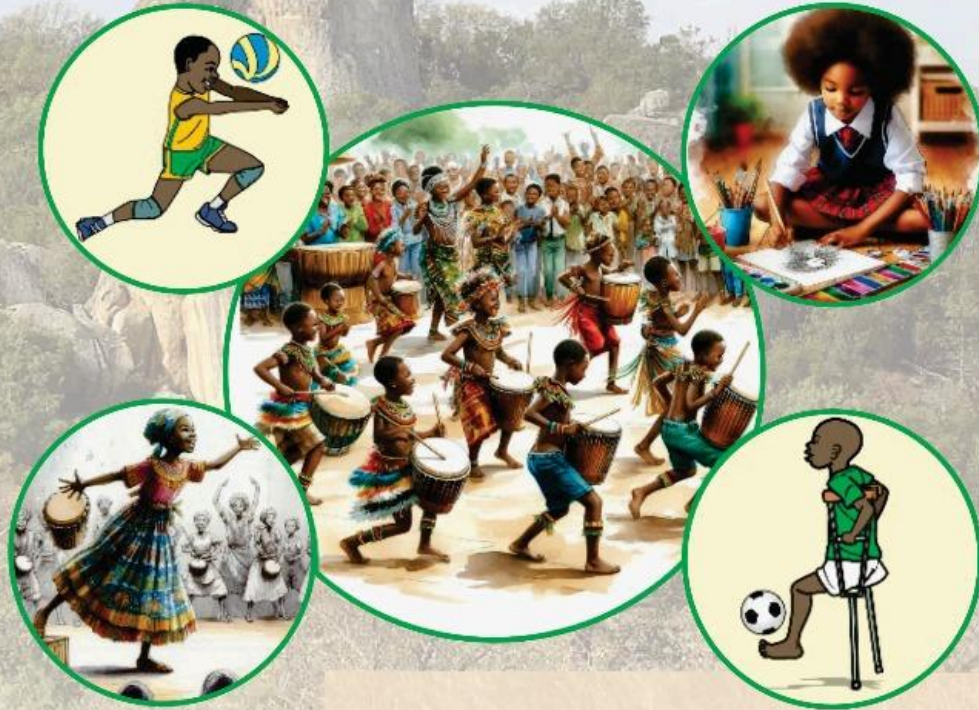




ZIMBABWE

Ministry of Primary and Secondary Education



PHYSICAL EDUCATION AND ARTS SYLLABUS

2024-2030

Grade 3-7

Curriculum Development and Technical Services
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Harare

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- Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MoHTEISTD)
- The Zimbabwe School Examinations Council (ZIMSEC)
- United Nations Children's Fund (UNICEF)

- United Nations Educational Scientific and Cultural Organisation (UNESCO)

1 PREAMBLE

1.1 Introduction

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

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

1.2 Rationale

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

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

1.3 Summary of content

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

1.4 Assumptions

The syllabus assumes that learners have innate abilities to:

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

1.5 Crosscutting themes

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

- disaster and risk management
- climate change
- ICT
- business enterprise
- children's rights and responsibilities
- health and well being

- Environmental Management

2 Presentation of the syllabus

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

3 AIMS

The syllabus aims at enabling learners to:

- make informed decisions on safety, health and wellbeing
- 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 art works
- 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

4 SYLLABUS OBJECTIVES

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

- apply knowledge of health and safety rules related to themselves, others, equipment and the environment
- demonstrate an understanding of health and skill related fitness components
- discuss effects of poor hygienic practices and unhealthy eating habits

- identify functions of different body parts
- demonstrate competences in executing game and artistic skills in a wide range of activities
- use relevant skills that progress towards basic visual literacy and creativity in arts
- demonstrate teamwork, Sportsmanship, fair play and partnership
- identify and exhibit social skills related to the cultural values of a Zimbabwean society
- perform in a chosen area of arts with consistency, artistry, technical ability and proficiency
- identify characteristics of theme-based works of Zimbabwean music, visual arts, theatre and dance based on the themes of family and community, from various historical periods and other cultures
- describe significant contributions of individual artists in dance, music, theatre, and visual arts from diverse cultures throughout history
- map historical innovations and the impact of new technologies in Physical Education and Arts
- demonstrate an appreciation of aesthetic values of works of art and arts activities

5 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

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

- Animation
- Notation
- Story telling
- Games
- Simulation
- Role play
- Field trip
- Educational tour
- Gallery walks

- Quizzes, Poems and rhymes
- Discovery and guided discovery
- Testing and Measurement
- Practice
- Problem solving
- Experimentation
- Command
- Reciprocal
- Demonstration
- Task
- Virtual learning

5.2 Time allocation

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

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

6 SYLLABUS TOPICS

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

8. Physical Education and Arts Technology

9. Physical Education and Arts Enterprise

7 SCOPE AND SEQUENCE

7.1 TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Safety	<ul style="list-style-type: none"> • Safety rules for various environments • Warm up and cool down 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities • Safety rules when participating in Physical Education and Arts activities • Safety rules on storage, use and care of paraphernalia. 	<ul style="list-style-type: none"> • Safety measures for various physical activities • Safety rules and precautions when participating in Physical Education and Arts activities • Warm up and cool down for physical activity 	<ul style="list-style-type: none"> • Safety rules and regulations when participating in various physical activities • Injuries related to various physical activities 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities in different environments • Safety rules on storage and care of apparatus
Health	<ul style="list-style-type: none"> • Health living habits at home • Health related fitness components: <ul style="list-style-type: none"> - endurance - strength - flexibility - body composition • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Health living habits at home and school • Sport related fitness components: <ul style="list-style-type: none"> - coordination - balance - reaction - power - speed - agility • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Health living habits at home, school and society • Safety precautions and rules in handling paraphernalia • Diseases caused by lack of exercises • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Health living habits at home, school and society • Physical activity diary • Diseases caused by lack of physical exercises • Diseases caused by poor sanitation at home, school and in the society • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Health living life styles at home, school and society • Health living projects • Injury prevention and management • Health and wellbeing tests and measurements

7.2 TOPIC 2: HUMAN BODY

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

7.3 TOPIC 3: HISTORY OF ARTS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music and dance	<ul style="list-style-type: none"> Role of indigenous music and dance in pre-colonial era Zimbabwean musical instruments in the pre-colonial era 	<ul style="list-style-type: none"> Role of indigenous music and dance in pre-colonial and colonial era Zimbabwean musical instruments in the pre-colonial and colonial era 	<ul style="list-style-type: none"> Social functions of music and dance from various cultures in Zimbabwe Gender and music in the community Historical development of music technology Zimbabwean musical instruments Development of cultural dances in Zimbabwe Cultural dance preservation 	<ul style="list-style-type: none"> Types of music and dance in Zimbabwe Indigenous and foreign musical instruments in Zimbabwe Roles of musicians and dancers in pre-colonial, colonial and post-colonial periods Gender and music in the contemporary world Features of music and dance from various cultures in Zimbabwe Functions of dance and ceremonies in life 	<ul style="list-style-type: none"> Cultural diversity in the music of the contemporary world Indigenous and foreign musical instruments in Southern Africa Musicians, health and social issues Dance ceremonies from Southern Africa Dance performances from different periods. Functions of dance in different age groups
Visual arts	<ul style="list-style-type: none"> Roles of visual arts in the pre-colonial era Indigenous visual arts media 	<ul style="list-style-type: none"> Roles of visual arts in the pre-colonial and colonial era Indigenous visual arts media and tools Visual arts heritage in Zimbabwe 	<ul style="list-style-type: none"> Roles and development of visual arts in the post-colonial era Ways of preserving artworks Works of art in Zimbabwean communities 	<ul style="list-style-type: none"> Development of visual arts from the pre-colonial, colonial to post-colonial eras Visual arts from Zimbabwe Diversity of visual art works and artists in Zimbabwe 	<ul style="list-style-type: none"> Cultural values in various artworks of Zimbabwe and Southern Africa Art styles from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Theatre	<ul style="list-style-type: none"> The roles of theatre in pre-colonial Zimbabwe Media and tools in pre-colonial Zimbabwean theatre 	<ul style="list-style-type: none"> The roles of theatre in the pre-colonial and colonial era Indigenous theatre themes Indigenous theatre props and costumes 	<ul style="list-style-type: none"> Props, set and costumes Historical development of technology in theatre and film Child protection in theatre 	<ul style="list-style-type: none"> Sets, costumes and props and indigenous cultures Theatre from Zimbabwean communities 	<ul style="list-style-type: none"> Theatrical styles from the pre-colonial to post-colonial Zimbabwe Theatre genres from Southern Africa

7.4 TOPIC 4: GYMNASTICS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Balances	<ul style="list-style-type: none"> Balancing and creating enhanced shapes and formations using different body parts Balancing with or without apparatus while creating shapes and formations 	<ul style="list-style-type: none"> Balances, shapes and formations in movements (heavy and light) Basic general speed in movement using different body parts 	<ul style="list-style-type: none"> Weight transference from a static balance to a simple dynamic balance Weight transference using different body parts at different levels 	<ul style="list-style-type: none"> Weight transference from static balance to two and three-point dynamic balance 	<ul style="list-style-type: none"> Perform various high order dynamic balances with emphasis on coordination and agility
Locomotion	<ul style="list-style-type: none"> Basic balances and weight bearing movements <p>Moving, creating shapes and formations</p>	<ul style="list-style-type: none"> Link movement to develop sequence Create enhanced shapes and formations in movement Link movements with control to show changes in direction, level, speed and tension 	<ul style="list-style-type: none"> Forceful and quick movements Sequences in movements from simple to complex Contrast quick, light and heavy movements. 	<ul style="list-style-type: none"> Increased range of movements through exploration Movement sequences from any given part of the body whilst observing safety 	<ul style="list-style-type: none"> Improved more complex sequential movements through practice and critical analysis Discovered synchronised movements of high degree complexity whilst observing safety

7.5 TOPIC 5: SPORTS AND GAME SKILLS

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
INVASION GAMES Space awareness	<ul style="list-style-type: none"> • Open space • Occupied space 	<ul style="list-style-type: none"> • Space creation 	<ul style="list-style-type: none"> • Defending, attacking in relation to time and speed 	<ul style="list-style-type: none"> • Running into open space • Covering open space • Advantages and disadvantages of moving into open or closed space 	<ul style="list-style-type: none"> • Defending and attacking as a team • Formations
	Positioning	<ul style="list-style-type: none"> • Positioning within boundaries 	<ul style="list-style-type: none"> • Positioning within boundaries and teammates 	<ul style="list-style-type: none"> • Positioning within boundaries, teammates and opponents 	<ul style="list-style-type: none"> • Positioning within boundaries in relation to teammates and opponents
	Reaction	<ul style="list-style-type: none"> • Reaction into open or occupied space 	<ul style="list-style-type: none"> • Reaction in relation to movement 	<ul style="list-style-type: none"> • Defensive roles • Offensive roles 	<ul style="list-style-type: none"> • Principles of attack and defense in relation to time
TARGET AND COMBAT GAMES Aiming /Targeting	<ul style="list-style-type: none"> • Stationary targets up to 15m distance 	<ul style="list-style-type: none"> • Stationary target up to 25m distance • Slow mobile target 	<ul style="list-style-type: none"> • Stationary and average mobile targets • Target up to 35m distance 	<ul style="list-style-type: none"> • Stationary and fast mobile target for height • Target up to 40m distance 	<ul style="list-style-type: none"> • Stationary and fast mobile targets for height • Target up to 50m distance
	Stance	<ul style="list-style-type: none"> • Balance on the base of support • Weight transfer and 	<ul style="list-style-type: none"> • Wide and narrow base • Weight transfer and 	<ul style="list-style-type: none"> • Body orientation for movement 	<ul style="list-style-type: none"> • Energy conversions overtime
	<ul style="list-style-type: none"> • distribution 	<ul style="list-style-type: none"> • distribution with follow through 			<ul style="list-style-type: none"> • position
NET GAMES Strokes	<ul style="list-style-type: none"> • Types of strokes 	<ul style="list-style-type: none"> • Strokes for speed and direction 	<ul style="list-style-type: none"> • Strokes for height, spin and distance 	<ul style="list-style-type: none"> • Strokes for height, spin, distance and power 	<ul style="list-style-type: none"> • Strokes for height, spin, distance and power in relation to time
	Grip	<ul style="list-style-type: none"> • Correct handling of equipment 	<ul style="list-style-type: none"> • Grip and stance 	<ul style="list-style-type: none"> • Grip, stance and footwork 	<ul style="list-style-type: none"> • Grip, stance, footwork and movement in striking for a distance
	Striking	<ul style="list-style-type: none"> • Forward drives from stationary position • Forward drives from a mobile position 	<ul style="list-style-type: none"> • Backward strokes or drives from a stationary position • Backward strokes or drives from a mobile position 	<ul style="list-style-type: none"> • Well-timed backward or forward drives with reaction 	<ul style="list-style-type: none"> • Backward or forward strokes (Footwork, coordination)

ADVENTURE GAMES Outdoor activities	<ul style="list-style-type: none"> • Course marking • Walking • Orienteering 	<ul style="list-style-type: none"> • Course marking • Orienteering • Travelling on steeper gradient 	<ul style="list-style-type: none"> • Orienteering • Mountaineering • Animal riding 	<ul style="list-style-type: none"> • Orienteering • Climbing and abseiling • Cycling • Water based activities 	<ul style="list-style-type: none"> • Orienteering • Water based activities • Mountaineering and abseiling 	
KIDS ATHLETICS	Running	<ul style="list-style-type: none"> • Progressive endurance race • Slalom shuttle relays (running round obstacles) • Testing and measurement 	<ul style="list-style-type: none"> • Bend running and obstacle clearing with varying speed • Running over obstacles with varying speed • Testing and measurement 	<ul style="list-style-type: none"> • 8 minutes' endurance race • Sprint hurdle relays • Bends formula • Testing and measurement 	<ul style="list-style-type: none"> • Running techniques and tactics • Running with obstacles • Testing and measurement 	
	Jumping	<ul style="list-style-type: none"> • Jumping with or without equipment • Testing and measurement 	<ul style="list-style-type: none"> • Jumping with or without apparatus for distance and height • Testing and measurement 	<ul style="list-style-type: none"> • Jumping for distance • Jumping for height • Jumping for height using a pole • Testing and measurement 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Jumping using a pole over an obstacle • Testing and measurement 	
	Throwing	<ul style="list-style-type: none"> • Front and backward throwing • Kids Javelin throw 	<ul style="list-style-type: none"> • Kids Javelin: standing throw for distance and accuracy 	<ul style="list-style-type: none"> • Rotational throw for distance and accuracy 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement
		<ul style="list-style-type: none"> • Throwing over a barrier • Testing and measurement 	<ul style="list-style-type: none"> • Throwing over a barrier for target • Testing and measurement • 	<ul style="list-style-type: none"> • Target throw over a barrier • Teen javelin for height and distance • Testing and measurement 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
AQUATIC SKILLS	Water safety	<ul style="list-style-type: none"> • Life-saving skills in and around water bodies 	<ul style="list-style-type: none"> • Life-saving skills in and around water bodies 	<ul style="list-style-type: none"> • Life-saving skills in and around water bodies 	<ul style="list-style-type: none"> • Life-saving techniques in and around water bodies • Water hazards 	<ul style="list-style-type: none"> • Life-saving techniques in and around water bodies • Resuscitation techniques

Strokes	<ul style="list-style-type: none"> • Arm and leg action • Floating with or without aid • Submerging • Water treading • Gliding • Breathing 	<ul style="list-style-type: none"> • Arm and leg action at increased interval • Gliding • Floating • Water treading • Submerging • 	<ul style="list-style-type: none"> • Arm and leg action • Entry into water • Gliding • Floating • Submerging • Turning • Front, back crawl and breast stroke actions 	<ul style="list-style-type: none"> • Entry into water • Front and back crawl techniques • Breast stroke • Turns 	<ul style="list-style-type: none"> • Entry into water • Front, back crawl and butterfly strokes •
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7.6 TOPIC 6: CREATIVE PROCESSES AND PERFORMANCE

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Music	<ul style="list-style-type: none"> • Elements of music • Development of vocal and instrumental skills • Musical instruments in short melodies and songs • Composition, arrangement, and improvisation of melodies • Play musical instruments to accompany short songs 	<ul style="list-style-type: none"> • Vocal and instrumental music skills • Composition and improvisation of melodies • Basic notes • Stave staff 	<ul style="list-style-type: none"> • Rounds, binary, descants and songs with ostinato • Tuned and untuned percussion instruments • Scale of C Major 	<ul style="list-style-type: none"> • Intervals by number • Chords of C and G Major Scales • Musical scales of G and D Major • Composing two bar rhythms in simple time • Choral music • Chord progression in instrument playing 	<ul style="list-style-type: none"> • Types of simple time signatures • Musical scale of F major • Three parts songs
Visual Arts	<ul style="list-style-type: none"> • Elements of art and principles of design • Colour wheel • Indigenous art media and tools • Crafting indigenous objects 	<ul style="list-style-type: none"> • Elements of art and principles of design • Colour wheel • Visual arts and the environment • 2-Dimensional art • 3-Dimensional art 	<ul style="list-style-type: none"> • Drawing and painting • Observational drawing • Still life • 2 Dimensional artworks • 3 Dimensional crafts • Visual arts and the environment 	<ul style="list-style-type: none"> • 2-Dimensional art • 3-Dimensional art • Recycled art 	<ul style="list-style-type: none"> • Imaginative compositions • Abstract art • Human figure drawing
Theatre	<ul style="list-style-type: none"> • Indigenous theatre skills • Story outline • Improvisation • 5 Ws (which, who, when, why and where) 	<ul style="list-style-type: none"> • Story telling • Guided script writing • Costume and props designs 	<ul style="list-style-type: none"> • Improvisation using universal themes • Blocking: stage areas • Scriptwriting 	<ul style="list-style-type: none"> • Blocking: movement and levels • Improvisation on text, subtext and given circumstances • Script writing: development of themes 	<ul style="list-style-type: none"> • Blocking: actors' position • Improvisation on characters and motivation • Environment / setting

SUB-TOPIC	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
			<ul style="list-style-type: none"> • Character development 		<ul style="list-style-type: none"> • Actions, tension and suspense
Dance	<ul style="list-style-type: none"> • Elements of Dance • Choreography • Performance 	<ul style="list-style-type: none"> • Personal experiences in movement • Extended movement phases • Choreography • Performance 	<ul style="list-style-type: none"> • Complex movement sequences • Movement problems and solutions • Principles of balance in dance • Dance performance 	<ul style="list-style-type: none"> • Multiple movement problems • Imitated and created movements • Movement with different musical rhythms and styles • Dance movement 	<ul style="list-style-type: none"> • Improvised movement sequences • Thematic dance drama

7.7 TOPIC 7: AESTHETIC VALUES AND APPRECIATION

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

7.8 TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

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

7.9 TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

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

8 COMPETENCY MATRIX

8.1 GRADE 3: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES AND MATERIALS
Safety	<ul style="list-style-type: none"> • outline safety rules in different Physical Education and Arts environments • discuss the importance of warm up and cool down 	<ul style="list-style-type: none"> • Safety rules for various environments • Warm up and cool down 	<ul style="list-style-type: none"> • role playing • playing mini-games • discussing in groups 	<ul style="list-style-type: none"> • work cards • pictures • posters • ICT tools • whistles
Healthy living habits	<ul style="list-style-type: none"> • identify the health-related elements of fitness • describe healthy living habits at home • discuss activities used to develop health related elements of fitness • perform activities and tests used to develop health-related elements of fitness 	<ul style="list-style-type: none"> • Healthy living habits at home • Health-related fitness components: <ul style="list-style-type: none"> - endurance - strength - flexibility - body composition • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Identifying and discussing physically exerting activities at home • Jogging, rope skipping, walking, cycling, dancing, playing different indigenous and foreign games • Tug of war, swinging on playground equipment, • Guided tree climbing, sit-ups, press ups, static and dynamic stretches • Sit and reach test, 1 mile run, beep test, push up test, sit up test, bend arm hang test 	<ul style="list-style-type: none"> • Manipulative blocks • play area • Charts • Dolls • Mirrors • Pictures • Puzzles • Clay and play dough • Crayons • Books • Paper glue • Magazines • Papier-mâché • Electronic gadgets

8.2 GRADE 3: TOPIC 2: HUMAN BODY

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

8.3 GRADE 3: TOPIC 3: HISTORY OF ARTS

SUB-TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Music and dance	<ul style="list-style-type: none"> • identify the roles of indigenous music and dance in pre-colonial era • list indigenous musical instruments and dances in the pre-colonial era 	<ul style="list-style-type: none"> • Roles of indigenous music and dance in pre-colonial era • Zimbabwean musical instruments in pre-colonial era 	<ul style="list-style-type: none"> • Identifying pre-colonial indigenous songs and dances • Singing pre-colonial indigenous songs • Dancing to pre-colonial indigenous songs • Playing indigenous musical and dance instruments • Making indigenous musical and dance instruments 	<ul style="list-style-type: none"> • ICT tools • Magazines • Pre-colonial, songs and texts • Indigenous musical instruments • Costumes and props • Resource persons • Pictures

Visual arts	<ul style="list-style-type: none"> • identify indigenous media and tools • use indigenous media and tools to create artefacts • compare roles of various artworks in the different eras • draw a work of art that reflects cultural values and ideas. 	<ul style="list-style-type: none"> • Indigenous media and tools • Indigenous artefacts 	<ul style="list-style-type: none"> • Naming indigenous media and tools • Using indigenous media and tools to create artefacts • Identifying artefacts in the environment • Comparing artefacts from different eras in their communities • Drawing and painting cultural artefacts 	<ul style="list-style-type: none"> • Indigenous artefacts • ICT tools • Magazines • Photographs • Audio transcripts • Craft foam • Hot glue gun • Thick pens • Sculptures • Instructional visuals
Theatre	<ul style="list-style-type: none"> • state the roles of theatre in pre-colonial Zimbabwe • identify media and tools used in the pre-colonial Zimbabwean theatrical performances 	<ul style="list-style-type: none"> • The roles of theatre in pre-colonial Zimbabwe • Media and tools in pre-colonial Zimbabwean theatre 	<ul style="list-style-type: none"> • Stating the roles of theatre in pre-colonial Zimbabwe • Identifying media and tools used in pre-colonial Zimbabwean theatre • Performing plays related to different roles of theatre 	<ul style="list-style-type: none"> • ICT tools • Relevant plays • Resource persons • Costumes and props • Theatre tools and media • Musical instruments • Pictures • Charts

8.4 GRADE 3: TOPIC 4: GYMNASTICS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balances	<ul style="list-style-type: none"> • demonstrate enhanced balances using different body parts • perform balances with and without apparatus 	<ul style="list-style-type: none"> • Balancing and creating enhanced shapes and formations using different body parts • Balancing with or without apparatus while creating shapes and formations 	<ul style="list-style-type: none"> • Forming body shapes, long or short, wide or narrow, symmetrical or asymmetrical while moving • Moving to show a number of body parts involved in the movements and used as body support such as 1, 2 or 3 points • Transferring weight from one body part to another as in leaping and rolling • Matching balances (linked balances in pairs or groups as weight is being transferred) 	<ul style="list-style-type: none"> • Gymnastic mats • Skittles • Cones • Hula hoops • Sticks • Ropes
Locomotion	<ul style="list-style-type: none"> • integrate basic balances and weight bearing movements 	<ul style="list-style-type: none"> • Basic balances and weight bearing movements 	<ul style="list-style-type: none"> • Moving with and without apparatus to show levels and directions 	<ul style="list-style-type: none"> • Gymnastic mats • Skittles

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
	<ul style="list-style-type: none"> • create shapes and formations whilst moving 	<ul style="list-style-type: none"> • Moving, creating shapes and formations 	<ul style="list-style-type: none"> • Moving into balances and shapes in groups • Using different movements to show shapes and formations 	<ul style="list-style-type: none"> • Cones • Ropes • Benches • Sticks • Hula Hoops

8.5 GRADE 3: TOPIC 5: SPORTS AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Invasion games	<ul style="list-style-type: none"> • demonstrate moving into open space • execute movements into occupied space 	<ul style="list-style-type: none"> • Open space • Occupied space 	<ul style="list-style-type: none"> • Moving freely to create space • Moving and dislodging an opponent • Moving freely into occupied spaces 	<ul style="list-style-type: none"> • Balls • Cones • Whistles • Chess equipment • Pitch
Positioning	<ul style="list-style-type: none"> • demonstrate positioning within boundaries 	<ul style="list-style-type: none"> • Positioning within boundaries 	<ul style="list-style-type: none"> • Running freely into a marked area to occupy space • Positioning within boundaries 	<ul style="list-style-type: none"> • Cones • Masking tape • Whistle
Reaction	<ul style="list-style-type: none"> • demonstrate reaction into open or occupied space 	<ul style="list-style-type: none"> • Reaction into open or occupied space 	<ul style="list-style-type: none"> • Playing reaction games • Passing the ball • Dribbling the ball 	<ul style="list-style-type: none"> • Whistle/Speaker • Bibs • Balls • Cones
Target and combat games	<ul style="list-style-type: none"> • aim at stationary targets using different objects within 15m distances from a standing position • aim at stationary targets using different objects within 15m distance after a short run up 	<ul style="list-style-type: none"> • Target up to 15m • Stationary targets 	<ul style="list-style-type: none"> • Aiming at big and small stationary targets with different objects within 15m distance from a standing position • Bouncing balls to hit targets on the walls • Throwing objects of different shapes into open buckets or rings 	<ul style="list-style-type: none"> • Balls • Mats • Gliding objects • Buckets • Rings • Tyres • Round objects

Stance			<ul style="list-style-type: none"> • Throwing objects over high obstacles to hit a given target using the back throw and overhead throw 	
	<ul style="list-style-type: none"> • lower centre of gravity to gain more balance when playing games • execute follow through when playing target games 	<ul style="list-style-type: none"> • Weight transfer and distribution • Execute follow through when targeting 	<ul style="list-style-type: none"> • Balancing on the base of support • Lowering centre of gravity to gain more stability • Playing pushing games in pairs • Demonstrating stance used in martial arts games • Playing a variety of throwing and target games in relation to stance and follow through 	<ul style="list-style-type: none"> • Balls • Bin bags • Wickets • Mats • Cones • Throwing objects • Materials for boundary marking
Net games Strokes	<ul style="list-style-type: none"> • demonstrate the correct posture when performing strokes in a given game • demonstrate strokes in short activities • distinguish the strokes depending on the game they are playing 	<ul style="list-style-type: none"> • Types of strokes in different games 	<ul style="list-style-type: none"> • Demonstrating stroke skills for particular games • Playing games of throwing objects with proper stroke skills using implements • Running in turns in the correct posture of the game skill • Throwing and hitting objects to a specified distance and height of net 	<ul style="list-style-type: none"> • Balls • Models of rackets • Charts with pictures • Hard surfaces • Containers to put balls • Whistle
	Grip	<ul style="list-style-type: none"> • demonstrate the correct gripping technique of equipment • state the dangers of failing to handle equipment correctly 	<ul style="list-style-type: none"> • Correct gripping of equipment 	<ul style="list-style-type: none"> • Gripping sticks, bats with fingers and thumbs wrapped around the handle • Forming the V-shape and figure 9 • Demonstrating the sponge or bird grip concept (not too tight not too loose) • Handling a given object properly and releasing it correctly
Striking	<ul style="list-style-type: none"> • hit the ball past a set target from stationary and mobile position • hit a ball off a tee using correct hitting form and grip 	<ul style="list-style-type: none"> • Forward drives from stationary position • Forward drives from a mobile position 	<ul style="list-style-type: none"> • Demonstrating correct form (stand with feet apart, shift weight backward and forward swing, contact and follow through) • Striking a ball towards a target with fore hand movement pattern 	<ul style="list-style-type: none"> • Tennis racquets • Bats • Sticks • T-stand • Tennis balls

			<ul style="list-style-type: none"> • Watching a video of the correct strike 	
Adventure games Camping	<ul style="list-style-type: none"> • mark a course • follow a marked route • locate points through map reading • 	<ul style="list-style-type: none"> • Course marking • Walking • Orienteering 	<ul style="list-style-type: none"> • Walking along a marked route • Finding hidden objects in the classroom • Finding hidden objects within the school yard • Finding objects in a marked area with instructions given • Playing puzzle games 	<ul style="list-style-type: none"> • Maps • Skittles • Cones • Markers • Puzzles • Ladders • Objects to hide • •
Kids athletics Running	<ul style="list-style-type: none"> • demonstrate progressive endurance levels in 5 minutes • demonstrate swift running action • execute the ladder running event • perform slalom, shuttle relays carrying baton • execute smooth baton exchange 	<ul style="list-style-type: none"> • Progressive endurance race • Slalom shuttle relays (running round obstacles) 	<ul style="list-style-type: none"> • Running continuously within a marked area • Running progressively as a team • Running through all set obstacles • Sprinting and exchanging batons • Formula One (running, slalom, hurdles, forward rows, 60 - 80 metres) • Video watching of different events 	<ul style="list-style-type: none"> • Cones • Relay batons • Obstacles for slalom (broom sticks can be used) • Flags and flag poles • Mats • Mini hurdles • Ladder • ICT tools
Jumping	<ul style="list-style-type: none"> • demonstrate horizontal and vertical jumping from stationery or mobile position • execute jumping skills using equipment • execute well-coordinated jumps 	<ul style="list-style-type: none"> • Jumping with or without equipment 	<ul style="list-style-type: none"> • Forward squat jumps • cross hop (15 seconds each) • Double foot jumps on the ground or mat • Rope skipping (15 seconds each) • Jumping for distance • Jumping while counting for scores • Pole jumping • Standing jumps • Participating in related games 	<ul style="list-style-type: none"> • Tape measure • Cones • Stop watch • Wooden poles • Marked mats • Ropes • Improvised equipment • ICT tools
Throwing	<ul style="list-style-type: none"> • execute front and backward throws with both hands • demonstrate javelin throws in any direction • release the implement and throw within marked area 	<ul style="list-style-type: none"> • Front and backward throws • Kids Javelin throw • Throwing over a barrier 	<ul style="list-style-type: none"> • Front and backward throwing of different objects with both hands • Under arm throwing • Knee throwing • Target throwing • Practising kids javelin 	<ul style="list-style-type: none"> • Balls • Medicine balls • Tape measure • Cones • Mats • ICT tools

	<ul style="list-style-type: none"> • throw implements over an erected barrier 			
Aquatic skills Water safety	<ul style="list-style-type: none"> • display knowledge of water safety in and around water bodies • execute safe entry into different water bodies • execute safe exit from different water bodies 	<ul style="list-style-type: none"> • Life-saving skills in and around water 	<ul style="list-style-type: none"> • Identify water bodies • Listing dangers in and around water bodies • Demonstrating water safety activities • Dramatising safety measures in storing water • Calling for attention games (help calls) 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters/Tyre tubes • Lifebuoys • Rubber balls • Ropes • Whistle • ICT tools • Hoops
Strokes	<ul style="list-style-type: none"> • analyse arm and leg movements • float with and without aid • propel in water • glide off the wall • execute elementary front and back crawl actions 	<ul style="list-style-type: none"> • Arm and leg action • Floating with and without aid • Submerging • Water treading • Gliding • Breathing 	<ul style="list-style-type: none"> • Analysing arm and leg movements • Floating with and without aid • Retrieving objects under water • Running water races • Pushing off the wall for distance • Practising aqua aerobics • Synchronising arm and leg action in water 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Tyre tubes • Rubber balls • Ropes • Lifebuoys • Whistle • ICT tools • Plastic water containers • Hoops

8.6 GRADE 3: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Music	<ul style="list-style-type: none"> • apply basic elements of music in vocal and instrumental music • • compose short songs and melodies • play musical instruments to accompany short songs. 	<ul style="list-style-type: none"> • Elements of music • rhythm • melody • Development of vocal and instrumental skills • Musical instruments in short melodies and songs • Composition, arrangement, and improvisation of melodies 	<ul style="list-style-type: none"> • Applying basic elements of music in vocal and instrumental music • Composing short songs and melodies 	<ul style="list-style-type: none"> • Percussion instruments • Melodies on charts • Pitch symbols on cards • Basic note values on charts • Basic note values on the chalkboard/interactive board • ICT tools • Musical instruments
Visual Arts	<ul style="list-style-type: none"> • identify elements of art and principles of design in artworks • apply elements of art and principles of design in creating artworks • apply primary colours in drawing and painting • create craft artworks using indigenous media and tools 	<ul style="list-style-type: none"> • Elements of art and principles of design • Primary colour wheel • Indigenous art media and tools • Crafting indigenous objects (3dimensional artworks) 	<ul style="list-style-type: none"> • Identifying elements and principles of design • Applying elements and principles of design • Applying primary colours in drawing and painting • Creating craft works using indigenous media and tools 	<ul style="list-style-type: none"> • Indigenous media • ICT tools • Artefacts • Recycled materials • Glue /Paint • Art portfolios • Drawing paper, • Crayons/Charcoal • Natural pigments • Natural dyes • Wood carvings • Scale models • Tactile collage • Surfoam rasp • Craft foam • Hot glue gun • Thick pen • vibrating sculptures

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Theatre	<ul style="list-style-type: none"> • apply indigenous theatre skills in acting • arrange ideas in a story to create a chronological outline of events • improvise stories from picture books 	<ul style="list-style-type: none"> • Indigenous theatre skills • Story outline <ul style="list-style-type: none"> - beginning - middle - ending • Improvisation <ul style="list-style-type: none"> - 5 Ws (which, who, when, why and where) 	<ul style="list-style-type: none"> • Applying indigenous theatre skills in acting • Arranging ideas in a story to create a chronological outline of events • Improvising stories from picture books 	<ul style="list-style-type: none"> • Theatre area • ICT tools • Lights • Candles • Print media • Resource person • Picture books • Theatre books
Dance	<ul style="list-style-type: none"> • identify elements of dance • apply basic choreography in indigenous dances • execute indigenous dance styles 	<ul style="list-style-type: none"> • Elements of Dance • Choreography • Performance 	<ul style="list-style-type: none"> • Identifying elements of dance • Applying dance choreography • Performing indigenous dance styles in their communities 	<ul style="list-style-type: none"> • ICT tools • Props • Indigenous instruments • Attire • Resource person • Picture books • Dance groups

8.7 GRADE 3: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Aesthetic values and appreciation of Arts	<ul style="list-style-type: none"> • state the elements of art • compare indigenous works of art made by the use of different art tools and media • describe the aesthetic qualities of arts • analyse indigenous performances 	<ul style="list-style-type: none"> • Elements of Arts • Indigenous arts • Aesthetic qualities of arts • Exhibition of artworks 	<ul style="list-style-type: none"> • Listing elements of arts • Comparing indigenous works of art made by the use of different art tools and media • Describing aesthetic qualities of arts • Exhibiting artworks • Describing artistic qualities of indigenous performances 	<ul style="list-style-type: none"> • ICT tools • Indigenous artefacts • Relevant reference books • Resource persons • Resource centres • Display boards • Musical instruments • Audio transcripts • Tactile collage

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
				<ul style="list-style-type: none"> • Instructional audio visuals • Brushes • Paints • Sketch books

8.8 GRADE 3: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Technology in Physical Education and Arts	<ul style="list-style-type: none"> • list technological tools used in Physical Education and Arts • use technological tools to create and store works of art • identify safe ways of using the internet 	<ul style="list-style-type: none"> • Physical Education and Arts technology (music, visual arts, theatre, and dance) <ul style="list-style-type: none"> - Software - Hardware • Production and recording in Physical Education and Arts • Internet ethics in Physical Education and Arts 	<ul style="list-style-type: none"> • Identifying Physical Education, Sport and Arts technological tools for testing and measurement • Using technological tools and software for Physical Education and Arts in composing and recording • Using technological tools and software in Physical Education and Arts • Discussing internet ethics in Physical Education and • Arts 	<ul style="list-style-type: none"> • ICT tools • Musical instruments • ABTutor • Tilt Brush • Audio visual devices • Display Note • Physical Education and Arts Software

8.9 GRADE 3: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> • identify careers in Physical Education and Arts • role play careers in Physical Education and Arts • fundraise through performance • make sporting and arts equipment for enterprise • apply business ethics and soft skills Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> • Careers in physical education, sport and arts • Performances for fundraising • Instrument/equipment • Business ethics 	<ul style="list-style-type: none"> • Identifying careers in physical education, sport and arts • Role playing careers in Physical Education and Arts • Performing for fundraising • Pricing exhibited equipment • Role play selling Physical Education and Arts instruments • Practising business ethics and soft skills Ubuntu/Unhu/Vumunhu and copyright protection 	<ul style="list-style-type: none"> • Play area • Pictures of different arts careers • Video clips of different arts careers • Money/Tickets/receipts • Artefacts • Arts instruments/ implements • ICT tools • Audio devices

8.10 GRADE 4: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Safety	<ul style="list-style-type: none"> • identify safety rules and precautions for various activities • describe safe ways of using, storing and caring for equipment 	<ul style="list-style-type: none"> • Safety rules and precautions for various activities • Safety rules when participating in Physical Education and Arts activities • Safety rules on storage, use and care of paraphernalia. 	<ul style="list-style-type: none"> • Describing correct attire for various activities • Discussing the importance of appropriate attire • Demonstrating proper warm up and cool down activities • Dramatising situations that require the application of safety rules and precautions • Discussing safety when using, storing and caring for apparatus, instruments and objects • Role playing the correct use, storage and care of equipment /apparatus 	<ul style="list-style-type: none"> • Sport kits • Apparatus • Instruments • Job cards • ICT gadgets • Pictures • Magazines • Posters • Whistles
Health living habits	<ul style="list-style-type: none"> • describe healthy living habits at home and school • state the sport related elements of fitness • perform activities used to develop sport related elements of fitness • carry out fitness testing and measurement activities 	<ul style="list-style-type: none"> • Healthy living habits at home and school • Sport related fitness components: <ul style="list-style-type: none"> - coordination - balance - reaction - power - speed - agility • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Playing games • Discussing the importance of taking part in household chores • Practising healthy living habits at home and school • Distinguishing between bad and good food • Carrying out testing and measurement activities • Identifying elements of Sport related fitness components 	<ul style="list-style-type: none"> • Speed ladders • Batons • Hurdles • Cones • Whistles • Stop watches • Measuring instruments • ICT tools • Wearables

8.11 GRADE 4: TOPIC 2: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> • classify external and internal human body parts • outline the functions of external and internal human body parts 	<ul style="list-style-type: none"> • Humans have external and internal body parts with different functions 	<ul style="list-style-type: none"> • Listing and classifying external and internal human body parts • Discussing functions of human body parts • Drawing and labeling the human body parts • Modelling body parts • Role playing functions of the body parts related to physical activities • Completing crossword puzzle • Playing jigsaw puzzle games • Identifying the norms and values related to the functions of body parts 	<ul style="list-style-type: none"> • Chart models • Puzzles • Crayons • Papier glue • Magazines • Papier-mâché • ICT tools • Beads • Puppets

8.12 GRADE 4: TOPIC 3: HISTORY OF ARTS

SUB-TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
Music and dance	<ul style="list-style-type: none"> • identify the roles of indigenous music and dance in pre-colonial and colonial era • list indigenous musical instruments and dances in pre-colonial and colonial era 	<ul style="list-style-type: none"> • Roles of indigenous music and dances in pre-colonial and colonial era • Indigenous musical instruments in the pre-colonial and colonial era 	<ul style="list-style-type: none"> • Identifying pre-colonial and colonial music and dances • Listening to pre-colonial and colonial music • Watching recorded pre-colonial and colonial dances • Singing and dancing to pre-colonial and colonial music • Responding to pre-colonial and colonial music • Playing indigenous musical instruments 	<ul style="list-style-type: none"> • Music play area • Pictures of musicians • ICT tools • Props and costumes • Indigenous musical instruments • Cultural centres • Dance play area • Print media • Resource persons • Picture books • Theatre groups

SUB-TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCE MATERIALS
<ul style="list-style-type: none"> • Visual arts 	<ul style="list-style-type: none"> • describe the uses of indigenous artworks by different cultures in pre-colonial and colonial eras. • list indigenous Visual Arts media and tools • identify Visual Arts heritage sites in Zimbabwe • create artworks depicting historical events 	<ul style="list-style-type: none"> • Roles of Visual Arts in the pre-colonial and colonial era • Indigenous visual arts media and tools • Visual Arts Heritage sites in Zimbabwe 	<ul style="list-style-type: none"> • Making indigenous musical instruments • Describing the roles of Visual Arts in pre-colonial and colonial eras • Listing indigenous Visual Arts media and tools in pre-colonial and colonial era • Identifying Visual Arts heritage sites in Zimbabwe • Creating artworks depicting historical events 	<ul style="list-style-type: none"> • Play dough/plasticine/clay • Artefacts • Culture hut • ICT tools • Paint • Art portfolios • Drawing paper • Crayons • Charcoal • Recycled materials • Pictures • Map of Zimbabwe • Vibrating sculptures • Audio transcripts • Customised sign language cards
Theatre	<ul style="list-style-type: none"> • state the roles of theatre in pre-colonial and colonial periods • discuss themes in indigenous theatre in pre-colonial and colonial periods • identify media and tools used in in pre-colonial and colonial theatre performances 	<ul style="list-style-type: none"> • Roles of theatre <ul style="list-style-type: none"> - communication - disciplinary measures - entertainment - consoling - leadership coronation • Themes in indigenous theatre <ul style="list-style-type: none"> - love - traditional leadership - courtship - justice • Media and tools used in indigenous theatre performances 	<ul style="list-style-type: none"> • Stating the roles of theatre in pre-colonial and colonial • Discussing themes addressed in indigenous theatre performances in pre-colonial and colonial • Watching videos of pre-colonial and colonial theatre • Dramatizing events depicting indigenous themes • Stating media and tools used in pre-colonial and colonial theatre performances 	<ul style="list-style-type: none"> • Theatre arena • Sources of lighting • ICT tools • Resource persons • Picture books • Theatre books • Indigenous theatre costumes and props

8.13 GRADE 4: TOPIC 4: GYMNASTICS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balances	<ul style="list-style-type: none"> • Create balances shapes and formations in movements 	<ul style="list-style-type: none"> • Balances, shapes and formations in movements (heavy and light) • Basic general movement. (Slow, medium and fast) 	<ul style="list-style-type: none"> • Balancing and creating enhanced shapes and formations in movement (heavy and light) 	<ul style="list-style-type: none"> • Safe landing surfaces • Mats • Skittles/Cones • Empty plastic containers • Hula hoops • Sticks/Ropes • ICT tools • Resource persons
Locomotion	<ul style="list-style-type: none"> • execute movements to demonstrate speed, flow and weight factors of movement patterns. • create shapes and formations in movement 	<ul style="list-style-type: none"> • Linked movements to develop sequences 	<ul style="list-style-type: none"> • Transferring weight using feet at different speeds. • Transferring weight from feet to hands and vice versa. • Executing flow of movement in different types of rolling. (side, back and front roll) • Rolling into different point balances as individuals. • Practising linked balances in pairs and small groups to show enhanced body shapes 	<ul style="list-style-type: none"> • Safe landing surfaces • Mats • Skittles • Cones • Empty plastic containers • Hula hoops • Sticks • Ropes • ICT tools • Resource person
Space awareness	<ul style="list-style-type: none"> • link movements with control to show changes in direction, level, speed and tension 	<ul style="list-style-type: none"> • General directions in movement e.g. straight, zigzag, circular, forward, backwards, upwards and downwards • Levels of the body to the floor or apparatus (low, medium and high) 	<ul style="list-style-type: none"> • Using different body parts to show levels, directions, speed and tension in movement • Moving in relation to apparatus or without apparatus to show levels and directions 	<ul style="list-style-type: none"> • Educational gymnastic mats • Skittles Or Cones • Ropes • Benches • Sticks • Hula Hoops

8.14 GRADE 4: TOPIC 5: SPORT AND GAME SKILLS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Invasion games	<ul style="list-style-type: none"> execute movement into space 	<ul style="list-style-type: none"> Space creation 	<ul style="list-style-type: none"> Running freely to create space without ball Running freely into space with ball Making dodging movements Doing zig-zag runs 	<ul style="list-style-type: none"> Balls Chase equipment Bibs Cones Whistle
Space awareness				
Positioning	<ul style="list-style-type: none"> demonstrate proper positioning within boundaries 	<ul style="list-style-type: none"> Positioning within boundaries and teammates 	<ul style="list-style-type: none"> Executing individual positioning Positioning with teammates within boundaries Playing mini-games 	<ul style="list-style-type: none"> Cones Whistle Manipulative and block play areas
Reaction	<ul style="list-style-type: none"> demonstrate reaction into open or occupied space 	<ul style="list-style-type: none"> Reaction in relation to movement 	<ul style="list-style-type: none"> Playing games like touch and pass Passing the ball Dribbling with the ball Dodging an opponent 	<ul style="list-style-type: none"> Balls Whistle Bibs Cones
Target and combat games	<ul style="list-style-type: none"> aim at stationary targets using objects of different sizes and shapes aim at slow mobile targets from within 25m distances from a stationary position or after a short run up bounce balls of different sizes from within 25m distance to hit a stationary and slow mobile target 	<ul style="list-style-type: none"> Stationary targets up to 25 m distance Slow mobile target 	<ul style="list-style-type: none"> Aiming at stationary targets using different objects within 25m distance from a stationary position Aiming at slow mobile targets from within 25m distances from a stationary position or after a short run up Throwing balls of different sizes into slow mobile rings from a standing position and after a short run up 	<ul style="list-style-type: none"> Balls Mats Hula hoops Skittles Cones Tyres Rings Bean bags Gliding objects
Aiming/ Targeting				

			<ul style="list-style-type: none"> • Throwing objects towards targets using the overhead and back throws • Overhead and over arm throwing • Throwing games 	
Stance	<ul style="list-style-type: none"> • form narrow and wide bases for balance • balance on wide or narrow surfaces of the body • demonstrate transference of body weight from one body part to another as they execute a skill 	<ul style="list-style-type: none"> • Wide and narrow base • Weight transfer and distribution with follow through 	<ul style="list-style-type: none"> • Forming narrow and wide bases • Identifying wide and narrow bases • Transferring weight from one body part to another as they execute different skills • Performing different target activities that require a follow through after the execution of a skill 	<ul style="list-style-type: none"> • Mats • Balls • Bats • Rackets • Whistle
Net games	<ul style="list-style-type: none"> • strike an implement for speed and direction • strike an implement to a given target • perform activities which enhance speed of the implements 	<ul style="list-style-type: none"> • Strokes for speed and direction 	<ul style="list-style-type: none"> • Performing general and specific exercises • Conditioning exercises • Throwing heavy plastic balls • Striking balls to a given target • Aiming at a target • Adding power to the implement for it to go fast 	<ul style="list-style-type: none"> • Balls • Medicine balls • Racquets • Cones • Bats
Grip	<ul style="list-style-type: none"> • demonstrate the proper hand grip • strike the ball with a racquet continuously • demonstrate the correct stance when striking 	<ul style="list-style-type: none"> • Grip and stance 	<ul style="list-style-type: none"> • Gripping from the fingers • Striking a ball with racquet continuously • Practicing standing on balls of feet with weight evenly distributed • Demonstrating the flexion of the wrists • Hitting the ball from a standing position 	<ul style="list-style-type: none"> • Tennis racquet • Bats • Sticks • T-stand • Tennis balls
Adventure games Outdoor activities	<ul style="list-style-type: none"> • identify the features that mark the course • follow the course • ascend and descend various gradients 	<ul style="list-style-type: none"> • Course marking • Orienteering • Steep gradient moves • Ascending and descending 	<ul style="list-style-type: none"> • Pitching of tent • Tying of different knots • Travelling up and down various gradients 	<ul style="list-style-type: none"> • Maps • Skittles • Cones • Markers • Reading cards

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

Aquatic skills Water safety	<ul style="list-style-type: none"> • identify local water hazards • practise dry land resuscitation procedures 	<ul style="list-style-type: none"> • Life-saving skills in and around water bodies 	<ul style="list-style-type: none"> • Identifying water hazards • Floating • Pulling • Dramatizing rescue and resuscitation • Entering water bodies (no diving) • Playing games • Practising water breaks 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Cones • Tyre tubes • Rubber balls • Ropes • Life-bouys • Whistle • Sticks • ICT tools • Plastic water containers • Hoops
Strokes	<ul style="list-style-type: none"> • execute correct arm and leg movement in front, back and breast stroke. 	<ul style="list-style-type: none"> • Floating • Treading water • Gliding • Submerging • Arm and leg action at increased intervals 	<ul style="list-style-type: none"> • Picking objects under water • Floating board for leg movement and water games • Picking objects under water • Synchronising for arm action only with buoyancy aid • Synchronising for leg movement only with floaters • Combining leg and arm movement • Submerging in water 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Tyre tubes • Life-bouys • Whistle • ICT tools • Plastic water containers • Hoops

8.15 GRADE 4: TOPIC 6: THE CREATIVE PROCESSES AND PERFORMANCE

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Music	<ul style="list-style-type: none"> • perform a variety of indigenous and contemporary vocal and instrumental music • compose short melodies 	<ul style="list-style-type: none"> • Vocal and instrumental music skills • Composition and improvisation of short melodies • Basic notes 	<ul style="list-style-type: none"> • Performing a variety of short indigenous and contemporary melodies • Composing short melodies 	<ul style="list-style-type: none"> • Charts with prepared information • ICT tools • Resource person

	<ul style="list-style-type: none"> • improvise melodies from indigenous and contemporary music • identify technical names of the basic notes • identify the lines and spaces of the staff 	<ul style="list-style-type: none"> • Simple time signatures 	<ul style="list-style-type: none"> • Improvising on short melodies • Naming basic notes • Identifying values of basic simple notes • Matching the simple time signatures with improvised melodies • Identifying and naming intervals on the modulator scale 	<ul style="list-style-type: none"> • Relevant reference books • Musical instruments
Visual Arts	<ul style="list-style-type: none"> • apply the elements and principles of design to create different artworks • produce a colour wheel representing tertiary colours • create 3 dimensional artworks through additive and subtractive processes using waste materials. 	<ul style="list-style-type: none"> • Elements and principles of design • Colour wheel • Primary • Secondary • Tertiary • 3 dimensional objects • Recycling • Reusing 	<ul style="list-style-type: none"> • Applying elements and principles of design to create different artworks • Producing a colour wheel representing tertiary colours • Manipulating a variety of materials (waste material) to produce 3D artefacts • Cleaning the environment 	<ul style="list-style-type: none"> • Artefacts • Paints, brushes, papers, canvas, sketch books, pencils, rubbers, rulers, • waste materials • Craft glue • Hessian • Wood carvings • Bubble wrap • Fabric scraps
Theatre	<ul style="list-style-type: none"> • demonstrate good story telling techniques • improvise scenes from given contexts • create costumes, props and set designs for indigenous cultural performances 	<ul style="list-style-type: none"> • Story telling techniques • Improvisation • Costumes and props design 	<ul style="list-style-type: none"> • Performing story-telling using different techniques • Improvising scenes from given circumstances • Creating costumes, props and set design for indigenous cultural practices • Designing costumes and props for related events or occasions 	<ul style="list-style-type: none"> • Relevant reference books • Resource person • Resource centre • ICT tools • Costumes and props • Sewing kits • Relevant materials for design
Dance	<ul style="list-style-type: none"> • demonstrate solo dance movement patterns • describe extended movement phases • choreograph dance patterns in indigenous and contemporary ensembles • perform different dance styles in the community 	<ul style="list-style-type: none"> • Personal experiences in movement • Extended movement phases • Choreography • Different dance styles in the community 	<ul style="list-style-type: none"> • Demonstrating solo dance patterns • Extending movement phases • Choreographing different dance styles • Performing dance styles in the community 	<ul style="list-style-type: none"> • Relevant reference books • Resource person • Resource centre • ICT tools • Pictures • Charts

8.16 GRADE 4: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic values and appreciation	<ul style="list-style-type: none"> • Describe the use of elements and principles in selected artworks • analyse artworks using specific criteria • describe the aesthetic qualities of indigenous artworks • use specific criteria in analysing quality of indigenous arts 	<ul style="list-style-type: none"> • Elements and principles of arts (music visual arts, theatre, and dance) • Artworks analysis • Quality of indigenous arts 	<ul style="list-style-type: none"> • Describing elements and principles of arts • Analysing artworks using specific criteria • Describing the aesthetic qualities of indigenous artworks • Analysing indigenous artworks 	<ul style="list-style-type: none"> • ICT tools • Relevant reference books • Resource persons • Resource centres • Musical instruments • Culture centres • Artefacts • Audio visual devices • Customised sign language cards • Pictures •

8.17 GRADE 4: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Technological tools in Physical Education and Arts	<ul style="list-style-type: none"> • identify safe ways of using the internet • use technological tools to create artworks • list technological tools in Physical Education and Arts • use technological tools to preserve artworks 	<ul style="list-style-type: none"> • Internet ethics in Physical Education and Arts technology • Physical Education and Arts software • Technological tools in Physical Education and Arts • Preservation of artworks 	<ul style="list-style-type: none"> • Identifying safe ways of using the internet • Using technological tools to create artworks • Classifying ICT technological tools in Physical Education and Arts • Discussing ways of preserving artworks 	<ul style="list-style-type: none"> • ICT tools • Charts • Audio devices • Whiteboards • Whiteboard markers • Relevant textbooks • Musical instruments • Software • Tactile collage • Customised sign language cards

8.18 GRADE 4: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

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

8.19 GRADE 5: TOPIC 1: SAFETY AND HEALTH

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Safety	<ul style="list-style-type: none"> • discuss safety measures when participating in Physical Education and Arts activities • state safety precautions and safety rules in handling apparatus, instruments and objects • perform warm up and cool down activities 	<ul style="list-style-type: none"> • Safety measures and rules for various physical activities • Safety rules and precautions when participating in physical and Arts activities • Warm up and cool down for physical activity 	<ul style="list-style-type: none"> • Role playing safety measures in the use of paraphernalia for various physical activities • Discussing the safety precautions when participating in physical activities • Dramatising situations that require the application of safety rules and precautions • Discussing the importance of using appropriate attire • Stating safety rules when participating in physical activities • Engaging in warm up and cool down activities 	<ul style="list-style-type: none"> • Protective clothing • Apparatus • Job cards • ICT gadgets • Pictures • Magazines • Posters • Whistles
Healthy living habits	<ul style="list-style-type: none"> • practice health living habits in their daily activities • discuss the benefits of exercise • participate in health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Health living habits at home, school and society • Safety precautions and rules in handling apparatus, instruments and objects • Health-related fitness diseases • Health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Practising health living habits at home, school and society • Discussing the benefits of physical activities • Engage in health and wellbeing tests and measurements 	<ul style="list-style-type: none"> • Speed ladders • Batons • Hurdles • Cones • Whistles • Stop watches • Measuring instruments • ICT tools • Wearables

8.20 GRADE 5: TOPIC 2: HUMAN BODY

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

8.21 GRADE 5: TOPIC 3: HISTORY OF ARTS

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Music and dance	<ul style="list-style-type: none"> • identify social functions of music from various cultures • identify indigenous music where both women and men are involved • explain the historical development of music technology • name Zimbabwean musical instruments • describe the development of cultural dances in Zimbabwe • discuss cultural dance preservation 	<ul style="list-style-type: none"> • Social functions of music from various cultures • Gender and music in the community • Historical development of music technology • Zimbabwean musical instruments • Development of cultural dances in Zimbabwe • Cultural dance preservation 	<ul style="list-style-type: none"> • Listing various cultures in Zimbabwe • Identifying functions of music from various cultures • Listing examples of different music where women and men participate as one group • Classifying music for different gender issues in community music • Naming and drawing indigenous and contemporary musical instruments • Identifying and explaining the cultural dances in Zimbabwe • Discussing cultural dance preservation • Educational touring to various cultural sites and cultural institutions 	<ul style="list-style-type: none"> • ICT tools • Cultural songs and texts • Musical instruments • Choreographers • Costumes and props • Resource persons

Visual arts	<ul style="list-style-type: none"> • Compare changes in the role and development of visual art from pre-colonial to post-colonial Zimbabwe • list ways in which galleries and museum preserve and conserve artworks • categorise works of art from different Zimbabwean societies 	<ul style="list-style-type: none"> • The roles and development of visual arts during the pre-colonial to post-colonial Zimbabwe • Ways of preserving artworks • Works of art in different Zimbabwean societies 	<ul style="list-style-type: none"> • Comparing changes in visual arts development during pre-colonial to post-colonial Zimbabwe • Listing ways of preserving artworks in galleries and museums • Categorising indigenous artworks basing on cultural traditions 	<ul style="list-style-type: none"> • Artefacts • Sculptures, • Customised sign language cards • Scale models • Audio transcripts • Pictures of rock paintings • Photographs • ICT tools • Cultural centers • Charts
Theatre	<ul style="list-style-type: none"> • identify props, set and costumes used in indigenous pre-colonial theatrical performances • trace the changes in the use of technology in Zimbabwean theatre from the pre-colonial to the post-colonial era • discuss the incorporation of children's rights and responsibilities in Zimbabwean theatrical performances 	<ul style="list-style-type: none"> • Props, sets and costumes in theatrical performances • Use of technology in pre-colonial, colonial and post-colonial theatrical performances • Child protection in theatre 	<ul style="list-style-type: none"> • Identifying props sets, costumes and props used in indigenous theatrical performances • Tracing the use of technology in Zimbabwean theatre • Watching theatre performances online • Performing acts incorporating children's rights, responsibilities and Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> • ICT Tool • Resource persons • Costumes and props • Pictures • Charts • Relevant books • Indigenous musical instruments

8.22 GRADE 5: TOPIC 4: GYMNASTICS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balances and Locomotion	<ul style="list-style-type: none"> list static and dynamic balances execute weight transference using different body parts practice simple dynamic balances from static balances execute various movements around designated space with obstacles using different body parts 	<ul style="list-style-type: none"> Static and dynamic balance Transference of weight from a balance position into a dynamic movement Body coordination Balance Quick locomotor movements with all body parts (dodging, sliding, diving, galloping, crawling) 	<ul style="list-style-type: none"> Warm up activities Listing dynamic balances Playing chasing games Cartwheels in a straight line Free forward and back lunges Forward lunges whilst hands reaching out Performing stop and start games to develop foot work Combining skills by doing simple routines using music and popular dances 	<ul style="list-style-type: none"> Safe landing surfaces Stopwatch Tape measure Mats Skittles Cones Empty plastic containers ICT tools Resource person

8.23 GRADE 5: TOPIC 5: SPORT AND GAME SKILLS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Invasion games	<ul style="list-style-type: none"> demonstrate defending in relation to time and speed 	<ul style="list-style-type: none"> Defending attacking in relation to time and speed 	<ul style="list-style-type: none"> Moving to close or open space in relation to time and speed. 	<ul style="list-style-type: none"> Balls
Space awareness	<ul style="list-style-type: none"> executing the correct attacking techniques in relation to time and speed 		<ul style="list-style-type: none"> Moving into open space in relation to time and speed Playing games that encourage closing and opening space 	<ul style="list-style-type: none"> Cones Bibs Whistle ICT tools
Positioning	<ul style="list-style-type: none"> demonstrating positioning within boundaries, team mates and opponents 	<ul style="list-style-type: none"> Positioning within boundaries, teammates and opponents 	<ul style="list-style-type: none"> Creating space and positioning within the boundaries. Performing positioning drills with team mates Playing games that demand quick positioning 	<ul style="list-style-type: none"> Cones Ropes Whistles Bibs ICT tools .
Reaction	<ul style="list-style-type: none"> demonstrate defensive and offensive roles 	<ul style="list-style-type: none"> Defensive roles Offensive roles 	<ul style="list-style-type: none"> Closing space by positioning in relation to time 	<ul style="list-style-type: none"> Videos Balls Cones

			<ul style="list-style-type: none"> • Watching videos on defence/ attack techniques in relation to time • Performing the offensive roles in relation to time • Playing reaction games such as the attack and counter, hit and run games. 	<ul style="list-style-type: none"> • ICT tools
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SUB - TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Target games Targeting	<ul style="list-style-type: none"> • hit at stationary targets from within 35m distance • hit at average mobile targets from within 35m distance. • bounce balls of different sizes from within 35m distance to hit a target. 	<ul style="list-style-type: none"> • Stationary and average mobile targets • Target up to 35m distance 	<ul style="list-style-type: none"> • Aiming and hitting stationary and average mobile targets using objects of different sizes and shapes from within 35m distance using different throwing methods after a short run • Bouncing balls of different sizes to hit an average mobile target or a free moving target from within 35m distance from a stationary position after a shot run • Throwing balls of different sizes into average mobile rings from within 35m distance whilst in a standing position or after a short run using different throwing methods • Throwing games • Overhead and overarm throwing • Bouncing games • Throwing targets over a barrier • Throwing targets using the overhead and backward throws 	<ul style="list-style-type: none"> • Balls • Mats • Hula hoops • Kittles and cones • Tyres • Rings • Gliding objects • Bin bags • Whistle
Stance	<ul style="list-style-type: none"> • demonstrate stances for different skills in target and combat games • demonstrate the correct movements when executing different skills in target and combat games 	<ul style="list-style-type: none"> • Body orientation for movement 	<ul style="list-style-type: none"> • Demonstrating different stances in target and combat games 	<ul style="list-style-type: none"> • Skittles • Cones • Balls • Mats • Racquets

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Net games Strokes	<ul style="list-style-type: none"> spin a ball perform a spin for a specified distance jump high and strike a ball at its highest point with a spin 	<ul style="list-style-type: none"> Strokes for height, spin and distance 	<ul style="list-style-type: none"> Practising a spin using a ball Handling an implement in a proper way in order to spin the ball Spinning the ball to a specific target Jumping over a given object Reaching the ball at its highest point 	<ul style="list-style-type: none"> Balls Racquets Bats ICT tools T-stand Ropes Cones
Grip Striking	<ul style="list-style-type: none"> demonstrate the relationship between grip, stance and footwork explain the benefits of proper stance display coordination between stroke and reaction to stimuli 	<ul style="list-style-type: none"> Grip, stance and footwork Well timed backward or forward drives with reaction 	<ul style="list-style-type: none"> Listing benefits of good stance Practising proper footwork Playing the relevant games portraying the correct stance, grip and footwork Apply the relationship of grip, stance and footwork in a mini-game Tossing and hitting Striking an object consistently for height and direction Striking a moving object in relation to time and stimuli 	<ul style="list-style-type: none"> Sticks Balls ICT tools Whistle Cones Bats Balls Racquets ICT tools Sticks Whistle
Adventure games Camping	<ul style="list-style-type: none"> locate key points in a marked route through map reading follow a marked route 	<ul style="list-style-type: none"> Course marking Walking Orienteering 	<ul style="list-style-type: none"> Walking along a marked route Finding hidden objects within the course Studying beacons and the environments to get guidance for course navigation 	<ul style="list-style-type: none"> Maps Skittles Cones Puzzles Ladders
Kids athletics Running	<ul style="list-style-type: none"> complete a timed endurance race demonstrate proper sprint bend running techniques demonstrate proper baton exchange technique finish a sprint hurdle relay with a hurdle leg 	<ul style="list-style-type: none"> 8 minutes' endurance race Sprint hurdle relays Bends formula Testing and measurement 	<ul style="list-style-type: none"> Running for time over a fairly long distance Performing a sprint and hurdle relay event Running with maximum speed and exchanging baton Running through marked bends with maximum speed Watching a video of different events 	<ul style="list-style-type: none"> Cones Batons Obstacles Mini hurdles Flags Whistle Stop watch ICT tools

			<ul style="list-style-type: none"> • Participating in competitions 	
Jumping	<ul style="list-style-type: none"> • engage in horizontal and vertical jumps • jump using equipment or apparatus • jump from a relatively short run up • clear heights while jumping • jump for distance 	<ul style="list-style-type: none"> • Jumping for distance • Jumping for height • Jumping for height using a pole • Testing and measurement 	<ul style="list-style-type: none"> • Jumping over an obstacle using a pole • Jumping for distance and landing on both feet • Step rhythm jump • Jumping to clear heights • Mini competitions 	<ul style="list-style-type: none"> • Tape Measure • Wooden Pole • Marked Mats • Rope
Throwing	<ul style="list-style-type: none"> • demonstrate the teens javelin • execute rotational throws for accuracy and distance • demonstrate target throws over a barrier • throw at least 30m distance 	<ul style="list-style-type: none"> • Teen javelin for height and distance • Rotational throw for distance and accuracy • Target throwing over a barrier • Testing and measurement 	<ul style="list-style-type: none"> • Stepping and throwing • Under arm throwing • Over arm throwing • Whole body throwing (momentum building before throw) • Javelin throw • Mini competitions 	<ul style="list-style-type: none"> • Soft rubber Rings • Medicine Balls • Javelin • Discus • Improvised throwing equipment • Wooden Poles • Cones • Tape Measure
Aquatic skills	<ul style="list-style-type: none"> • dramatise different water resuscitation techniques • state water hazards in Zimbabwe 	<ul style="list-style-type: none"> • Aquatic survival skills 	<ul style="list-style-type: none"> • Researching on water disasters in our country • Exhibiting different first aid procedures on given tasks • Composing water safety rules 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters /Lifebuoys • Tyre tubes • Rubber balls • Ropes • Electronic gadgets • Plastic containers • Hoops
Water safety				
Strokes	<ul style="list-style-type: none"> • demonstrate techniques used in front, back and breast stroke • demonstrate proper diving technique 	<ul style="list-style-type: none"> • Water entry • Arm and leg action • Gliding • Floating • Submerging • Turning • Front, back crawl and breast stroke actions 	<ul style="list-style-type: none"> • Swimming front, back and breast stroke at different intervals • Floating • Diving • Synchronising arm and leg action • Practising aqua aerobics 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of Water • Bodies • Floaters • Tyre Tubes • Rubber Balls • Lifebuoys • Electronic Gadgets • Plastic Water • Containers • Hoops

8.24 GRADE 5: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Music	<ul style="list-style-type: none"> • sing rounds, descants and ostinatos • play percussion instruments to accompany short melodies • construct the scale of C Major 	<ul style="list-style-type: none"> • Rounds, binary, descants and songs with ostinato • Tuned and untuned percussion instruments • Scale of C Major 	<ul style="list-style-type: none"> • Discussing characteristics of round, binary, descant and ostinato in music • Singing short melodies in round, binary, descant and ostinato music forms • Playing tuned and untuned percussion instruments • Identifying the pitch names in major scales of C • Constructing the scale of C Major 	<ul style="list-style-type: none"> • Percussion instruments • Music textbook • Charts • Pitched instruments • ICT tools • Music Theory apps
Visual Arts	<ul style="list-style-type: none"> • apply elements of art and principles of design in observational, still life and life drawing • create drawings and paintings utilizing different tonal variations • assemble a three-dimensional craftwork using local materials. • create a work of art that promotes environmental awareness. 	<ul style="list-style-type: none"> • Drawing and painting • 2 dimensional artworks • 3 dimensional artworks • Visual arts and the environment 	<ul style="list-style-type: none"> • Discussing elements and principles of design • Applying elements and principles of design in drawing, painting, and modelling • applying elements and principles of design • Assembling craft products using residual material from the environment • Creating works of art that promote environmental awareness. • Visiting local art galleries 	<ul style="list-style-type: none"> • Scale models • Bubble wrap • Hessian • Audio transcripts • Craft foam • Craft glue • Thick pens • clay • Artefacts • Natural dyes • And pigments • Paint • Art portfolios • Drawing paper, • Crayons • Charcoal • Recycled • materials
<ul style="list-style-type: none"> • Theatre 	<ul style="list-style-type: none"> • create themes with universal themes • improvise plays with universal themes 	<ul style="list-style-type: none"> • Improvisation of a universal theme • Stage areas • Script writing: - character 	<ul style="list-style-type: none"> • Creating a universal theme • Improvising a universal theme • Identifying stage areas • Developing characters for a script 	<ul style="list-style-type: none"> • Theatre area • Internet • ICT tools • Lights

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
	<ul style="list-style-type: none"> • identify stage areas • use stage areas for effective artistic creativity • develop characters for a script 	<ul style="list-style-type: none"> - development - physical - appearance - values - motivations 	<ul style="list-style-type: none"> • Outlining steps for character building 	<ul style="list-style-type: none"> • Torches • Candles • Sunlight • Print media
Dance	<ul style="list-style-type: none"> • identify different complex movement sequences in indigenous dances • perform complex dance styles • demonstrate principles of balance in dance • identify movement problems and solutions 	<ul style="list-style-type: none"> • Complex movement sequences • Principles of balance in dance • Dance performance • Movement problems and solutions 	<ul style="list-style-type: none"> • Identifying complex sequence of dance movements • Rehearsing dance sequences and movements • Solving dance movement problems • Demonstrating dance principles of opposing weight and force • Expressing dance through gestures, postures and movements 	<ul style="list-style-type: none"> • ICT tools • Print media • Resource person • Picture books • Dance groups • Costumes and props • Instruments

8.25 GRADE 5: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic value appreciation	<ul style="list-style-type: none"> • identify the use of elements and principles of arts (in creating mood and feeling in artworks) • compare artworks basing on elements and principles of design. • exhibit artworks for judgment purposes 	<ul style="list-style-type: none"> • Elements and principles of arts • Analysis of artworks 	<ul style="list-style-type: none"> • Identifying uses of elements of art and principles of design in creating mood and feeling in artworks • Comparing works of art • Criticising artworks through their elements and principle • Appreciating artworks from different ethnic groups • Displaying artworks for criticism purposes 	<ul style="list-style-type: none"> • ICT tools • Relevant reference books • Resource person • Resource centres • Audio visual devices • Tactile artworks • sign language interpreters • adaptive art tools • instructional visuals • customised sign language cards • Charts

8.26 GRADE 5: TOPIC 8: PHYSICAL EDUCATION, SPORT AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Technology in Physical Education and Arts	<ul style="list-style-type: none"> • identify internet ethics in Physical Education and Arts • state technological tools in Physical Education and Arts • classify Physical Education and Arts technological tools • apply Physical Education and Arts software to produce artworks 	<ul style="list-style-type: none"> • Internet ethics in Physical Education and Arts • Technological tools in Physical Education and Arts • Digital arts 	<ul style="list-style-type: none"> • Discussing ethics in Physical Education and Arts technology • Using arts technological tools to create artworks • Classifying Physical Education and Arts technological tools • Applying physical education and arts to produce works of art 	<ul style="list-style-type: none"> • ICT tools • Charts/Banners • Sound effects • Equipment • Musical instruments • Tilt Brush /Wonder Baby • Tactile collage • Customised sign language cards • Printing paper • PVC material

8.27 GRADE 5: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> • identify different careers in Physical Education and Arts • construct instruments and equipment for sale • List ways of observing business ethics and soft skills 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Construction of Physical Education and Arts equipment for sale • Physical Education and Arts performance for a paying audience and commissioned work • Business ethics • Soft skills • Ubuntu/Unhu/Vumunhu 	<ul style="list-style-type: none"> • Identifying different careers in Physical Education and Arts • Making Physical Education and Arts instruments and equipment for sale • Observing business ethics and soft skills; • Ubuntu/Unhu/Vumunhu and copyright protection 	<ul style="list-style-type: none"> • ICT tools • Instruments / equipment • Charts • Instructional visuals • Drama activities • Audio transcripts • Relevant textbooks • Market place

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> • Copyright protection • Marketing 		

8.28 GRADE 6: TOPIC 1: SAFETY AND HEALTH

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

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
			<ul style="list-style-type: none"> • Comparing and analysing scores from fitness tests 	

8.29 GRADE 6: TOPIC 2: HUMAN BODY

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

8.30 GRADE 6: TOPIC 3: HISTORY OF ARTS

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Music and dance	<ul style="list-style-type: none"> • state types of Zimbabwean music • identify indigenous and foreign musical instruments in Zimbabwe • describe the Indigenous and foreign musical instruments in Zimbabwe • identify roles of musicians in pre-colonial, colonial and post-colonial periods • attach meaning to gender in music and dance in the contemporary world • identify different types of indigenous and contemporary dances and ceremonies in Zimbabwe • describe features of dance from various cultures of Zimbabwe • discuss functions of dance in Zimbabwean cultures 	<ul style="list-style-type: none"> • Types of music in Zimbabwe • Indigenous and foreign musical instruments in Zimbabwe • Roles of musicians in pre-colonial, colonial and post-colonial periods • Gender and music in the modern world • Dance and ceremonies in Zimbabwe • Features of dance from various cultures • Functions of dance in life 	<ul style="list-style-type: none"> • Naming different types of Southern African music • Discussing different types of recorded and non-recorded music • Sing songs Zimbabwean cultures • Identifying the musical works of musicians in pre-colonial, colonial and post-colonial periods • Discussing the roles of children, men and women in music and dance • Playing indigenous and foreign musical instruments • Listing the different functions of dance in life • Discussing the importance of dance in life • Discussing different ceremonies from different communities and national ceremonies • Performing different dances from a variety of ceremonies 	<ul style="list-style-type: none"> • ICT tools • Internet • Cultural institutions • Videos • Musical instruments • Resource persons • Pictures • Relevant books • Charts • Resource centre
Visual arts	<ul style="list-style-type: none"> • describe developments in visual art forms from pre-colonial, colonial to post-colonial eras • identify the diversity of visual art forms from Zimbabwe classify visual artworks and artists from Zimbabwe on cultural and societal basis. 	<ul style="list-style-type: none"> • Development of visual arts from the pre-colonial, colonial to post-colonial eras • visual arts from Zimbabwe • Diversity of visual art works and artists in Zimbabwe 	<ul style="list-style-type: none"> • Describing developments in visual arts in the past and the present era • Tracing the development of visual arts in the past and present times • Identifying visual arts from Zimbabwe • Comparing visual artwork styles in Zimbabwe • Classifying diverse artworks and artists in Zimbabwe based on traditions and cultures. 	<ul style="list-style-type: none"> • Artworks • Art gallery • Resource persons • Catalogues • photographs • ICT tools • Map of Africa • Cultural centers • Heritage sites • Audio transcripts • Instructional visuals • Vibrating sculptures

				<ul style="list-style-type: none"> • Scale models • Drama activities • Educational tours
Theatre	<ul style="list-style-type: none"> • identify sets, costume and props used in theatrical performances from different places in Zimbabwe • contrast indigenous theatrical performances from different Zimbabwean communities 	<ul style="list-style-type: none"> • Sets, costumes and props and indigenous culture • Theatrical performances from different Zimbabwean communities 	<ul style="list-style-type: none"> • identifying sets, costume and props used in theatrical performances from different places in Zimbabwe • contrasting indigenous theatrical performances from different Zimbabwean communities 	<ul style="list-style-type: none"> • ICT Tools • Indigenous sets, costumes and props • Pictures of different sets and costume • Theatre books • Indigenous musical instruments • Indigenous cultural artefacts for use as props • Resource persons

8.31 GRADE 6: TOPIC 4: GYMNASTICS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balance and Locomotion	<ul style="list-style-type: none"> • execute injury free balances and movements • demonstrate transference of weight from static balance to a dynamic balance • perform movement from a balance posture of any given part of the body • control of the body as it moves from a stationary position without falling 	<ul style="list-style-type: none"> • Two-point and three-point balance (move from one place to another) • Safe landing • Balance position (upside down balancing, partner balancing, knee balancing, single foot balance, arm balancing) 	<ul style="list-style-type: none"> • From upside balancing to backward roll or moving on hands • Moving from single foot balancing to diving front roll • Knee balancing to galloping movement • Transitioning from a headstand to front or back roll • Plank rotations 	<ul style="list-style-type: none"> • Safe landing surfaces • Stopwatch • Mats • Skittles • Cones • ICT tools • Marked area • Resource persons

8.32 GRADE 6: TOPIC 5: SPORT AND GAMES SKILLS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Invasion games Space Awareness	<ul style="list-style-type: none"> demonstrate moving into open and closed space demonstrate covering open space explain the advantages and disadvantages of moving into open and closed space 	<ul style="list-style-type: none"> Running into space Covering space Advantages and disadvantages of moving into open and closed space 	<ul style="list-style-type: none"> Demonstrating covering open space Discussing advantages of moving into space Demonstrating advantages and disadvantages of moving into space in relation to positioning 	<ul style="list-style-type: none"> Cones Whistles ICT tools Balls
Positioning	<ul style="list-style-type: none"> demonstrate positioning within boundaries, teammates and opponents 	<ul style="list-style-type: none"> Positioning within boundaries in relation to teammates and opponents. 	<ul style="list-style-type: none"> Moving into position within boundaries Moving into position in relation to teammates Demonstrating positioning in relation to teammates and opponents Demonstrating positioning with and without implements. 	<ul style="list-style-type: none"> Cones Whistles Balls ICT Tools Bibs
Reaction	<ul style="list-style-type: none"> demonstrate principles of attack and defense 	<ul style="list-style-type: none"> Principles of attack and defense 	<ul style="list-style-type: none"> Discussing the principles of attack and defense in relation to time Applying principles of attack and defense in a mini-game Analysing the principles of attack and defense from a video or live game 	<ul style="list-style-type: none"> Balls Cones Whistle Balls ICT tools Bibs
Target and combat games Aiming and targeting	<ul style="list-style-type: none"> aim at stationary target within a 40m distance aim at fast moving targets for height with different shapes after a short run and jump 	<ul style="list-style-type: none"> Stationary and fast mobile target for height. Target up to 40m distance 	<ul style="list-style-type: none"> Aiming at fast moving targets using objects of different sizes, shapes and nature after a run and jump. Throwing and or kicking balls of different sizes to hit a target within a 40m distance. Kicking and running games Playing games such as pig in the middle game 	<ul style="list-style-type: none"> Balls Mats Gliding objects Buckets Rings Tyres Round objects ICT tools Whistles
Stance	<ul style="list-style-type: none"> demonstrate the correct posture in readiness to execute skill. 	<ul style="list-style-type: none"> Body orientation for movement 	<ul style="list-style-type: none"> demonstrate a variety of stances married to movements accompanied by speed towards certain directions 	<ul style="list-style-type: none"> Balls Bin bags Wickets Mats ICT tools Cones

<p>Net games</p> <p>Strokes</p>	<ul style="list-style-type: none"> perform strokes for height spin, spin, distance and power. strike the ball or object to a target over a specified distance. strike the ball or object over a barrier not more than 1.5m in height. 	<ul style="list-style-type: none"> Strokes for height, spin, distance and power 	<ul style="list-style-type: none"> Playing the ball practising spin Handling an implement in a proper way in order to strike the ball for height distance and power. Demonstrating proper standing stance Striking the ball to a specific target with power. Reaching the ball at its highest point. Striking the ball over a net or barrier to a 	<ul style="list-style-type: none"> Balls Nets Strings Skittles Cones Markers ICT tools
<p>Striking games</p> <p>Grip</p>	<ul style="list-style-type: none"> explore ways of enhancing grip exhibit proper grip striking demonstrate stances in striking games 	<ul style="list-style-type: none"> Grip Stance Footwork 	<ul style="list-style-type: none"> Discussing advantages and disadvantages of grips Practising gripping and striking Demonstrating footwork and follow through Listing objects that require grip Collecting various designs of grip designing grips using ICT tools . 	<ul style="list-style-type: none"> Bats Balls cones ICT tools
<p>Striking</p>	<ul style="list-style-type: none"> demonstrate the orientation when striking target object distinguish between underhand and forehand movement patterns 	<ul style="list-style-type: none"> Backward or forward strokes (footwork coordination) 	<ul style="list-style-type: none"> Striking a tossed ball from side orientation with different implements Positioning for striking such as volleying, kicking and punting Striking for distance, direction and height using body part or implement Striking for power 	<ul style="list-style-type: none"> Bats Balls cones ICT tools
<p>Adventure games</p> <p>Outdoor activities</p>	<ul style="list-style-type: none"> demonstrate the belaying techniques state the materials used in building a raft construct water related equipment perform various water-based activities demonstrate techniques of climbing and abseiling locate places and objects using given clues demonstrate cycling techniques in different environments 	<ul style="list-style-type: none"> Orienteering Climbing and abseiling Crying Water based activities 	<ul style="list-style-type: none"> Climbing rocks of different heights Role playing on belaying calls Map reading Tying of different knots Building a raft Canoeing Sailing Cycling Climbing and abseiling 	<ul style="list-style-type: none"> Drum Ropes Whistles Poles Paddles ICT tools Tent Hammer

Kids athletics Running	<ul style="list-style-type: none"> • demonstrate preparatory phase for sprints, middle and long distance • running and race walking • execute the appropriate sprinting techniques (pawing action) with increased speed • demonstrate a higher level of endurance in fairly long distance • execute correct baton exchange 	<ul style="list-style-type: none"> • Running techniques and tactics • Running over obstacles • Running with apparatus • Testing and measurement 	<ul style="list-style-type: none"> • Performing: • 30m shuttle sprints • 4 x 50m relays • 12-minute Coopers run • 50m hurdles • (height 0.76 for girls and 0.84 for boys) • 15-minute middle distance running • Bends formula • Formula Cross country • Ladder relays • Target relays • Traditional games 	<ul style="list-style-type: none"> • Cones • Stop watch • Whistle • Starter gun • Flags and flag posts • Hurdles • Batons, Mats • First Aid kit • Clappers
Jumping	<ul style="list-style-type: none"> • demonstrate horizontal and vertical jumping techniques 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Jumping using a pole over an obstacle • Testing and measurement 	<ul style="list-style-type: none"> • Jumping with a pole over a sandpit – 10m runway • Performing 1foot takeoff jumping activities • Practising 2feet landing activities • Marking of approach using pigeon steps • Takeoff from the takeoff board on 1 foot • Marking a runway using pigeon steps • 3 – 7 step rhythm jump • Team competitions 	<ul style="list-style-type: none"> • Tape measure • Rake, Cones • Landing mats • Cross bar, sand pit • Upright posts • Rope, Hoops, Mat
Throwing	<ul style="list-style-type: none"> • demonstrate the proper implement handling when executing a throwing technique within a marked circle 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement 	<ul style="list-style-type: none"> • Executing: • Teens discus • Teens javelin • Bulls eye throw • Traditional individual and team throwing event • Target Throw • Overhead Throw • Backward throw 	<ul style="list-style-type: none"> • Medicine ball • Tape measure • 3kg shot put • 500g javelin (girls) • 600g javelin (boys) • 3kg hammer • 800g discus (girls) • 1kg discus (boys) • Mats, IC T tools
Aquatic skills Water safety	<ul style="list-style-type: none"> • demonstrate survival techniques in water • investigate water hazards in Zimbabwe 	<ul style="list-style-type: none"> • Survival techniques in and around water • Water hazards 	<ul style="list-style-type: none"> • Side stroke swimming for 25m • Treading water • Use of swimming aids • Float on back, face up and out of the water • Dry land rescue activities • Discussion on water hazards 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Tyre tubes • Rubber balls

				<ul style="list-style-type: none"> • Ropes and sticks • Lifebuoys • Whistle and coins • Electronic gadgets • Plastic water containers • Hoops
Strokes	<ul style="list-style-type: none"> • demonstrate front and back crawl techniques • execute correct diving and tumbling turn techniques 	<ul style="list-style-type: none"> • Water entry • Front and back crawl techniques • Breast stroke • Turns 	<ul style="list-style-type: none"> • Standing jump • Practising different diving techniques • Synchronising arm and leg actions in front, back and breast stroke • Practising aqua aerobics • Practising floating activities with or without aids • Practising tumble turns 	<ul style="list-style-type: none"> • Pictures of water bodies • Floaters • Coins • Tyre tubes • Rubber Balls • Ropes • Lifebuoys • Whistle

8.33 GRADE 6: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

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

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> construct artworks using recycled materials 		<ul style="list-style-type: none"> Experimenting with waste materials in making artworks 	<ul style="list-style-type: none"> Waste materials Pencils/charcoal Art portfolios Drawing paper, Natural pigments Bubble wrap Brushes Redux/ABTutor Craft foam Fabric scraps
Theatre	<ul style="list-style-type: none"> explain rules applied in blocking actors' movement and levels apply blocking rules to execute actors' use of movement and levels improvise a play guided by the text, subtext and given circumstances develop themes to formulate storylines appropriate for the level 	<ul style="list-style-type: none"> Blocking: movement and levels Improvisation on text, subtext and given circumstances Script writing: development of theme 	<ul style="list-style-type: none"> Explaining rules applied in blocking actors' movement and levels Applying blocking rules to execute actors' use of movement and levels Improvising a play guided by the text, subtext and given circumstance Developing themes to formulate storylines appropriate for the level 	<ul style="list-style-type: none"> Theatre area ICT tools Theatre scripts Brailled theatre scripts Resource person Theatre books
Dance	<ul style="list-style-type: none"> identify multiple dance movement problems demonstrate imitative and creative dance patterns create dance movement with different musical rhythms and styles 	<ul style="list-style-type: none"> Multiple movement problems Imitated and created movements Movement with different musical rhythms and styles Dance movement 	<ul style="list-style-type: none"> Designing complex sequence of dance movements Rehearsing dance sequences and movements Solving dance movement problems Demonstrating dance principles of opposing weight and force Expressing dance through gestures, postures and movements Demonstrating group dynamics in producing dance performances 	<ul style="list-style-type: none"> ICT tools Print media Resource person Picture books Dance videos Dance groups Instruments Props Attire Pictures

8.34 GRADE 6: TOPIC 7: ARTS AESTHETIC VALUES AND APPRECIATION

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic value and appreciation	<ul style="list-style-type: none"> interpret elements of art and principles of design to derive meaning critique works of art that reflect cultural and social practices in Zimbabwe. analyse the aesthetic qualities of Zimbabwean works of art. 	<ul style="list-style-type: none"> Elements and principles of arts Art critique Analysis of artworks 	<ul style="list-style-type: none"> Interpreting the arrangement of elements and principles of arts to derive meaning Critiquing art works using art vocabulary Analysing the aesthetic qualities of Zimbabwean works of art. Observing and listing the characteristics of indigenous artworks Listing emotions portrayed by different artists through their artworks Educational tours 	<ul style="list-style-type: none"> ICT tools Relevant reference books Resource persons/centres Musical instruments Culture centres Artefacts/ Art works Tactile artworks Instructional visuals Vibrating sculptures Sign language interpreters Scale models /Drawings Audio transcripts Art galleries

8.35 GRADE 6: TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Technology in Physical Education and Arts	<ul style="list-style-type: none"> observe internet ethics in Physical Education and Arts create digital content respecting Copyright and Intellectual Property apply motion analysis software and data visualisation technologies to assess movement patterns and arts data. 	<ul style="list-style-type: none"> Internet ethics in Physical Education and Arts Analytic technology in Physical Education and Arts Instrument playing Graphic design 	<ul style="list-style-type: none"> Creating digital collages using royalty free images Using software to identify and classify movement patterns Creating personalised fitness plans using wearable data 	<ul style="list-style-type: none"> ICT tools Musical instruments Charts Audio devices Software Wearables Relevant textbooks

	<ul style="list-style-type: none"> • use wearable technology and machine learning algorithms to track fitness and generate artistic patterns • produce music using digital radio work stations • apply graphic design principles to create effective physical education materials and visually stunning arts pieces 		<ul style="list-style-type: none"> • Using wearable devices to recognise emotions evoked by arts • Composing and playing short melodies using virtual instruments • Creating posters highlighting physical education guidelines and physical education and arts programmes 	
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8.36 GRADE 6: TOPIC 9: PHYSICAL EDUCATION, SPORT AND ENTERPRISE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> • identify careers in Physical Education and Arts • design digital portfolios for careers in Physical Education and Arts job applications • construct Physical Education and Arts instruments and equipment • exhibit Physical Education and Arts performances • apply ethical decision making in Physical Education and Arts technology • identify intellectual property in Physical Education and Arts materials 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Digital portfolios for careers in Physical Education and Arts • Construction of Physical Education and Arts paraphernalia for sale • Physical Education and Arts exhibitions/performances for a paying audience and commissioned work • Business ethics and soft skills • Ubuntu/Unhu/Vumunhu • Copyright protection 	<ul style="list-style-type: none"> • Identifying the importance of careers in Physical Education and Arts • Designing digital portfolios for careers in Physical Education and Arts job applications • Constructing of Physical Education and Arts paraphernalia for sale • Displaying Physical Education and Arts products • Identifying and protecting intellectual property in Physical Education and Arts materials • Applying ethical decision making in Physical Education and Arts technology 	<ul style="list-style-type: none"> • Paraphernalia • ICT tools • Resource centres • Relevant textbooks • Resource persons • Audio devices • Currencies

8.37 GRADE 7: TOPIC 1: SAFETY AND HEALTH

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

8.38 GRADE 7: TOPIC 2: HUMAN BODY

SUB-TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Organs of the body	<ul style="list-style-type: none"> distinguish the organs that store and transport food, air and blood explain the process of storing and transporting food air and blood design a project that shows the storage and transportation of food, air and blood 	<ul style="list-style-type: none"> Humans have body organs that store and transport food, air and blood 	<ul style="list-style-type: none"> Identifying pictorial body organs that that store and transport food, air and blood Debating on body organs that store and transport food, air and blood Researching on the process of storing and transporting food, air ad blood in the human body modelling organs that that store and transport food, air and blood 	<ul style="list-style-type: none"> ICT tools Pictures Charts Models Puppets Puzzles

8.39 GRADE 7: TOPIC 3: HISTORY OF ARTS

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Music and dance	<ul style="list-style-type: none"> examine the representation of different cultures in the contemporary world of music compare indigenous and foreign musical instruments of Southern Africa identify musicians who sang songs on health and social issues 	<ul style="list-style-type: none"> Cultural diversity in the music of the contemporary world Indigenous and foreign musical instruments in Southern Africa Musicians, health and social issues Dance ceremonies from Southern Africa 	<ul style="list-style-type: none"> Examining the representation of different cultures in the contemporary world of music Comparing indigenous and foreign musical instruments of Southern Africa Identifying musicians who sang songs on health and social issues 	<ul style="list-style-type: none"> ICT tools Cultural songs and texts Musical instruments Costumes and props Resource persons Relevant books Charts Music play area

	<ul style="list-style-type: none"> • discuss some dance ceremonies from Southern Africa • perform dances from different periods • identify functions of dance in different age groups 	<ul style="list-style-type: none"> • Dance performances from different periods. • Functions of dance in different age groups 	<ul style="list-style-type: none"> • Performing dances from different periods. • Identifying functions of dance in different age groups 	
Visual arts	<ul style="list-style-type: none"> • state the different cultural values of various artworks in Zimbabwe and Southern Africa. • Compare developments in art styles from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa 	<ul style="list-style-type: none"> • Cultural values in various artworks of Zimbabwe and Southern Africa • Art styles from pre-colonial, colonial, and post-colonial eras in Zimbabwe and Southern Africa 	<ul style="list-style-type: none"> • Stating the different cultural values in artworks from different traditions in Zimbabwe and Southern Africa • Grouping artworks using different cultural values in Zimbabwe and Southern Africa • Comparing art styles in artworks from pre-colonial, colonial and post-colonial eras in Zimbabwe and Southern Africa • Identifying different styles of artworks from pre-colonial, colonial, and post-colonial eras both in Zimbabwe and Southern Africa. 	<ul style="list-style-type: none"> • Artworks • Art gallery • Resource persons • ICT tools • Relevant textbooks • Cultural centres • Heritage sites • Museums • Community art centres • Origami constructions • Customised sign language cards • Drama activities • Sign language interpreters • Audio transcripts
Theatre	<ul style="list-style-type: none"> • compare pre-colonial, colonial and post-colonial theatrical styles of Zimbabwe • identify theatrical genres from Southern Africa • compare theatrical styles from different countries in Southern Africa 	<ul style="list-style-type: none"> • Theatrical styles from the pre-colonial to post-colonial Zimbabwe • Theatre genres from Southern Africa 	<ul style="list-style-type: none"> • Identifying pre-colonial, colonial and post-colonial theatrical styles of Zimbabwe • comparing pre-colonial, colonial and post-colonial theatrical styles of Zimbabwe • identifying genres from Southern African theatre • comparing theatrical genres from different countries in Southern Africa • Watching live shows and videos of Southern African theatre performances 	<ul style="list-style-type: none"> • Video clips • Audio visual aids and storage devices • Relevant plays • Masks • Puppets • Costumes • ICT tools • Relevant theatre books

8.40 GRADE 7: TOPIC 4: GYMNASTICS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Balances and Locomotion	<ul style="list-style-type: none"> • demonstrate mastery of fitness related fitness • execute high order dynamic balances with emphasis on coordination and agility • practice complex sequential movements through guided and/or discovery approach • combine two or more locomotion movements with flexibility agility, power and safely landing • synchronise movements in response to rhythm and tempo 	<ul style="list-style-type: none"> • Fitness related components <ul style="list-style-type: none"> - Coordination - Speed - Reaction time - Agility • Safety in gymnastic balances and locomotion • Two or more locomotion movements with flexibility agility, power and safely landing • Coordination of body movements in a combination of directions in the air or on the ground (rotary, twist or bend movements) • Testing and measurement 	<ul style="list-style-type: none"> • Performing activities related to fitness components • Practicing three and four-point dynamic balances • Combining running, cartwheel and somersault • Combine pushing off the ground, flying and stretching in the air • Moving from a squatting position to a high beam swinging then landing • Performing high intensity pushups in a limited time frame • Testing and measurement 	<ul style="list-style-type: none"> • Safe landing surfaces • Stopwatch • Mats • Skittles • Cones • ICT tools • Beams • Marked area • Resource persons

8.41 GRADE 7: TOPIC 5: SPORT AND GAME SKILLS

SUB – TOPIC	OBJECTIVES: Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Invasion games Space awareness	<ul style="list-style-type: none"> • Demonstrate defending and attacking as a team • demonstrate attacking and defending as a team • Discuss advantages and disadvantages of using various team formations 	<ul style="list-style-type: none"> • Defending and attacking as a team • Formations 	<ul style="list-style-type: none"> • Demonstrating use of space when defending and attacking in relation to team mates and opponents • Practising moving into space when attacking as a team • Discussing advantages and disadvantages of using various team formations • Playing mini games 	<ul style="list-style-type: none"> • Balls • Whistles • Cones • ICT tools • Bibs
Positioning	<ul style="list-style-type: none"> • demonstrate positioning within boundaries in relation to opponents 	<ul style="list-style-type: none"> • Positioning with boundaries in relation to team mates and opponents 	<ul style="list-style-type: none"> • Practising positioning within boundaries • Moving into position in relation to team mates • Practising positioning in relation to opponents 	<ul style="list-style-type: none"> • Cones • Whistle • Balls • ICT tools • Bibs
Reaction	<ul style="list-style-type: none"> • execute ways of dislodging an opponent 	<ul style="list-style-type: none"> • Dislodging an opponent 	<ul style="list-style-type: none"> • Practising moving into space in relation to team mates, opponent and time • Moving away for recovery in relation to team mates, opponents and time. 	<ul style="list-style-type: none"> • Whistles • Cones • Balls • ICT tools • Bibs
Target and combat games Aiming/targeting	<ul style="list-style-type: none"> • aim at stationary targets within a 50m distance aim at fast mobile targets within a distance of 50m 	<ul style="list-style-type: none"> • Stationary and fast mobile targets for height target up to 50m distance 	<ul style="list-style-type: none"> • aiming at stationary targets within a distance of 50m • Aiming at faster mobile targets • Aiming at high placed stationary targets • Aiming at high mobile targets with speed • Twisting and turning whist aiming at targets within a 50m distance 	<ul style="list-style-type: none"> • Balls • Mats • Gliding objects • Buckets • Rings • Tyres • Round objects • ICT tools • Whistle
Stance	<ul style="list-style-type: none"> • adjust body position by twisting turning squatting and jumping • make fast movements and release energy towards certain directions 	<ul style="list-style-type: none"> • Energy conversions and release • Adjusting body positions 	<ul style="list-style-type: none"> • Demonstrating twists turns squats and jumps in adjustment to body positions • Demonstrating various movements and energy conversion skills • Demonstrating movements in relation to speed 	<ul style="list-style-type: none"> • Balls • Bin bags • Wickets • Mats • Markers • ICT tools • Whistle

Net games	<ul style="list-style-type: none"> • execute strokes for height, spin, distance and power in relation to time • strike the ball or object to a target not more than 10m away from the starting point • strike the ball over a barrier not more than 2m high 	<ul style="list-style-type: none"> • Strokes for height, spin distance and power in relation to time 	<ul style="list-style-type: none"> • Spinning the ball for height, distance and power in relation to time • Spinning the ball to a specific object placed 38m away • Jumping over given obstacles while striking the ball • Playing a mini game involving striking the ball for height and distance 	<ul style="list-style-type: none"> • Balls • Net/string • Skittles/cones/markers • Whistle
Striking games	<ul style="list-style-type: none"> • explain the difference between applying and receiving force 	<ul style="list-style-type: none"> • Grip, stance, footwork, movement in striking for a distance 	<ul style="list-style-type: none"> • Demonstrating the role of legs, shoulders forearm on maintaining grip 	<ul style="list-style-type: none"> • Balls • Nets • Strings • Skittles • Cones • Markers
	<ul style="list-style-type: none"> • demonstrate the execution forehand or backstrokes accurately • illustrate how the angle at a time of contact with the object affects direction demonstrate spin and rebound principles 	<ul style="list-style-type: none"> • Accurate backward and forward drive for space distance and scoring 	<ul style="list-style-type: none"> • Practising forehand and backward strokes • Performing movement patterns and error correction • listing types of spin • demonstrating angle of force application and spin result • Playing mini game 	<ul style="list-style-type: none"> • Balls • Nets • Strings • Skittles • Cones • Markers
Adventure games Camping	<ul style="list-style-type: none"> • perform mountain climbing and water-based activities • locate points through map reading • set up campsites 	<ul style="list-style-type: none"> • Orienteering • Water based activities • Mountaineering and abseiling 	<ul style="list-style-type: none"> • Reading maps • using a compass to locate the points • Climbing up and down mountains • Setting up camp sites • Engaging in water-based activities such as canoeing • Climbing over objects 	<ul style="list-style-type: none"> • Balls • Nets • Strings • Skittles • Cones • Markers
Kids athletics Running	<ul style="list-style-type: none"> • complete a timed endurance race • demonstrate correct bend sprint techniques, (sprint mechanics) • demonstrate proper baton exchange 	<ul style="list-style-type: none"> • Running techniques and tactics • Running with obstacles • Testing and measurement 	<ul style="list-style-type: none"> • Watching a video of different track events • Pacing for time over a fairly long distance • Performing a sprint and hurdle relay event • Running with maximum speed and exchanging baton • Running through marked bends with maximum speed • participating in competitions 	<ul style="list-style-type: none"> • Cones • Baton sticks • Obstacles • Mini hurdles • Flags • Whistle • Stop watch • ICT tools

			<ul style="list-style-type: none"> • finish a sprint hurdle relay with a 2-hurdle leg 	
Jumping	<ul style="list-style-type: none"> • demonstrate horizontal and vertical jump techniques • jump using equipment or apparatus • jump from a relatively short run up • clear heights while jumping • jump for distance 	<ul style="list-style-type: none"> • Horizontal and vertical jumping techniques • Testing and measurement 	<ul style="list-style-type: none"> • Jumping over an obstacle using a pole • Jumping for distance and landing on both feet • 3 step rhythm jump • Jumping to clear heights • Mini competitions 	<ul style="list-style-type: none"> • Tape • Measure • Wooden • Pole • Marked Mats • Rope
Throwing	<ul style="list-style-type: none"> • Display proper implement handling • Demonstrate the proper execution of throws for distance and accuracy 	<ul style="list-style-type: none"> • Throwing techniques • Testing and measurement 	<ul style="list-style-type: none"> • Performing, teens javelin and discus • Shotput • Backward throw • Overhead throw • Target throw • Team competition 	<ul style="list-style-type: none"> • 3kg and 4kg shotput • Javelin (500 and 600g) • 800g discus • 1kg discus 3kg hammer • Tape measure
Aquatic skills Water safety	<ul style="list-style-type: none"> • Demonstrate survival strokes • Practice resuscitation techniques 	<ul style="list-style-type: none"> • Survival techniques in and around water Resuscitation techniques 	<ul style="list-style-type: none"> • Performing: • 50m side stroke • 50m back stroke • 5minute continuous treading • Exhibiting different first aid procedures on given tasks 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters/Coins • Tyre tubes • Rubber balls • Ropes • Lifebuoys • Whistle • Broom sticks • Electronic gadgets
Strokes	<ul style="list-style-type: none"> • Demonstrate front, back, crawl, breast stroke and butterfly techniques • execute correct diving • technique 	<ul style="list-style-type: none"> • Water entry • Stroke techniques • (Front, back crawl and butterfly strokes) 	<ul style="list-style-type: none"> • Practising diving activities • Practising different strokes through drills • Executing drills for speed and distance • Practising individual medley 	<ul style="list-style-type: none"> • Charts • Goggles • Pictures of water bodies • Floaters • Coins • Tyre tubes

8.42 GRADE 7: TOPIC 6: THE CREATIVE PROCESS AND PERFORMANCE

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Music	<ul style="list-style-type: none"> • identify types of simple time signatures • construct the scale of F Major • sing three-part songs in harmony 	<ul style="list-style-type: none"> • Simple time signatures • Musical scale of F Major • Three-part songs 	<ul style="list-style-type: none"> • Identifying types of simple time signatures • Constructing the scale of F Major • Singing three-part songs in harmony 	<ul style="list-style-type: none"> • Keyboard instruments • Charts • ICT tools • Choral music • Pitch pipe • Music textbooks
Visual Arts	<ul style="list-style-type: none"> • create imaginative compositions on local themes using suitable visual art media • paint abstract artworks indigenous themes using appropriate visual art media • draw a human figure using conventions of proportions and suitable visual art media 	<ul style="list-style-type: none"> • Imaginative compositions • Abstract art • Human figure drawing 	<ul style="list-style-type: none"> • Creating imaginative drawings and paintings using any media of own choice • sketching imaginary compositions • Sketching abstract compositions of imaginative themes • Sketching the outline of a human figure model • Drawing a human figure using suitable media • Finger painting • Tactile painting • Tactile collage • Origami constructions 	<ul style="list-style-type: none"> • Models • Paints • Reeds • Human figure model • ICT tools • Pencil • Pastels • Charcoal • Art studio • Paint • Art portfolio • Drawing paper, • Glue • Resource person • Thick art pen • Hot glue gun • Hot glue gun • Tactile collage • Finger painting
Theatre	<ul style="list-style-type: none"> • position actors on correct stage areas • sketch the blocking of actors in a rehearsal notebook • improvise to discover characters and motivation • construct sets suitable different play setting • create tension and suspense in a performance 	<ul style="list-style-type: none"> • Blocking: actors' position • Improvisation on characters and motivation • Environment / setting • Actions, tension and suspense 	<ul style="list-style-type: none"> • Positioning actors on correct stage areas • Sketching the blocking of actors in a rehearsal notebook • Improvising to discover characters and motivation • Constructing sets suitable different play setting • Creating tension and suspense in a performance 	<ul style="list-style-type: none"> • Theatre area • ICT tools • Lights • Stage marking devices • Theatre books • Stage models • Stage sketch plans

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	RESOURCES
Dance	<ul style="list-style-type: none"> • create improvised sequences of dance • choreograph thematic indigenous and contemporary dance styles 	<ul style="list-style-type: none"> • Improvised movement sequences • Thematic dance drama 	<ul style="list-style-type: none"> • Creating improvised sequences of dance • Choreographing thematic indigenous and contemporary dance styles 	<ul style="list-style-type: none"> • ICT tools • Instruments • Props • Pictures • Attire • Resource person • Picture books • Dance groups

8.43 GRADE 7: TOPIC 7: AESTHETIC VALUES AND APPRECIATION

TOPIC / CONCEPT	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Arts aesthetic values and appreciation	<ul style="list-style-type: none"> • describe works of art using the elements and principles of design in arts • analyse the content of artworks to derive meaning • exhibit artworks showing elements and principles 	<ul style="list-style-type: none"> • Elements and principles of Arts • Artworks analysis • Artwork exhibition 	<ul style="list-style-type: none"> • Describing the use of elements and principles of arts • Analysing art works using elements of art and principles of design using specific criterion • Discussing meaning of works of art • Listing emotions portrayed by artists through their artworks • Exhibition of artworks • Educational tours 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Resource centres • Musical instruments • Culture centres • Artefacts • Audio transcripts • Scale models • Tactile art • Audio visual devices • Drawings • Customized sign language cards • Songs • Scripts

8.44 GRADE 7 TOPIC 8: PHYSICAL EDUCATION AND ARTS TECHNOLOGY

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Technology in Physical Education and Arts	<ul style="list-style-type: none"> • identify online safety and security concerns in Physical Education and Arts • create original music compositions for physical education and arts contexts • apply data analysis principles to physical education and arts contexts • use music production recording techniques • demonstrate proficiency in graphic design software 	<ul style="list-style-type: none"> • Ethics in Physical Education and Arts mobile games • Music composition and recording • Analytic technology in Physical Education and Arts • Instrument playing • Graphic design 	<ul style="list-style-type: none"> • Identifying online safety and security concerns in Physical Education and Arts • Making original music compositions using relevant software for physical education and arts contexts • Using data analysis principles to physical education and arts contexts • Using graphic design software competently 	<ul style="list-style-type: none"> • ICT tools • Music composition software • Visual arts software • Physical education software • Music instruments • Dance software • Theatre software • Pictures • Relevant textbooks • Audio device

8.45 GRADE 7: TOPIC 9: PHYSICAL EDUCATION AND ARTS ENTERPRISE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Entrepreneurship in Physical Education and Arts	<ul style="list-style-type: none"> • identify career opportunities in Physical Education and Arts • construct paraphernalia for Physical Education and Arts • showcase innovative artworks • exhibit for a paying audience • discuss on compliance with laws, regulations, and industry standards • develop teamwork and collaboration abilities 	<ul style="list-style-type: none"> • Careers in Physical Education and Arts • Construction of paraphernalia for Physical Education and Arts • Innovative artworks • Exhibitions/performances for a paying audience and commissioned work • Business ethics • Soft skills 	<ul style="list-style-type: none"> • Researching on various careers in the physical education and arts • Constructing paraphernalia for Physical Education and Arts • Showcasing innovative artworks • Exhibiting /performing for a paying audience and commissioned work • Mock board meeting on handling of complaints and resolving ethical conflicts. 	<ul style="list-style-type: none"> • paraphernalia • charts • ICT tools • resource persons • resource centres • relevant textbooks • audio device • tyres • tree bark • seeds

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (skills, attitudes, values, knowledge and disposition)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • list ways of preventing copyright infringement and piracy • suggest marketing and promotional materials. 	<ul style="list-style-type: none"> • Ubuntu/Unhu/Vumunhu • Copyright protection • Marketing 	<ul style="list-style-type: none"> • discussing on Copyrights in Physical Education Sport and Arts • Advertising finished products in Physical Education and Arts 	

9 ASSESSMENT

This Physical Education and Arts learning area for Grade 3 - 7 shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary school level. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, the specification grid and profiling assessment.

9.1 Assessment Objectives

- Learners shall be assessed on their ability to:
- become literate in Physical Education and Arts
- state the uses and care of different human body organs
- relate knowledge and understanding of health and safety concepts to analyse their health profiles and execute interventions
- employ elements and principles of design to construct equipment, tools, artworks, costumes and props in Physical Education and Arts
- employ soft skills and cultural values as vehicles for the enhancement of community consciousness and national identity
- use entrepreneurial skills in a heritage-based economy through creating equipment and artefacts

- demonstrate the ability to use skills in the given Physical Education and Arts tasks
- perform to a variety of traditional and contemporary music linked to Zimbabwean cultural heritage.
- apply aesthetic values and qualities in Physical Education and Arts for improved performances
- synthesise interactive digital installations that are appropriate for creating, performing, presenting and preserving works in Physical Education and Arts

9.2 Assessment Model

Assessment of learners shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects. The mark shall be included on the learner's end of term and year report. Summative assessment at school level shall include terminal examinations which are at the end of the term and year. In addition to SBCA and SA those aspects that cannot be assessed through the continuous and summative modes will be assessed through learner profiling. The aspect to be profiled will include soft skills among others. Arrangements, accommodations and modifications must be visible to enable candidates with special needs to access assessments.

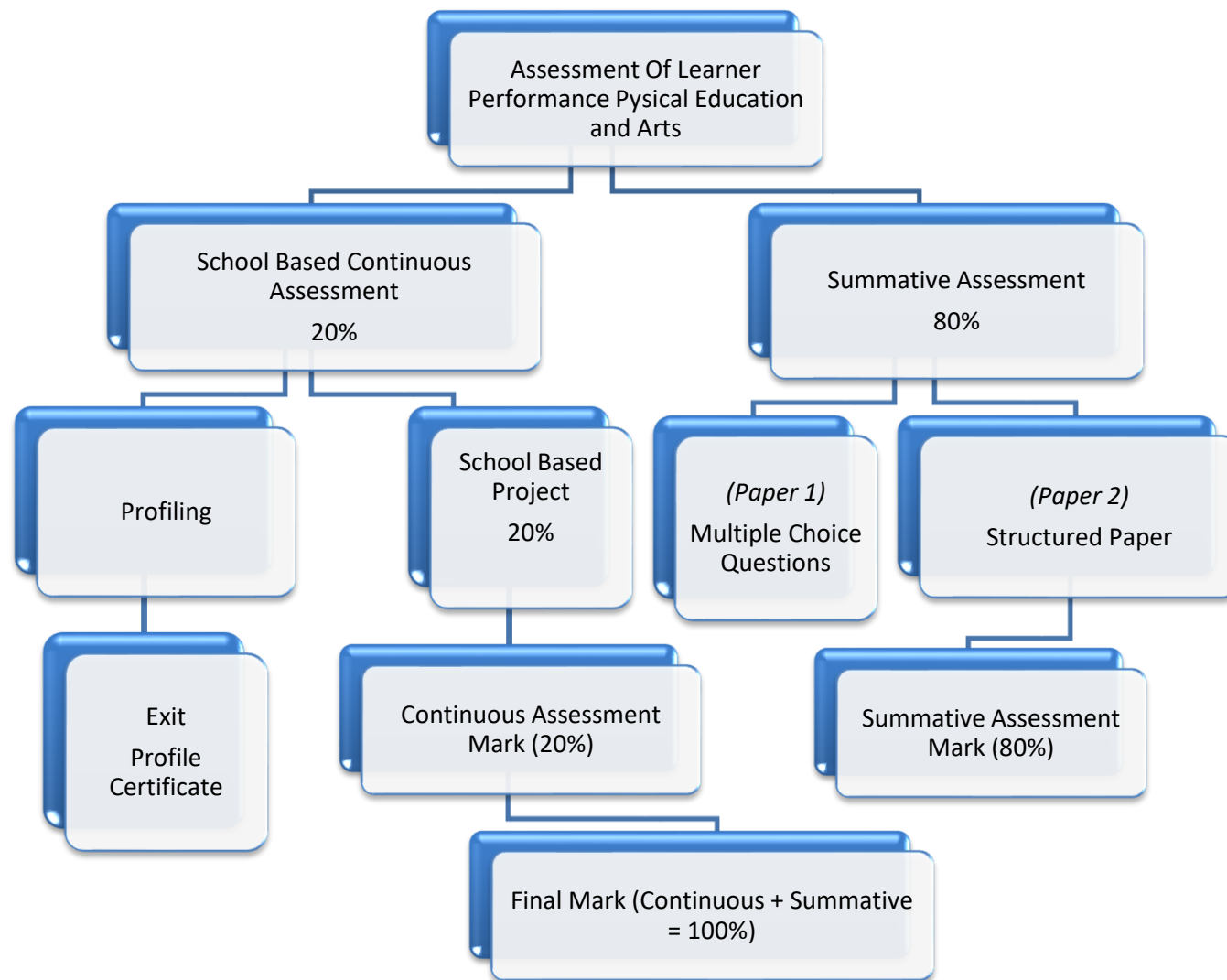


Fig 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for checkpoints assessment in schools as per the dictates of the Teacher's Guide for Learning and Assessment. The aspects to be profiled shall include learner's prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative

Assessment.

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

- **Description of School Based Continuous Assessment**

Learners shall do one school-based project per Grade which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school-based projects shall be considered as School Based Continuous Assessment at Grade 7. The two School Based Projects shall include those done during Grade 6 and Grade 7 sessions. Each will contribute 10%.

School – Based Project Continuous Assessment Scheme

Table 1 shows the Learning and Assessment Scheme for the School Based Project Execution for Grade 3 to 7.

9.4 Table 1 showing assessment scheme

Project Execution Stages	Project Stage Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Selecting the most suitable solution	April-May	5
5	Refinement of selected solution	June	5
6	Presentation of the final solution	July	10
7	Evaluation of the solution and Recommendations	August-September	5

	TOTAL	50
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The assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

- **Description of the ZIMSEC Summative Assessment**

ZIMSEC Summative Assessment shall be a public examination at Grade 7. The examination shall consist of two (2) papers.

Paper	Paper type	Marks	Duration	Weighting
1	40 Multiple Choice Questions	40	1hour 30 minutes	50%
2	Structured Paper	50	1hour 45 minutes	30%
TOTAL				80%

Paper 1

Duration: 1 hour 30 minutes

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

Paper 2

Duration: 1 hour 45 minutes

This component comprises of sections of A and B.

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

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

8.4 Specification Grid

Skill	Paper 1	Paper 2
Knowledge and comprehension	50%	60%
Application and Analysis	40%	30%
Problem solving	10%	10%
TOTAL	100%	100%

Paper 1

Topic	Skill 1	Skill 2	Skill 3	Total
	50%	40%	10%	100%
Safety and Health	5	3	0	8
Human body	1	1	0	2
History of arts	5	2	0	7
Gymnastics	0	1	1	2
Sport and Game skills	3	3	1	7
Creative Processes and Performance	4	3	1	8
Aesthetic Values and appreciation	0	1	1	2
Physical Education and Arts Technology	1	1	0	2
Physical Education and Arts Enterprise	1	1	0	2
Total	20	16	4	40

Paper 2

Topic	Skill 1	Skill 2	Skill 3	Total
Section A	60%	30%	10%	100%
Safety and Health	2	2	0	4
Human body	3	0	0	3
History of arts	2	1	1	4
Gymnastics	0	1	0	1
Sport and Game skills	3	2	1	6
Creative Processes and Performance	6	2	0	8
Aesthetic Values and appreciation	0	0	1	1

Physical Education and Arts Technology	1	1	0	2
Physical Education and Arts Enterprise	0	1	0	1
TOTAL	17	10	3	30
Section B				
Safety and Health Human body	3	2	0	5
History of Arts	3	2	0	5
Sport and game skills	3	2	0	5
Creative processes and performance	3	1	1	5
Gymnastics Aesthetic Values and Appreciation	3	1	1	5
Physical Education and Arts Technology Physical Education and Arts Enterprise	3	2	0	5
Total	18	10	2	30

9.5 PROFILING ASSESSMENT

The following should be assessed and profiled to assist in advising the quantity, intensity and duration of activities that pupils are given in Physical Education and Arts. Pupils should not be overloaded or under loaded while performing various activities. The profiled data should also inform the teacher and the learner on areas to strengthen and maintain for optimal achievement of learning experiences as the pupil graduate from each stage and level:

FREQUENCY	ITEM PROFILED	DESCRIPTION
Once on enrolment	Bio Data	<ol style="list-style-type: none"> 1. Surname 2. Name 3. Date of Birth 4. Address 5. APGAR score
Termly	Anthropometry test	Body Mass Index (BMI) Norms <ol style="list-style-type: none"> 6. Height 7. Weight

		8. Body composition
	Balance and mobility	Standing stork test, Standing stork test – blind, Flamingo, Modified sit and reach test, Sit and reach test, Hip flexion test, Static flexibility test – ankle, Static flexibility test – hip & trunk, Static flexibility test – shoulder, Static flexibility test – shoulder & wrist, Static flexibility test – trunk & neck Trunk flexion test
	Endurance tests	Beep test, The 2.4km run test, Critical swim speed test, Harvard step test, Home step test, Three-minute step test, Multistage fitness test
	Agility tests	Hexagonal obstacle agility test, Zig-zag test, 505 agility test, Illinois agility run test, Lateral change of direction test, Quick feet test, Burpee test, T’ drill test.
	Strength tests	Grip strength test, Press up test, Dynamic knee extension test, Squats test, Handgrip strength test, flexed arm hang test, Core muscle strength and stability test, Curl up test Canadian crunch test, Sit ups test, Broad Jump test, The McCloy physical fitness test
	Body composition tests	Body mass index, Jackson and Pollock skinfold test
	Speed and power tests	10 stride test, 40 metre sprint test, 30 metre sprint fatigue power maintenance test
Yearly	Psychological tests	Sport Competition Anxiety Test (SCAT), TEOSQ – Task and Ego Orientation in Sport Questionnaire
	General Health Status Tests	Orthostatic heart rate test, Waist to hip ratio evaluation test, Urine colour measurement
	Allergies	As confirmed by a medical doctor
	Major illnesses	Profile life threatening illnesses
	Awards	Profile main awards with set achievements standards
	Gifts and Talents	Profile following set achievements standards

9.6 Assessment Instruments/Tools:

The following are suggested tools:

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

Practical

- ◆ Singing
- ◆ painting
- ◆ sculpture
- ◆ animation
- ◆ print making
- ◆ textile decoration
- ◆ dancing
- ◆ acting
- ◆ filming
- ◆ mixed media
- ◆ photography
- ◆ playing musical instruments
- ◆ manipulation of art materials and manipulation of properties and costumes
- ◆ listening skills
- ◆ composition skills
- ◆ creativity

- ◆ music reading
- ◆ art criticism
- ◆ enterprising skills
- ◆ aural skills
- ◆ story telling
- ◆ graphic design
- ◆ Editing
- ◆ kicking
- ◆ Throwing/catching
- ◆ Strokes
- ◆ Sprinting
- ◆ Jumping
- ◆ Striking
- ◆ Skipping
- ◆ Hopping
- ◆ Aiming
- ◆ flipping
- ◆ Balancing
- ◆ Coordination
- ◆ Power
- ◆ Strength