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**Ministry of Education**

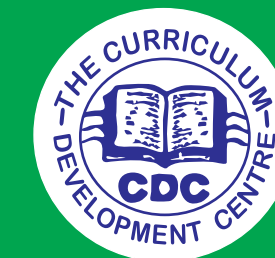
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# EXPRESSIVE ARTS SYLLABUS

## GRADE 4 - 6



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE  
LUSAKA  
2024

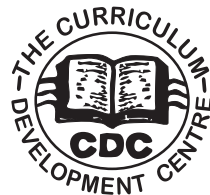


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## GRADE 4 - 6



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## **VISION**

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs

## PREFACE

**The Expressive Arts Syllabus** has been reviewed by the need to provide a national age-appropriate curriculum for Upper Primary Level. The syllabus aims at providing quality education that is aligned with the **Competence-Based Curriculum** and 21<sup>st</sup> Century Skills. It also aims at imparting knowledge, skills, values and positive attitudes that should enable learners to live and grow into productive and useful members of their communities and the Zambian society.

This syllabus comprises components from Art and Design, Physical Education and Musical Arts Education. The contents provided in this syllabus are aimed at facilitating holistic development of learners' physical, mental, emotional, social, spiritual and moral faculties. The suggested activities are designed to offer learners hands-on experiences through manipulation of real objects, interaction with nature. Thus, the learner will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Cross cutting themes and emerging issues such as National Values and Principles, Life Skills and Health Education, Climate Change and Financial Education have been incorporated in the syllabus to ensure that learners cultivate a mindset, skills, values and positive attitudes that prepare them to live responsible lives and be protected from life threatening vices.

It is hoped that this syllabus will make learning at Upper Primary Level more meaningful and enjoyable as it is highly activity oriented and allow for a smooth transition from home to the school.



Joel Kamoko (Mr.)

**Permanent Secretary- Education Services**  
**MINISTRY OF EDUCATION**

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## ACKNOWLEDGEMENT

The Upper Primary Syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organisations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, Universities, Colleges of Education, schools and other institutions, for their steadfast support.

We pay special tribute to co-operating partners for rendering financial and technical support in the production of this syllabus.



Charles Ndakala, (Dr.)  
Director – Curriculum Development  
**MINISTRY OF EDUCATION**



## INTRODUCTION

**This Expressive Arts (EA) Syllabus** reflects a learning area where the following subjects have been integrated: Art and Design, Music and Physical Education. The learning area emphasizes on developing creativity, analysis, problem-solving, interpersonal and intrapersonal skills, investigations and aesthetics in learners. Expressive Arts provides opportunities for the individual and group to learn activities that are invigorating, developmental and educational which in turn lead to appreciation of cultural heritage, social, mental and emotional growth. In particular, it helps to cultivate healthy habits, the spirit of team work, determination and problem solving. Expressive Arts enables learners to participate in musical composition and performance, visual arts, sports and games both for leisure and competition and as a means of livelihood. The purpose of this syllabus is to give an equal opportunity to learners who are abled and differently-abled to develop to their highest potential and an opportunity to acquire life-long skills.

### Structure of the Syllabus

The topics, sub topics, specific competences, learner's activities and expected standards follow in an orderly manner to facilitate effective learning. The expected standards are clearly indicated as benchmarks for the desired level of proficiency and achievement.

### Suggested Teaching Methodologies

The approach to teaching and learning is learner-centred. This is best achieved when learners are actively involved in the learning process. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning experiences accordingly.

Therefore, teaching strategies must be varied and flexible within well-structured sequence of lessons and should include among others;

- Demonstration
- Independent study
- Project work
- Enquiry/exploration
- Observation
- Field work

- Research
- Practical
- Portfolio
- Group/Team work
- Pair work

The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting. The syllabus outlines the competences, learning activities and expected standards. Thus, the teacher must decide, in relation to the specific competences to be achieved, when it is best to let learners discover or explore information for themselves; when they need directed learning; reinforcement or when the learners can be allowed to find their own way through a topic.

In this way, competences can be attained in a spiral manner considering that in any lesson, different competences can be covered through a set of learners' activities prescribed. The objective is to ensure that learners are able to apply the knowledge gained in real life situations.

### **Time Allocation**

The standard period allocation for Expressive Arts at Upper Primary Levels has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum teacher-learner contact time for Expressive Arts for Grade 4 to 6 is **4 hours 40 minutes** per week, translating into **7 periods**. The duration for a single period is **40 minutes**.

### **Assessment**

This syllabus recommends both formative and summative assessments. The School Based Assessment (SBA) is part of formative assessment and it shall be practical and compulsory to all learners at Grade 4, 5 and 6 to enhance teaching and learning in the classroom. The host teacher will conduct the SBA component and present marks to the **Examinations Council Zambia** (ECZ) for inclusion to the final score of the Grade 6 Composite Examinations. The ECZ will guide on the percentage contribution of the SBA to the final mark.

## KEY COMPETENCES TO BE DEVELOPED

COMPETENCE	DESCRIPTORS
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>• Ability to observe, analyze, appreciate and depict objects either natural or man-made.</li> <li>• Test hypothesis (ideas).</li> <li>• Ability to handle relevant media</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Respect the views of group members while working together.</li> <li>• Participate fully in the group towards accomplishing a given task</li> <li>• Complement one another while working together</li> </ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>• Apply knowledge and skills in new and creative ways.</li> <li>• Express one's idea in a logical manner</li> <li>• show curiosity about the learning area</li> </ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>• Solve problems with innovative solutions</li> <li>• Breakdown ideas, to improve the ability to understand</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Use appropriate language (verbal and non-verbal) in different situations</li> <li>• Express oneself using different media and symbols</li> <li>• Express oneself (spoken and written) clearly and effectively</li> <li>• Ask for feedback</li> </ul>
<b>Digital literacy</b>	<ul style="list-style-type: none"> <li>• Use digital devices in Expressive Arts</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Break-down problems in real life situation using different strategies.</li> <li>• Use pictorial dictionary to find and define unfamiliar words.</li> </ul>

	<ul style="list-style-type: none"> <li>● Generate ideas for simple products, services, or projects.</li> <li>● Practice effective presentation and communication of business idea</li> <li>● Demonstrate how to set up a small business</li> </ul>
<b>Financial literacy</b>	<ul style="list-style-type: none"> <li>● Set financial goals</li> <li>● Understand basic concepts of sources of income, saving, budgeting and profit.</li> <li>● State benefits of investing</li> </ul>
<b>Environmental sustainability</b>	<ul style="list-style-type: none"> <li>● Care for the environment.</li> <li>● Identify types of waste to be reduced, reused or recycled.</li> </ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"> <li>● Express self-awareness, self-management and build relationships with others.</li> <li>● Negotiate and resolve differences in a win-win situation</li> </ul>

# GRADE 4

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.1 SAFETY AND HEALTH</b>	<b>4.1.1 Basic Safety Rules</b>	4.1.1.1 Use appropriate attire and tools	<ul style="list-style-type: none"> <li>Identifying correct attire and tools.</li> <li>Using appropriate attire</li> <li>In specialised rooms</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate attire and tools used correctly</li> </ul>
	<b>4.1.2 Health</b>	4.1.2.2 Compose health related songs	<ul style="list-style-type: none"> <li>Singing existing health related songs</li> <li>Composing health related songs</li> </ul>	<ul style="list-style-type: none"> <li>Health related songs composed accordingly</li> </ul>
<b>4.2 MOVEMENT</b>	<b>4.2.1 Structured Movements</b>	4.2.1.1 Perform structured movements	<ul style="list-style-type: none"> <li>Performing structured movements (<i>Dumb bells, Climbing ropes, skipping ropes...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Structured movements performed accurately</li> </ul>
		4.2.1.2 Display balancing skills using various equipment	<ul style="list-style-type: none"> <li>Displaying balancing skills using various equipment (<i>bottle race, hula hoop...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Balancing skills using various equipment displayed skillfully</li> </ul>
<b>4.3 DRAWING AND PAINTING</b>	<b>4.3.1 Elements of Art</b>	4.3.1.1 Draw different lines	<ul style="list-style-type: none"> <li>Identifying types of lines</li> <li>Drawing lines (<i>straight, curved, diagonal, Centre</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Lines drawn correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.3.1.2 Draw different objects	<ul style="list-style-type: none"> <li>• Drawing different objects (<i>fruits, pots, cups, flowers...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Different objects drawn correctly</li> </ul>
		4.3.2.1 Mix two primary colours	<ul style="list-style-type: none"> <li>• Mixing any two primary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary colours mixed correctly.</li> </ul>
		4.3.2.2 Identify secondary colours	<ul style="list-style-type: none"> <li>• Identifying secondary colours (<i>orange, violet and green</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary colours identified correctly</li> </ul>
	<b>4.3.3 Painting from Observation</b>	4.3.3.1 Paint from nature	<ul style="list-style-type: none"> <li>• Painting objects from observation (<i>fruits, trees, flowers...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Observed objects painted accordingly,</li> </ul>
	<b>4.3.4 Imaginative Composition</b>	4.3.4.1 Create imaginative composition in colour.	<ul style="list-style-type: none"> <li>• Creating imaginative Compositions in colour. (<i>extended family, climate change...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Imaginative composition in colour created appropriately.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.4 NOTATION	4.4.1 Musical Notes	4.4.1.1 Perform musical notes	<ul style="list-style-type: none"> <li>Identifying musical notes (<i>semi-brave minim, crochet and quaver.</i>)</li> <li>Performing musical notes (<i>semi-brave minim, crochet and quaver.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Musical notes performed correctly</li> </ul>
	4.4.2 Simple Rhythmic Patterns	4.4.2.1 Compose simple rhythmic pattern	<ul style="list-style-type: none"> <li>Composing simple rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Simple rhythmic patterns composed creatively.</li> </ul>
	4.4.3 Tonic Solfa	4.4.3.2 Perform tonic solfa (singing only)	<ul style="list-style-type: none"> <li>Performing the tonic solfa (<i>singing only</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Tonic solfa performed correctly.</li> </ul>
4.5 ZAMBIAN MUSIC	4.5.1. Introduction to Zambian Authentic Traditional Music	4.5.1.1 Perform Zambian authentic traditional music	<ul style="list-style-type: none"> <li>Performing Zambian authentic traditional music (<i>Singing and dancing</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Zambian authentic traditional music performed appropriately</li> </ul>



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.6 HEALTH AND FITNESS MANAGEMENT</b>	<b>4.6.1 Health and Fitness</b>	4.6.1.1 Demonstrate developmental activities	<ul style="list-style-type: none"> <li>● Demonstrating developmental activities (<i>obstacles, parallel bars, mats, muscle...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Developmental activities demonstrated appropriately.</li> </ul>
	<b>4.6.2 Gymnastics</b>	4.6.2.1 Perform tumbling	<ul style="list-style-type: none"> <li>● Performing tumbling activities (<i>Frog jumps, backward roll, crouch, balance...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Tumbling activities performed correctly</li> </ul>
		4.6.2.2 Perform stunt activities	<ul style="list-style-type: none"> <li>● Performing stunt activities (<i>pyramids</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Stunt activities performed correctly</li> </ul>
<b>4.7 SPORTS SKILLS DEVELOPMENT</b>	<b>4.7.1 Ball Games</b>	4.7.1.1 Practise ball games	<ul style="list-style-type: none"> <li>● Practising sport exercises (<i>Football, netball, volleyball, basketballe xercises</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Ball games practised appropriately</li> </ul>
<b>4.8 SWIMMING</b>	<b>4.8.1 Water Orientation</b>	4.8.1.1 Demonstrate simple swimming skills	<ul style="list-style-type: none"> <li>● Demonstrating simple swimming skills (<i>side strokes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Simple swimming skills demonstrated skillfully</li> </ul>
	<b>4.8.2 Water Games</b>	4.8.2.1 Perform unskilled strokes	<ul style="list-style-type: none"> <li>● Performing unskilled strokes</li> </ul>	<ul style="list-style-type: none"> <li>● Unskilled strokes performed accordingly.</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		4.8.2.2 Play group games	<ul style="list-style-type: none"> <li>Playing group games (<i>Volleyball, netball...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Group games played accordingly.</li> </ul>
4.9 PATTERNS	4.9.1 Simple Patterns	4.9.1.1 Design motifs	<ul style="list-style-type: none"> <li>Designing motifs (<i>circle, semi-circle, wavy line...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Motifs designed creatively</li> </ul>
		4.9.1.2 Make repeat patterns	<ul style="list-style-type: none"> <li>Making repeat patterns (<i>shapes...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Repeat patterns made accurately</li> </ul>
		4.9.1.3 Create patterns using natural motifs	<ul style="list-style-type: none"> <li>Exploring natural motifs (<i>Leaf, Foot ...</i>)</li> <li>Creating patterns using natural motifs(<i>Leaf, foot ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Patterns using natural motifs created skillfully</li> </ul>
4.10 CRAFTS	4.10.1 Paper Work	4.10.1.1 Make various paper items	<ul style="list-style-type: none"> <li>Making various paper items (<i>envelops, paper houses, festive decorations...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Various paper items made creatively</li> </ul>
	4.10.2 Weaving	4.10.2.1 Produce items using weaving techniques	<ul style="list-style-type: none"> <li>Identifying weaving materials. (<i>fibre, plastics, sisal, banana fibre. paper...</i>)</li> <li>Producing items using weaving techniques (<i>table mats, door mats baskets, fishing nets, brooms...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Items using weaving techniques produced creatively</li> </ul>
	4.10.3 Plaiting	4.10.3.1. Demonstrate various plaiting techniques	<ul style="list-style-type: none"> <li>Discussing various plaiting materials in the environment</li> <li>Demonstrating various plaiting techniques (<i>belts, ropes...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Various plaiting techniques demonstrated creatively</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>4.10.4 Knotting</b>	4.10.4.1 Make items using knotting techniques	<ul style="list-style-type: none"> <li>Making various items using knotting techniques (<i>ropes, shoelaces bags ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Items made using knotting techniques creatively</li> </ul>
	<b>4.10.5 Modelling</b>	4.10.5.1 Make objects using clay/plasticine	<ul style="list-style-type: none"> <li>Making objects using clay/plasticine (<i>bowls, ash trays, cups, pots...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Objects made using Clay/plasticine creatively.</li> </ul>
		4.10.5.2 Make objects using papier machè pulp	<ul style="list-style-type: none"> <li>Making objects using Papier machè pulp (<i>balls, fruits, plates, animals, people...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Objects using Papier machè pulp made skillfully</li> </ul>
	<b>4.10.6 Construction</b>	4.10.6.1 Construct objects	<ul style="list-style-type: none"> <li>Constructing various objects (<i>houses, wire cars, bicycles, animals...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Objects constructed accordingly</li> </ul>
	<b>4.10.7 Picture Making</b>	4.10.7.1 Make pictures using mosaic technique	<ul style="list-style-type: none"> <li>Making pictures using Mosaic technique</li> </ul>	<ul style="list-style-type: none"> <li>Pictures made using mosaic technique creatively</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>4.11 LETTERING AND POSTER WORK</b>	<b>4.11.1 Lettering</b>	4.11.1.1 Design letters	<ul style="list-style-type: none"> <li>Designing Letters (<i>forms of letters, typefaces, bold letters...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Letters designed correctly</li> </ul>
	<b>4.11.2 Poster Work</b>	4.11.2.1 Design posters based on different themes	<ul style="list-style-type: none"> <li>Designing posters based on different themes (<i>child rights...</i>) (<i>environmental education,</i></li> </ul>	<ul style="list-style-type: none"> <li>Posters designed based on different themes accordingly</li> </ul>

# GRADE 5

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>5.1 SAFETY AND HEALTH</b>	<b>5.1.1 Safety</b>	5.1.1.1 Demonstrate storage of tools, equipment and artifacts	<ul style="list-style-type: none"> <li>• Caring for tools equipment and artifacts.</li> <li>• Storing tools, equipment and artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Storage of tools, equipment and artifacts demonstrated carefully.</li> </ul>
		5.1.1.2 Show care of space	<ul style="list-style-type: none"> <li>• Showing care of space (<i>Levelling of fields, cleaning of playground, art room, music room</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Care of space shown accordingly</li> </ul>
		5.1.1.3 Compose songs on safety	<ul style="list-style-type: none"> <li>• Composing songs on safety</li> </ul>	<ul style="list-style-type: none"> <li>• Songs on safety composed creatively.</li> </ul>
		5.1.1.4 Draw pictures on safety	<ul style="list-style-type: none"> <li>• Drawing pictures on safety</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures on safety drawn accordingly.</li> </ul>
<b>5.2 MOVEMENT</b>	<b>5.2.1 Sport Skills Movements</b>	5.2.1.1 Use movement patterns for specific sports	<ul style="list-style-type: none"> <li>• Using movement patterns for specific sports (<i>volleyball, football, netball, basketball kills...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Movement patterns for specific sports used skillfully</li> </ul>
<b>5.3 DRAWING AND PAINTING</b>	<b>5.3.1 Tonal Gradation</b>	5.3.1.1 Apply tonal gradation	<ul style="list-style-type: none"> <li>• Applying tonal gradation (<i>light and shade</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Tonal gradation applied accordingly</li> </ul>
	<b>5.3.2 Shading Techniques</b>	5.3.2.1 Demonstrate shading techniques	<ul style="list-style-type: none"> <li>• Demonstrating shading techniques (<i>cross-</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shading techniques demonstrated correctly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>hatching, dotism, hatching, doodling</i>	
	<b>5.3.3 Imaginative Composition</b>	5.3.3.1 Compose pictures showing light and shade	<ul style="list-style-type: none"> <li>• Composing pictures showing light and shade (<i>market place, an argument, bus stop</i>)</li> <li>• Evaluating composed pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures showing light and shade composed creatively</li> </ul>
	<b>5.3.4 Colour</b>	5.3.4.1. Identify types of colour	<ul style="list-style-type: none"> <li>• Identifying types of colour (<i>tertiary colour</i>)</li> <li>• Creating tints and shades</li> <li>• Analysing quality of tints and shades</li> </ul>	<ul style="list-style-type: none"> <li>• Types of colour identified correctly</li> </ul>
	<b>5.3.5 Figure Drawing</b>	5.3.5.1 Draw human figures	Drawing human figures in action ( <i>effects of drugs on people, people planting, and campaign meeting...</i> )	<ul style="list-style-type: none"> <li>• Human figures drawn appropriately</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
5.4 NOTATION	5.4.1 Musical Notes	5.4.1.1 Demonstrate rhythm and tonic solfa	<ul style="list-style-type: none"> <li>• Demonstrating rhythm and tonic solfa</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm and tonic solfa demonstrated correctly</li> </ul>
		5.4.1.2 Perform rhythmic patterns using learnt musical notes	<ul style="list-style-type: none"> <li>• Performing rhythmic patterns using learnt musical notes (<i>Semi quaver; dotted notes introduced...</i>)</li> </ul>	Rhythmic patterns using learnt musical notes performed correctly
	5.4.2 Simple Time Signature	5.4.1.3 Perform simple time signature	<ul style="list-style-type: none"> <li>• Practicing simple triple and quadruple time signature.</li> </ul>	Simple time signature performed correctly.
5.5 ZAMBIAN MUSIC	5.5.1 <b>Zambian Contemporary Music</b>	5.5.1.1. Perform Zambian contemporary music	<ul style="list-style-type: none"> <li>• Identifying Zambian contemporary music</li> <li>• Performing Zambian contemporary music (compose, mime, dance....)</li> </ul>	Zambian contemporary music performed correctly.
	5.5.2 <b>Zambian Traditional Music</b>	5.5.2.1 Perform various styles and forms of Zambian traditional music	<ul style="list-style-type: none"> <li>• Performing various styles and forms of Zambian traditional music (<i>call and response and repetition</i>)</li> <li>• Analysing various styles and forms of Zambian traditional music</li> <li>• Evaluating various dances performed</li> </ul>	Various styles and forms of Zambian traditional music performed accordingly.



TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
5.6 AFRICAN MUSIC	5.6.1. Traditional Instruments	5.6.1.1 Make simple African traditional instruments.	<ul style="list-style-type: none"> <li>● Making simple African traditional instruments</li> </ul>	<ul style="list-style-type: none"> <li>● Simple African traditional instruments made accordingly</li> </ul>
		5.6.1.2 Play traditional instruments	<ul style="list-style-type: none"> <li>● Playing African traditional musical instruments (<i>African drums, silimba, banjo, kalumbu...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Traditional instruments played appropriately</li> </ul>
5.7 HEALTH AND FITNESS MANAGEMENT	5.7.1 Health Performances	5.7.1.1 Perform series of developmental activities	<ul style="list-style-type: none"> <li>● Performing series of developmental activities using (<i>obstacles, parallel bars, mats, hurdles</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Series of developmental activities Performed accordingly</li> </ul>
	5.7.2 Fitness	5.7.2.1 Practise fitness activities	<ul style="list-style-type: none"> <li>● Practicing fitness activities (<i>press ups, sit ups, pushups...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness activities practised correctly</li> </ul>
	5.7.3 Gymnastics	5.7.3.1 Perform tumbling activities Activities	<ul style="list-style-type: none"> <li>● Performing tumbling (<i>using: ladder horizontal bar, beams...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Tumbling activities performed skillfully</li> </ul>
		5.7.3.2 Demonstrate stunt activities	<ul style="list-style-type: none"> <li>● Demonstrating stunt activities (<i>pyramid building</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Stunt activities demonstrated skillfully</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>5.8 SPORTS SKILLS DEVELOPMENT</b>	<b>5.8.1 Conventional Games</b>	5.8.1.1. Practise modified conventional games	<ul style="list-style-type: none"> <li>Practising modified conventional games (<i>Mini football, Mini netball, Volley ball, basketball</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Modified conventional games practised skillfully</li> </ul>
<b>5.9 RECREATION</b>	<b>5.9.1 Dances</b>	5.9.1.1 Perform Zambian dances	<ul style="list-style-type: none"> <li>Performing various Zambian dances (<i>steps, clap, space, sequence</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Zambian dances performed skillfully</li> </ul>
	<b>5.9.2 Instrument Playing</b>	5.9.2.1 Demonstrate playing instruments	<ul style="list-style-type: none"> <li>Demonstrating playing various instruments</li> </ul>	<ul style="list-style-type: none"> <li>Playing instruments demonstrated creatively</li> </ul>
<b>5.10 SWIMMING</b>	<b>5.10.1 Swimming Pool Management</b>	5.10.1.1 Practise pool hygiene	<ul style="list-style-type: none"> <li>Practising pool hygiene: (<i>chlorination, filtering...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Pool hygiene practised accordingly.</li> </ul>
	<b>5.10.2 Water Games</b>	5.10.2.1 Perform Swimming activities	<ul style="list-style-type: none"> <li>Performing various swimming activities (<i>water polo, tag, metre races, floating, side stroke...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Swimming activities performed skillfully</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
5.11 PATTERNS	5.11.1 Types of Patterns	5.11.1.1 Design patterns	<ul style="list-style-type: none"> <li>Designing different patterns (<i>Free brush repeat, border and all over, alternating contrasting, geometrical block...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Patterns designed creatively.</li> </ul>
5.12 CRAFTS	5.12.1 Weaving	5.12.1.1 Make items using weaving techniques	<ul style="list-style-type: none"> <li>Making items using weaving techniques (<i>baskets, bags, reed mats...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Items made using weaving techniques creatively</li> </ul>
	5.12.2 knotting	5.12.1.1 Make items using knotting techniques	<ul style="list-style-type: none"> <li>Making simple items using knotting techniques (<i>fishing nets, belt, ropes...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Items made using knotting techniques creatively</li> </ul>
	5.12.3 Modelling	5.12.2.1 Demonstrate modelling using materials	<ul style="list-style-type: none"> <li>Making tiles, birds, insects ..using appropriate materials</li> </ul>	<ul style="list-style-type: none"> <li>Modelling using various materials demonstrated skillfully</li> </ul>
	5.12.4 Papier Machè	5.12.3.1 Make items using paper pulp	<ul style="list-style-type: none"> <li>Making items using paper pulp (<i>cups, masks, hats, plates...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Items made using pulp creatively</li> </ul>
	5.12.5 Construction	5.12.4.1 Construct objects	<ul style="list-style-type: none"> <li>Constructing various objects (<i>dolls, soft toys, puppets</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Objects constructed creatively</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>5.12.5 Picture Making</b>	different themes 5.12.5.1 Create pictures using various picture making techniques	<ul style="list-style-type: none"> <li>• Creating pictures using various picture making techniques (<i>Applique, Montage, Collage</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures created using various picture making techniques creatively</li> </ul>
	<b>5.12.6 Carving</b>	5.12.6.1 Make carved items	<ul style="list-style-type: none"> <li>• Making various carved items (<i>spoons, toys, cooking sticks...</i>)</li> <li>• Decorating carved items</li> </ul>	<ul style="list-style-type: none"> <li>• Carved items made creatively</li> </ul>
	<b>5.12.7 General Crafts</b>	5.12.7.1 Make items	Making various items ( <i>necklaces, seed decorations, twig decorations</i> )	Items made creatively
<b>5.13 LETTERING AND POSTER WORK</b>	<b>5.13 Poster Designing</b>	5.13.1.1 Design posters based on  5.13.1.2 Practise Calligraphy	<ul style="list-style-type: none"> <li>• Describing types of posters</li> <li>• Designing posters based on different themes (<i>drug abuse, human rights...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Posters designed based on different themes creatively</li> <li>• Calligraphy practised skillfully</li> </ul>

# GRADE 6

TOPIC		SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>6.1 SAFETY AND HEALTH</b>	<b>6.1.1 Safety</b>	6.1.1.1 Use appropriate attire and tools	<ul style="list-style-type: none"> <li>Using appropriate attire and tools during different activities</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate attire and tools used accordingly</li> </ul>
		6.1.1.2 Practise safety rules	<ul style="list-style-type: none"> <li>Practising safety rules in various activities</li> </ul>	<ul style="list-style-type: none"> <li>Safety rules practised correctly</li> </ul>
<b>6.2 MOVEMENT</b>	<b>6.2.1 Movement</b>	6.2.1.1 Demonstrate perceptual motor learning skills.	<ul style="list-style-type: none"> <li>Demonstrating perceptual learning skills <i>(Traffic lights game, follow the leader, dribble and feint)</i></li> </ul>	<ul style="list-style-type: none"> <li>Perceptual motor skills demonstrated accordingly</li> </ul>
<b>6.3 DRAWING AND PAINTING</b>	<b>6.3.1 Imaginative Composition</b>	6.3.1.1 Draw pictures depicting different themes	<ul style="list-style-type: none"> <li>Drawing pictures depicting different themes <i>(market place, climate change, population...).</i></li> </ul>	<ul style="list-style-type: none"> <li>Pictures depicting different themes drawn creatively</li> </ul>
	<b>6.3.2 Colour</b>	6.3.2.1 Design colour wheel	<ul style="list-style-type: none"> <li>Designing colour wheel on paper</li> </ul>	<ul style="list-style-type: none"> <li>Colour wheel designed correctly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>6.4 NOTATION</b>	<b>6.4.1 Rhythm</b>	6.4.1.1 Practise rhythmic patterns	<ul style="list-style-type: none"> <li>Practising various rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic patterns practised correctly</li> </ul>
	<b>6.4.2 Time Signature</b>	6.4.1.2 Apply time signature	<ul style="list-style-type: none"> <li>Applying time signature on various rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Time signature applied correctly</li> </ul>
	<b>6.4.2 Pitch</b>	6.4.2.1 Construct the treble staff	<ul style="list-style-type: none"> <li>Constructing the treble staff (<i>C major only</i>)</li> </ul>	<ul style="list-style-type: none"> <li>The treble staff constructed correctly</li> </ul>
<b>6.5 AFRICAN MUSIC</b>	<b>6.5.1 Style and Form</b>	6.5.1.1 Perform style and form	<ul style="list-style-type: none"> <li>Performing style and form (<i>call and response, repetition harmony</i>)</li> <li>Distinguishing various styles and forms of African Music</li> </ul>	<ul style="list-style-type: none"> <li>Style and performed correctly</li> </ul>
	<b>6.5.2 Dancing</b>	6.5.2.1 Perform African dances	<ul style="list-style-type: none"> <li>Identifying various African dances</li> <li>Performing African music and dance</li> </ul>	<ul style="list-style-type: none"> <li>African dances performed appropriately</li> </ul>
	<b>6.5.3 Instrument Playing</b>	6.5.3.1 Demonstrate instrument playing	<ul style="list-style-type: none"> <li>Demonstrating instrument playing (<i>drum, strum, rattle...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Instrument playing demonstrated skillfully</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>6.5.4 Music Composition</b>	6.5.4.1 Compose songs	<ul style="list-style-type: none"> <li>Composing songs (<i>cross cutting issues</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Songs composed creatively</li> </ul>
<b>6.6 HEALTH AND FITNESS MANAGEMENT</b>	<b>6.6.1 Health Performances</b>	6.6.1.1 Perform developmental activities	<ul style="list-style-type: none"> <li>Identifying developmental activities (<i>obstacle, parallel bars, circuit training stations</i>)</li> <li>Performing developmental sporting activities in parallel (<i>shooting, dribbling, passing...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Developmental activities performed correctly</li> </ul>
	<b>6.6.2 Fitness</b>	6.6.2.1 Perform a series of fitness activities	<ul style="list-style-type: none"> <li>Performing a series of fitness activities (<i>pushups, sit ups, ladder runs, squats...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Series of fitness activities performed correctly</li> </ul>
	<b>6.6.3 Gymnastics</b>	6.6.3.1 Demonstrate tumbling activities	<ul style="list-style-type: none"> <li>Demonstrating tumbling activities (<i>rope, horse, head stand, hand belly support, takeoff, safe landing...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Tumbling activities demonstrated skillfully</li> </ul>



TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>6.7 SPORTS SKILLS DEVELOPMENT</b>	<b>6.7.1 Track Events</b>	6.7.1.1 Perform track events	<ul style="list-style-type: none"> <li>Performing track events (60m, 100m, 200m, 400m and Relay races: 4x 100m and 4x 400)</li> </ul>	<ul style="list-style-type: none"> <li>Track events performed correctly</li> </ul>
	<b>6.7.2 Field Events</b>	6.7.2.1 Perform field events	<ul style="list-style-type: none"> <li>Performing field events throws (<i>Discus, short put and javelin</i>).</li> <li>Jumps (<i>High jump, long jump and triple jump</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Field events performed correctly.</li> </ul>
<b>6.8 RECREATION</b>	<b>6.8.1 Dances</b>	6.8.1.1 Perform dances	<ul style="list-style-type: none"> <li>Performing various dances (<i>steps, clap, space, sequence</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Dances performed accordingly</li> </ul>
	<b>6.8.2 Songs</b>	6.8.2.1 Sing regulated songs on various themes	<ul style="list-style-type: none"> <li>Singing regulated songs on various themes</li> </ul>	<ul style="list-style-type: none"> <li>Regulated songs sung on various themes accordingly.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>6.9 SWIMMING</b>	<b>6.9.1 Swimming Activities</b>	6.9.1.1 Practise swimming activities	<ul style="list-style-type: none"> <li>Practising swimming activities (<i>back stroke, breast stroke, butterfly, free style...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Swimming activities practised skillfully.</li> </ul>
	<b>6.9.2 Survival Skills</b>	6.9.1.2 Exhibit survival skills	<ul style="list-style-type: none"> <li>Exhibiting survival skills (<i>diving, buoyancy- Life jackets/aids for swimming...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Survival skills exhibited correctly</li> </ul>
<b>6.10 PATTERNS</b>	<b>6.10.1 Patterns</b>	6.10.1.1 Design different patterns	<ul style="list-style-type: none"> <li>Designing different patterns (<i>monochrome, horizontal, vertical, rhythmic, traditional symbol...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Different patterns designed creatively</li> </ul>
<b>6.11 CRAFTS</b>	<b>6.11.1 Plaiting</b>	6.11.1.1 Practise plaiting techniques	<ul style="list-style-type: none"> <li>Practising various plaiting techniques (<i>belts, ropes...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Plaiting techniques practised creatively</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>6.11.2 Knotting</b>	6.11.2.1 Make items using knotting techniques	<ul style="list-style-type: none"> <li>• Making various items using knotting techniques (<i>ropes, belt, ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Items made using knotting techniques creatively</li> </ul>
	<b>6.11.3 Modelling</b>	6.11.3.1 Make objects using clay/ plasticine	<ul style="list-style-type: none"> <li>• Making objects using clay/ plasticine (<i>flower vessels, figures, fish, bowls, coil pots</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• objects using clay/ plasticine made appropriately.</li> </ul>
	<b>6.11.4 Toy Making</b>	6.11.4.1 Make toys	<ul style="list-style-type: none"> <li>• Making toys of their choice</li> </ul>	<ul style="list-style-type: none"> <li>• Toys made creatively</li> </ul>
	<b>6.11.5 Puppets</b>	6.11.5.1 Produce puppets	<ul style="list-style-type: none"> <li>• Producing puppets (<i>glove puppets, marionettes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Puppets produced creatively</li> </ul>
	<b>6.11.6 Book Crafts</b>	6.11.6.1 Reconstruct library paper materials	<ul style="list-style-type: none"> <li>• Reconstructing library paper materials (<i>books, files</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Library paper materials reconstructed accordingly</li> </ul>
	<b>6.11.7 Picture Making</b>	6.11.7.1 Make pictures using various techniques	<ul style="list-style-type: none"> <li>• Making pictures using various techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures using various techniques made skillfully</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>(Frieze, Collage, montage, mosaic...)</i>	
	<b>6.11.8 General Crafts</b>	<b>6.11.8.1 Create crafts using different materials</b>	<ul style="list-style-type: none"> <li>Make crafts using different materials (<i>gourd cutting and decorations, egg decorations, junkie sculpture...</i>)</li> </ul>	Crafts using different materials generated skillfully
<b>6.12 LETTERING AND POSTER WORK</b>	<b>6.12.1 Letter Designing</b>	<b>6.12.1.1 Design different types of letters</b>	<ul style="list-style-type: none"> <li>Designing different types of letters (<i>block lettering and letter cutting...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Different types of letters designed correctly.</li> </ul>
	<b>6.12.2 Poster Design</b>	<b>6.12.2.1 Design posters depicting various themes</b>	<ul style="list-style-type: none"> <li>Designing posters depicting various themes (<i>riding a bicycle, planting trees, sports day, safety, initiation ceremony...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Posters depicting various themes designed accordingly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
6.13 ENTREPRENEURSHIP	6.13. 1 Business Plan	6.13.1.1 Develop a business plan	<ul style="list-style-type: none"> <li>● Developing a business plan (business description, business name, business location)</li> </ul> <p style="margin-left: 20px;">Developing Financial plan (<i>startup capital, sources of capital, expected profit</i>)</p> <ul style="list-style-type: none"> <li>● Demonstrating marketing skills (<i>goods and services, customers, pricing, methods of selling</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Business plan developed accordingly</li> </ul>