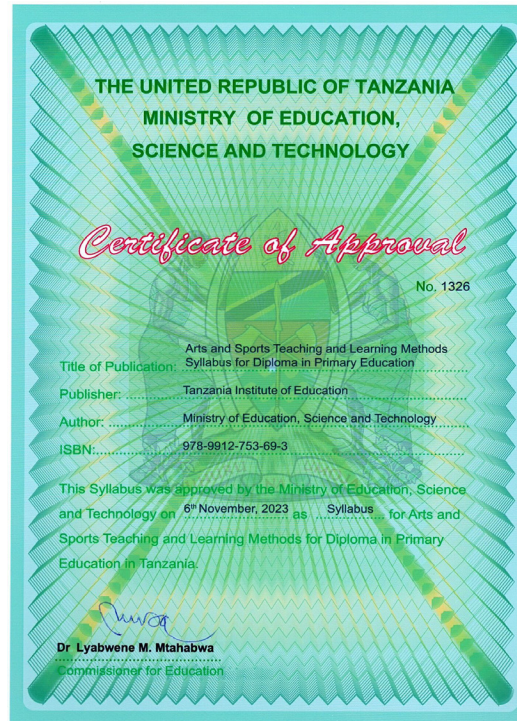


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**ARTS AND SPORTS TEACHING AND LEARNING
METHODS SYLLABUS FOR DIPLOMA IN PRIMARY EDUCATION**

2023

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Abbreviations and Acronyms

GPS	Global Positioning System
GPRS	General Packet Radio Service
GPT 3/4	Generative Pre-Trained Transformer
ICT	Information and Communication Technology

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Dr Aneth A. Komba
Director General
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1.0 Introduction

Arts and Sports Teaching and Learning Methods is a compulsory subject for Diploma in Primary Education. The student teacher should learn the methods of the two academic subjects that he/she will teach. This subject intends to construct knowledge, skills and behaviours for student teacher that will enable him/her to develop competence of mastering the methods of teaching and learning Arts and Sports in the Primary Education. Besides, the student teacher will master teaching and learning Arts and Sports for a large class and out of the classroom.

This syllabus has been prepared with the purpose of guiding the tutor in teaching and learning Arts and Sports subject in Tanzania Mainland. Besides, this syllabus interprets the Curriculum for Diploma in Primary Education of 2023. The syllabus will enable the tutor to plan teaching and learning activities to develop inquisitive, creative skills, collaboration, communication and problem solving to the student teacher in his/her real surroundings. Additionally, student teacher will learn how to integrate cross-cutting issues and apply ICT in teaching and learning.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality that value and strengthen self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania, as well as cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;

- (f) Cultivate a habit of loving and valuing work to enhance productivity and efficiency in production and service provision;
- (g) Identify and address cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher capable of adapting to teaching and learning that align with the scientific, technological and social advancements. This preparation aims to equip a Tanzanian citizen with knowledge, skills, and positive attitudes, while fostering a deep respect for human rights, equality and a commitment to lifelong learning.

3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a student teacher to:

- (a) Develop a theoretical understanding of teacher education, the ethics of teaching profession, ethical principles, and foundations of teaching;
- (b) Develop competence in teaching and learning methods;
- (c) Develop competence in assessment and evaluation methods based on competence development;
- (d) Develop innovation and creativity in teaching and learning while considering the pupils' needs;
- (e) Apply ICT and assistive technology in teaching and learning;
- (f) Develop skills for early identification of a pupil with special needs and provide him/her with appropriate intervention;

- (g) Strengthen the use of language in teaching and learning; and
- (h) Develop skills focusing on improving teaching, learning and assessment (i.e., classroom-based research).

4.0 General Competences for Diploma in Primary Education

The general competences for a Diploma in Primary Education aim at enabling a student teacher to:

- (a) Apply theories and foundations in teaching and learning;
- (b) Master teaching and learning methods;
- (c) Master methods of assessment and evaluation based on competence development;
- (d) Master methods of innovation and creativity in teaching and learning, taking into account the pupil's needs;
- (e) Use ICT and assistive technology in teaching and learning;
- (f) Identify a pupil with special needs and provide appropriate intervention;
- (g) Use a relevant language appropriately in teaching and learning;
- (h) Apply leadership skills in academics (i.e., instructional leadership); and
- (i) Demonstrate mastery of the skills for enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The main and specific competences to be developed by the student teacher are specified in Table 1.

Table 1: *Main and Specific Competences for First and Second Year*

Main Competence	Specific Competences
1.0 Demonstrate mastery of the methods for teaching and learning Arts and Sports in Primary Education	1.1 Demonstrate mastery of the methods for teaching and learning drama
	1.2 Demonstrate mastery of the methods for teaching and learning singing and playing musical instruments
	1.3 Demonstrate mastery of the methods for teaching and learning drawing
	1.4 Demonstrate mastery of the methods for teaching and learning physical exercises
	1.5 Demonstrate mastery of the methods for teaching and learning sports
	1.6 Demonstrate mastery of the methods for teaching and learning pottery
	1.7 Demonstrate mastery of the methods for teaching and learning making various objects using different materials
2.0 Demonstrate the mastery of the methods of teaching and learning art exhibitions and sports competitions	2.1 Demonstrate the mastery of the methods of teaching and learning for art exhibitions
	2.2 Demonstrate mastery of the teaching and learning methods for sports competitions

6.0 The Roles of the Tutor, the Student Teacher and the Parent in Teaching and Learning

The teaching and learning process depends on collaboration among tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The tutor

The tutor is expected to:

- (a) Promote teaching and learning based on 21st-century skills. This includes methods that will make a student teacher the centre of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect, and seek knowledge from various sources to solve teaching and learning challenges;
- (b) Create an enabling teaching and learning environment, including improvisation of resources;
- (c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and
- (d) Identify student teacher's special requirements and provide him/her with appropriate support.

6.2 The student teacher

The student teacher is expected to:

- (a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas, including classroom management and instructional and assessment methods. The acquired competence will enable the student teacher to determine the student's progress and improve the teaching and learning process;
- (b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories;
- (c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/expertise in the teaching profession;
- (d) Collaborate with fellow student teachers and tutors in the learning process; and
- (e) Comply with the college rules and regulations.

6.3 The parent/guardian

The parent/guardian is expected to:

- (a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and
- (b) Provide the student teacher with the requirements and learning materials.

7.0 Teaching and Learning Methods

This syllabus emphasises the application of teaching and learning methods that focus on enabling student teacher to be the centre of learning and a tutor to be the facilitator. The tutor will apply participatory methods that are gender responsive which will enable student teacher to communicate and present the academic and professional information basing on different requirements and his/her abilities. Such methods are those that enable student teacher to think critically, to search for knowledge from different sources and participate in providing constructive feedback. Other methods may include group discussions, role plays, projects, think-write-pair-share, research, story telling/writing, presentation, narratives, varoius games and other methods as may apply in the context in order to attain learning objectives.

The tutor is advised to guide student teacher be creative and flexible in applying participatory methods during teaching practice, and teaching and learning resources improvisation using student'real life environment.

8.0 Teaching Resources/ Teaching and Learning Materials

Teaching and learning resources in Teacher Education should be interactive and fulfil the learning needs. A tutor should ensure that student teacher gets a chance to make and use teaching and learning resources. The tutor is advised to use the resources available in the surrounding environment. Suggested teaching and learning resources include; computers, printers, tablets, discs, various texts aligned with the relevant competencies, creative and non-creative texts, graphics, photographs, audio, television, film, radio, physical objects, various dictionaries, and ICT devices.

9.0 Assessment

Assessment is very important in teaching and learning process. Assessment for Arts and Sports Teaching and Learning Methods will be done concurrently with other subjects that are taught in Diploma in Primary Education. This assessment will enable the tutor to assess the competence of the student teacher in mastering foundations of teaching and learning methods in the foundation of education and apply the assessment results to evaluate the student teacher. Assessment and evaluation of student teacher should consider gender equality and inclusivity. Continuous assessment will consider the defined criteria in each learning activity. The teaching resources that will be applied in assessment are exercises, face-face questions, tests, questionnaires, portfolios, diaries, projects, classroom presentations, terminal and annual examinations.

Assessment of progress will be based on criteria defined in each learning activity. The tools designed to be used in assessment include exercises, oral questions, tests, questionnaires, portfolios, diaries, assignments, class presentations, and end-of-term exams. The tutor should design more assessment activities to stimulate learning. Final assessment will contribute to 30% and continuous assessment will contribute to 70% of the overall assessment. A student teacher must pass the continuous assessment with at least 50% and 50% of the final examination in order to be awarded a certificate. Whoever fails can reseat for the exams twice within three years. Table. 2 show percentage distribution in continuous assessment.

Table 2 : *Allocation of Continuous Assessment Scores*

No.	Assessment Activities	Distribution (%)
1.	Annual Examination	10
2.	Project	15
3.	Micro-Teaching	20
4.	Teaching in neighbouring school	25
	Total	70

10.0 Number of Periods

This syllabus allocates the time that will be spent on teaching and learning basing on the weight of specific competencies and activities to be performed by the student teacher. The estimated time is based on periods of 60 minutes each. This subject has a total of 5 periods per week in both First and Second Year.

11.0 Teaching and Learning Contents

Arts and Sports Teaching and Learning Methods Syllabus for Diploma in Primary Education for First and Second Year contains contents that are organized into six components which are; main competence, specific competence, learning activities, assessment criteria, teaching and learning resources and the number of periods as presented in Table 2 and 3.

Table 3: Contents for First Year

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
1.0 Demonstrate mastery of the methods for teaching and learning Arts and Sports in Primary Education	1.1 Demonstrate mastery of the methods for teaching and learning drama	(a) Demonstrate mastery of the methods for teaching and learning drama	The methods for teaching and learning drama have been clearly demonstrated	costumes, drums, whistles, acting equipment, projectors, texts, posters, marker pens	33
		(b) Demonstrate mastery of the integrated methods for cross-cutting issues in teaching and learning drama	Methods of integrating cross-cutting issues in teaching and learning drama have been clearly demonstrated	computers, projectors, smartphones, radios, videos, guitars, sound recorders microphones, drums, xylophones, posters, flip charts, marker pens, various texts	
		(c) Demonstrate mastery of the application of technology and other assistive devices in teaching and learning drama	Technological application and other assistive devices in teaching and learning drama have been clearly demonstrated	computers, projectors, computer hardware, smart phones, printers, computer network, cameras, memory cards	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning drama	The methods of integrating ICT in teaching and learning drama have been clearly demonstrated	computers, projectors, smartphones, printers, cameras, memory cards	
		(e) Demonstrate mastery of the methods for teaching and learning drama for a large class	The methods for teaching and learning drama for a large class have been clearly demonstrated	costumes, drums, whistles, acting equipment, projectors, texts, posters, marker pens	
		(f) Demonstrate mastery of the methods for teaching and learning drama out of the classroom	The methods for teaching and learning drama out of the classroom have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, microphones, sound recorders, various computer hardwares	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
	1.2 Demonstrate mastery of the methods for teaching and learning singing and playing musical instruments	(a) Demonstrate mastery of the methods for teaching and learning singing and playing musical instruments	The methods for teaching and learning singing and playing musical instruments have been clearly demonstrated	Piano, guitars, drums, radios, xylophones, flip charts, marker pens, rattles, sound recorders, computers with music software, microphones, projectors, various texts	31
(b) Demonstrate mastery of the methods of integrating cross-cutting issues in teaching and learning singing and play musical instruments		The methods of integrating cross-cutting issues in teaching and learning singing and playing musical instruments have been clearly demonstrated	computers, projectors, smartphones, radios, videos, microphones, guitars, sound recorders, drums, xylophones, flip charts, marker pens, various texts		

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(c) Demonstrate mastery of technological application and other assistive devices in teaching and learning singing and playing musical instruments	Technological applications and other assistive devices in teaching and learning singing and playing musical instruments have been clearly demonstrated	computers, projectors, smartphones, printers, computer software, pich pipes, musical instruments	
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning singing and playing musical instruments	The methods of integrating ICT in teaching and learning singing and playing musical instruments have been clearly demonstrated	computers, projectors, smartphones, printers, cameras, microphones, sound recorders, musical instruments	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(e) Demonstrate mastery of the methods for teaching and learning singing and playing musical instruments outside of the class	The methods for teaching and learning singing and playing musical instruments outside of the class have been clearly demonstrated	computers, projectors, flip charts, marker pens, microphones, various hardware and software, musical instruments	
	1.3 Demonstrate mastery of the methods for teaching and learning drawing	(a) Demonstrate mastery of the methods for teaching and learning drawing	Methods of teaching and learning drawing have been clearly demonstrated	water colours, brushes, white papers, water, pencils, flip charts, marker pens, sharpeners, rulers, paper glue, water glue, a piece of cotton cloth, computers, projectors, pieces of sponge	41

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(b) Demonstrate mastery of the methods of integrating cross-cutting issues in teaching and learning drawing	The methods of integrating cross-cutting issues in teaching and learning drawing have been clearly demonstrated	water colours, brushes, papers, water, parlets, pencils, flip charts, marker pens, computers, projectors, smartphones, radios, videos, microphones, sound recorders, cameras, various texts, plain papers	
		(c) Demonstrate mastery of technological application and other assistive devices in teaching and learning picture drawing	Technological application and other assistive devices in teaching and learning picture drawing have been clearly demonstrated	computers, smartphones, projectors, printers, computer softwares, cameras, watches, memory cards	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning drawing	The methods of integrating ICT in teaching and learning drawing have been clearly demonstrated	computers projectors, smartphones, printers, cameras, watches, plain papers	
		(e) Demonstrate mastery of the methods for teaching and learning drawing for a large class	The methods for teaching and learning drawing for a large class have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, raw materials	
		(f) Demonstrate mastery of the methods for teaching and learning drawing out of the classroom	The methods for teaching and learning drawing out of the classroom have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, raw materials	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
	1.4 Demonstrate mastery of the methods for teaching and learning physical exercises	(a) Demonstrate mastery of physical exercises (health, body fitness and game skills) teaching and learning methods	Physical exercises (health, body fitness and game skills) teaching and learning methods have been clearly demonstrated	various texts, posters, flip charts, marker pens, balls, whistles, various charts of physical exercises, exercise ropes, tape measures, projectors, DVDs, diabetic devices, oil, weight and length, physical exercise areas	33
		(b) Demonstrate mastery of the methods of integrating cross-cutting issues in teaching and learning physical exercises	The methods of integrating cross-cutting issues in teaching and learning physical exercises have been clearly demonstrated	posters, flip charts, marker pens, projectors, physical exercise devices	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(c) Demonstrate mastery of technological applications and other assistive devices in teaching and learning physical exercises	Technological applications and other assistive devices in teaching and learning physical exercises have been clearly demonstrated	computers, projectors, smartphones, computers software, cameras, watches, radios	
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning physical exercises	The methods of integrating ICT in teaching and learning physical exercises have been clearly demonstrated	computers, projectors, smartphones, cameras, computer software, computer networks, radios, physical exercise devices, diabetic and pressure devices, oil, length	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(e) Demonstrate mastery of physical exercises (health, body fitness and game skills) teaching and learning methods for a large class	Physical exercises (health, body fitness and game skills) teaching and learning methods for a large class have been clearly demonstrated	various texts, posters, flip charts, marker pens, balls, whistles, various charts of physical exercises, exercise ropes, tape measures, projectors, DVDs, diabetic devices, oil, weight and length, physical exercise areas	
		(f) Demonstrate mastery of the methods for teaching and learning physical exercises outside the classroom	The methods for teaching and learning physical exercises outside the classroom have been clearly demonstrated	sports applicable devices, recording books, pens, stop watches	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
	1.5 Demonstrate mastery of the methods for teaching and learning sports	(a) Demonstrate mastery of the methods for teaching and learning sports	Application of sports teaching and learning methods have been clearly demonstrated	various texts, posters, flip charts, marker pens, balls, whistles, various physical exercise charts, exercise ropes, tape measures, projectors, DVDs, diabetic devices, oil, weight and length, playing areas, mats, gymnastic barriers, athletic boards, flags, stop watches, score boards	37
(b) Demonstrate mastery of the methods of integrating cross cutting-issues in teaching and learning sports		The methods of integrating cross cutting-issues in teaching and learning sports have been clearly demonstrated	posters, flip charts, marker pens, projectors, applicable sports devices, diabetic, weight, pressure devices and oil		

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(c) Demonstrate mastery of technological applications and other assistive devices in teaching and learning sports	Technological applications and other assistive devices in teaching and learning sports have been clearly demonstrated	computers, projectors, smartphone, computer softwares, cameras, stopwatch, radio, applicable sports devices, diabetic and pressure devices, oil, length and weight	
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning sports	The methods of integrating ICT in teaching and learning sports have been clearly demonstrated	computers, projectors, smartphones, cameras, stop watches, computer softwares, radios, physical exercise devices, diabetic and pressure devices, oil, length	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(e) Demonstrate mastery of the methods for teaching and learning sports for a large class	The methods for teaching and learning sports for a large class have been clearly demonstrated	computers, projectors, flip charts, marker pens, applicable sports device, recording books, pens	
		(f) Demonstrate mastery of the methods for teaching and learning sports out of the classroom	The methods for teaching and learning sports out of the classroom have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, applicable sports' devices, recording books, pens	

Table 4: *Contents for Second Year*

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
1.0 Demonstrate mastery of the methods for teaching and learning Arts and Sports in Primary Education	1.6 Demonstrate mastery of the methods for teaching and learning pottery	(a) Demonstrate mastery of the methods for teaching and learning pottery	The methods for teaching and learning pottery have been clearly demonstrated	projectors, texts, posters, flip charts, marker pens	47
		(b) Demonstrate mastery of the methods of integrating cross-cutting issues in teaching and learning pottery	The methods of integrating cross-cutting issues in teaching and learning pottery have been clearly demonstrated	computers, projectors, smartphones, printers, cameras	
		(c) Demonstrate mastery of the technological applications and other assistive devices in teaching and learning pottery	Technological applications and other assistive devices in teaching and learning pottery have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, paper glue, microphones and various materials	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning pottery	The methods of integrating ICT in teaching and learning pottery have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, recording books, pens, clay soil, various materials	
		(e) Demonstrate mastery of the methods for teaching and learning pottery for a large class	The methods for teaching and learning pottery for a large class have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, recording books, pens, clay soil, various materials	
		(f) Demonstrate mastery of the methods for teaching and learning pottery out of the classroom	The methods for teaching and learning pottery out of the classroom have been clearly demonstrated	computers, projectors, posters, flip charts, marker pens, recording books, pens, various materials	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
	1.7 Demonstrate mastery of the methods for teaching and learning making various objects using different materials	(a) Demonstrate mastery of the methods of teaching and learning making objects using different materials	The methods of teaching and learning making objects using different materials have been clearly demonstrated	flip charts, marker pens, various texts, projectors and various materials	48
(b) Demonstrate mastery of the methods of integrating cross-cutting issues in teaching and learning making objects using different materials		The methods of integrating cross-cutting issues in teaching and learning making objects using different materials have been clearly demonstrated	computers, projectors, smartphones, printers, computer softwares, pitch pipes		
(c) Demonstrate mastery of the technological applications and other assistive devices		Technological applications and other assistive devices in teaching and learning making objects using different materials	computers, projectors, posters, flip charts, marker pens, microphone, sound recorders, various materials		

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		in teaching and learning making objects using different materials	have been clearly demonstrated		
		(d) Demonstrate mastery of the methods of integrating ICT in teaching and learning making objects using different materials	The methods of integrating ICT in teaching and learning making objects using different materials have been clearly demonstrated	clay soil, water, knives, the potter's wheels marker pens, posters, flip charts, paper glue, water devices, nylon string/ropes or wires, nylon papers, pieces of clean clothes	
		(e) Demonstrate mastery of the methods of teaching and learning making	The methods of teaching and learning making objects using different materials for large class have been clearly demonstrated	computers, projectors, smartphones, cameras, stop watches, microphones,	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		various objects using different materials for large class		posters, flip charts, marker pens, various texts, clay soil, the potter's wheels	
		(f) Demonstrate mastery of the methods for teaching and learning making objects using different materials available out of the classroom	The methods for teaching and learning making objects using different materials available out of the classroom have been clearly demonstrated	computers, projectors, smartphones, printers, cameras, stop watches, wood glue	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
2.0 Demonstrate the mastery of the methods of teaching and learning art exhibitions and sports competitions	2.1 Demonstrate the mastery of the methods of teaching and learning for art exhibitions	(a) Demonstrate mastery of the methods of teaching and learning art exhibitions at the class level	The methods of teaching and learning art exhibitions at the class level have been clearly demonstrated	Projector, printer, computer, loudspeakers, video, banners, posters, brushes, ink, pens, sprayer, smartphone, camera, chart, loudspeaker, microphone	40
		(b) Demonstrate mastery of the methods of teaching and learning art exhibitions at the school level	The methods of teaching and learning art exhibitions at the school level have been clearly demonstrated	Projector, printer, computer, loudspeakers, video, banners, posters, brushes, ink, pens, sprayer, smartphone, camera, chart, loudspeaker, microphone, and exhibition space	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(c) Demonstrate mastery of the methods of teaching and learning art exhibitions at the community level	The methods of teaching and learning art exhibitions at the community level have been clearly demonstrated	Projector, printer, computer, loudspeakers, video, banners, posters, brushes, ink, pens, sprayer, smartphone, camera, chart, loudspeaker, microphone, exhibition space, and collections	
		(d) Demonstrate mastery of the methods of teaching and learning national and international art exhibitions	The methods of teaching and learning national and international art exhibitions have been clearly demonstrated	Projector, printer, computer, loudspeakers, video, banners, posters, brushes, ink, pens, sprayer, smartphone, camera, chart, loudspeaker, microphone, and exhibition space	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
	2.2 Demonstrate mastery of the teaching and learning methods for sports competitions	(a) Demonstrate mastery of the methods of teaching and learning sports competitions at the class level	The methods of teaching and learning sports competitions at the class level have been clearly demonstrated	Balls, whistles, flags, charts, computer, projector, radio, video, voice recorder, loudspeaker, sugar measuring devices, and camera	40
		(b) Demonstrate mastery of the methods of teaching and learning sports competitions at the school level	The methods of teaching and learning sports competitions at the school level have been clearly demonstrated	Balls, whistles, flags, charts, computer, projector, radio, video, voice recorder, loudspeaker, sugar measuring devices, and camera	

Main Competence	Specific Competence	Learning Activities	Assessment Criteria	Suggested Teaching and Learning Resources	Number of Periods
		(c) Demonstrate mastery of the methods of teaching and learning sports competitions at the community level	The methods of teaching and learning sports competitions at community level have been clearly demonstrated	Balls, whistles, flags, charts, computer, projector, radio, video, voice recorder, loudspeaker, sugar measuring devices, and camera	
		(d) Demonstrate mastery of the methods of teaching and learning sports competitions at the national and international	The methods of teaching and learning sports competitions at national and international level have been clearly demonstrated	Notebook for record-keeping, bibs, balls, whistles, flags, charts, computer, projector, radio, video, voice recorder, loudspeaker, sugar measuring devices, and camera	

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