



# Guidance for the Arts

South Sudan





# Teacher Guide for teaching and learning in The Arts

## Contents

### SECTION 1

1. Introduction	04
2. The Curriculum Framework	05
3. Rationale	05
4. Implications of the New Framework	06
5. The Subject Strands	10
6. Progression and Assessment	11

### SECTION 2

How to use Syllabus Units	13
---------------------------	----

### SECTION 3

Teaching Guide for The Arts - Planning Principles	19
---------------------------------------------------	----

## The Arts

The Arts contribute to the development of young people as:

- Good Citizens
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society



# Teacher Guide for teaching and learning in The Arts

## 1. Introduction

There is a new curriculum for schools and the syllabuses for all subjects from P1 to S4 have been revised. The new syllabuses for all subjects are based on an active approach to learning which focuses on understanding, skills and the application of knowledge in practical situations. It is therefore important that teachers involve children and young people in their own learning, providing practical learning activities in which learners can develop skills and a deeper understanding of the subject.

The Arts may not always have been seen as a priority, but the new curriculum emphasises their importance. The Arts have always been essentially practical with a need to involve learners actively.

The new syllabuses set out this approach in some detail, and help teachers plan and ensure progression. However, the syllabuses are only words on a page. This Teacher Guidance Booklet is designed to help teachers turn those words into exciting, practical learning experiences.

The arts (visual art, craft, music, dance and drama/theatre) are a central element of South Sudan's history and heritage. The new curriculum celebrates the variety of cultural traditions that learners will naturally experience within their communities outside of school but also aims to introduce them to styles, structures, methods and approaches they might not ordinarily encounter. The work of artists across all art forms and a range of cultures should be experienced, examined and celebrated as widely as possible.

When teaching the arts, we should aim:

- To enable learners to explore, clarify and express ideas, feelings and experiences through a range of arts activities
- To provide aesthetic experiences and to develop aesthetic awareness across a range of art forms

- To develop learners' sensitivity to and enjoyment of visual, aural, tactile and spatial qualities in the environment
- To enable learners to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms
- To enable learners to see and to solve problems creatively through imaginative thinking and so encourage individuality and enterprise
- To value the learner's confidence and self-esteem through valuing self-expression
- To foster a sense of excellence in and appreciation of the arts in local, regional, national and global contexts, both past and present
- To foster a critical appreciation of the arts for personal fulfilment and enjoyment.
- To promote and celebrate multi-cultural co-existence to build a foundation for future generations.

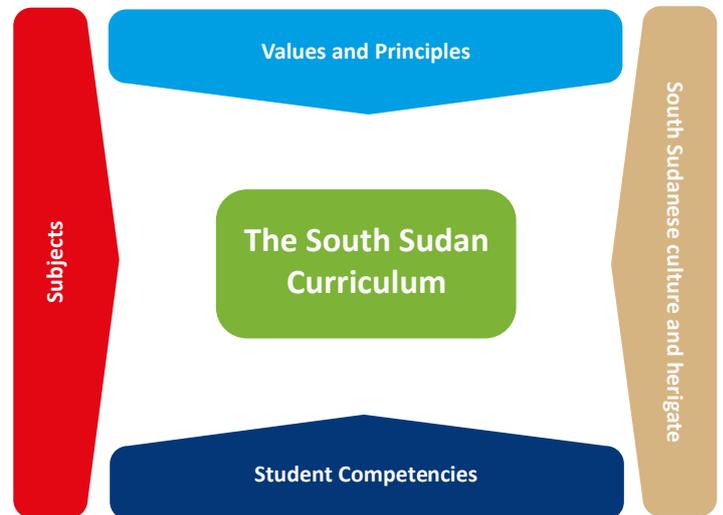


**Enabling learners to explore, clarify and express ideas, feelings and experiences through a range of arts activities.**

## 2. The Curriculum Framework

The new Curriculum puts subjects into a wider context within the new Curriculum Framework. This Framework sets overall aims for education along with a set of values and principles. It also introduces a set of 'student competencies' that apply to and are developed within all subjects. All of this takes place within the context of the South Sudan heritage and culture. This is illustrated in the diagram to the right.

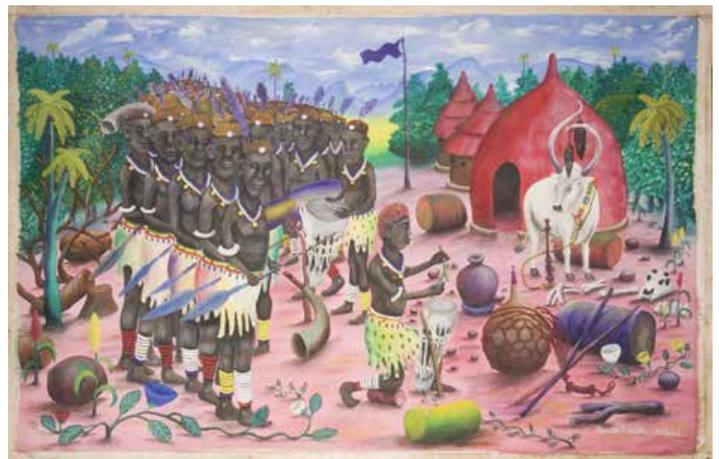
This booklet will help with this process. It should help make learning in The Arts exciting, engaging and enjoyable. It should help make teaching the arts exciting, engaging and enjoyable too!



## 3. Rationale

The Arts is a source of inspiration for all. They provide contexts in which learners can learn to express their thoughts and emotions, use their imaginations, and develop creativity. They therefore make a key contribution to learners' personal, emotional development and to their growth as confident individuals.

Participating in a range of art forms help young people become responsive, reflective, critical and appreciative. They discover the value of discipline and practice to improve, and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.



**Using The Arts to develop an appreciation of South Sudanese Heritage and Culture.**

## 4. Implications of the New Framework

### 4.1 Three approaches to arts education

The new Curriculum Framework facilitates three approaches to arts education:

- Learning about the arts allows us to celebrate art and artists. Examples of historical and contemporary work can be used to develop learners' understanding of how styles and techniques have been used to communicate ideas and concepts and how they might be incorporated into the work they produce during their time at school and in their adult lives.
- Learning through the arts allows teachers to use art, craft, dance, drama and music as a powerful learning tool. The subjects draw on the rich wealth of culture, knowledge and skills of societies to promote a connected approach to learning in a range of subject areas.
- Learning in the arts allows for an examination of cultural perspectives. The arts make a vital contribution to the education of the whole child, both as subjects to be learnt and enjoyed in their own right and because they encourage and enrich learning in other subjects. The arts have traditionally been a powerful vehicle for education. There is a natural emphasis on learning by doing, stimulating imagination and developing critical and creative thinking skills and inter-personal skills and values. Introducing the arts into learning environments facilitates a balanced intellectual, emotional and psychological development of individuals and societies.

### 4.2 Promoting a lifelong enjoyment of the arts

Learners should understand how they may progress their interests beyond the classroom to independently develop skills and interests and, potentially, become artists in their own right. Where possible, learners should experience visits to museums and galleries as well as theatre, dance and music performances. The work of artists within communities and villages should be celebrated and their skills shared.

### 4.3 Ensuring inclusion

Participation in the arts should be inclusive and not the domain of the gifted or talented. Units of work should incorporate a range of genres and styles that are grounded in performance and presentation opportunities. There should be an emphasis on independent enquiry and the promotion of each learner's creative talents. For some, this will be in the planning and development of work, for others the performance or presentation of work whilst some will excel in responding and evaluating work they may have seen. Recognition should be given to the associated skills in each of these areas.

The units of work do not place ceilings on aspirations for progress and development. Through them, all learners, including those with particular skills, talents and interests and those with additional support needs, will have opportunities to nurture and develop their interests and skills.

Whilst room should be given to the development of skills and knowledge, due regard should also be given to the opportunity for children to play with their own ideas and to interpret these through their work.

The units of work for each year group set out this approach in some detail, and will help teachers plan and ensure progression. However, the units are just words on a page. This Teacher Guidance Booklet is designed to help teachers turn those words into exciting, practical learning experiences.

#### 4.4 Student Competences

The Arts provide many opportunities for learners to develop skills and attitudes that lead to a set of competences that can apply in all subjects and throughout life. The development of the four competences in the Arts, enhances learning and enables young people to continue to learn, to adapt to change, and to cope with the challenges of life in the 21st Century.

Across all year groups, the syllabus incorporate the opportunity to develop student competencies. These are listed at the bottom of each Syllabus Unit in a box entitled: Contributions to the Competences. Examples are shown below:

The Arts - Primary 2	Unit 1: Traditional Song and Dance
<p><b>Contribution to the competencies:</b>            Critical and Creative thinking; Identifying traditional song and dance and build descriptions of the relevant styles            Communication: Sharing ideas of culture and heritage through song and dance            Co-operation: Compare and appreciate the difference between performing as a group or as an individual            Culture: Taking pride in the art forms that are traditional in South Sudan and integral to culture and heritage.</p>	
The Arts - Primary 7	Unit 3: Weaving
<p><b>Contribution to the competencies:</b>            Critical and Creative thinking: Choosing appropriate materials and tools to be used for weaving            Communication: Sharing with other ideas about the quality of a product and sharing their ideas for patterns and design through weaving            Culture: Learning about traditional crafts and contributing to South Sudan culture through the production of their own art productions</p>	

#### 4.5 Links between The Arts and the cross cutting issues

Peace Education, Environmental Awareness and Sustainability and Life Skills are considered so important that they are incorporated into all subjects in all years. It is important that learners should understand these issues through different subjects, and the Arts provide many opportunities for this to happen as they often provide a context for learning, especially Environmental Awareness in the visual arts and Peace Education in the performance arts.

#### Peace Education

In P1 for example, learners are encouraged to share and take turns in games and activities and it hoped that by engaging in these things together, learners will develop their ability to tolerate and respect difference and diversity. Later in P5, learners explore human rights and gender equity which can often be illustrated through dance and discussed in dramatic activities and role play. By P8, as a result of a range of experiences, learners should be able to identify examples of community art activities that could be used in different situations to promote peace and reconciliation. Another examples is here from P7:

The Arts - Primary 7	Unit 4: Graphic Design
<p><b>Links to other subjects:</b>            PE: Developing complex sequences and patterns with repetitions in order to produce a dance piece for performance            English: Apply complex language elements to aid cohesion and create a variety of effects while describing different art forms            Peace Education: Be aware of the ways of promoting gender equity</p>	

### Life Skills

Some aspects of Life Skills are already integrated into The Arts curriculum, but other aspects are described separately in Syllabus units in the box: Links to other subjects. The Arts provide opportunities for learners to talk about different emotions, including those associated with performance and presentations and the joys and of challenges of creating and observing new art forms.

In P1 Learners should be provided with opportunities to talk about what art forms they like and dislike. They should gradually build on this so that by P4 they are able to describe strategies for improving their own artistic abilities and those of others. By P7, learners should be provided with opportunities to describe personal development goals for their performance and contribution to the arts. Another example is provided here from P5:

The Arts - Primary 5	Unit 2: Improvisation
<p><b>Links to other subjects:</b>            PE: Design and perform movements that combine a range of movements            Social Studies: Respecting human rights and how these can be promoted through improvised drama            English: Comprehend the gist of a range of authentic passages in complex situations and translate these into pieces of drama            Life Skills: Discuss peer pressure and how it affects choices they make in life</p>	

### Environment and Sustainability

Elements of Environment and Sustainability link well into The Arts. They provide an engaging context for learning in some cases, especially when the environment is considered as a stimulus for art forms as well as the fact that many materials in the environment can be used to create new art forms also. In P1 for example, the importance of identifying

things in our surroundings can be used to influence shape, colour and sound and then in P5, natural resources can be used to further build creations of visual arts and crafts. Later in P7 and 8, there can be some discussions during drama and debates about how land is used in order to protect the biodiversity of the local environment. Another example is here in P6:

The Arts - Primary 6	Unit 6: Pottery too!
<p><b>Links to other subjects:</b>            English: Give a presentation that describes their art work responding readily to questions            Social Studies: Appreciate the need to respect the views of others            Environment and Sustainability: Know how best sustainable use can be made of natural resources</p>	



**Appreciating art work promotes understanding of the inherent qualities in art works and aesthetic enjoyment.**



#### 4.6 Key elements of teaching and learning

Learners' arts experiences should be varied with teachers providing children with the opportunity to engage in a range of challenging, exciting and stimulating experiences which enable them to understand and manipulate art forms and to use them to develop an understanding of themselves within the world and to comment on their experience of it.

Our task as teachers is to create opportunities which will enable learners to interact with that world and to understand it more fully through their interaction so they may function more successfully in it. To maximise the potential of the arts, teachers should:

- have a clear grasp of the educational role of the arts and an understanding of how children learn through the arts.
- be personally interested in and familiar with at least one or two art forms.
- be confident in encouraging creative work across the whole range of the arts.
- be able to recognise and evaluate the artistic quality in children's work.

Within a rich, supportive environment teachers will draw upon a skillful mix of approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with young people's experiences
- both collaborative and independent learning
- establishing links within the expressive arts subjects and with the wider curriculum
- opportunities to analyse, explore and reflect.

## 5. The Subject Strands

The four strands in The Arts are:

- Visual Arts & Craft
- Music and Dance
- Drama
- Critical Appreciation of the Arts

The framework provides children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of the strands. Participation enables children and young people to enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

The experiences and outcomes from each subject strand are complementary and interrelated and should be considered together when planning for learning.

The framework promotes a balance between expression and the child's need to experience and respond to the visual arts & craft, to music and to drama.

### Visual Arts & Craft

The units of work provide a foundation for interrelated making activities and for looking at and responding to existing art work. They present a range of activities in perceiving, exploring, responding to and appreciating the visual world.

Making art involves two and three-dimensional work in a range of media. Appreciating art work promotes understanding of the inherent qualities in art works and aesthetic enjoyment. Within this strand the expressive or making activities are balanced with opportunities to see and to make a personal response to visual art forms of different styles, periods and cultures. Regional craft traditions and their modern developments, as part of the national heritage, are among those art forms.

### Music and Dance

The music and dance strand comprises opportunities to listen and respond, perform, choreograph and compose. Learners are encouraged to listen with attention to sounds in the environment and gradually to become aware of how sound is organised in music. Performance incorporates a balance of singing and instrumental playing of his/her own work and the work of others. Ways of using sound are explored in composing, both with the voice and with a widening range of musical instruments. Performance is balanced with opportunities to hear and to make a personal response to music of different styles, periods and cultures, including the South Sudanese repertoire in its varied national and regional forms.

Dance provides learners with opportunities to organise and develop his/her natural enjoyment of expressive movement in dance form. Through dance, learners are encouraged to explore and experiment with a variety of body movements and to communicate a range of moods and feelings. The units of work for dance suggest activities in the exploration, creation and performance of dance and in developing understanding of dance forms.

### Drama

The drama curriculum comprises interrelated activities which explore feelings, knowledge and ideas, leading to understanding. It explores themes and issues, creates a safe context in which to do so, and provides for opportunities to reflect on the insights gained in the process. It draws on the knowledge, interests and enthusiasms of the child. In drama, learners explore the motivations and the relationships between people that exist in a real, imagined or historical context, to help him/her understand the world. learners are encouraged to make decisions and to take responsibility for those decisions within the safe context of the drama.

### Critical Appreciation of the arts

The majority of arts activities involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

## 6. Progression and Assessment

Assessment in the arts should take account of all aspects of learning and achievement. This includes, not only what learners make and create, but also how they make it, what skills they acquire and what they know about the tools, techniques and materials they use. Assessment should also take account of what they know about the world of the arts which places their own work in the wider cultural context and their ability to respond to the work of others and reflect upon the work they produce themselves.

Assessment and progression should build a profile of achievement across four key areas:

1. The learner's ability to generate ideas: complexity, research, observation, originality, perception, aspiration, creativity.
2. The learner's ability to make: technique, skill, control, complexity, mastery, quality, judgement, creativity.
3. The learner's ability to evaluate: judgement, autonomy, independence, perception, subtlety.
4. The learner's experiences of art forms: breadth, contextual understanding, explanation, judgement.

**“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”**

**Assessing Student Learning: Huba and Freed  
2000**

**Making a personal response to music of different styles, periods and cultures, including the South Sudanese repertoire in its varied national and regional forms.**

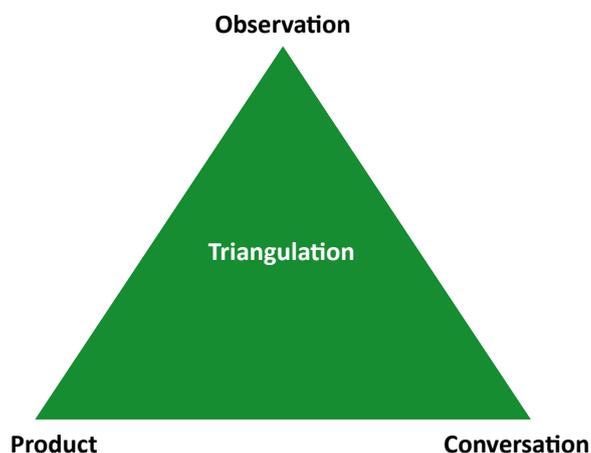


**How do we find the opportunity to make formative assessments?**

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms. These are usually called:

- **Observation** – watching students working (good for assessing skills)
- **Conversation** – asking questions and talking to students (good for assessing knowledge and understanding)
- **Product** – appraising the student’s work. This could include their writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc. (good for more considered analysis of knowledge and understanding, but less useful for most skills)



*Triangulation of assessment opportunities*

In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the student says.

When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as “triangulation”.

To find these opportunities, look at the ‘Learn About’ sections of the syllabus units. These describe the learning that is expected and in doing so they set out a range of opportunities for the three forms of opportunity.

Here is an example of how we could set out the Assessment Opportunities and the Assessment Criteria in a table:

The Arts Primary 6		Unit 1: Elements of Composition	
<b>Assessment Opportunity (from the Learn About section)</b>			
Teachers should observe learners exploring musical compositions and note how successfully they are able to identify key features of style and structure. (Observation) Teachers should ask learners about how they could use different aspects of composition in own compositions and why these elements have been selected. (Conversation) Teachers should collect notations that describe own compositions and explore how effectively elements of composition reflect existing structures and styles. (Product)			
<b>Learning Outcome</b>		<b>Assessment Criteria (what the teacher need to look for)</b>	
<ul style="list-style-type: none"> <li>• Know about structures of composition</li> <li>• Explore structures of musical composition</li> </ul>		<i>The student is able to describe and explain at least two structures of composition.</i> <i>The students is able to identify features of compositional techniques In a range of musical pieces.</i> <i>The student is able to demonstrate compositional techniques in own compositions.</i>	

# How to use Syllabus Units

The Syllabus Units, drawn from the Syllabus and Subject Overviews, provide a more detailed description of learning.

In The Arts there are between 4 and 6 Syllabus Units for each year which should then be divided into a series of lessons and activities as illustrated in this diagram. Over a school year of 36 weeks, each unit should provide learning for between 7 and 12 weeks therefore.

Subject Overviews – The Arts Syllabus																							
Syllabus Unit						Syllabus Unit						Syllabus Unit						Syllabus Unit					
L		L		L		L		L		L		L		L		L		L		L		L	
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

*Each Syllabus Unit should be split into a series of lessons (L).  
Each lesson should then be divided into a range of learning activities. (A).*

The teacher will need to plan an outline of learning for each Syllabus Unit over a series of weeks in order to ensure all the learning necessary is covered.

Here is an example of a Unit Breakdown:

The Arts: Primary 3 Unit 3: Drama in our Community	
Week 1	Learners are introduced to community performances and plays. They consider why we perform/re-enact for others.
Week 2	Learners think about their lives, days and community. They reenact/recreate these events and situations using basic performance structures.
Week 3	Learners consider character and how they can use their bodies and voices to sensitively depict a range of personalities they know/imagine. They explore different character types and introduce dialogue into their work.
Week 4	Learners consider aspects of their community they appreciate and enjoy. They think about the stories they would like to share and celebrate. They develop these stories into a celebratory performance.
Week 5	Learners consider issues that are important to their community. They use some of the approaches practiced previously to consider how they might present these issues to people outside of our community.
Week 6	Learners consider solutions to the issues their community faces. They explore possible solutions through a range of exploratory drama activities.
Week 7	Learners refine ideas into a performance that identifies issues and challenges and provides solutions.
Week 8	The performances are presented to the community/other classes.

In order to prepare this summary of learning, the teacher needs to consider all aspects of the Syllabus Unit: The 'story' of the unit in the Learn About Section, The Learning Outcomes, Links to other subjects, Contributions to Student Competences.

The Key Inquiry questions provide a useful starting point for shaping learning and teachers should plan for these questions to be explored and answered during the course of the unit.

During a school week, there are between 3 and 4 lessons in The Arts lasting either 35 or 40 minutes each according to the year. The table to the right is taken from the Curriculum Framework and describes this.

Primary School (Number of periods each week)			
	P1-3	P4	P5-8
National Language	5	5	3
English	7	7	5
Maths	6	6	5
Science	4	5	5
Social Studies	4	5	5
The Arts	3	4	4
RE	3	4	3
PE	3	4	3
Arabic			5
School Programmes			2
<b>Total</b>	<b>35</b>	<b>40</b>	<b>40</b>
<b>Time per lesson</b>	<b>35</b>	<b>40</b>	<b>40</b>

**So in P1 – 3, each week there will be 3 lessons in The Arts, each lasting 35 minutes. Using the Unit Breakdown for Unit 3 from P3 above then for example, learning in Week One could consist of:**

**Lesson One: Discuss as a whole class and then in groups, different examples of plays seen in the community.**

**Lesson Two: In groups, learners work to present different examples of topics or themes for community plays.**

**Lesson Three: Learners work in pairs to consider and describe to others, significant issues in own communities that could be explored through drama**

Here is the Full P3 Unit 3. It provides the context for the Unit Breakdown above.

The Arts - Primary 3		Unit 1: Songs and Dance of the World
Learn about		Key inquiry questions
<p>Learners should work in groups and individually to sing and dance their own traditional music and those from other cultures within and outside South Sudan. They should try to identify different features of these songs looking for patterns in melody and rhythm as well as distinctive styles and timbres.</p> <p>They should build on their accompanying skills to add texture and repeated rhythms (ostinatos) to support their songs, using a range of percussion instruments. They should look for different ways of playing each instrument in order to build a wide range of sounds to suit each song.</p> <p>Learners should further develop their understanding of traditional music by revising traditional dances from P2 and develop these into more complex sequences of movement.</p> <p>Learners should continue to compare and contrast artistic works and performances with the aim of improving their own work so that it is increasingly accurate and stylistic.</p>		<ul style="list-style-type: none"> <li>• Why is it necessary to sing and dance traditional songs from other cultures within and outside south Sudan?</li> <li>• Describe some of the features of traditional songs from another culture.</li> <li>• Explain how percussion instruments can be used to create specific effects in music.</li> <li>• What styles of song do you prefer to sing and why?</li> <li>• How can your music making and dance sequences be improved to reflect more clearly traditional tales?</li> </ul>
<b>LEARNING OUTCOMES</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Identify features of traditional song and dance from South Sudan and other cultures</li> <li>• Describe way of playing a range of percussion instruments to enhance song and dance performances</li> <li>• Know how to help others improve their artistic work</li> </ul>	<ul style="list-style-type: none"> <li>• Perform traditional songs and dances</li> <li>• Explore how to use percussion instruments in a range of ways to produce a range of sounds</li> <li>• Investigate features of traditional music from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy performing traditional music</li> <li>• Appreciate the benefits of group performances</li> <li>• Show respect for the traditional music from within and outside south Sudan</li> <li>• Appreciate the role that traditional art forms have on culture and national identity</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p>Critical and Creative thinking: Compare and contrast traditional music from around the world</p> <p>Communication: Using music and dance to communicate ideas about culture and heritage coherently</p> <p>Co-operation: Working with others to work towards good performances of traditional music</p> <p>Culture: Appreciating the role that artistic works have in describing culture and heritage</p>		
<p><b>Links to other subjects:</b></p> <p>PE: Change rhythm and speed of movements imaginatively in dance in order to reflect a story or idea</p> <p>Social Studies: Describing the ways of African people from the past through song and dance</p> <p>Languages: Understand the main points of stories in song and express preferences for what they enjoy singing about</p>		

Further examples of Unit Breakdowns are at the end of this section within the Teacher Guidance for The Arts.

### Lesson Formats

It is recommended that each lesson in The Arts includes an activity or discussion in order for learners to critically appreciate a variety of art forms. This is an important aspect of the way The Arts contribute to the overall aims of the curriculum. This could be done in a number of ways:

Questions and answers at the beginning and/or end of the lesson about a particular aspect of the art form explored in the lesson;

Frequent references and questions about the quality of a particular art form as the lesson progresses;

Critical Appreciation as the focus for a lesson – perhaps by studying and comparing a variety of art forms or a range of art forms in one area.

Each lesson should involve a degree of the following elements of development in order to enhance progression and promote the value of student competences:

- Investigate - find out about how similar artistic works were done
- Design - develop their own ideas and try them out
- Create - produce their own artistic work
- Evaluate - think critically about the effectiveness of their work

Progression comes from the increasingly complex context to which the process is applied within each aspect of Arts Education.

As described in the table at the top of this section, each Arts lesson should incorporate a variety of activities. These will vary according to the content and focus of the lesson but should include:

A variety of activities to develop an appreciation of the Arts;

A mix of individual, paired, group and whole class work as appropriate;

A variety of opportunities to create new / own art forms;

A variety of opportunities to explore and compare existing art forms from local, regional, national and international artists that vary in significance and dates of composition.

A variety of activities that link the arts into other areas of the curriculum as described in the Study Unit.

### Syllabus Units across a year

It is recommended that some of the Syllabus Units are split and spread across a year in order to provide a balanced experience of The Arts.

In Primary 3 for example, Traditional Songs and Dances (Unit 4) could be split into 5 sections in order for them to provide a shorter introduction to each of the other units.

It is up to the teacher to decide how the Syllabus should be organised. They should take account of school facilities, numbers of learners in year groups and other significant contributing factors to the school year including national and community events.

The tables below list the Units in each year group. Links to cross cutting Issues are included as these form a feature of learning in all subjects.

Primary 1		
Unit	Title	Links
1	Singing songs	Peace Education
2	Accompany me!	Peace Education; Life Skills
3	Beginning to role-play	Peace Education
4	Stories to share	Peace Education; Life Skills
5	Models and materials	
6	Patterns and pictures	

Primary 2		
Unit	Title	Links
1	Traditional song and dance	Peace Education
2	Creating an event	Peace Education
3	Creating characters	Peace Education
4	My pictures	Peace Education
5	Traditional crafts and techniques	

Primary 3		
Unit	Title	Links
1	Songs and dance of the world	Peace Studies
2	Starting to compose	
3	Drama in our community	Life Skills
4	Traditional songs and dance	Peace Studies
5	Imaging and create	

Primary 4		
Unit	Title	Links
1	Tuneful accompaniments	Life Skills
2	Sounds and symbols	Life Skills
3	Express yourself	The Environment and Sustainability
4	Verbal or non-verbal communication	Peace Skills
5	Models and materials	Life Skills
6	Pottery	Life Skills

Primary 5		
Unit	Title	Links
1	Tune it!	Peace Education
2	Improvisation	Life Skills
3	Dramatic narratives	Peace Education; Life Skills
4	Refining skills for art	Life Skills
5	Sculpture	Environment and Sustainability

Primary 6		
Unit	Title	Links
1	Elements of composition	Life Skills
2	Perform it!	Peace Education
3	What's the situation?	Life Skills
4	Developing roles	Peace Education
5	In perspective	Life Skills
6	Pottery too	Environment and Sustainability

Primary 7		
Unit	Title	Links
1	In concert	Peace Education
2	Characters work together	Life Skills
3	Weaving	Environment and Sustainability
4	Graphic design	Life Skills

Primary 8		
Unit	Title	Links
1	Musical Language	Life Skills
2	Exploring dramatic forms	Peace Education
3	Writing scripts	The Environment and Sustainability
4	Refine and design	Life Skills
5	Exhibitions	Life Skills

## Further Examples of Unit Breakdowns:

The Arts: Primary 2 Unit 4: My Pictures	
Week 1	Learners are introduced to a range of art created by other people and encouraged to consider the compositional and stylistic choices made by the artist.
Week 2	Learners consider aspects of their surroundings and environment they might use to create their own pictures and designs.
Week 3	Learners reflect upon the range of materials introduced in P1 to decide which material they would like to use to create a picture.
Week 4	Other aspects of their surroundings/environment are selected for them to create new designs and pictures using different materials.
Week 5	Learners practice drawing and painting a range of basic shapes. They experiment with combining these to create different effects.
Week 6	Learners investigate texture and colour in pieces of art work they like and incorporate elements of these into their own work.
Week 7	Learners experiment with mixing colours to create new ones and explore how different colours can be combined in a single picture.
Week 8	Learners are given the opportunity to talk about the choices they have made in the work produced so far. They are asked to select a picture or design they are particularly pleased with.
Week 9	An exhibition of the children's work is arranged so that their friends and teacher can comment on any successes achieved as well as giving ideas for further refinement.

The Arts: Primary 6 Unit 1: Elements of Composition	
Week 1	Learners work in small group to compose their own vocal and instrumental music.
Week 2	Learners investigate examples of composition structure such as variations, cyclic and sonatas.
Week 3	Learners demonstrate these forms by selecting structures that they feel best represent a melody or idea they wish to extemporise.
Week 4	Learners build on this knowledge of compositional techniques by exploring ways of improvising in pairs and small groups.
Week 5	Learners are introduced to standard and non-standard forms of notation. They record any improvisations developed using these notational forms.
Week 6	Learners are encouraged to use appropriate vocabulary when listening to work. The list of words that might be used is added to over a number of weeks as new terms are introduced.
Week 7	Learners listen to and discuss each other's compositions and compare their own work to the other ideas developed and performed.
Week 8	Learners select one of the pieces they have developed. They work in small groups to refine and develop the initial ideas into a piece that can be rehearsed and performed.
Week 9	Learners select one of the pieces they have developed. They work in small groups to refine and develop the initial ideas into a piece that can be rehearsed and performed.

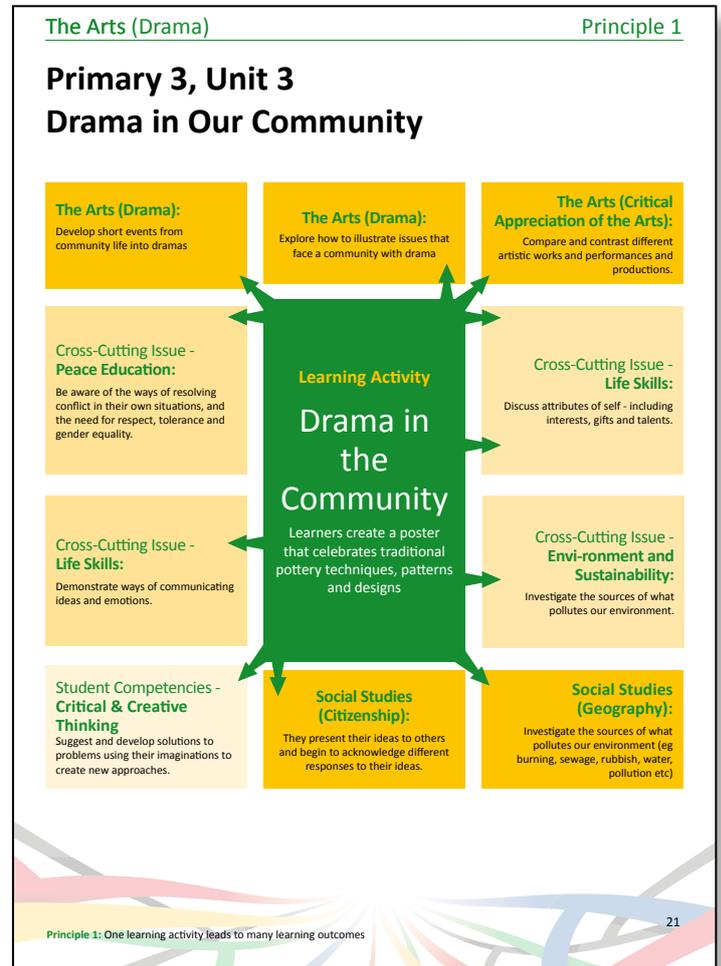
# Teacher Guide for The Arts - Planning Principles

## Principle One

One learning activity leads to many learning outcomes

The examples in this section for Principle 1 illustrate the fact that one learning activity can be designed in such a way that it can lead to many learning outcomes within and beyond the subject that they are designed for. So an activity designed to help learners achieve one key Arts learning outcome, will also provide opportunities for learners to make progress towards many other learning outcomes in The Arts as well as other related subjects according to the context of the activity.

In the example here, we can see an Arts activity that is designed to stimulate learners to develop short dramatic performances. But because the activity is 'rich' in context and uses a sufficient variety of experiences, the activity can lead to valuable learning in Social Studies. The activity also makes a valuable contribution to the development of the competencies of Communication and Creative thinking.



# Teacher Guide for The Arts - Planning Principles

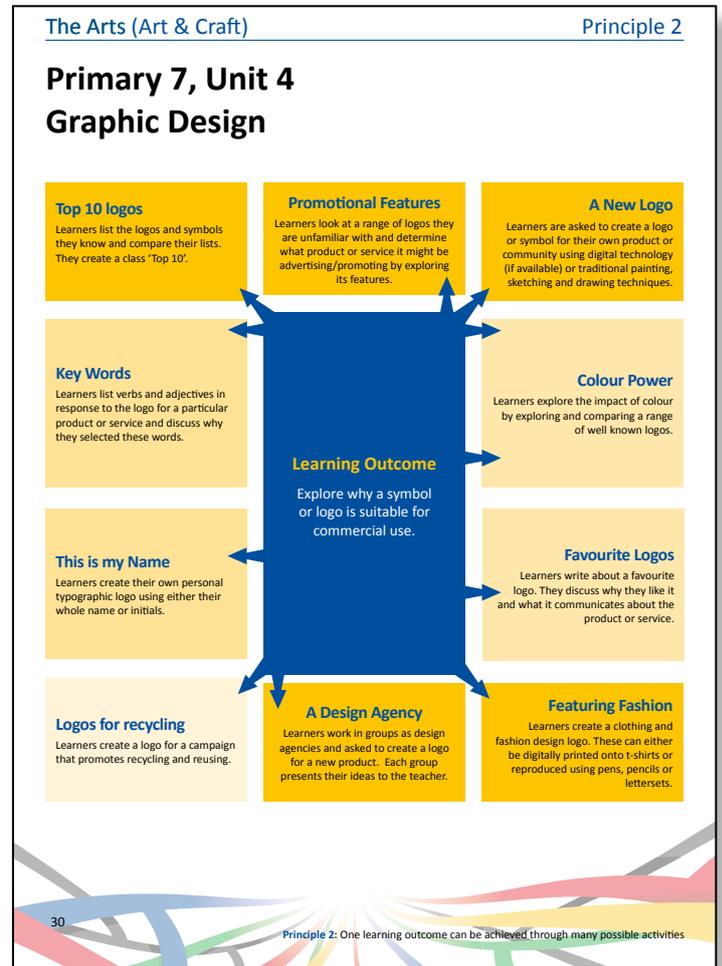
## Principle Two

Learning outcomes need more than one learning activity

Principle Two reminds us that it is not usually sufficient for learners to explore learning around a single learning outcome only once. In order for learners to develop a deep understanding of a particular aspect of learning and therefore be able to apply this learning in a range of situations, they need a variety of activities to ensure that this deep learning takes places.

Principle two requires that teachers think creatively about how a particular learning outcome can be explored. Many examples and ideas are provided in the Syllabus units itself, but there are opportunities for further activities to be developed, particularly if these can be linked to other areas of learning in the curriculum.

In this example, learning about the use of symbols and logos for commercial use is developed through a range of activities. This varies from creating a new clothing design logo to listing verbs found in existing slogans and logos.

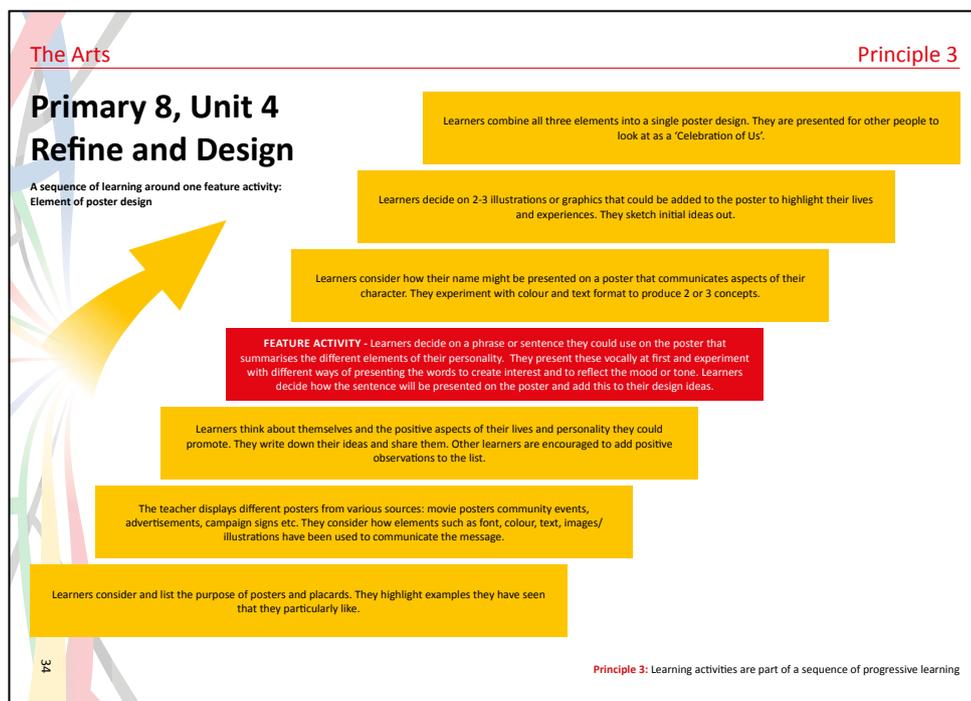


# Teacher Guide for The Arts - Planning Principles

## Principle Three

Learning activities are part of a sequence of progressive learning

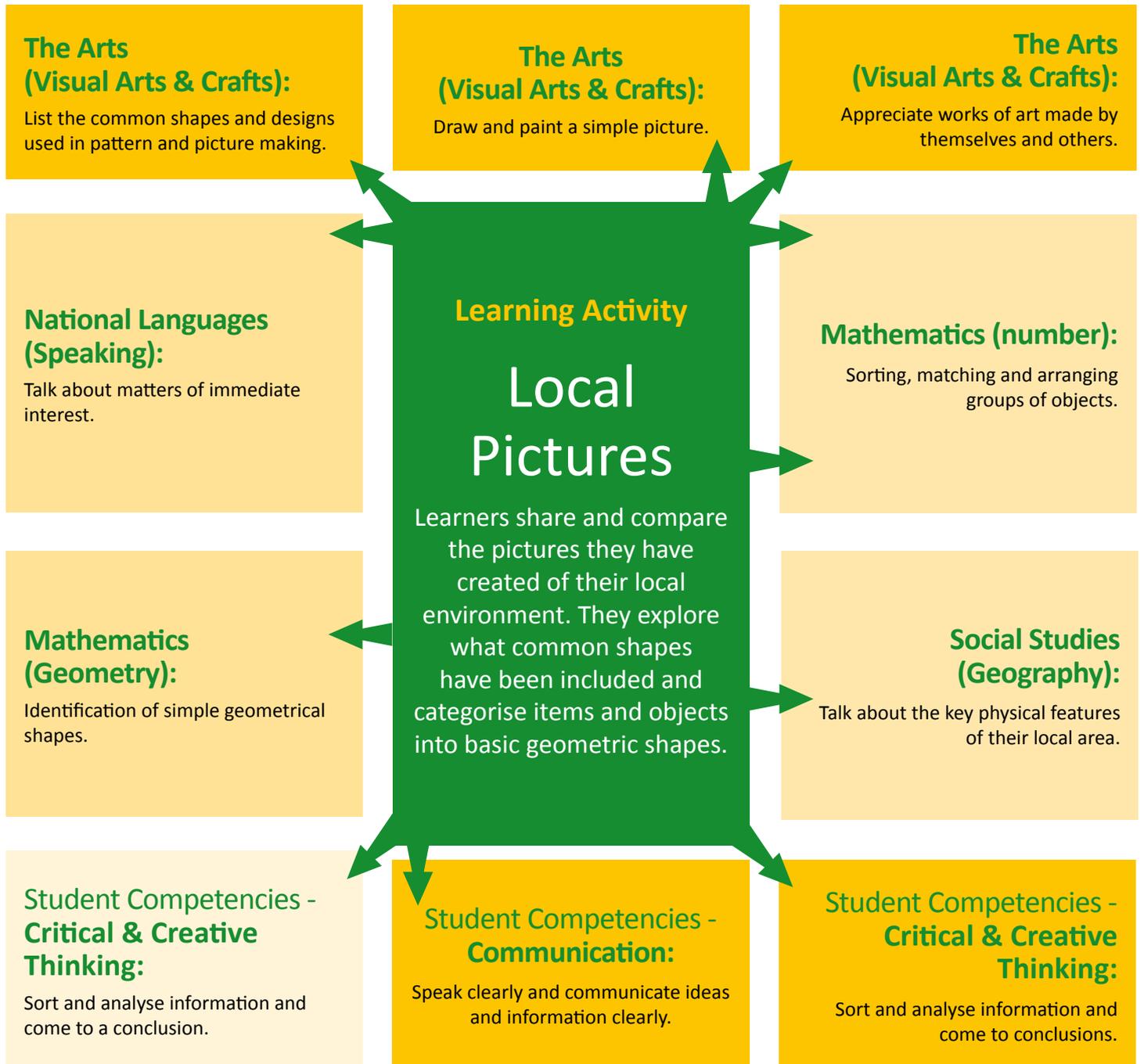
It is important to remember that learning is never in isolation. It continually builds on prior knowledge and makes progress towards higher levels of thinking, deeper understandings and richer banks of knowledge. Attitudes are developed as these sequences move forward and so we have learners reaching towards the intended aims of the curriculum. The Unit Breakdowns explored previously in this Guide, provide a description of progress through a unit to some extent, but steps in learning are usually smaller and more particular than a large step forward at the end of each lesson. Formative assessment strategies (discussed in more detail in the related Assessment Guide) should ensure that learning is monitored and supported at frequent intervals throughout a lesson as well as throughout a unit to ensure that misconceptions and uncertainties are corrected at timely intervals.



This example for P8 illustrates how a feature activity to design a poster can encourage progress in learning to that point. The feature activity can also inspire further learning that builds on the success of the related learning outcome to that point.

# Primary 1, Unit 6

## Patterns and Pictures



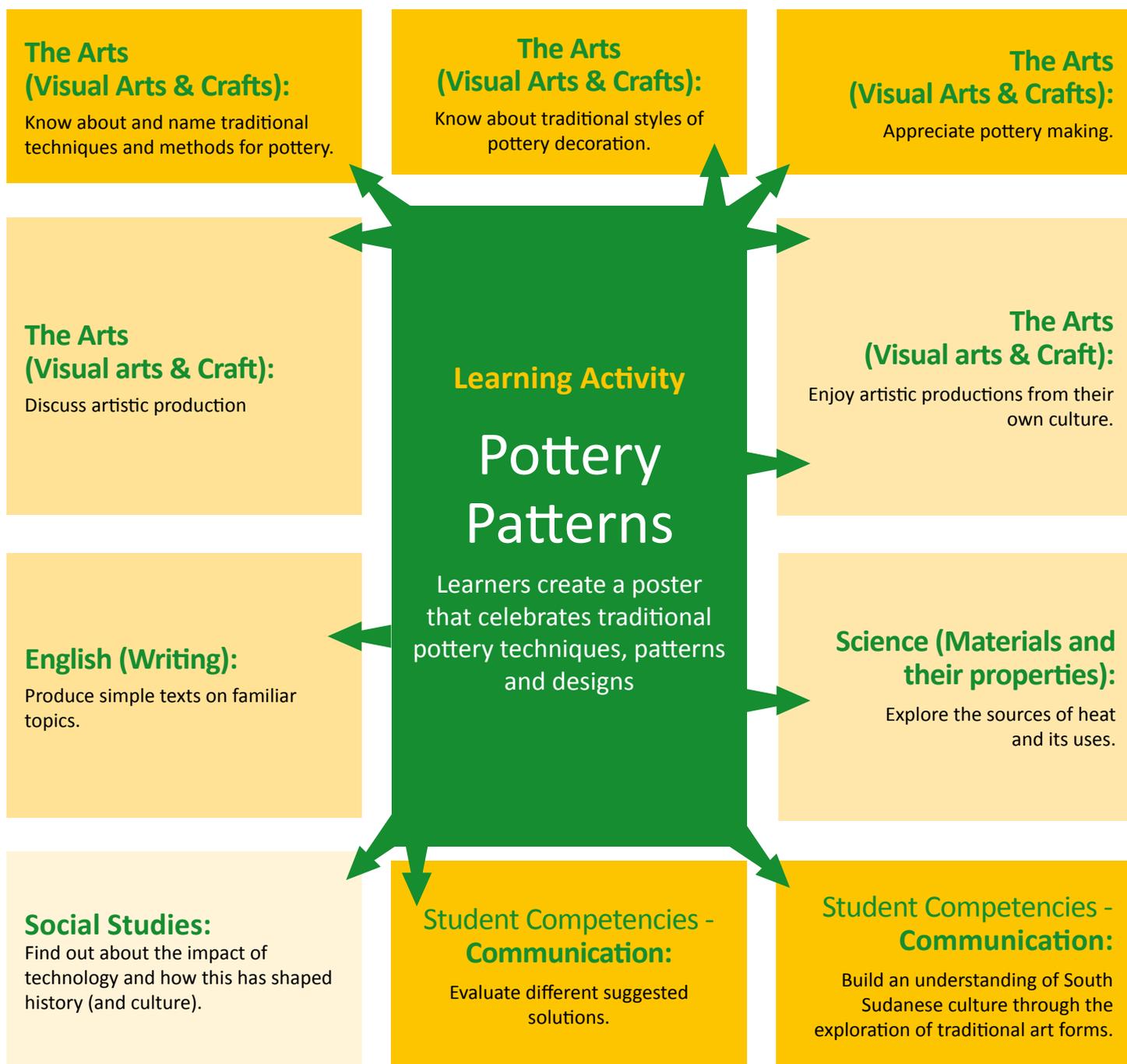
# Primary 3, Unit 3

## Drama in Our Community



# Primary 4, Unit 6

## Pottery



# Primary 5, Unit 1

## Tune it!



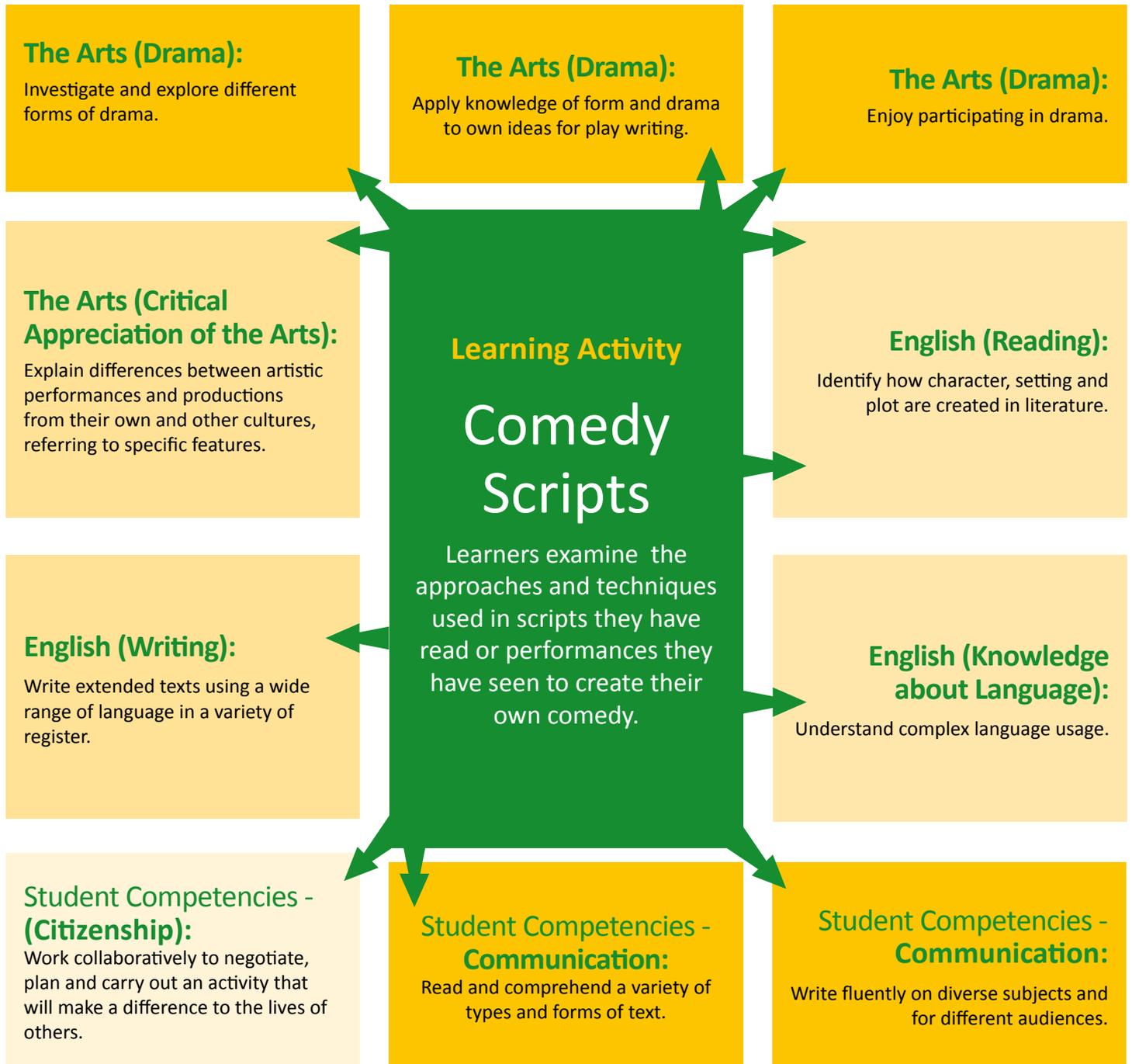
# Primary 7, Unit 1

## In concert



# Primary 8, Unit 2

## Exploring dramatic Forms



# Primary 1, Unit 1

## Traditional Song & Dance



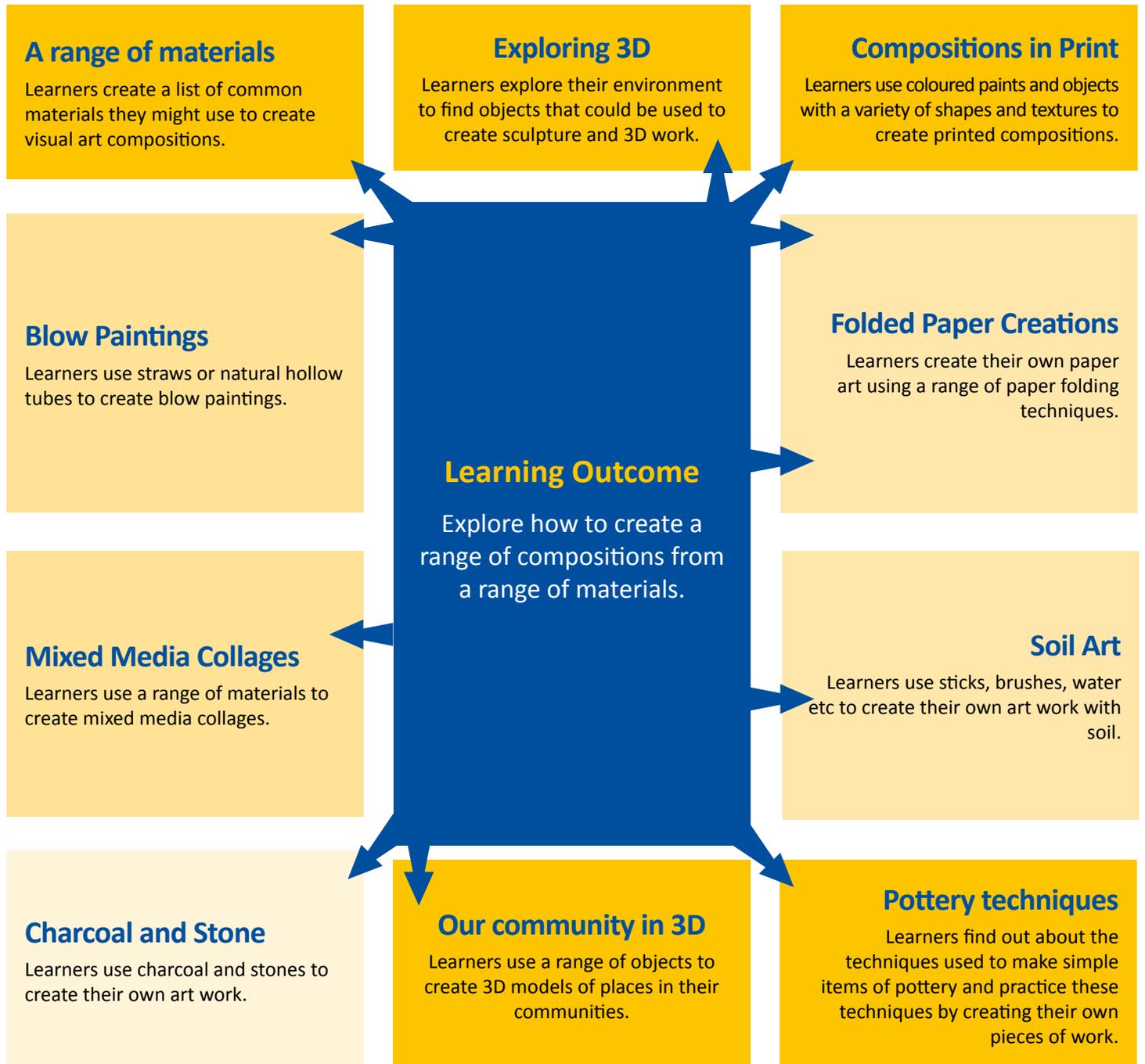
# Primary 1, Unit 3

## Beginning to role play



# Primary 4, Unit 5

## Materials & Composition



# Primary 6, Unit 4

## Developing Roles



# Primary 7, Unit 4

## Graphic Design



# Primary 8, Unit 1

## Musical Language



# Primary 1, Unit 1

## Singing Songs

A sequence of learning around one feature activity :  
Body and Percussion

Learners work together to rehearse a traditional song that combines singing, body percussion and percussion instruments. The song is performed to other classes/the community.

Learners are introduced to a range of materials they could use to make percussion instruments. They design their own instrument showing an awareness of the materials used. The instruments are made and the sounds experimented with.

Learners are grouped into different sections of a 'body orchestra'. The teacher conducts the orchestra using hand gestures to set the tempo, adjust volume and cue specific parts of the orchestra to start and stop playing.

**FEATURE ACTIVITY** - Learners discuss and explore different ways of making sounds using the body. They play a game of 'Follow my Leader' using vocal/body sounds. They are asked to practice and demonstrate as many different sounds they can make with different parts of the body (hands, legs, tongue, feet etc).

The teacher gathers together a collection of percussion instruments. Learners shut their eyes and listen to each percussion instrument as it is played. Learners describe the sounds and what they think made them.

The teacher chooses one of the familiar songs. Learners are encouraged to think of actions that match words and phrases. The lyrics are gradually replaced with these actions until the song is 'sung' entirely through movement.

Learners share songs they know that make them feel happy. They enjoy singing these songs together and are encouraged to think about how they can use their voices in different ways to communicate joy and happiness.

# Primary 5, Unit 2

## Improvisation

A sequence of learning around one feature activity:  
Designing sequences of events

Learners create posters to advertise their performance. They perform them to other classes and/or the community and write a review of one the performances they have not been involved in.

Learners consider how the tension within their performances might be further highlighted using elements such as slow motion, freeze frames or music. They incorporate these into their work.

Learners create a sequence of two or three scenes that focuses on a particular tension: tension of task, relationship or situation. They watch other groups perform and evaluate the success of each by the degree of tension achieved.

**FEATURE ACTIVITY** - Learners consider a problem or issue within their own lives or community that could be devised and performed. They consider the tensions that exist within this situation and devise a performance that sees the problem or issue either overcome, adapted or not addressed/achieved. They create a sequence of scenes to tell the story and are able to justify the choices made.

Learners are introduced to the need for dramatic tension within their improvised work to sustain the audience's attention. They consider South Sudanese performances they may have seen (as well as television programmes or films) to determine elements of these that are particularly successful in maintaining interest.

Learners are given the opportunity to refine spontaneous improvisations into prepared improvisations within small groups. They consider how refinements to character, dialogue, plot, setting and staging might be made to increase the appeal to an audience.

Learners learn about the difference between improvised, devised and scripted performance. They consider the challenges for actors when working in these different ways to develop plays and performances. They develop spontaneous improvisations in response to a number of different given circumstances/starting points.

# Primary 8, Unit 4

## Refine and Design

A sequence of learning around one feature activity:  
Element of poster design

Learners combine all three elements into a single poster design. They are presented for other people to look at as a 'Celebration of Us'.

Learners decide on 2-3 illustrations or graphics that could be added to the poster to highlight their lives and experiences. They sketch initial ideas out.

Learners consider how their name might be presented on a poster that communicates aspects of their character. They experiment with colour and text format to produce 2 or 3 concepts.

**FEATURE ACTIVITY** - Learners decide on a phrase or sentence they could use on the poster that summarises the different elements of their personality. They present these vocally at first and experiment with different ways of presenting the words to create interest and to reflect the mood or tone. Learners decide how the sentence will be presented on the poster and add this to their design ideas.

Learners think about themselves and the positive aspects of their lives and personality they could promote. They write down their ideas and share them. Other learners are encouraged to add positive observations to the list.

The teacher displays different posters from various sources: movie posters, community events, advertisements, campaign signs etc. They consider how elements such as font, colour, text, images/illustrations have been used to communicate the message.

Learners consider and list the purpose of posters and placards. They highlight examples they have seen that they particularly like.