The total for this section is 20 marks.

9.5 Skills weighting

	Skill	Weight %
1	Knowledge and comprehension	50
2	Application	30
3	Analysis, evaluation and creativity	20

9.5 SPECIFICATION GRID FOR SUMMATIVE ASSESSMENT

Component Skills	Paper 1	Paper2
Knowledge and Comprehension	50%	60%
Application	40%	30%
Analysis, Evaluation and Creativity	10%	10%
Total	100%	100%

9.6 Specification grid

Paper 1

Topic	Skill 1	Skill 2	Skill 3	Total
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	50%	40%	10%	100%
Safety and Health	2	1	0	3
Human body	1	1	0	2
History of arts	5	2	0	7
Gymnastics	0	1	1	2
Sport and Game skills	4	4	1	9
Creative Processes and Performance	5	4	1	10
Aesthetic Values and appreciation	0	1	1	2
Physical Education and Arts Technology	2	1	0	3
Physical Education and Arts Enterprise	1	1	0	2
Total	20	16	4	40

Paper 2

Topic	Skill 1	Skill 2	Skill 3	Total
Section A	60%	30%	10%	100%
Safety and Health	1	1	0	2
Human body	1	0	0	1
History of arts	4	1	1	6
Gymnastics	0	1	0	1
Sport and Game skills	5	2	1	8
Creative Processes and Performance	6	2	0	8
Aesthetic Values and appreciation	0	0	1	1
Physical Education and Arts Technology	1	1	0	2
Physical Education and Arts Enterprise	0	1	0	1
TOTAL	18	9	3	30
Section B				
Safety and Health Human body	3	2	0	5

History of Arts	3	2	0	5
Sport and game skills	3	2	0	5
Creative processes and performance	3	1	1	5
Gymnastics Aesthetic Values and Appreciation	3	1	1	5
Physical Education and Arts Technology Physical Education and Arts Enterprise	3	2	0	5
Total				

9.7 Assessment Instruments/Tools:

The following are suggested tools

- Check list
- Observation schedules
- Tests
- Rating Scale
- Exercises
- Practical activities
- School based projects

Practical

- ◆ Singing
- ◆ painting
- ◆ sculpture
- ◆ animation
- ◆ print making
- ◆ textile decoration
- ◆ dancing
- ◆ acting
- ◆ filming
- ◆ mixed media
- ◆ photography
- ◆ playing musical instruments
- ◆ manipulation of art materials and manipulation of properties and costumes
- ◆ listening skills
- ◆ composition skills
- ◆ creativity
- ◆ music reading
- ◆ art criticism
- ◆ enterprising skills
- ◆ aural skills
- ◆ story telling
- ◆ graphic design
- ◆ Editing
- ◆ kicking
- ◆ Throwing/catching
- ◆ Strokes
- ◆ Sprinting
- ◆ Jumping

- ◆ Striking
- ◆ Skipping
- ◆ Hopping
- ◆ Aiming
- ◆ flipping
- ◆ Balancing
- ◆ Coordination
- ◆ Power
- ◆ Strength