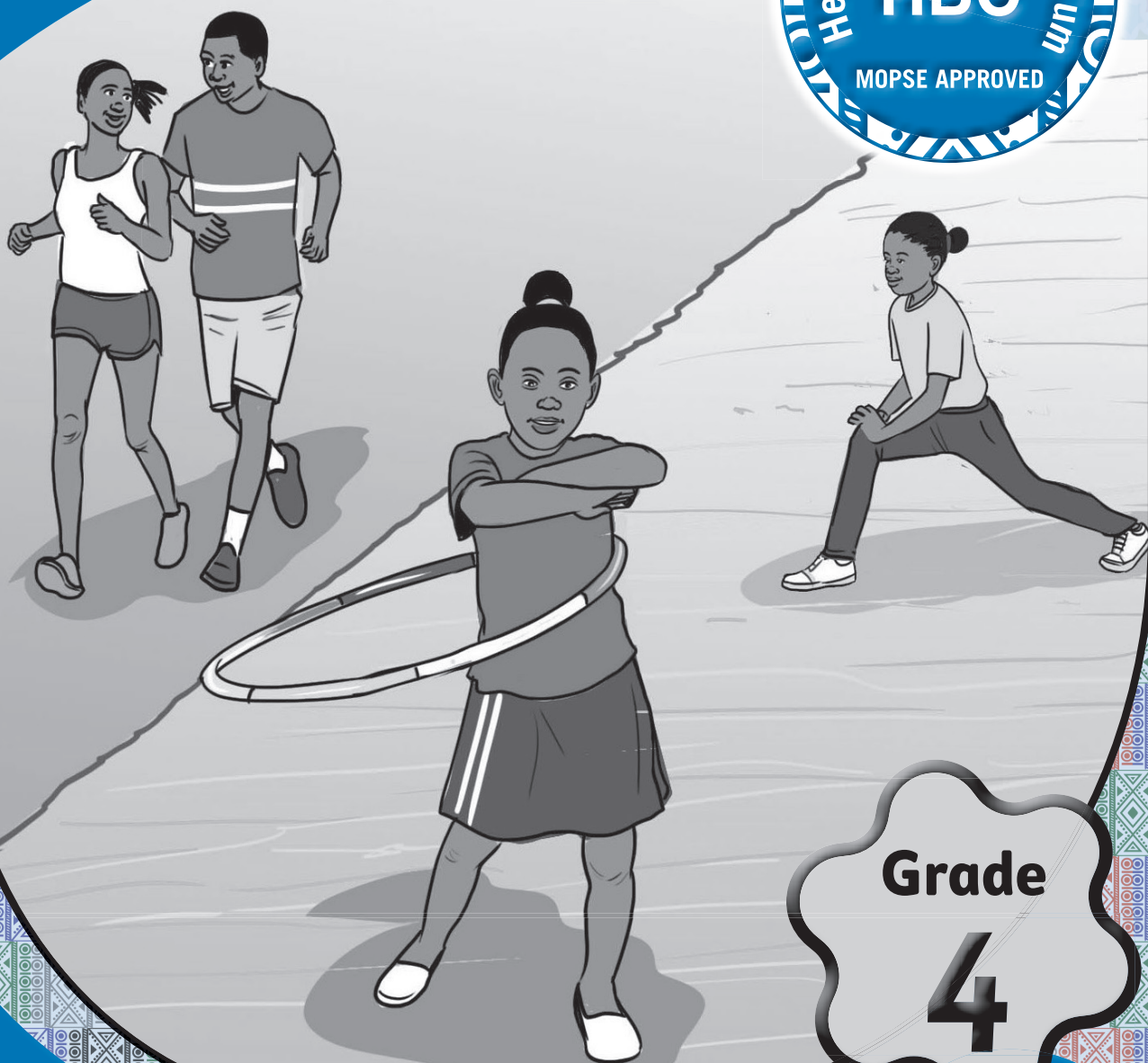


PlusOne

Physical Education and Arts



Grade
4

Rebecca Mutimbanyoka
Njabulo Mpofu

Fungai Makonese

Teacher's Guide

PlusOne

Physical Education and Arts

Teacher's Guide



 **SECONDARY
BOOK PRESS**

Anchors of the schools curricula

Published by:

Secondary Book Press Private Limited

4th Floor, CABS Centre Building,

Cnr Jason Moyo & 2nd Street,

Harare, Zimbabwe

Tel: +263 242 771 406 | +263 242 753 201

Mobile: +263 712 560 870 | +263 788 954 870

Email: sales@secondarybookpress.co.zw

Website: www.secondarybookpress.co.zw

PlusOne Physical Education and Arts | Grade 4 - Teacher's Guide

ISBN: 978-1-77928-500-3

First Published in 2025

Copyright: Secondary Book Press

Editor-in-Chief: Munyaradzi Gunduza

Development Editor: Reggies

Design and text layout: Nyarai Tapa

Every effort has been made to trace the copyright holders. In the event of unintentional omissions or errors, any information that would enable the publisher to make the proper arrangements will be appreciated.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the copyright owner.

Contents

Topic 1:	Safety and health.....	1
Unit 1:	Safety	1
Unit 2:	Healthy living habits	3
Topic 2:	Human body	6
Unit 3:	Organs of the body	6
Topic 3:	History of arts.....	9
Unit 4:	Music and dance	9
Unit 5:	Visual arts.....	11
Unit 6:	Theatre	14
Topic 4:	Gymnastics.....	17
Unit 7:	Balances	17
Unit 8:	Locomotion	19
Unit 9:	Space awareness.....	21
Topic 5:	Sport and game skills.....	24
Unit 10:	Invasion games.....	24
Unit 11:	Target and combat games.....	26
Unit 12:	Net games.....	29
Test 1		32
Unit 13:	Adventure games (Outdoor activities).....	34
Unit 14:	Kids athletics – Running.....	37
Unit 15:	Jumping.....	39
Unit 16:	Throwing.....	42
Test 2		45
Unit 17:	Aquatic skills	46

Topic 6:	The creative process and performance	50
Unit 18:	Music	50
Unit 19:	Visual arts.....	53
Unit 20:	Theatre	56
Unit 21:	Dance	58
Topic 7	Aesthetic values and appreciation	61
Unit 22:	Arts aesthetic value appreciation	61
Topic 8	Physical Education and Arts technology.....	64
Unit 23:	Technology tools in Physical Education and Arts.....	64
Topic 9	Physical Education and Arts enterprise.....	68
Unit 24:	Entrepreneurship in Physical Education and Arts.....	68
End of year revision test		73

Introduction

The **PlusOne Physical Education and Arts Teacher's Guide** is a detailed book that assists the facilitator in delivering effective lessons. This book offers valuable guidelines on how to use the PlusOne Physical Education and Arts 4 Learner's Book.

Physical Education and Arts promotes the development of psychomotor skills and techniques as well as ensuring that learners develop physically, mentally, socially, emotionally and morally. Furthermore, learners gain aesthetic awareness.

The curriculum for Grade 4 is organised under nine topics with twenty-two units:

- 1 Safety and health
- 2 Human body
- 3 History of arts
- 4 Gymnastics
- 5 Sports and game skills
- 6 The creative processes and performance
- 7 Aesthetic values and appreciation
- 8 Physical Education and Arts technology
- 9 Physical Education and Arts enterprise

Methodology and time allocation

Some of the inclusive learner centered and multisensory methods and approaches that can be used to learn Physical Education and Arts at junior level are suggested below. The principles of individualisation, concreteness, unification and stimulation should enhance implementation of these methods.

The methods suggested below overlap and are mutually supportive but not exhaustive. They enhance a natural exploration process.

N.B. Engagement of resource persons is encouraged.

- Animation
- Notation
- Storytelling
- 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

NB: To cover the content adequately, Grade 4 should be allocated ten times thirty-minute lessons per week.

Subject specific aims

The syllabus aims at enabling learners to:

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

Pedagogical approaches

These include the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from the teaching and learning process. The teacher should:

- create learning-centred classrooms using creative approaches.
- position inclusion and equity at the centre of quality teaching and learning.
- use differentiation and scaffolding as teaching and learning strategies.
- use Information and Communications Technology (ICT) as a pedagogical tool.
- identify subject specific instructional expectations to make the subject relevant.
- integrate all assessment strategies.
- use questioning techniques that promote deep learning.

This teacher's guide provides teaching methodology for each lesson and concept to ensure that the correct pedagogical approach is used. However, this may need to change based on the skills levels of your class in any year, so use your own experience and discretion to adapt these methodologies accordingly.

Teaching tips

a Scheme of work

Never go into a class unprepared even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage, and behaviour is better when a lesson is tightly organised.

You might want to develop a regular pattern such as:

- A brief period of revision. What did we do last time?
- The introduction of new material given in the form of a class lesson.
- Activities, undertaken in pairs, groups or as individuals.
- Whole class discussion of what everyone has done.

When learners are used to being occupied for the whole time, they tend to be more co-operative and to value the lesson more.

Here are some points to remember when developing a scheme of work:

- Know your syllabus.
- Make a preliminary plan based on the time you think you will need to cover each unit.
- Be prepared to change that plan as you learn how much time each theme really takes. Consider school events which take up time such as sport, important national events, examinations and any other special occasions.
- Leave some spare time in your planning. Very few timetables work out perfectly.

Remember all the time that facts are only part of education. Keep in your mind the skills you wish to develop, particularly those of easy communication, co-operation and the development of mutual tolerance and respect. Make sure you have all the materials ready at hand for each lesson. If classes are sharing resources, make sure the ones you want are available when you want them. Before you start on any topic, check on your aims and work out how you can find out if you have achieved them. This is called evaluation.

When preparing materials and activities, consider the different abilities of your learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult.

b Learning-centred pedagogy

A learning-centred classroom creates the opportunity for learners to engage in meaningful hands-on activities that relate to what they are learning about the real world. It is a place for learners to discuss ideas, become actively engaged in looking for answers, working in groups to solve problems. They

also research, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning.

Inclusion

Inclusion is ensuring access and learning for all learners especially those disadvantaged. Each lesson in this PlusOne Physical Education and Arts Grade 3 Teacher's Guide contains advice on how to teach that concept to large classes, and to learners with special needs.

Differentiation and scaffolding

Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support.

C Marking work

When you have a large class the marking of learners' work can become a burden. If it is postponed the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as you can give them.

- Some marking of work can be done by learners themselves, swapping papers so that there is a check.
- You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.
- Do not let your marking pile up from one day or one week to another.
- It is important to create an atmosphere of trust in which learners feel confident enough to ask you questions without feeling embarrassed.
- Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

Information and Communication Technology (ICT)

Facilitators are encouraged to use ICT as a teaching and learning tool to enhance deep and independent learning. If your school has internet access, these functions can be done online. Alternatively, download clips or games to use offline in the classroom. The internet can provide as much additional material as you will ever need.

Once your learners have the chance to use a computer, they too will have access to a world of information. This can be done through effective use of the following ICT tools:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players

- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint, and Excel).

ICTs are useful communication technology that can by and large be used to enhance the quality of teaching and learning in schools.

Diagnostic assessment

a Assessment as learning

Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies.

Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.

b Assessment for learning

It is an approach used to monitor learner's progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance.

Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment of learning

This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.

Reinforcement and revision

Sometimes you will need to revise parts of the topic with the whole class. You will certainly need to start the next lesson by asking learners what they remember of the last one.

Children need reinforcement. A few revision notes on the board to cover earlier work will be a very valuable start to every lesson.

Using resources effectively

To help learners gain the most, draw on as many resources as possible. This section contains some suggestions on how best to use the resources in the Learner's Book and how to make use of other

resources that may be available. The factual material in the Learner's Book is useful but it should be used alongside other information that the learners find out for themselves. It is important that learners learn techniques for finding out additional information.

The Learner's Book

Within each topic and unit of the Learner's Book, there are different types of text, illustrations and activities. These are designed to be used in a variety of ways to make lessons interesting, to increase learners' knowledge and motivation and to encourage them to be inquisitive, skilled, confident and mutually supportive.

Other resources

You can use a variety of resources in your lessons. Below are some of them.

- **Equipment:** cones, balls, rackets, bean bags and quoits, hoops, skipping ropes, discs, gym mats
- **Sound resources:** radio, audio tape, musical instruments
- **Living resources:** plants, seedlings, animals, local people
- **Personal treasures:** photos, diaries, possessions, memories
- **Print resources:** magazines and newspapers, books, atlas, workbooks
- **Pictures:** photographs, maps, drawings, diagrams, cartoons, illustrations

Using the local environment

The study of Physical Education and Arts is about the whole of your learners' physical, social and cultural surroundings. Your resources lie all around you. Do not just rely on the written word or pictures; use your own knowledge and that of your learners.

Invite prominent sportspersons and artists to your school so that they talk about their success to motivate learners. Let them talk about their roles in the community and sport as a career.

Topic 1

Safety and health

Unit 1: Safety

Unit objectives

By the end of this unit, you should be able to:

- a identify safety rules and precautions for various activities.
- b describe safe ways of using, storing and caring for equipment.

Teaching notes

- Every sporting activity should be done in a way that does not endanger the player.
- Learners should follow safety rules and precautions for various Physical Education and Arts activities to avoid injuries (refer to Learner's Book page 2).
- It is important to follow safety rules and precautions for various activities in Physical Education and Arts.
- Warm up and down reduces injuries for players. It is encouraged that players they conduct warm up and warm down to protect them from injuries.
- Safety in Physical Education and Arts is ensured through sport wear which include footwear which is put on during sporting activities (refer to Learner's Book Page 3).
- It is also important to note that sport attire ensures that warm ups and downs are done in a comfortable manner.
- Sport attire also ensures safety of the player.
- Physical Education and Arts equipment and attire should be stored in a safe place (refer to Learner's Book page 5)
- Attire should be washed after using it and then store it in safe place.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 1-7.
- Physical Education Syllabus Grade 3-7 page 32.
- Sport kits

- Apparatus
- Job cards
- ICT gadgets
- Pictures
- Postures
- Magazines
- Posters
- Whistles

Activity 1.1

- 1 Divide learners into small diverse groups and instruct them to look at pictures from magazines or online using an available ICT gadget showing various activities like swimming, painting, running or wood carving. Let learners discuss and describe the correct and safe attire for each activity. Guide learners to present their findings.
- 2 Guide learners in listing two safety rules and precautions for Physical Education and Arts activities.

Exercise 1.1

- 1 C
- 2 C
- 3 B
- 4 pulled muscles.
- 5 your teacher
- 6 paint and glue
- 7 strong smells
- 8 slipping

Activity 1.2

- 1 Divide learners in small heterogenous groups of three. Guide learners in doing a practical activity of cleaning and packing sports and field equipment for throws. Learners should also clean arts equipment under your guidance.

N.B Guide learners in taking note of safety precautions when using arts equipment.

Exercise 1.2

- 1 faster
- 2 damage
- 3 away from
- 4 relax the body
- 5 place it in a hidden storeroom.

Unit revision exercise

- 1 B
- 2 C
- 3 C
- 4 B
- 5 eating junk food
- 6 listening to the teacher
- 7 comfortable sneakers
- 8 avoiding climbing on nets / goals
- 9 storing it in a safe drawer

Unit 2: Healthy living habits

Unit objectives

By the end of this unit, learners should be able to:

- a describe healthy living habits at home and school.
- b state the sport-related elements of fitness.
- c perform activities used to develop sport related elements of fitness.
- d carry out fitness testing and measurement activities.

Teaching notes

- Healthy living habit means maintaining a healthy lifestyle wherever one is (Learner's Book page 9).
- Healthy living habits include good eating habits, physical exercises, weight management, washing hands and fruits before eating or resting. It can be at home, school and in the community.
- Healthy eating, physical activities at school and hygienic practices are healthy living habits at school (refer to Learner's Book page 9).
- Health and wellbeing tests and measurement activities are assessments used to check different aspects of a person's physical, mental and emotional health.
- Sport-related fitness components are coordination, balance, reaction, speed, agility, and power (refer to Learner's Book page 11).
- Performing sport related elements of fitness like playing ball games, athletics as well as swimming are good healthy living habits.
- Blood tests, BMI, waist circumference, pulse oximetry and sit and reach test are examples of common tests and what they measure (refer to Learner's Book page 14).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 8-16.
- Physical Education and Arts Grade 3-7 Syllabus page 32.
- Speed ladders
- Hurdles
- Cones
- Whistles
- Stop watches
- Measuring instruments
- ICT tools
- Wearables

Activity 2.1

- 1 Learners under the guidance of the facilitator, play traditional games like
 - *chisveru / Ingqobe*
 - There is fire in the mountain.
 - *Rakaraka*
- 2 Guide learners make dust bins from cardboard boxes and place them at designated points where they help to reduce litter at the school.

Exercise 2.1

- 1 all necessary nutrients
- 2 obesity
- 3 wash them
- 4 8–10

Activity 2.2

Learners are guided by the teacher to demonstrate activities that promote health related fitness components. These include:

- kicking a ball with force.
- swimming
- cone drill for agility.
- coordination in playing tennis.
- cycling with balance.

Exercise 2.2

- 1 blood sugar
- 2 body mass
- 3 flexibility

- 4 chronic diseases
- 5 oxygen

Unit revision exercise

- 1 B
- 2 C
- 3 C
- 4 C
- 5 B
- 6 D
- 7 A
- 8 B
- 9 D
- 10 B
- 11 washing hands and fruits before eating.
- 12 Physical activities.
- 13 Balance
- 14 Coordination
- 15 Speed

Topic 2

Human body

Unit 3: Organs of the body

Unit objectives

By the end of this unit, learners should be able to:

- a** classify external and internal body parts.
- b** outline the functions of external and internal body parts.

Teaching notes

- A human body is made up of external and internal human body organs (Learner's Book page 17).
- External body organs are found on the outer surface of the human body like nose, mouth, ears, skin and hand.
- Internal body organs are found inside the human body for example, the lungs, heart and or the brain (refer to Learner's Book page 18).
- External and internal human body parts work together.
- These body organs have different functions like they are walking, touching, smelling, seeing, hearing, digesting and pumping of blood (refer to Learner's Book page 18-19).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 17-22.
- Physical Education and Arts Grade 3-7 Syllabus page 33.
- Pictures
- Charts
- Models
- Puzzles
- Crayons
- Paper glue
- Magazines
- *Papier-mâché*
- Electronic gadgets

- Beads
- Puppet

Activity 3.1

- 1 Divide learners into mixed ability groups and guide them in the discussion of internal organs of the body.
- 2 Let learners draw a simple outline of a human body. Help them label where the heart, lungs, brain, stomach, kidneys and intestines are located. Guide learners in using charts or models for help. They can use papier mache or modelling clay to create simple models of any two internal organs.

Exercise 3.1

- 1 heart
- 2 lungs
- 3 brain
- 4 kidney
- 5 small

Activity 3.2

- 1 Divide learners into small mixed ability groups and guide them in playing the game, “Simon says”. Learners should focus on pointing or touching different external body parts. The goes like, Simon says touch your leg, ears, eyes or head.
- 2 Divide learners in pairs of a boy and a girl and help them discuss how do their eyes, ears, hands and legs help them during Physical Education or when playing outside. Probe learners so that they think of different outdoor activities like running, listening to a whistle and many more.

Exercise 3.2

Learners match the function with the body part.

Body part	Function
Hands	Picking up a pencil.
Legs	Kicking a ball.
Eyes	Seeing a friend wave.
Ears	Hearing a bell ringing.
Nose	Smelling flowers.

Unit revision exercise

- 1 D
- 2 C
- 3 A
- 4 C
- 5 A
- 6 B
- 7 B
- 8 B
- 9 C
- 10 C
- 11 shape
- 12 large and small
- 13 External
- 14 small intestines.
- 15 Pumps blood

Topic 3

History of arts

Unit 4: Music and dance

Unit objectives

By the end of this unit, you should be able to:

- a identify the roles of indigenous music and dance in the pre-colonial and colonial era.
- b list indigenous musical instruments and dances in the pre-colonial and colonial era.

Teaching notes

- Roles of indigenous music and dance in the pre-colonial and colonial era include communication, education, entertainment, social cohesion, or rituals and ceremonies. (Learner's book page 24).
- Indigenous musical instruments in the pre-colonial and colonial era are *mbira*, *hosho*, *ngoma*, *chependani*, *chigufe*, *magavhu* or *marimba* (refer to learner's Book page 25).
- Indigenous dances in Zimbabwe in the pre-colonial and colonial era are *Jerusarema*, *mbira*, *muchongoyo*, *mbakumba* or *Isitshikitsha* (refer to learner's Book page 26).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 23-29.
- Physical Education and Arts Grade 3-7 Syllabus page 33.
- Music play area
- ICT tools
- Props and costumes
- Indigenous musical instruments
- Cultural centres
- Dance play area
- Print media
- Resource persons
- Theatre group
- Picture books

Activity 4.1

Divide learners into small mixed ability groups and let them list different ceremonies they know like weddings or funerals. Let learners identify the roles in which music or dance play in these events.

- 1 Let learners listen to pre-colonial or colonial Zimbabwean music and give the emotions or messages conveyed.
- 2 Guide learners watch videos or view pictures of indigenous Zimbabwean dances. Let them describe the movements and guess their purpose.

Exercise 4.1

- 1 traditions
- 2 ceremonies
- 3 stories
- 4 work together
- 5 *Mbakumba, Jerusarema, Isitshikitsha or Muchongoyo.*

Activity 4.2

- 1 Let learners observe the real or pictures of musical instruments. Guide them in discussing the materials used to make the instruments.
- 2 Help learners make shakers using beans or rice or making a drum using a bucket.
- 3 Provide music featuring hosho or a drum and let learners listen and identify the sounds of *mbira, hosho* or drums.
- 4 Divide learners in heterogenous groups and let them choose one instrument of own choice and present on how the instrument is made, played and used.

Exercise 4.2

- 1 thumb piano
- 2 dried gourd
- 3 *magavhu*
- 4 *deze*
- 5 wood

Unit revision exercise

- | | | | |
|---|---|----|---|
| 1 | C | 6 | C |
| 2 | D | 7 | D |
| 3 | B | 8 | C |
| 4 | B | 9 | A |
| 5 | C | 10 | C |

- 11 Cultural and ceremonial uses
- 12 Storing food and water
- 13 Locally available
- 14 Wood and stone
- 15 Matobo hills

Unit 5: Visual arts

Unit objectives

By the end of this unit, you should be able to:

- a describe the uses of indigenous artworks by different cultures in pre-colonial and colonial era.
- b list indigenous visual arts media and tool.
- c identify visual arts heritage sites in Zimbabwe.
- d create artworks depicting historical events.

Teaching notes

- 1 The uses of Indigenous artworks by different cultures in pre-colonial and colonial eras include the domestic uses, cultural and ceremonial uses, communication and storytelling or trade and economy (refer to Learner's Book page 31).
- 2 There are common indigenous media which are stone, clay, reeds and grasses, bark / tree fibres, animal hides / skins, beads or natural pigments (refer to Learner's Book page 33).
- 3 Common indigenous tools include stone tools, adzes, axes or pottery tools.
- 4 Visual arts heritage sites include the Great Zimbabwe, Khami Ruins or Matobo hills (refer to Learner's Book page 34).
- 5 Steps to create historical artwork include: research, choosing an event, planning your artwork, creating your artwork or explaining your artwork (refer to Learner's Book page 36).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 30-38.
- Physical Education and Arts Grade 3-7 Syllabus page 34.
- 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
- Charts

Activity 5.1

- 1 Divide learners into small mixed ability groups, and let learners think about different projects at their homes. Guide learners to group the projects into those which are purely functional, decorative and those which might be both decorative and functional.
- 2 Let learners look at pictures of artefacts like clay pots, woven baskets and the Zimbabwean bird. Guide learners discuss the materials used to make the artefacts and their uses.

Exercise 5.1

- 1 sitting
- 2 soapstone
- 3 biblical stories
- 4 baskets
- 5 drums

Activity 5.2

Seek permission from the school to guide learners collect samples of natural materials from the school grounds like leaves, clay soil, grasses, pebbles or fallen twigs. Discuss the kind of artwork which might be made from the materials.

Exercise 5.2

- 1 Natural art materials
- 2 adze
- 3 clay
- 4 baskets
- 5 Stone tools or scrappers for cutting.

Activity 5.3

- 1 Show learners pictures of the Great Zimbabwe and Khami Ruins. Let learners talk about the similarities and differences in the stone wall patterns
- 2 Show learners the pictures of the rock art from Matobo hills. Name the depicted kinds of animals or kind of activities. Identify the colours used.

Exercise 5.3

- 1 big stone walls
- 2 Bulawayo
- 3 San people
- 4 modern visual heritage
- 5 Matobo Hills, Domboshava or Nyanga.

Activity 5.4

Let learners choose a historical event discussed in class or the one they have researched. Let learners create an artwork through drawing, painting or collage. Guide learners to present their artwork and explain and explain the historical event it represents.

Unit revision exercise

- 1 C
- 2 B
- 3 C
- 4 B
- 5 D
- 6 B
- 7 C
- 8 C
- 9 B
- 10 C
- 11 cultural and ceremonial uses
- 12 Store food and water
- 13 locally available
- 14 wood and stone
- 15 Matobo Hills
- 16 Learners use clay or dough to create a small model of an indigenous artefact like a clay pot or a Zimbabwean bird.
- 17 Let learners draw a scene showing a historical event they have learnt about for example, people building part of Great Zimbabwe, a scene from a *Chimurenga* / *Umvukela* story or a community celebrating independence.

Unit 6: Theatre

Unit objectives

By the end of this unit, you should be able to:

- a** state the roles of theatre in pre-colonial and colonial periods.
- b** discuss themes in indigenous theatre in pre-colonial and colonial periods.
- c** identify media and tools used in pre-colonial and colonial theatre performances.

Teaching notes

- The roles of theatre in pre-colonial and colonial periods are communication and education, cultural preservation and identity, entertainment, social commentary and discipline, ritual ceremony or leader coronation (refer to Learner's Book page 40).
- Themes in indigenous theatre in pre-colonial and colonial periods are love, traditional leadership, courtship or justice (refer to Learner's Book page 41).
- There are media and tools used in pre-colonial and colonial theatre which include, costumes and adornments, performer's bodies and voices, lighting or musical instruments (refer to Learner's Book page 42).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 39-45.
- Physical Education and Arts Grade 3-7 Syllabus page 34.
- Theatre arena
- Sources of lighting
- ICT tools
- Resource persons
- Picture books
- Theatre books
- Indigenous theatre
- Indigenous theatre costumes and props

Activity 6.1

- 1** Divide learners in groups and let them brainstorm ways stories are told today. Help learners identify how these are similar or different from indigenous theatre.
- 2** Guide learners think of a time a performance such as a school play, dance or music made them feel the strong emotion like being happy, sad or excited. Let learners discuss why they think it had that effect.
- 3** Guide learners role- play a short scene showing one of the roles of theatre such as a storyteller sharing news or a short dance celebrating harvests or a scene teaching a moral lesson.

Exercise 6.1

- 1 news
- 2 resistance
- 3 initiation rites
- 4 culture
- 5 emotional comfort.

Activity 6.1

- 1 Divide learners in groups and let them discuss why themes like traditional leadership or justice were important to explore in theatre.
- 2 Let learners be in pairs and choose one of the four themes that is, love, traditional leadership, courtship or justice and help them create a very short dialogue or scene of 2-4 lines that reflects the given theme.

Exercise 6.2

- 1 Idea
- 2 Courtship
- 3 Right and wrong
- 4 Wise and caring
- 5 Love, traditional leadership, courtship or justice.

Activity 6.3

- 1 Guide learners design a mask on a paper that could represent an animal or a spirit from a traditional story using materials such as clay, wood or *papier mache*.
- 2 Let learners use readily available materials like buckets for drums, shakers from containers and seeds. Guide them create sound effects or simple rhythms that could accompany a theatrical scene like suspenseful, celebratory or sad.
- 3 Let learners invite the local storyteller musician, dancer or theatre group member under your assistance to talk about or demonstrate elements of traditional Zimbabwean performances. Help learners prepare questions beforehand.

Exercise 6.2

- 1 *Mbira*
- 2 Animal hides
- 3 Firelight
- 4 Clay pots
- 5 Natural objects like sticks representing spears or tools, gourds, branches or stones, mats or pots.

Unit revision exercises

- 1 A
- 2 B
- 3 C
- 4 B
- 5 C
- 6 C
- 7 C
- 8 C
- 9 B
- 10 C
- 11 Communication and education.
- 12 Courtship
- 13 Performers' bodies and voices.
- 14 Tools
- 15 Lighting
- 16 Guide learners in designing on paper, a simple costume using natural materials like leaves, fibres or animal skins for a character in a traditional story for example a wise elder, a brave hunter or a spirit. Let them describe their costumes.
- 17 Divide learners into a small heterogenous groups for a very short 30-60 seconds scene without words, using only movements and maybe simple sound effects such as clapping, stamping or humming to show a basic theme like celebration or warning.

Topic 4

Gymnastics

Unit 7: Balances

Unit objectives

By the end of this unit, learners should be able to:

create balances, shapes and formations in movements.

Teaching notes

- Gymnastics involves controlling your body in many different ways.
- Types of balances include upright balances, knee balances, split balances inverted balances, dynamic balances or static balances (refer to Learner's Book page 47).
- The common shapes created in balances include, tuck, pike, straddle or the straight line (refer to Learner's Book page 49).
- Basic general movement include slow, medium and fast (refer to Learner's Book page).
- Activities basic general movement include walking on a beam, crawling or rolling.
- Games and drills include balance beams, slow – motion crawling or rolling relays (refer to Learner's Book page).
- Medium movements is moving at a moderate speed, with a balance between control and fluidity and activities include jogging, jumping jacks, hopping or skipping.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 46-55.
- Physical Education and Arts Grade 3-7 Syllabus.
- Charts
- Beams
- Skipping ropes
- Charts
- ICT tools
- Hoops

Activity 7.1

Guide learners to work on mats in a wide-open space. Help learners have some stretches first and practise a variety of balances.

- 1 Guide learners try different static balances like stand on one foot like a stalk along a line on the mat and try a balance. Let learners hold for 5-10 seconds.
- 2 Let learners try dynamic balances: walk heel-to-toe along a line or a low beam forwards and backwards
- 3 Divide learners in partners and let them creating different shapes such as tuck, straight and straddle while holding a simple balance.
- 4 Let learners move around the space at different speeds and freeze into a balanced shape when the teacher claps or calls out a signal.
- 5 Guide learners experiment with making their balances look heavy, that is strong or grounded or light, that is airy or gentle.

Exercise 7.1

- 1 Steady and controlled.
- 2 Standing on one foot.
- 3 Upside down
- 4 Tuck, straight / stretched, pike or straddle.
- 5 Moving while staying steady.

Unit revision exercises

- 1 B
- 2 C
- 3 D
- 4 B
- 5 C
- 6 B
- 7 B
- 8 C
- 9 C
- 10 B
- 11 Controlling your body in many ways.
- 12 Split balance.
- 13 When the body is upside down.
- 14 Static balance
- 15 Create group formations or patterns.
- 16 Slow movements.

- 17 Learners demonstrate a static balance on one foot for 10 seconds.
- 18 Learners create a balanced shape in pairs where they both hold a symmetrical position like back to back, V-sit or mirroring a shape.

Unit 8: Locomotion

Unit objectives

By the end of this unit, learners should be able to:

- a execute movement to demonstrate speed, flow and weight factors of movement patterns.
- b create shapes and formation in movement.

Teaching notes

- 1 The movements to demonstrate speed, flow and weight factors include walking, running, sliding, galloping, leaping or jumping (refer to Learner's Book page 57).
- 2 Locomotor movements can be varies by changing speed, flow or weight,
- 3 Basic rolls and weight transfer activities include log rolls, safety rolls, or weight transfer (refer to Learner's Book page 59).
- 4 The shapes which can be made by people are straight lines, curved lines, angles, twisted shapes, or round shapes (refer to Learner's Book page 60).
- 5 People can form circles, triangles, or lines with friends.
- 6 To create shapes, learners should listen to the teacher, look at each other, move slowly or be creative (refer to Learner's Book page 61).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 56-63.
- Physical Education and Arts Grade 3-7 Syllabus.
- ICT tools
- Maths
- Pictures

Activity 8.1

Guide learners to use mats in an open space.

- 1 Let learners practise the eight locomotor movements, focusing om the correct technique.
- 2 Help learners travel across the space using different locomotor skills such as skipping or galloping and vary the speed and weight. Give learners the room to try making different body shapes while moving.

- 3 Let learners practise log rolls on mats keeping the body straight.
- 4 Under the teacher's guidance and supervision, learners practise basic safety rolls such as forward tuck roll focusing on tucking the chin and rolling over the back into a chosen finishing shape.
- 5 Guide learners practise simple weight transfer onto hands, like bunny hops or holding a tripod position briefly.

Exercise 8.1

- 1 One place to another.
- 2 Sideways with a straight body.
- 3 Hands
- 4 Locomotion
- 5 Mat

Activity 8.2

Guide learners create shapes in movements by trying to make the shapes they have learnt and holding them still. Help learners move slowly from one shape to another.

Unit revision exercises

- 1 D
- 2 C
- 3 B
- 4 C
- 5 C
- 6 C
- 7 B
- 8 D
- 9 C
- 10 C
- 11 Locomotion
- 12 walking
- 13 galloping
- 14 creating shapes and formations
- 15 round shapes
- 16 Guide learners in demonstrating three different locomotor movements, varying the speed for one of them. These locomotor movements include walking, galloping, jumping, leaping or hopping.
- 17 Let learners perform a log roll across a mat, keeping their bodies straight.

Unit 9: Space awareness

Unit objectives

By the end of this unit, learners should be able to:

link movements with control to show changes in direction, level, speed and tension.

Teaching notes

- 1 Skilful movement involves linking actions smoothly while controlling changes in direction, level, speed, tension and the pathway taken. Space awareness is crucial in gymnastics and many activities (refer to Learner's Book page 64.)
- 2 Our bodies can move in different directions within the general space such as the following: forward, backward, sideways, upwards, diagonal or turning (refer to Learner's Book page 66).
- 3 We can change the level or height at which we move.
- 4 Using different levels like high, medium and low level makes movement more interesting. (refer to Learner's Book page 68).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 64-70.
- Physical Education and Arts Grade 3-7 Syllabus.
- Charts
- Mats
- Pictures
- ICT tools
- Hoops

Activity 9.1

Let learners be in an open and clean space.

- Guide learners travel from one side of the space to the other using curved and zig zag pathway. Let them vary their speed as they travel.
- Let learners move freely around the space. Guide them experiment with high tension and low tension. Advise learners to change smoothly.
- Guide learners create a short sequence of 3-4 linked movements that includes:
 - A change in direction.
 - A change in level.
 - A change in speed or tension.
- Learners practise performing their sequence smoothly.

Exercise 9.1

- 1 Pathway
- 2 Low tension
- 3 speed
- 4 Interesting
- 5 Learners draw one example of a curved pathway.

Activity 9.2

- 1 Learners walk around the general space, being careful to maintain their personal space as they avoid others.
- 2 The facilitator call out directions: Forward, backward, sideways left, sideways right, up or down as learners move safely in the called direction using any locomotor steps including walking.
- 3 Learners practise turning on the spot, firstly slowly and then quickly.

Exercise 9.2

- 1 Close to your body.
- 2 Everyone moves.
- 3 Rotating
- 4 Bumping into others.
- 5 Diagonal.

Activity 9.3

- 1 Let learners travel across the space moving only at a high level like tall walks, tiptoe walks or small jumps reaching high.
- 2 Learners travel across the space moving only at a medium level like normal walking or crawling on hands and knees.
- 3 Guide learners to travel across the space moving only at a low level like crawling low like a lizard, rolling or moving in a deep crouch.
- 4 Learners move freely around the space. They change their movement when the teacher calls, high, medium or low.

Exercise 9.3

- 1 low
- 2 high
- 3 low
- 4 high

Unit revision exercise

- 1 C
- 2 D
- 3 C
- 4 C
- 5 B
- 6 C
- 7 B
- 8 B
- 9 D
- 10 B
- 11 How to move effectively within the available area.
- 12 The route or track along which something moves straight, curved or zigzag.
- 13 Personal space
- 14 General space
- 15 Medium
- 16 Learners travel across the room using zigzag pathways only.
- 17 Guide learners create a short 10-15 second movement sequence that includes changes in level and direction.

Topic 5

Sport and game skills

Unit 10: Invasion games

Unit objectives

By the end of this unit, learners should be able to:

- a** execute movement into space.
- b** demonstrate proper positioning within boundaries.
- c** demonstrate reaction into open or occupied space.

Teaching notes

- Space awareness invasion games like soccer, netball, basketball or handball refers to the idea of creating space (Refer to Learner's Book page 72.)
- Invasion games are games which are done to create space by moving into spaces and receive passes.
- Players create space by moving away from the opponent as well as passing the ball to the teammates.
- Players have different roles in invasion games.
- Each position has specific role in invasion games like soccer, basketball, handball and netball (refer to Learner's Book page 73).
- Some positions are meant for defending while others are meant for attacking (refer to Learner's Book page 73).
- Basketball has five positions for five players which include centre, power forward, small forward, shooting guard and point guard.
- In invasion games, players are assigned specific positions with clearly defined responsibilities and areas of play (refer to Learner's Book page 73).
- In soccer, defenders stay back to protect the goal, middle fielders position themselves between the defence and attack to support both ends of the field.
- Reaction refers to the ability to respond quickly to ongoing movements from themselves and teammates, opponents and the ball (refer to Learner's Book page 75).
- When reacting to the ball, quickly move towards a pass, intercept, block a shot or control a loose ball.

- Quick reactions to turnovers and game situations are important.
- Reaction helps when the team is defeated to respond to the defeat by having a winning mentality (refer to Learner's Book page Page 75).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 71-78.
- Physical Education and Arts Grade 3-7 Syllabus.
- Balls
- Chase equipment
- Bibs
- Cones
- Whistle
- ICT tools
- Manipulative and block play areas

Activity 10.1

Divide learners into two teams in a marked area. Let each team tuck a tail, like a bib or cloth, into waistband. Now, players start to snatch opponents' tails while protecting their own. Let learners focus on moving into open spaces to dodge opponents and create attacking opportunities, while being aware of others to avoid collisions. Let learners stay within boundaries.

Exercise 10.1

- 1 score in the opponent's area.
- 2 receive a pass
- 3 quick direction changes.
- 4 space

Activity 10.2

Positioning within boundaries:

Guide learners mark out a playing area with sidelines and a goal area. One player, the attacker, dribbles a ball slowly within the area. Let another player, the defender, demonstrates proper positioning by staying goal-side and within the boundaries, adjusting relative to the attacker and the goal. Let learners swap roles.

Exercise 10.2

- 1 at the right time.
- 2 on the goal-side of
- 3 support teammates
- 4 player-to-player marking.
- 5 the boundaries.

Exercise 10.2

- 1 movement in the game.
- 2 noticing something.
- 3 move into open space.
- 4 adjust your position.

Unit revision exercise

- 1 C
- 2 C
- 3 C
- 4 B
- 5 B
- 6 C
- 7 D
- 8 B
- 9 B
- 10 C
- 11 score in opponent's territory.
- 12 moving away from defender.
- 13 avoids penalties or going out of play.
- 14 in front of the attacker.
- 15 Divide learners into small mixed ability groups like 3 attackers versus 1 defender, in a defined space. Let them practise passing and executing movement into open space to keep the ball away from the defender.
- 16 In pairs, one attacker with the ball, one defender, within marked boundaries, learners practise defensive positioning where the defender stays goal-side of the attacker as the attacker moves side by side.

Unit 11: Target and combat games

Unit objectives

By the end of this unit, learners should be able to:

- a aim at stationary targets using objects of different sizes and shapes.
- b 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.
- c bounce balls of different sizes from within 25m distance to hit a stationary or slow mobile target.
- d form a narrow and wide bases for balance.

- e balance on wide or narrow surfaces of the body.
- f demonstrate transference of body weight from one body part to another as you execute a skill.

Teaching notes

- Many games involve aiming accurately to hit a target that is not moving.
- In target games, keep the eye fixed on the specific spot you want to hit (refer to Learner's Book page 81.)
- Use a controlled throwing, striking or placing action appropriate for the object and target.
- Continue your arm's motion towards the target even after releasing the object.
- Aiming that are moving slowly up to 25m away adds the challenge of timing.
- When aiming, use a controlled action, whether standing still or moving slightly.
- Darts and beanbag are target or aiming games whose main objective is aiming and striking the target.
- There are stages that are associated with aiming the target like stepping up and hitting the target.
- There are sporting activities which require correct and proper stance.
- Stance refers to position or bearing of the body. It is used in golf, tennis or cricket
- Stance can either be wide or narrow.
- Stance is used for maintaining balance and supporting the body (refer to Learner's Book page 82).
- There is a close link between the stance and flow through.
- Flow through refers to a complete movement of hitting, directing or throwing the ball by continuous movement of the arm or leg in the same direction when making a play.
- Flow through is used in golf or tennis. It is important for driving the ball into the target (refer to Learner's Book page 83).
- When running, jumping or throwing, the athlete shifts the balance from one part of the body to another to execute a skill (refer to Learner's Book page 84-85).

Teaching aids and other resources

- PlusOne Physical Education and Arts Learner's Book page 79-87.
- Physical Education and Arts Grade 3-7 Syllabus.
- Balls
- Hula hoops
- Skittles and cones.
- Tyres
- Rings
- Bin bags
- Gliding objects mats.
- Balls
- Bats
- Rackets
- Whistle

Activity 11.1

- 1 **Bean bag toss:** Let learners set up hoops or draw chalk circles at *5m* or *10m* distance. Learners take turns trying to toss bean bags underarm into the targets. Focus on aiming and follow-through.
- 2 **Cone knockdown:** Guide learners to set up 3-5 empty plastic containers or cones. From a set distance of like *7m* or *10m*, learners take turns rolling a ball or throwing a beanbag to try and knock them.

Exercise 11.1

- 1 Des not move.
- 2 A smooth action.
- 3 Follow through.

Activity 11.2

- 1 **Rolling target hit:** Let one learner slowly roll a large ball or hoop across a designated area of *10-15m*. Guide other players try to gently toss a soft ball or beanbag to hit the target. Learners should aim to toss the soft ball slightly ahead.
- 2 Guide learners in trying to gently bounce a medium-sized ball towards a slowly rolling large ball or hoop from about *5-7m* away.

Exercise 11.2

- 1 Timing.
- 2 Watching its movement.
- 3 Slightly ahead.

Activity 11.3

- **Stability test:** Let learners create a narrow base by standing with feet close together. Let learners feel the balance. They can now create a wide base by standing with feet shoulder width apart and knees slightly bent. Learners compare the feeling of stability. Partners should feel a gentle nudge in each stance.
- **Balance challenge:** Let learners try to balance on one foot that is a narrow surface. Let them say the period they can hold it. Let them compare the balance with a wide surface.

Exercise 11.3

- 1 Stability
- 2 Balancing on one foot.
- 3 Base of support.

Activity 11.4

- 1 Throwing action:** Learners stand in a stride stance where one foot is forward. Learners should practise throwing a soft ball underarm towards a wall or partner. They should focus on feeling the weight shift from the back foot to the front foot as they throw. Let learners' arms swing forward naturally towards the target. After releasing the ball in a follow through action.
- 2 Ready stance and step:** Guide learners in standing in a narrow base with knees bent. Let them practise stepping forward, transferring their weight into onto the front foot, then returning. Learners repeat stepping forward backward, sideways left and sideways right focusing on shifting their weight smoothly.

Exercise 11.4

- 1** Weight transfer
- 2** accuracy
- 3** slightly bent.

Unit revision exercise

- 1** B
- 2** C
- 3** B
- 4** B
- 5** C
- 6** C
- 7** B
- 8** C
- 9** B
- 10** C
- 11** Striking or projecting an object toward a specific target.
- 12** Target games
- 13** Playing darts
- 14** Shifting your body weight during a skill.
- 15** Follow through
- 16** Learners set up a stationary target and demonstrate aiming and throwing a beanbag using a stable stride stance. They should follow weight transfer and follow through.
- 17** Learners try to stand in a stable wide stance showing weight transfer and follow through.

Unit 12: Net games

Unit objectives

By the end of this unit, learners should be able to:

- a** strike an implement for speed and direction.
- b** strike an implement to a given target.
- c** perform activities which enhance speed of the implements.
- d** demonstrate the proper hand grip.
- e** strike the ball with a racquet continuously.
- f** demonstrate the correct stance when striking.

Teaching notes

- In sporting activities, we use different strokes.
- Strokes refers to an act of hitting something. Serve, forehand ground stroke, forehand volley, backhand volley and backhand ground stroke are some of the strokes that are used in tennis (refer to Learner's Book page 89.)
- Players need to use the faster and quicker stroke.
- The quickest stroke and easiest is the forehand stroke.
- In net games like tennis, volleyball or table tennis, players use implements such as racquets, paddles or hands / arms in volleyball to strike the ball (refer to Learner's Book page 90).
- When striking an implement at a target, you stand behind a line or designated throwing area (refer to Learner's Book page 90).
- Activities to enhance speed include ballon tossing, target practise, obstacle course, relay games or reaction time.
- Proper hand grip and correct stance are essential when striking the ball (refer to Learner's Book page 91).
- The grip affects control and power.
- In tennis, players use the continental and the handshake grip and the penholder grip is used in table tennis (refer to Learner's Book page 91).
- The proper grip involves holding the implement correctly, often gripping firmly but not too tightly.
- Key elements of the correct stance when striking include a stable base, often include a stable base, often wide with feet shoulder- width apart, knees slightly bent and proper body orientation relative to the ball and net.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 88-95
- Physical Education and Arts Grade 3-7 Syllabus
- Balls

- Medicine Balls
- Racquets
- Cones
- Bats

Activity 12.1

Striking an implement to a given target

Learners use proper implements like racquets or paddles, various balls including tennis balls soft balls or plastic balls-maybe some heavier ones, cones and space possibly with a net or line.

- 1 **Specific exercises / conditioning:** Let learners perform simple conditioning exercises relevant to striking, like wrist flexibility exercise involving demonstrating flexion or arm swings to warm up.
- 2 **Striking / aiming at target:** Learners place targets such as cones or hoops on the other side of a net or line. Let them practise striking balls using forehand or backhand strokes from a standing position aiming specifically for the targets. Give learners different sized balls if available.
- 3 **Adding power / speed:** Learners practise fast swings with the implement using shadow swings to enhance implement speed. Let learners try throwing slightly heavier plastic balls using a throwing motion similar to a serve or strike to build related strength. Learners strike balls against a wall focusing on hitting harder thereby increasing speed while maintaining control.

Exercise 12.1

- 1 strike
- 2 targets
- 3 faster
- 4 Continuing the movement after striking.

Activity 12.2

Guide learners to use racquets or paddles, space or wall.

- 1 **Grip demonstrations:** Let learners practise demonstrating the proper handshake grip and continental grip for tennis or Penholder grip for table tennis. Let them focus on how the fingers and palm hold the implement.
- 2 **Stance practise:** Learners practise standing on the balls of their feet with weight evenly distributed in a ready stance using a wide base with knees bent. Let them practise the side- on stance used for forehand or backhand groundstrokes.
- 3 **Continuous striking:** Learners should use the correct grip and stance in practising hitting the ball from a standing position against a practice wall continuously. Let learners try to keep the rally going and focus on smooth strokes and getting ready for the next shot.

Exercise 12.2

- 1 direction
- 2 wide
- 3 penholder
- 4 stroke

Unit revision exercise

- | | |
|--|------|
| 1 C | 6 D |
| 2 D | 7 C |
| 3 B | 8 B |
| 4 C | 9 B |
| 5 D | 10 C |
| 11 Table and ball. | |
| 12 to increase ball spin | |
| 13 hitting a shuttlecock to court zones | |
| 14 Building speed and strength in muscles. | |
| 15 the Eastern and Western grip | |
| 16 Learners demonstrate the handshake grip and the continental grip on a tennis racket or similar implement. | |
| 17 Learners stand side-on to a pretend net and demonstrate the correct stance and a shadow swing without hitting a ball for a forehand groundstroke, including the follow through. | |

Test 1

Paper 1: Multiple choice answers

- | | |
|------|------|
| 1 C | 14 C |
| 2 B | 15 B |
| 3 D | 16 B |
| 4 C | 17 C |
| 5 B | 18 C |
| 6 B | 19 B |
| 7 D | 20 B |
| 8 C | 21 C |
| 9 C | 22 C |
| 10 C | 23 B |
| 11 C | 24 C |
| 12 B | 25 B |
| 13 C | |

Paper 2 (answers)

- 1 Slowly and gradually increase intensely.
- 2 Unhealthy
- 3 Fitness
- 4 Small
- 5 Chisels and mallets.
- 6 the ability to maintain a stable position.
- 7 Moving the body from one place to another.
- 8 Knowing your position and movement in a space.
- 9 A target that is not moving.
- 10 Lifeguard
- 11 line, shape, form, space, colour, value and texture.
- 12 Curator
- 13 Learners draw and label four body parts found on the head which are the:
 - Nose
 - Eyes
 - Ears
 - Mouth
 - hair
- 14 Under the guidance of the teacher, learners use playdough or clay to shape one of the following:
 - a traditional African pot.
 - the Zimbabwe bird (national symbol).

Let it dry for submission.

- 15 Learners under the instruction of the teacher get in pairs and choose one theme out of love, traditional leadership, courtship or justice. They create a short dialogue or scene of about 3-4 lines that reflects the chosen theme. For example love:
 - Partner A: Why are we fighting over a ball?
 - Person B: You are right. Let us take turns and play together.
 - Partner A: Yes love makes games more fun.
- 16 Learners are guided by the teacher to demonstrate how to float calmly in water. Learners follow the following coaching points:
 - Lie on your back in water.
 - Keep your body relaxed and arms spread out.
 - Breathe slowly and try not to move.
 - Practice with adult supervision.

- 17 Learners arrange bottles tops into a patterned design and glue them on a cardboard base.
- 18 Learners design a safety poster that shows good internet use:

Title: Be safe online

- Do not talk to strangers.
 - Do not share your password.
 - Tell an adult if something feels wrong.
- 19 Learners under the guidance of the teacher prepare and perform a short skit like a car wash to raise money or dance routine like choreography a 1-2 minute dance in groups that could be used to raise money for a class project.

Unit 13: Adventure games (Outdoor activities)

Unit objectives

By the end of this unit, learners should be able to:

- a identify the features that mark the course.
- b follow the course.
- c ascend and descend various gradients.

Teaching notes

- Adventure games are sporting activities which involve an unusual experience.
- They are also called outdoor activities and they include orienteering, mount climbing and descending (refer to Learner's Book page 99).
- These games offer mental and physical challenge because it requires intelligence and physical power.
- A course is a special path or route followed during an outdoor activity.
- Markers along the course show where to start, which way to go and where to finish.
- Markers helps one stay on track and locate specific places called control points.
- Markers can include, colourful flags, arrows pointed on the ground, piles of stones or tyres or natural features such as a unique tree or track.
- Orienteering is an outdoor activity.
- Maps use symbols to show features such as paths, trees, buildings, fences or rivers.
- When moving on steep gradients, watch where you step, do not run or jump or avoid slippery or loose surface.
- Adventure games require unique attire and equipment for it to be interesting and fun.
- There are different ways of ascending and descending the mountain safely (refer to Learner's Book page 101).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 98-104.
- Physical Education and Arts Grade 3-7 Syllabus.
- Maps
- Skittles
- Cones
- Markers
- Reading cards
- Tent
- Sleeping bags
- Water containers
- Tires
- Compass

Activity 13.1

Using different markers, the teacher will set up a short course. Divide learners into small mixed ability groups and follow the markers from start to finish. Under the guidance of the teacher, learners talk about which markers were easiest to spot and why.

Learners with the guidance of the facilitator play a hide and seek game while at the same time finding the hidden treasure. Learners to follow set rules and guide lines.

Exercise 13.1

- 1 markers
- 2 flag
- 3 turns

Activity 13.2

Learners under the guidance look at a simple map of their school. Learners identify symbols. Learners walk around the school to match the symbols on the map. In their groups, learners discuss on adventurous places around their school to match the symbols on the map with real features they see. Under the guidance of the teacher, learners practise pointing the map north using a compass or the sun.

Exercise 13.2

- 1 marker
- 2 colour
- 3 trees
- 4 spot

Activity 13.3

Learners with the help of the facilitator practise moving slowly uphill and downhill on a safe or gentle slope. Learners try different foot placements and talk about how they feel on different surfaces.

Exercise 13.3

- 1 steepness
- 2 running
- 3 small

Activity 13.4

Under the teacher's guidance, learners practise ascending and descending a grassy or sandy grassy or sandy slope. They try walking straight, in zigzags and sideways. Learners discuss the safest and easiest technique.

Exercise 13.4

- 1 up
- 2 down
- 3 easier
- 4 knees
- 5 sideways

Unit revision exercise

- 1 B
- 2 A
- 3 C
- 4 B
- 5 C
- 6 C
- 7 C
- 8 A
- 9 B
- 10 C
- 11 an outdoor activity where you use a map and a compass to navigate points on a set course.
- 12 Map symbols.
- 13 a special path or route followed during an outdoor activity.
- 14 Gradient
- 15 ascending
- 16 Under the guidance of the teacher, learners demonstrate how to safely ascend a gentle slope using the zig-zag technique.

- 17 Using at least three markers like colourful flags, piles of stones or tyres or arrows pointed on the ground set by the teacher, learners follow a short course.
- 18 Learners point to two map symbols on a school map and say what they represent.
- 19 Under the teacher's guidance, learners practise descending a slope using a short, controlled steps with their knees bent.
- 20 Divide learners in pairs and guide them in creating a mini orienteering course with at least two control points.

Unit 14: Kids athletics-Running

Unit objectives

By the end of this unit, learners should be able to:

- a demonstrate proper bend running technique at a constant speed.
- b demonstrate obstacle clearance with varying speed.
- c run smoothly through bends at a constant pace.
- d demonstrate obstacle clearing with speed.
- e demonstrate appropriate running mechanics.
- f complete testing and measurement activities.

Teaching notes

- Kids athletics include running and obstacles clearance for example, hurdles ropes or cones.
- Hurdles clearance include: take off, clearance landing (refer to Learner's Book page 106).
- Kid athletics are important in improving the physical stamina of the learners as well as athletics skills which is now a pillar of human survival in today's society.
- There are different techniques which should be used when clearing a hurdle.
- When running with speed one should continue looking forward, avoid turning backwards or sideways (refer to Learner's Book page 107).
- Pumping arms, driving knees, pushing off or looking forward help the athlete to run with speed (refer to Learner's Book page 107).
- Sport obstacle clearance early, lifting knees higher, shorten the stride or landing tightly are some of the running mechanics to clear obstacles with speed and good running (refer to Learner's Book page 108).
- Speed tests, distance tests, agility or measuring tools are performing testing and measurement activities in running (refer to Learner's Book page 108-109.)
- Measuring tools include stopwatches, measuring tape, cones to mark distance or clipboards for recording results.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 105-110.
- Physical Education and Arts Grade 3-7 Syllabus.
- Cones
- Batons
- Obstacles
- Mini hurdles

Activity 14.1

Learners are guided by the teacher to practise bend running by the curve marked with cones. They start slowly, then increase their speed while keeping balance.

Exercise 14.1

- 1 Curve
- 2 Facing forward.
- 3 Balanced

Activity 14.2

Learners are guided by the teacher to set up cardboard boxes as obstacles in a 10-metre stretch. They are also guided to practise running over the cardboard boxes slowly then they try again at a faster pace.

Exercise 14.2

- 1 take-off
- 2 lead
- 3 high

Activity 14.3

Learners are guided by the teacher to practise running in place. They are supposed to pump their arms, lift knees a little and push off with their toes. Let learners discuss how the technique help them move faster. Let them try running forward with the same movements.

Activity 14.4

Under the teacher's guidance, learners use a small, soft object like a rolled-up towel as an obstacle. Let them practise running towards it while lifting their knees high to step over it clearly, and then continuing to run forward. They try to keep their speed up.

Activity 14.5

Guide learners to step up a 10-metre sprint. Let learners take turns sprinting while others time and record. Assist learners swap roles and compare times.

Unit revision exercise

- 1 B
- 2 C
- 3 C
- 4 B
- 5 B
- 6 C
- 7 C
- 8 A
- 9 B
- 10 C
- 11 running in a curve area.
- 12 low hurdles and cones.
- 13 a set of materials or equipment designed for a particular use in sport.
- 14 in assisting speed, agility and stamina.
- 15 a measuring tape.
- 16 Learners are guided to practise bend running using cones to mark a curved path.
- 17 Under the guidance of the teacher, learners clear a set of three cardboard boxes at varying speeds.
- 18 Learners are guided to complete a 30-metre dash and record the time.
- 19 Divide learners in pairs and guide them to perform a shuttle run with a partner.
- 20 Learners are guided to try an obstacle course that includes turns and hurdles.

Unit 15: Jumping

Unit objectives

By the end of this unit, learners should be able to:

- a execute horizontal and vertical jumps.
- b jump using equipment or apparatus.
- c leap forward carrying own weight.
- d jump from stationary position.
- e jumping for distance from a 5m run up and land on both feet.
- f complete testing and measurement activities.

Teaching notes

- Horizontal and vertical jumps are the two types of jumps (Refer to Learner's Book page 112).
- Horizontal jumps include long and triple jump and have four phases which are the approach, take – off, flight and landing. (Refer to Learner's Book page 112).
- Vertical jumps like the high jump have four phases as well which are the approach, take off flight and landing (refer to Learner's Book page 112).
- Long jump is done for distance and height jump for height.
- There are some apparatus which are needed for long jump as well as high jump like the trampolines, mats or cones.
- There are coaching points for both vertical and horizontal jumps (refer to Learner's Book page 114).
- To jump from a stationary position, you get ready and jump following the coaching points. (Refer to Learner's Book page 114).
- The phases for jumping for a distance from a 5-metre run-up are, run-up, take-off, flight and landing (refer to Learner's Book page 115).
- Testing and measurement help activities help track jumping ability.
- A tape measure or marked wall is used to record results.
- For safety, athletes must warm-up, check landing surfaces, use soft mats or sand and measure accurately.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book Grade 4 page 111-117.
- Physical Education and Arts Grade 3-7 Syllabus.
- Tape measure
- Cones
- Trampolines
- Hula hoops
- Stop watch
- Wooden pole
- Marked walls
- Skipping rope
- Improvised equipment to jump over

Activity 15.1

- 1 The teacher must facilitate and demonstrate creating a jumping circuit with broad jump, vertical jump and leaping with 5-metre run-up.
- 2 Guide learners in practising jumping with both one foot take-offs.
- 3 Let learners repeat each station and increase effort or distance each time.
- 4 Let learners work in pairs and give each other feedback on technique.

Exercise 15.1

- 1 trampoline
- 2 speed
- 3 tape measure
- 4 soft

Activity 15.2

- 1 Guide learners in measuring their broad jump and sergeant jump. Let learners repeat three times and record the best results.
- 2 Let learners create a challenge to beat their own best score.
- 3 Help learners take turns in testing each other's jumps and recording data.
- 4 Learners try jumping on different surfaces and compare how it feels.

Activity 15.3

Let learners have a line on the floor to represent a box. Let every learner bend their knees, swing their arms and jump forward then land softly. Learners pretend they are on the box and step off carefully, bending their knees as they land.

Activity 15.4

Learners leap like frogs. Let them bend their knees, push off one foot, bring the other knee high and land softly. Encourage learners to go as far as they can with one big jump.

Activity 15.5

Learners the standing still jump. Let them bend their knees low, swing their arms back and then jump up high, landing softly. Let learners see how high they can reach.

Activity 15.6

Learners mark a starting line with the help of their teacher. Learners take 5 big running steps towards their landing area. Let them plant one foot on the take-off spot and jump forward, trying to land on both feet as far as they can. Learners bend their knees when landing.

Unit revision exercise

- 1 C
- 2 C
- 3 D
- 4 A
- 5 C
- 6 A
- 7 B

- 8 C
- 9 C
- 10 B
- 11 trampoline
- 12 speed
- 13 tape measure
- 14 soft
- 15 arms
- 16 Under the guidance of the teacher, learners perform three broad jumps and record the best distance.
- 17 Under the supervision of the facilitator, learners use a marked wall to perform the sergeant jump and record their jump height.
- 18 Under the guidance of the teacher, learners use a 5m-run-up and on both feet in a sandpit or on a soft mat.
- 19 With the help of the teacher, learners complete a jumping circuit with hoops, cones and targets.
- 20 Under the guidance of the teacher, learners work in pairs where one performs a jump and the other records the results.

Unit 16: Throwing

Unit objectives

By the end of this unit, learners should be able to:

- a execute rotational throws accurately.
- b handle the kids javelin correctly.
- c throw for distance and accuracy.
- d throw the javelin over a barrier within the marked area.

Teaching notes

- Throwing refers to the releasing of an object from the hand and the object land at a distance where which will be measured (refer to Learner's Book page 119).
- Throwing is a game of measuring distance of the throw.
- Throwing is divided into two phases namely; kneeling and throwing phase and the standing throw.
- Javelin is an example of throwing game (refer to Learner's Book page 120).
- In rotational throw, athletes should follow the steps for an accurate throw (refer to Learner's Book page 119).
- Throwing steps for javelin should be followed (refer to Learner's Book page 120).
- Only throw when the teacher or coach signals.

- The implement should after all throws have been completed.
- Throwing over a barrier helps learners to control the height of their throw while maintaining direction (refer to Learner's Book page 121).
- To throw for a distance and accuracy, the athlete should follow all the coaching points from wind-up to a throw (refer to Learner's Book page 122).
- To throw for accuracy, the athlete should focus on the target, get steady, wind-up and finally have the throw (refer to Learner's Book page 122-123).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book Grade 4 page 118-128.
- Physical Education and Arts Grade 3-7 Syllabus.
- Cones
- Stop watch
- Wooden pole
- Marked mats
- Improvised equipment
- Javelin

Activity 16.1

- 1 Using bean bags, learners practise sending rotational throws under the guidance of the teacher.
- 2 Under the guidance of the teacher, learners place a cone 5m away and aim to hit it.
- 3 Learners practise five throws and record how many times they hit the cone,
- 4 Under the guidance of the teacher, learners switch sides and test if they can throw from the opposite rotation.

Exercise 16.1

- 1 power
- 2 follow through.
- 3 cone

Activity 16.2

- 1 Under the guidance of the teacher, learners practise throwing the kids javelin in a marked area.
- 2 Learners measure the distance of each throw using cones or chalk.
- 3 Learners try to improve their throws each round.
- 4 Under the guidance of the teacher, learners practise aiming at a target on the ground.

Exercise 16.2

- 1 foam
- 2 shoulder
- 3 Teacher's signal.
- 4 up

Activity 16.3

- 1 Under the guidance of the teacher, learners step up a rope or cone as a barrier.
- 2 Learners practise throwing beanbags or foam balls over a cone.
- 3 Let learners try to land the object in a target zone on the other side.
- 4 Guide learners to increase the distance and height as a challenge.

Exercise 16.3

- 1 height control
- 2 high
- 3 beanbag
- 4 lands
- 5 Cone, soft obstacle or rope.

Activity 16.4

Demonstration for distance.

Guide learners to stand sideways. Let them bring their throwing arms back like a rainbow, step forward with the opposite side foot and throw forward letting their arms follow through. Let learners try to throw as far as they can.

Activity 16.5

Demonstration for accuracy

Let learners pick a spot on the floor as their target. Let them stand facing it (or slightly sideways), learners do wind-up and throw the ball, trying to make it land right on our spot. Guide learners to keep their eyes on the target.

Unit revision exercise

- 1 C
- 2 B
- 3 C
- 4 D
- 5 A
- 6 C

- 7 B
- 8 A
- 9 C
- 10 C
- 11 shoulder
- 12 power
- 13 wait for the permission.
- 14 foam spear
- 15 Learners practise rotational throw using a beanbag, aiming at a cone 5 metres away.

Test 2

Paper 1

Multiple choice answers

- | | |
|------|------|
| 1 B | 14 B |
| 2 B | 15 B |
| 3 C | 16 B |
| 4 B | 17 C |
| 5 B | 18 A |
| 6 B | 19 A |
| 7 B | 20 B |
| 8 B | 21 B |
| 9 A | 22 A |
| 10 B | 23 B |
| 11 B | 24 C |
| 12 A | 25 B |
| 13 B | |

Paper 2

Section A: Structured questions answers

- 1 Orienteering is a sport involving navigation using a map and compass.
- 2 A map or compass is needed when orienteering.
- 3 Take off, clearance and landing.
- 4 Approach, take-off, flight and landing.
- 5 high jump
- 6 The ability to move from one place to another.
- 7 Maintain stability while moving.
- 8 arms
- 9 Curve or angle on the track.

- 10 Leaning too much or stepping out of your lane.
- 11 orienteering.

Section B: Practical tasks (answers)

- 12 (a) Adventure courses: Learners follow a short marked course with at least three different markers like flags, cones or tyres. Let them demonstrate ascending and descending ability a small slope safely.
 - (a) Sprint test: Guide learners to run a 30m dash, record the best time, and show proper sprint from (arms, drive phase).
- 13 (a) Jump test:
 - (b) Guide learners in performing 3 broad jumps, mark the furthest distance correctly, and advise learners to bend knees on landing.
 - (c) Learners execute one vertical (sergeant) jump against a marked wall and record the height.
- 14 Throw test:
 - (a) Let learners execute a rotational throw of a small ball at a cone target 7m away, recording accuracy.
 - (b) Guide learners in throwing a kids javelin over a low barrier into a marked zone and measure the best distance.

Unit 17: Aquatic skills

Unit objectives

By the end of this unit, you should be able to:

- a identify local water hazards.
- b practise dry land resuscitation procedures.
- c execute correct arm and leg movement in front, back and breast stroke.

Teaching notes

- Water hazards refer to dangers, harm or problems which are caused by flooding and tsunamis (refer to Learner's Book page 130.)
- Some hazards are natural while others are man-made.
- Examples of water hazards include drowning.
- It is because of this reason that aquatic skills are necessary for prevention of loss live as well as injuries related to water hazards.
- Dams, rivers, unprotected wells or flooded areas are water-related hazards.
- Life-saving skills in and around water bodies include knowing the dangers, entering water safely, learning to float, using swimming devices or practising resuscitation (refer to Learner's Book page 131).

- Strokes is a method of swimming.
- There are several types of strokes which include free style, backstroke and breaststroke.
- Other forms or types of swimming include treading, gliding and floating.
- These types swimming methods are controlled by the way people breath in water and body movement.
- Knowing these methods is important for ensuring safety from water hazards.
- Resuscitation procedures means how to get help and ensure initial safety for someone who might be unresponsive or not breathing (refer to Learner's Book page 132).
- A drowning person is likely to be silent, bobbing up and down, stiff-armed or still.
- Call for help, check that the victim is unresponsive, do chest compressions or giving rescue breaths are basic steps for cardiopulmonary resuscitation.
- Examples of strokes in swimming are the front stroke, back stroke or breaststroke (refer to learner's Book Page 135).
- Floating helps athletes to stay on top of water without sinking (refer to learner's Book page 136).
- Treading water is a swimming skill that helps athletes stay upright and float in one place without sinking (refer to Learner's Book page 137).
- Gliding helps move smoothly through water after pushing off from the wall, without kicking or using arms right away (refer to Learner's Book page 138).
- Submerging means going completely under water for a few minutes (refer to Learner's Book page 139).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book Grade 4 page 129-141.
- Physical Education and Arts Grade 3-7 Syllabus.
- Charts
- Goggles
- Pictures of water bodies.
- Floaters
- Coins
- Tyre tubes
- Rubber balls
- Ropes
- Lifebuoys
- Whistle
- Broom sticks
- Electronic gadgets
- Plastic water containers
- Hoops
- ICT tools

Activity 17.1

- 1 Learners identify at least three water bodies like a swimming pool, river, dam, irrigation canal, streams or pond.
- 2 Under the guidance of the teacher, learners show how to assist someone safely using a stick or bottle.

Exercise 17.1

- | | |
|-------------|----------------|
| 1 steps | 3 life jacket |
| 2 lifeguard | 4 Hand signal. |

Activity 17.2

Learners are guided by the teacher to use a doll or mannequin for practising a rescue and resuscitation. A classmate may pretend to see in their group discussion on ways that can be used to reduce water hazards.

Activity 17.3

- 1 Learners swim using breaststroke for 10 metres. They repeat using front and back stroke over increased distances. Learners take breaks and compare which stroke feels easier.
- 2 Guide learners practise leg movement only while holding a floating board in front of the teacher.
- 3 Let learners practise arm movement only while wearing a buoyance aid or using a noodle.
- 4 Learners combine both arm and leg movement to swim 10 metres.

Exercise 17.2

- | | |
|--------------|-------------|
| 1 spread out | 3 forward |
| 2 relaxed | 4 panicking |

Activity 17.4

- 1 Learners practise floating on their back while keeping calm and still.
- 2 Guide learners try floating with arms only, then with legs only.

Exercise 17.3

- | | |
|-----------|-----------|
| 1 sinking | 3 bicycle |
| 2 gentle | 4 upright |

Activity 17.5

- 1 Guide learners to practise tread in shallow water while standing.
- 2 Learners practise treading for 15 seconds with arms and legs moving together.

Exercise 17.4

- | | |
|---------------------|------------|
| 1 pool wall | 3 control |
| 2 stretched forward | 4 Straight |

Activity 17.6

- 1 Under the guidance of the teacher, learners practise gliding from the wall to the middle of the pool.
- 2 Learners try gliding with arms by their sides then stretched forward.

Exercise 17.5

- | | |
|---------------|-----------|
| 1 completely | 3 goggles |
| 2 deep breath | 4 slowly |

Activity 17.7

- 1 Under the guidance of the teacher, learners take a deep breath and practise submerging in waist-deep water. Let learners try staying under water for 5 seconds then come up slowly.
- 2 Guide learners to take a deep breath in shallow water and practise submerging slowly. Learners try picking up small objects like toys or dive sticks from the bottom while under water. Let learners practise coming up slowly and breathing out gently.

Exercise 17.6

- | | |
|----------------|------------------------------|
| 1 Breaststroke | 3 backward |
| 2 circles | 4 Swimming longer distances. |

Unit revision exercises

- | | |
|-----|-------------|
| 1 B | 8 A |
| 2 C | 9 B |
| 3 B | 10 C |
| 4 C | 11 on top |
| 5 B | 12 Float |
| 6 B | 13 Straight |
| 7 C | 14 Back |
- 15 Learners demonstrate how to float calmly in water for 15 seconds.
 - 16 Under the guidance of the teacher, learners practise gliding in shallow water from the wall to mid-pool.
 - 17 Learners tread water for 15-30 seconds in place.
 - 18 Learners try dry land resuscitation steps using a partner or dummy.

Topic 6

The creative process and performance

Unit 18: Music

Unit objectives

By the end of this unit, learners should be able to:

- a perform a variety of indigenous and contemporary vocal and instrumental music.
- b compose short melodies.
- c improvise melodies from indigenous and contemporary music.
- d identify technical names of the basic notes.
- e identify the lines and spaces on the staff.

Teaching notes

- Music can be performed using the voice or instruments.
- Indigenous music includes call-and-response singing and traditional rhymes, often using drums, *hosho* or marimba. (refer to Learner's Book page 143.)
- Contemporary music may include songs from school, radio or community events.
- Composition of songs when you create your own music (refer to Learner's Book page 143).
- A composition is often written down and can be performed again.
- Improvising is when you make up music on the spot while singing or playing.
- Music is made up of notes which tell how long and high a sound should be (refer to Learner's Book page 144).
- Semibreve, minim, crotchet or quaver are technical names of basic notes.
- Music notes are written on a stave or staff which has five lines and four spaces (refer to Learner's Book Page 145).
- The notes are named A,B,C,D,E,F,G and they are arranged on the staff from bottom to top (refer to Learner's Book page 145).
- A time signature tells the number of beats in each bar of music (refer to Learner's Book page 146).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 142-148.
- Physical Education and Arts Grade 3-7 Syllabus page 39.
- Charts with prepared information.
- ICT tools.
- Resource person.
- Relevant reference books.
- Musical instruments.

Activity 18.1

- 1 Learners perform a short indigenous melody using call-and-response singing under the guidance of the teacher.
- 2 Under the guidance of the teacher, learners play a contemporary melody using drums, recorders or shakers.
- 3 Guide learners in performing a group piece using voice and instruments.

Exercise 18.1

- 1 indigenous music
- 2 Clapping
- 3 rhythm
- 4 indigenous

Activity 18.2

- 1 Learners with the guidance of the facilitator compose a short melody and clap it.
- 2 Learners use a drum or recorder to perform a short melody.
- 3 Guide learners improvise the tune by changing the notes as they play.

Exercise 18.2

- 1 write music
- 2 making up
- 3 notes
- 4 clap a beat

Activity 18.3

- 1 Learners draw a staff and label its five lines and four spaces.
- 2 Let learners identify and name the notes A to G on a staff.
- 3 Learners draw and label a semibreve, minim, crotchet and quaver.

- 4 Learners with the guidance of the facilitator use a modulator to show steps and skips between notes.
- 5 Let learners sing or hum intervals using the modulator.

Exercise 18.3

- | | | | |
|---|---------------|---|-----------|
| 1 | 2 | 3 | 5 |
| 2 | $\frac{1}{2}$ | 4 | two notes |

Activity 18.4

- 1 Under the guidance of the teacher, learners clap or play rhythms in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$.
- 2 Learners create a simple melody in one of the time signatures.
- 3 Guide learners in matching a time signature to a melody.

Exercise 18.4

- 1 4
- 2 beats
- 3 waltz
- 4 marching
- 5 three

Unit revision exercise

- 1 C
- 2 B
- 3 D
- 4 B
- 5 B
- 6 D
- 7 B
- 8 B
- 9 B
- 10 C
- 11 $\frac{3}{4}$
- 12 Intervals
- 13 5 lines and 4 spaces
- 14 Beats
- 15 Under the guidance of the facilitator, learners compose a short melody using three different notes.
- 16 Learners under the guidance of the facilitator, compose a short melody using three different notes.
- 17 Learners draw a staff and label its five lines and four spaces.

Unit 19: Visual arts

Unit objectives

By the end of this unit, learners should be able to:

- a** apply the elements and principles of design to create different artworks.
- b** produce a colour wheel representing tertiary colours.
- c** create 3-dimensional artworks through additive and subtractive processes using waste materials.

Teaching notes

- Creating artworks involves the application of the seven elements of art which are: line, shape, colour, texture, value, form and space (refer to Learner's Book page 149.)
- Explain each element of art (refer to Learner's Book page 150).
- Balance, contrast, emphasis, movement, rhythm, pattern, unity and proportion are principles of design (refer to Learner's Book page 151-153).
- Primary colours are yellow, blue and red.
- A colour wheel is a chart showing how colours relate to each other (refer to Learner's Book page 154).
- Secondary colours are orange, green and purple and are made by mixing two primary colours.
- Tertiary colours are made by mixing a primary colour with a neighbouring secondary colour (refer to Learner's Book page 155).
- Warm colours are red, orange, yellow, and cool colours are blue, green, purple (refer to Learner's Book page 155).
- A 3-dimensional object has height, width and depth. Addictive process means building up material to form the object such as using clay, paper or bottle tops (refer to Learner's Book page 156).
- Subtractive process is removing material to shape the object such as carving wood or soap stone (refer to Learner's Book page 156).
- Materials can be recycled.
- Recycling means collecting and processing materials that would otherwise be thrown away and turning them into new products.
- Plastic, bottles, metal canes, cardboard, newspapers or cloth scraps can be recycled to make creative artworks.
- Reusing includes turning old objects into new artworks or tools.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 149-159.
- Physical Education and Arts Grade 3-7 Syllabus page 40.

- Artefacts
- Paints, brushes, papers, canvas, sketch books, pencils, rubbers, rulers.
- Waste materials
- Craft glue
- Hessian
- Wood carvings
- Bubble wrap
- Fabric scraps

Activity 19.1

Learners observe a poster or picture in class. Learners go on identifying examples of each element and principle of design. Let learners describe how elements and principles of design are used in artwork.

Exercise 19.1

- | | |
|----------------------|--------------|
| 1 different elements | 3 texture |
| 2 Emphasis | 4 repetition |

Activity 19.2

Learners under the guidance of the teacher use coloured papers or paints to cut or colour a tertiary colour wheel. They include and label all primary, secondary and tertiary colours correctly.

Exercise 19.2

- | | |
|----------|----------------------------------|
| 1 yellow | 3 a primary and secondary colour |
| 2 brown | 4 orange |

Activity 19.3

Learners under the teacher's guidance, use recycled paper and flour paste to create a *papier mache* mask or bowl. Let them paint the bowl and decorate it after it dries.

Exercise 19.3

- | | |
|---------------|---------------|
| 1 depth | 4 adding |
| 2 Clap | 5 subtractive |
| 3 Subtractive | |

Activity 19.4

Learners design and create a recycled animal model under the guidance of the teacher using plastic bottles, cardboard and string. Learners present the model to the class and explain how they have made it.

Exercise 19.4

- 1 turning waste into something useful.
- 2 reduce waste.
- 3 recycling.
- 4 a paper bowl.

Activity 19.5

Under the guidance of the facilitator, learners make a collage using old fabric pieces, bottle tops and magazines cut-outs.

Exercise 19.5

- 1 using it again.
- 2 Saves materials.
- 3 reusing.
- 4 newspapers, tins, old fabric, jars or bottle tops.

Unit revision exercise

- 1 C
- 2 B
- 3 C
- 4 B
- 5 C
- 6 C
- 7 D
- 8 B
- 9 C
- 10 B
- 11 reusing
- 12 Design
- 13 Line and value.
- 14 Shape
- 15 Learners under the guidance of the teacher collect bottle tops and use them to create a patterned design on a cardboard base.
- 16 Learners use flour paste and torn newspaper to make 3-D masks. Let them paint and decorate the masks.
- 17 Learners create a model animal using clay, paper or old boxes. Guide learners to label the additive or subtractive method used.

Unit 20: Theatre

Unit objectives

By the end of this unit, learners should be able to:

- a** demonstrate good storytelling technique.
- b** improvise scenes from given contexts.
- c** create costumes, props and set designs for indigenous cultural performances.

Teaching notes

- Theatre is a collaborative art form where live performers use actions and speech to tell a story to an audience.
- Storytelling passes on values, norms, beliefs and language (refer to Learner's Book page 160).
- Storytelling techniques include: voice variation, facial expression and gesture, body language, visual auditory connection or characterisation (refer to Learner's Book page 161).
- Improvisation means performing a scene without a script.
- Guidelines for improvisation are be clear, establish relationship, stay in the role, be realistic and common topics.
- Costumes are clothes worn by actors, and they include hats, jewellery, shoes or makeup (refer to Learner's Book page 163).
- Props are objects or items actors and actresses use to support the story, and they include baskets, walking stick, hunting spear, hoe or suitcase (refer to Learner's Book page 163).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 160-165.
- Physical Education Arts Grade 3-7 Syllabus page 40.
- Relevant reference books.
- Resource person
- ICT tools
- Costumes and props.
- Sewing kits.
- Pictures
- Charts

Activity 20.1

Learners under the guidance of the facilitator, choose a story. They are guided to use facial expressions, gestures and changes in voice to present it to their groups. Let classmates explain what they have observed.

Exercise 20.1

- 1 Voice and actions.
- 2 Voice variation,
- 3 Facial expression.
- 4 Body language.
- 5 Smiling, frowning, eyebrow movement.

Activity 20.2

Under the guidance of the facilitator, learners improvise a scene about a lost child and a helpful stranger. Learners use body movement, facial expressions and tone. Let learners present to the class.

Exercise 20.2

- 1 script
- 2 action
- 3 real
- 4 realistic situation

Activity 20.3

Divide learners in small heterogenous groups and let them choose a character from a folktale and sketch their costume. Let learners collect local materials and make at least one prop.

Exercise 20.3

- 1 story
- 2 prop
- 3 Beads and feathers
- 4 costume
- 5 Robe, shoes or a hat.

Unit revision exercise

- 1 B
- 2 A
- 3 B
- 4 B
- 5 B
- 6 C
- 7 C
- 8 B
- 9 B
- 10 C

- 11 Voice variation, gestures and characterisation.
- 12 Objects used by actors and actresses.
- 13 horn and basket.
- 14 values, beliefs, culture and language.
- 15 performing a scene without a script.
- 16 Learners under the guidance of the teacher, create a simple character mask using paper or card. Learners decorate the mask using the available materials.
- 17 Guide learners to rehearse and present a short mime that shows a warning message.
- 18 Learners design and label a costume for a village elder or hunter using sketches.
- 19 Under the facilitator's guidance, learners collect local materials like bark, beads or cardboard to create a simple prop.
- 20 Learners work in pairs to act out a folktale that includes at least one costume and one prop.

Unit 21: Dance

Unit objectives

By the end of this unit, learners should be able to:

- a demonstrate solo dance movement patterns.
- b describe extended movement phases.
- c choreography dance patterns in indigenous and contemporary ensembles.
- d perform different dance styles in the community.

Teaching notes

- Dance steps or movements are created to express personal feelings.
- People communicate love, joy, anger or sorrow through dance.
- Extended movement phases help dancers to express ideas, emotions and themes with clarity and depth.
- Extended movement phases include: initiation, acceleration, sustained movement, declaration. Suspension, release, transfer of weight rebound or closure (refer to Learner's Book page 168).
- Choreography means arranging steps and movements in a dance to tell a story or show a theme (refer to Learner's Book page 169).
- Dancers can choreograph routines in traditional styles like *mbende*, *mhande* or *muchongoyo* or modern styles like hip-hop, jazz or contemporary (refer to Learner's Book page 169).
- Dance styles in the Zimbabwean community reflect cultural identity, values and creativity.
- Zimbabwean cultural dances include *muchongoyo*, *isitshikitsha*, *mbakumba* or *jerusarema* (refer to Learner's Book page 170).
- Dance styles in Zimbabwe help educate younger generations.

Teaching aids and other resources

- Plus One Physical Education and Arts Grade 4 Learner's Book page 166-172.
- Physical Education and Arts Grade 3-7 Syllabus page 40.
- Relevant reference books.
- Resource person
- ICT tools
- Pictures
- charts

Activity 21.1

Guide learners to share a personal story in groups and create dance movements that reflect the emotions and experiences from the story.

Exercise 21.1

- 1 joy
- 2 marriage
- 3 personal experience
- 4 celebration

Activity 21.2

Divide learners in pairs and let them choose any two phases. Learners demonstrate the use of chosen phases by performing a short dance.

Exercise 21.2

- 1 initiation
- 2 deceleration
- 3 suspension
- 4 rebound
- 5 Closure

Activity 21.3

Under the guidance of the teacher, learners choreography a short dance of about 30-60 seconds in groups. Let them choose a theme such as celebration, unity or rainmaking. Learners present their dance to the class.

Exercise 21.3

- | | |
|----------------|---------------|
| 1 choreography | 4 props |
| 2 traditional | 5 celebration |
| 3 better | |

Activity 21.4

Let learners work in pairs. Guide them choose and perform a community dance. Learners show the beginning, middle and end.

Exercise 21.4

- 1 community
- 2 weddings
- 3 ancient
- 4 *mbakumba*

Unit revision exercise

- 1 C
- 2 B
- 3 C
- 4 C
- 5 C
- 6 D
- 7 C
- 8 C
- 9 B
- 10 C
- 11 A dance performed alone.
- 12 to plan and express a dance through movement.
- 13 Gives rhythm and mood to movements.
- 14 Under the guidance of the teacher, learners record a solo performance showing three phases
- 15 Divide learners into mixed ability groups and guide them choreograph a dance about family unity using local rhythms.
- 16 Let learners design a dance costume that represents an indigenous tradition.

Topic 7

Aesthetic values and appreciation

Unit 22: Aesthetic values and appreciation

Unit objective

By the end of this unit, learners should be able to:

- a** describe the use of elements of art and principles of design in selected artworks.
- b** analyse artworks using specific criteria.
- c** describe the aesthetic qualities of indigenous artworks.
- d** use specific criteria in analysing the quality of indigenous arts.

Teaching notes

- Elements and principles of art are not only used in visual artwork, but are also present in other creative disciplines such as music, theatre and dance.
- Elements and principles of arts include line,/ shape, colour / tone, space, rhythm or pattern, balance, contrast, emphasis, unity and proportion (refer to Learner's Book page 176).
- The four steps in analysing artworks are description, analysis, interpretation and judgement. (refer to Learner's Book page 177).
- Indigenous artworks in Zimbabwe such as sculpture, basketry, pottery and beadwork carry cultural and spiritual significance (refer to Learner's Book page 178).
- Aesthetic qualities refer to the features that make an artwork visually appealing, meaningful or emotionally expressive. (refer to Learner's Book page 179).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 173-181.
- Physical Education and Arts Grade 3-7 Syllabus page 41.
- ICT tools
- Relevant reference books
- Resource centres
- Musical instruments
- Culture centres

- Artefacts
- Audio visual devices
- Customised sign language cards
- Pictures.

Activity 22.1

Discipline	Learner activity
Visual arts	Learners create a drawing using only black and white to show contrast in tone.
Music	Under the teacher's guidance, learners play a short piece using both loud and soft sections to explore contrast in dynamic.
Theatre	Learners under the guidance of the teacher act out a scene that shifts suddenly from happiness to sadness to show emotional contrast.
Dance	Learners perform a short routine combining sharp, fast movements with slow, flowing ones to demonstrate contrast in movement quality.

Exercise 22.1

- | | |
|------------|-----------|
| 1 texture | 4 colour |
| 2 emphasis | 5 balance |
| 3 Pattern | |

Activity 22.2

The facilitator helps learners to look at the painting provided by the teacher. Learners use the four steps to describe and analyse the artwork. The steps are description, analysis, interpretation and judgement.

Exercise 22.2

- | | |
|---------------|-------------|
| 1 description | 4 judgement |
| 2 Balance | 5 describe |
| 3 message | |

Activity 22.3

Divide learners in groups and let them choose one indigenous artwork such as a picture or real object. Help learners analyse the artwork using the five steps which are where the artwork was made and by who, what materials were used, design arrangement, use of traditional symbols and community connection.

Exercise 22.3

- 1 Reeds, clay or wood.
- 2 Convey cultural meaning.

- 3 meaning
- 4 pattern
- 5 elders

Activity 22.4

The facilitator guides learners to find one indigenous artwork and describe its aesthetic qualities to their classmates. Let learners say how each quality makes the piece beautiful or meaningful.

Exercise 22.4

- 1 Beautiful or expressive.
- 2 Basket weaving.
- 3 Ancestors
- 4 proud
- 5 earth tone

Unit revision exercise

- 1 C
- 2 B
- 3 B
- 4 B
- 5 C
- 6 C
- 7 D
- 8 B
- 9 B
- 10 B
- 11 Beauty and taste of artworks.
- 12 Indigenous art.
- 13 Describing them.
- 14 Symmetry and pattern.
- 15 the art of shaping clay into containers or figures.
- 16 Learners under the guidance of the teacher, choose a magazine picture and identify as well as label five elements and two design principles.
- 17 Learners create a drawing that shows balance and pattern using only lines and shape.
- 18 Learners bring photos or replica of an indigenous artwork and describe three aesthetic qualities.
- 19 Divide learners in pairs and let them analyse a selected artwork using the four steps which are description, analysis, interpretation and judgement.

Topic

8

Physical Education and Arts technology

Unit 23: Technological tools in Physical Education and Arts

Unit objectives

By the end of this unit, learners should be able to:

- a identify safe ways of using the internet.
- b use technological tools to create artworks.
- c list technological tools in Physical Education and Arts.
- d use technological tools to preserve artworks.

Teaching notes

- Internet ethics refers to using respectful and responsible behaviour online to avoid harm and protect your work.
- Athletes and artists use internet ethics to protect their work (refer to Learner's Book page 182).
- Internet should be used in a safe way (refer to Learner's Book page 183).
- Rules for using the internet safely includes, asking a grown-up first, stick to safe places, keep your personal information private or be kind and respectful online (refer to Learner's Book page 184).
- Software used to create, improve and improve work for artists and teachers include, the clip studio paint, krita, corel painter and procreate (refer to Learner's Book page 185).
- Different technological tools are used in Physical Education and Arts to support creativity and fitness.
- Computers and tablets, graphic tablets and stylus pens, printers and scanners, fitness watches and heart-rate monitors and motion sensors and videos are common tools (refer to Learner's Book page 186).
- Technological tools can be used to preserve artworks (refer to Learner's Book page 187).
- Preserving artworks helps protect them from damage and keeps them safe for the future.
- Digital imaging and 3-D scanning and reconstruction are some of the preservation methods of artworks.

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 182-189.
- Physical Education and Arts Grade 3-7 Syllabus page 42.
- ICT tools
- Charts
- Audio devices
- Whiteboards
- Whiteboard markers
- Relevant textbooks
- Musical instruments
- Software
- Tactile collage
- Customised sign language.

Activity 23.1

In groups learners are guided by the teacher to create posters that show at least four safe ways of using the internet. These include sticking to safe places, asking a grown-up, keeping the personal information private and being kind and respectful online.

Exercise 23.1

- 1 watermark
- 2 unknown
- 3 Respectful behaviour
- 4 protect their work.
- 5 use secure passwords.

Activity 23.2

Learners under the guidance of the teacher, choose one software among Adobe Photoshop, procreate, krita and Clip Studio Paint and explain to the class how it can be used to create artworks.

Exercise 23.2

- 1 making comics
- 2 digital drawing
- 3 painting
- 4 Procreate
- 5 Photoshop

Activity 23.3

Learners are guided by the teacher to create a chart that matches each technological tool with its use in Physical Education and Arts. For example,

Technological tool	Use
Computers and tablets.	Drawing, designing or researching.
Graphic tablets and stylus pens.	Draw digitally with precision.
Printers and scanners.	Print or digitise artwork.
Fitness watches and heart-rate monitors.	Check health and performance in Physical Education.
Motion sensors and video recorders.	Analyse movement and technique in sports or dance.

Exercise 23.3

- 1 Stylus pen
- 2 Scanner
- 3 motion sensor
- 4 fitness watch
- 5 Graphic tablet and stylus.

Activity 23.4

Learners in groups are guided by the teacher to list five ways technology is used to preserve art and share their list with the class. The ways include, digital imaging and 3-D scanning and reconstruction.

Exercise 23.4

- 1 Wet cloth
- 2 digital model
- 3 light and dust
- 4 Digital
- 5 Environmental sensor.

Unit revision exercises

- 1 B
- 2 B
- 3 B
- 4 A
- 5 B
- 6 A
- 7 C
- 8 B
- 9 A
- 10 C

- 11 methods used to protect artworks from damage.
- 12 using respectful and responsible behaviour to avoid harm while online.
- 13 ask a grown-up for guidance before going online.
- 14 Adobe Photoshop
- 15 Digital models of sculptures or paintings.
- 16 Learners design a safety poster that shows good internet behaviour for artists.
- 17 Learners are guided by the teacher to use drawing software to create a digital picture and label the tool used.
- 18 Learners create a list of five tools used in Physical Education and explain their functions for example:

Technological tool	Use
Computers and tablets.	Drawing, designing or researching.
Graphic tablets and stylus pens.	Draw digitally with precision.
Printers and scanners.	Print or digitise artwork.
Fitness watches and heart-rate monitors.	Check health and performance in Physical Education.
Motion sensors and video recorders.	Analyse movement and technique in sports or dance.

Topic 9

Physical Education and Arts enterprise

Unit 24: Entrepreneurship in Physical Education and Arts

Unit objectives

By the end of this unit, learners should be able to:

- a identify different careers in Physical Education and Arts.
- b role play different careers in Physical Education and Arts.
- c fundraise through performance.
- d create advertising jingles/ posters for Physical Education and Arts.
- e Observe business ethics, soft skills *Ubuntu/Unhu/Vumunhu* and copyright protection.

Teaching notes

- There are different careers in Physical Education and Arts.
- Careers in Physical Education and Arts allows one to apply his/her talents and passion in creative or physical roles.
- Careers in Arts include illustrator, animator, graphic designer, sculptor or painter (refer to Learner's Book page 191.)
- Careers in Physical Education include a coach, fitness trainer or referee / umpire (refer to Learner's Book page 192-193).
- Artists and performers use their talents to earn income by showing their talents.
- Commissioned work refers to art or performance pieces created on request for a client who pays for the service.
- It is important to market or advertise products in Physical Education and Arts.
- Marketing is the process of promoting a product, service or event so that people know about it (refer to Learner's Book page 193).
- Business ethics are the values and rules that help people behave honestly and fairly when working.
- There are business ethics in the Arts and Physical Education professionals and they include: loyalty, transparency or fair trade (refer to Learner's Book page 194).
- Soft skills are personal qualities and social abilities that help individuals succeed when working or interacting with others.

- Examples of soft skills in Physical Education and Arts include communication, time management, teamwork or problem solving (refer to Learner's Book page 195).
- *Ubuntu/Unhu/Vumunhu* is a traditional African value that emphasises humanity towards others (refer to Learner's Book page 196).
- *Ubuntu/Unhu/Vumunhu* principle involves working together peacefully, showing respect and compassion, sharing resources and ideas or valuing community over personal gain (refer to Learner's Book page 196).
- Copyright protection is important in protecting the rights of the creator, prevents misuse or theft and encourages respect for original ideas (refer to Learner's Book page 197).

Teaching aids and other resources

- PlusOne Physical Education and Arts Grade 4 Learner's Book page 190-204.
- Physical Education and Arts Grade 3-7 Syllabus page 42.
- ICT tools
- Posters
- Flyers
- Instruments / implements/ equipment
- Props and costumes
- Relevant textbooks
- Pictures
- Audio devices

Activity 241

Divide learners in groups and help them research a career in Physical Education and Arts. Let learners go on creating a character profile including name, career title, key responsibilities and background story.

Exercise 24.1

- 1 Graphic designer
- 2 Moving images.
- 3 Dance moves.
- 4 Curator
- 5 Illustrator

Activity 24.2

Divide learners into heterogenous groups and help them plan and present performances that could be used fundraising. Guide learners in assigning roles and rehearse before presenting.

Exercise 24.2

- 1 school
- 2 commissioned work

- 3 costumes
- 4 A paid audience.
- 5 dance show

Activity 24.3

Learners under the guidance of the teacher design a poster and or advertisement flyer for a Physical Education and Arts event or product. Help them include a slogan, images and contact information.

Exercise 24.3

- 1 promote
- 2 attention
- 3 slogan
- 4 music jingle
- 5 Marketing

Activity 24.4

Divide learners into mixed ability groups and guide them act out a situation where an artist or coach respectfully explains a delay or corrects a mistake with a client.

Exercise 24.4

- 1 transparency
- 2 Corporate responsibility
- 3 unethical
- 4 trust
- 5 honestly and fairly

Activity 24.5

Divide learners in small heterogenous groups of five. Let learners act out a short scene that shows the use of soft skills in Art or Physical Education setting. Guide each group in choosing at least three soft skills, like, teamwork, communication or empathy and let them show how they help the team to succeed. Learners discuss which soft skills were shown and how they helped.

Exercise 24.5

- 1 Communication
- 2 Teamwork
- 3 Empathy
- 4 Time management
- 5 adaptability

Activity 24.6

Divide learners in pairs and guide them choose one situation from the list and act out in front of the class. The list is as follows:

- 1 A team drops their equipment during a game.
- 2 A classmate forgets their art supplies.
- 3 A group member has a different idea during a project.
- 4 Someone is left out during practise.
- 5 After each role-play, the class should identify which *Ubuntu/Unhu/Vumunhu* values were shown and how they helped the situation.

Learners under the guidance of the teacher make sure their behaviour shows *Ubuntu/Unhu/Vumunhu* values like kindness, respect or sharing during the play.

Exercise 26.6

- 1 kindness
- 2 Ubuntu
- 3 sharing
- 4 Helping a classmate.
- 5 giving credit

Activity 24.7

Learners under the teacher's guidance choose one of their drawings, poems songs or dances. Help them write 3-4 lines to explain:

- 1 what the work is?
- 2 Why it is original?
- 3 Why you would not want someone else to copy or sell it without permission?

Guide learners to add a copyright symbol, (©), their name and the year next to the explanation.

Exercise 24.7

- 1 original
- 2 permission
- 3 A borrowed book
- 4 A copyright symbol.
- 5 permission

Unit revision exercise

- 1 C
- 2 C
- 3 C
- 4 C
- 5 B
- 6 B
- 7 D
- 8 C
- 9 C
- 10 B
- 11 Animator
- 12 Umpire
- 13 learners use their talents to earn income for the school.
- 14 The process of promoting a product, service or event so that people know about it.
- 15 Business ethics.
- 16 Learners under the guidance of the teacher create a colourful poster to advertise an upcoming art or Physical Education event at school.
- 17 In groups learners prepare and perform a short skit or dance routine under the guidance of the teacher that could be used to raise money for a class project.
- 18 Learners under the guidance of the teacher write and perform a jingle that could advertise a product or event related to Physical Education and Arts.
- 19 Learners create an original drawing or painting and explain how they would protect it using copyright.

End of year revision test

Paper 1

Multiple choice answers

- 1

D
- 2

A
- 3

A
- 4

B
- 5

C
- 6

B
- 7

D
- 8

B
- 9

C
- 10

B
- 11

B
- 12

A
- 13

C
- 14

1B
- 15

A
- 16

C
- 17

C
- 18

B
- 19

A
- 20

B
- 21

B
- 22

A
- 23

B
- 24

B
- 25

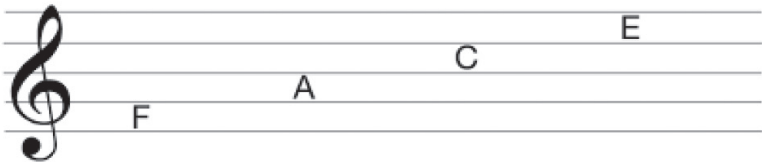
C

Paper 2

Section A (answers)

- 1

Note	Number of beats
Quaver	$\frac{1}{2}$ beat
Minim	2 beats
Semibreve	4 beats
Crotchet	1 beat
- 2



A musical staff with a treble clef. It contains four notes: F (first line), A (second line), C (third line), and E (fourth line).
- 3

pitch and duration
- 4

Keep a person afloat in water.
- 5

gliding
- 6

Treading in water.

- 7 sink
- 8 Yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green.
- 9 Blue and yellow
- 10 Purple
- 11 Line, shape, form, colour, texture, space, and value (or tone).
- 12 Contrast
- 13 It is a method where material is removed to create a shape such as carving.
- 14 Clay
- 15 Story telling is the art of conveying events or messages through words, images or sounds.
- 16 Planning and marking the actors' movements and positions on stage.
- 17 Sequence and movements.
- 18 Selling products and performances or charging entrance or participation fees.

Section B

Practical questions (answers)

- 19 Learners demonstrate a forward glide off the wall into a streamline position with arms stretched, head between arms and legs together.
Learners under the guidance of the teacher compose a four bar melody using crotchets (1 beat) and quavers ($\frac{1}{2}$ beat) in $\frac{4}{4}$ time. They notate it on a staff and perform it using voice or any instrument.
- 20 Learners are guided by the teacher to use recycled materials to create a three-dimensional sculpture by an additive process. They photograph their work and label the material used.
- 21 In pairs, learners are guided the teacher to perform a 1 minute scene set at a market stall using clear characterisation, props and blocking. They either perform live or record a video for assessment.
- 22 Under the guidance of the teacher learners choreography and perform a 30-second solo phrase that clearly shows:
 - (a) An initiation of movement.
 - (b) An acceleration phase.
 - (c) A suspension (pause).
 - (d) A closure.
- 23 Learners are guided to select an indigenous artwork like a carved wooden sculpture or woven basket and write a one-page analysis describing its elements of design, interpretation of its meaning and judgement of its aesthetic quality.
- 24 Learners guided by the teacher create a digital presentation (3-5 slides) on a Physical Education or Arts topic like: Importance of dance, benefits of sport or African instruments. Learners include: title slide, images, short text and clear layout. Guide learners to use apps like PowerPoint, Canva or Google Slides. Learners submit editable file to the teacher.
- 25 Learners are guided by the teacher to make a one-page business plan for producing and selling a type of handcrafted Physical Education and Arts product like painted shuttlecocks, bead necklaces or mini-marimbas. Learners include material list, cost per unit and target market on the plan.