



Republic of Malawi

Syllabus for

Initial Primary Teacher Education

Expressive arts

Ministry of Education, Science and Technology

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Prepared and published by

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies, through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Secretary for Education
Ministry of Education, Science and Technology

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners

Rationale

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practise schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, ICT, IE and CT are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

IPTE outcomes based curriculum

This outcomes-based curriculum is focused on student teachers' achievements. These achievements are teaching competences.

The teaching competences student teachers develop from the IPTE programme will be seen when student teachers are able to transfer the knowledge and skills directly in primary schools.

Subject and core elements

The IPTE curriculum comprises of eleven subjects namely Agriculture, Science and Technology, Mathematics, Expressive arts, Chichewa, English, Education Foundation studies, Social studies, Life skills, Religious studies and Human ecology. Each subject has a rationale from which core elements are derived.

Teacher education core element outcomes

Teacher education core element outcomes are descriptions of the competences to be acquired by the student teacher for successful teaching.

IPTE assessment procedures

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual student teachers. The process is ongoing and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the student teachers' achievement of outcomes.

Assessment in initial primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical and reflective tasks, reports, researches, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two grades based on each module
- end of module examinations for terms 1 and 3 of year 1
- teaching practice grades
- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 1 of year 2
- national examinations to be administered in term 3 of year 2 based on the modules of terms 2 and 3 of year 2.

Scope and sequence chart for expressive arts (IPTE)

Core element	Term 1 of Year 1	Term 2 of Year 2
The teaching of expressive arts	<ul style="list-style-type: none"> • Teaching expressive arts (4 hours) <ul style="list-style-type: none"> - components of expressive arts - challenges in the teaching of expressive arts - expressive arts and inclusive education - resources for teaching expressive arts - teaching and assessment methods in expressive arts - plan to teach expressive arts 	<ul style="list-style-type: none"> • Teaching of expressive arts (4 hours) <ul style="list-style-type: none"> - practicum experiences in teaching expressive arts - challenges faced in teaching expressive arts during teaching practice - reflecting on inclusive education in the teaching of expressive arts during teaching practice
The teaching of creation, interpretation and presentation of work	<ul style="list-style-type: none"> • Teaching body movements (4 hours) <ul style="list-style-type: none"> - various body movements - movements in personal and general space - body movements which enhance coordination - resources in teaching body movements - teaching, learning and assessment methods in body movements - presentation of lessons on body movements - reflection on lesson presentations 	<ul style="list-style-type: none"> • Teaching forms of art depicting cross cutting issues (5 hours) <ul style="list-style-type: none"> - forms of art depicting cross cutting issues - forms of art to communicate messages on cross cutting issues - resources in teaching forms of art depicting cross cutting issues - teaching, learning and assessment methods for teaching forms of art depicting cross cutting issues - presentation of lessons on forms of art depicting cross cutting issues - reflection on lesson presentations

Core element	Term 1 of Year 1	Term 2 of Year 2
		<ul style="list-style-type: none"> • Teaching how to interpret artworks (4 hours) <ul style="list-style-type: none"> - meanings of various art symbols, patterns and performances - importance of various art symbols - resources in teaching interpretation of artworks - teaching, learning and assessment methods in interpretation of artworks - presentation of lessons on interpretation of artworks - reflection on lesson presentations

Core element	Term 1 of Year 1	Term 2 of Year 2
	<ul style="list-style-type: none"> • Teaching risks and safe practices in physical, sporting and artistic activities. (3 hours, 40 minutes) <ul style="list-style-type: none"> - risks in physical, sporting and artistic activities - strategies for reducing risks - safe practices in physical, sporting and artistic activities - resources in teaching risks and safe practices in physical, sporting and artistic activities - teaching, learning and assessment methods in risks and safe practices in physical, sporting and artistic activities - observe lessons on the teaching of risks and safe practices in physical, sporting and artistic activities - presentation of lessons on risks and safe practices in physical, sporting and artistic activities - reflection on lesson presentations 	<ul style="list-style-type: none"> • Teaching forms of art depicting cross cutting issues (5 hours) <ul style="list-style-type: none"> - forms of art depicting cross cutting issues - forms of art to communicate messages on cross cutting issues - resources in teaching forms of art depicting cross cutting issues - teaching, learning and assessment methods for teaching forms of art depicting cross cutting issues - presentation of lessons on forms of art depicting cross cutting issues - reflection on lesson presentation

Core element	Term 1 of Year 1	Term 2 of Year 2
	<ul style="list-style-type: none"> • Teaching physical, sporting and artistic activities (4 hours, 40 minutes) <ul style="list-style-type: none"> - different sports and games - different artistic products - exhibitions of artistic products - resources in teaching physical, sporting and artistic activities - teaching, learning and assessment methods - micro-teaching on physical, sporting and artistic activities - reflection on lesson presentations • Teaching self-reliance through sports and arts (4 hours) <ul style="list-style-type: none"> - skills for professional sporting careers - art works for public performance - resources in teaching self-reliance through sport and arts - teaching, learning and assessment methods in self-reliance through sport and arts - presentation of lessons on self-reliance through sport and arts - reflection on lesson presentations 	

Core element	Term 1 of Year 1	Term 2 of Year 2
The teaching of participation and collaboration	<ul style="list-style-type: none"> • Teaching production of artistic costumes (4 hours) <ul style="list-style-type: none"> - costumes for different artistic activities - production of costumes - resources for teaching production of artistic costumes - teaching, learning and assessment methods in production of artistic costumes - presentation of lessons on production of artistic costumes - reflection on lesson presentations 	<ul style="list-style-type: none"> • Teaching cultural artistic activities (8 hours) <ul style="list-style-type: none"> - contemporary dancing styles - songs depicting cultural values - resources in teaching cultural artistic activities - teaching, learning and assessment methods in cultural artistic activities - presentation of lessons on cultural and artistic activities - reflection on lesson presentations
The teaching of expression and communication	<ul style="list-style-type: none"> • Teaching self-expression through art (3 hours, 40 minutes) <ul style="list-style-type: none"> - artworks for communicating feelings, ideas and concepts - dances conveying messages - resources for teaching self-expression through art - teaching, learning and assessment methods. in self-expression through art - micro-teaching on self-expression through art - reflection on lesson presentations 	<ul style="list-style-type: none"> • Teaching expression and communication through physical, sporting and artistic activities (6 hours) <ul style="list-style-type: none"> - repetitions and contrasts in physical, sporting and artistic activities - artistic representations to communicate cultural and multi-cultural values - resources for teaching expression and communication through physical, sporting and artistic activities

Core element	Term 1 of Year 1	Term 2 of Year 2
	<ul style="list-style-type: none"> • Teaching verbal and non-verbal communicative forms of art (5 hours, 40 minutes) <ul style="list-style-type: none"> - artistic performances involving verbal and non-verbal communication - patterns conveying messages - resources for teaching verbal and non-verbal communicative forms of art - teaching, learning and assessment methods on verbal and non-verbal communicative forms of art - observe lessons on teaching verbal and non-verbal communicative forms of art - presentation of lessons on verbal and non-verbal communicative forms of art - Reflection on lesson presentations 	<ul style="list-style-type: none"> - teaching, learning and assessment methods in expression and communication through physical, sporting and artistic activities - presentation of lessons on expression and communication through physical, sporting and artistic activities - reflection on lesson presentations • Teaching issues of discrimination and prejudice in physical, sporting and artistic activities (3 hours) <ul style="list-style-type: none"> - discrimination and stereotypes in physical, sporting and artistic activities - artistic activities showing effects of discrimination and prejudice - resources for teaching ways of eradicating discrimination and prejudice in physical, sporting and artistic activities - teaching, learning and assessment methods on issues of discrimination and prejudice in sporting and artistic activities

Core element	Term 1 of Year 1	Term 2 of Year 2
		<ul style="list-style-type: none"> - presentation of lessons on issues of discrimination and prejudice in physical, sporting and artistic activities - reflection on lesson presentations • Teaching means of expression and communication (5 hours) <ul style="list-style-type: none"> - traditional ways of expression and communication - modern ways of expression and communication - comparing and contrasting traditional and modern ways of expression and communication - impact of technology on the traditional ways of expression and communication - resources for teaching ways of expression and communication - teaching, learning and assessment methods in ways of expression and communication - presentation of lessons on ways of expression and communication - reflection on lesson presentations

Core element	Term 1 of Year 1	Term 2 of Year 2
<p>Teaching holistic performance</p>	<ul style="list-style-type: none"> • Teaching how to make artistic representations (3 hours) <ul style="list-style-type: none"> - artistic items for the needs of the community - marketing artistic products - resources for teaching making artistic representations - teaching, learning and assessment methods making artistic representations - presentation of lessons on making artistic representations - reflection on lesson presentations • Teaching competence in physical, sporting and artistic activities (3 hours, 40 minutes)) <ul style="list-style-type: none"> - aesthetic art works - competence in various forms of physical sporting and artistic activities - resources for teaching competence in physical, sporting and artistic activities - teaching, learning and assessment methods in competence in physical, sporting and artistic activities - observe lessons in teaching of competence in physical, sporting and artistic activities 	<ul style="list-style-type: none"> • Holistic teaching of physical, sporting and artistic activities (5 hours) <ul style="list-style-type: none"> - importance of holistic teaching - strategies for holistic teaching - challenges in holistic teaching

Core element	Term 1 of Year 1	Term 2 of Year 2
	<ul style="list-style-type: none"> - micro-teaching on competence in physical, sporting and artistic activities - reflection on lesson presentation • Teaching multi-cultural artistic activities (3 hours) <ul style="list-style-type: none"> - global artistic activities - stories from Malawi, Africa and beyond - plays based on stories from Malawi, Africa and beyond - resources for teaching multi-cultural artistic activities - teaching, learning and assessment methods in multi-cultural artistic activities - presentation of lessons on multi-cultural artistic activities - reflection on lesson presentations 	

Term 1 of Year 1

Core element: Teaching expressive arts

Core element outcome: The student teacher will be able to explore the components of expressive arts, its importance, challenges in teaching the subject and ways of overcoming the challenges in order to promote effective teaching and learning.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of teaching expressive arts. 	<p>The student teachers must be able to:</p> <ol style="list-style-type: none"> analyse the components that make up expressive arts assess challenges in the teaching of expressive arts 	<p>Teaching of expressive arts</p>	<ul style="list-style-type: none"> identifying the components that make up expressive arts describing key principles in each of the components of expressive arts explaining the importance of expressive arts exploring the role of expressive arts across the curriculum discussing challenges in the teaching of expressive arts brainstorming ways of overcoming the challenges in the teaching of expressive arts identifying methods of teaching expressive arts 	<ul style="list-style-type: none"> quick write authors chair think-pair-share predicting from terms question and answer peer assessment self-assessment 	<ul style="list-style-type: none"> local environment artefacts DVD player portfolios profiles rubrics PCAR framework primary school learners' books primary school teachers' guides

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 apply skills in expressive arts to promote inclusive education</p> <p>4 examine best practices in teaching expressive arts</p> <p>5 plan to teach expressive arts</p>		<ul style="list-style-type: none"> • analysing different methods of teaching and assessing expressive arts • discussing how skills in expressive arts can be used to promote inclusive education • relating how various components in expressive arts can be used to meet individual needs of different learners • developing teaching, learning and assessment resources for teaching expressive arts • developing schemes of work in expressive arts for infant, junior and senior classes • writing lesson plans in expressive arts for infant, junior and senior classes 		<ul style="list-style-type: none"> • primary school syllabuses • coloured pencils • coloured paper

Core element: The teaching of creation, interpretation and presentation of work

Core element outcome: The student teacher will be able to create, interpret and present work in expressive arts that will enable the learner to produce, demonstrate and perform physical, sporting and artistic activities and attain all round development.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> develop knowledge, skills and attitudes in effective teaching of body movements. 	<p>The student teachers must be able to:</p> <ol style="list-style-type: none"> perform various body movements create movements in personal and general space 	<p>Teaching body movements</p>	<ul style="list-style-type: none"> explaining the importance of body movements demonstrating different movements of various body parts practicing different movements of various body parts producing patterns of letters, shapes and numbers using different body movements matching singing with body movement patterns moving in personal and general space 	<ul style="list-style-type: none"> brainstorming demonstration pair work group work think-ink-pair share teacher observation self-assessment peer assessment gallery walk walk-around-talk around micro teaching peer teaching work stations dancing singing 	<ul style="list-style-type: none"> observation checklists local environment DVD player songs musical instruments sign language interpreter portfolios profiles rubrics attire pictures of body parts

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 demonstrate body movements which enhance coordination</p> <p>4 use appropriate resources in teaching body movements</p> <p>5 apply appropriate teaching, learning and assessment methods in teaching body movements</p> <p>6 conduct lessons on body movements</p>		<ul style="list-style-type: none"> • identifying body parts used in different artistic performances • dancing to different indigenous dances which involve coordination of various body parts • brainstorming resources for teaching body movements • selecting suitable resources for teaching body movements • discussing suitable teaching, learning and assessment methods for teaching body movements for the infant, junior and senior classes • using suitable teaching, learning and assessment methods in teaching body movements for the infant, junior and senior classes • presenting lessons on body movements • evaluating lessons on body movements 		<ul style="list-style-type: none"> • primary school syllabus for expressive arts • primary school teachers' guides • lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop understanding of risks and safe practices in teaching physical, sporting and artistic activities 	<ol style="list-style-type: none"> identify sources of risks in physical, sporting and artistic activities explain strategies for reducing risks employ safe practices in physical, sporting and artistic activities 	<p>Teaching risks and safe practices in physical, sporting and artistic activities</p>	<ul style="list-style-type: none"> discussing sources of risks in physical, sporting and artistic activities describing risky acts and behaviours in physical, sporting and artistic activities discussing safety precautions in physical, sporting and artistic activities analysing safety precautions in physical, sporting and artistic activities practising safety measures in sporting, physical and artistic activities producing first aid kits using first aid kits 	<ul style="list-style-type: none"> demonstration question and answer group work field visit practice Pens in the middle teacher observation peer assessment self-assessment think-pair-share micro teaching peer teaching jigsaw 	<ul style="list-style-type: none"> students' experiences observation checklists local environment attire first aid kits videos sign language interpreter rubrics portfolios profiles primary school syllabuses primary school teachers' guides lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 use appropriate resources in teaching risks in physical, sporting and artistic activities</p> <p>5 apply appropriate teaching, learning and assessment methods in teaching risks in physical, sporting and artistic activities</p> <p>6 conduct lessons on risks and safe practices in physical, sporting and artistic activities</p>		<ul style="list-style-type: none"> • brainstorming resources for teaching risks in physical, sporting and artistic activities • selecting suitable resources for teaching risks in physical, sporting and artistic activities • developing resources for teaching risks in physical, sporting and artistic activities • discussing suitable teaching, learning and assessment methods for teaching risks in physical, sporting and artistic activities in infant, junior and senior classes • using suitable teaching, learning and assessment methods in teaching risks in physical, sporting and artistic activities in infant, junior and senior classes • observing a lesson on teaching risks in physical, sporting and artistic activities in infant, junior and senior classes • presenting lessons on teaching risks in physical, sporting and artistic activities in infant, junior and senior classes • evaluating lessons on risks in physical, sporting and artistic activities 		<ul style="list-style-type: none"> • students' experiences • observation checklists • local environment • attire • first aid kits • videos • sign language interpreter • rubrics • portfolios • profiles • primary school syllabuses • primary school teachers' guides • lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate understanding of teaching of physical, sporting and artistic activities 	<ol style="list-style-type: none"> create a variety of physical, sporting and artistic products exhibit different art products use appropriate resources in teaching physical, sporting and artistic activities 	Teaching physical, sporting and artistic activities	<ul style="list-style-type: none"> exploring various sports games and artistic activities identifying materials for making various physical, sporting and artistic products making items for various sports games and artistic activities playing sports games and artistic activities using various art products discussing types of displays displaying products of different art materials critiquing of the display preparing teaching and learning resources brainstorming suitable resources for teaching sporting and artistic activities identifying suitable resources for teaching sporting and artistic activities explaining use of different resources in teaching physical, sporting and artistic activities 	<ul style="list-style-type: none"> demonstration question and answer group work self-discovery brainstorming practice excursion field visit give-one-take-one pens in the middle teacher observation self-assessment peer assessment peer teaching 	<ul style="list-style-type: none"> observation checklists sign language interpreter local environment whistles balls brushes flannel graph strings soft wire water tins bottles rubrics portfolios profiles primary school teachers' guides primary school syllabus lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 apply appropriate teaching, learning and assessment methods in teaching physical, sporting and artistic activities</p> <p>5 conduct lessons on physical, sporting and artistic activities</p>		<ul style="list-style-type: none"> • discussing suitable teaching, learning and assessment methods in infant, junior and senior classes • selecting teaching, learning and assessment methods suitable for teaching physical, sporting and artistic activities in infant , junior and senior classes • preparing micro-teaching on physical, sporting and artistic activities for infant, junior and senior classes • micro-teaching on physical, sporting and artistic activities in infant, junior and senior classes • reflecting on lesson presentations on sporting and artistic activities 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop knowledge, skills and attitudes in effective teaching of self-reliance through sport and art 	<p>1 develop skills for professional sporting careers</p> <p>2 produce artworks for public performance</p> <p>3 identify appropriate resources in teaching self-reliance through sport and art</p>	<p>Teaching self-reliance through sport and art</p>	<ul style="list-style-type: none"> identifying professional sporting careers engaging in various sporting activities researching on what is involved in becoming a professional in sporting careers writing plays for public performance performing plays composing songs making local musical instruments playing musical instruments brainstorming suitable resources for teaching self-reliance through sport and art discussing suitable resources for teaching self-reliance through sport and art 	<ul style="list-style-type: none"> demonstration question and answer group work field work practice dramatisation give one-take one One stray-three stay walk around, talk around observation peer assessment self assessment 	<ul style="list-style-type: none"> observation checklists students' experiences local environment songs plays musical instruments costumes sisal twine sign language interpreter rubrics portfolios profiles primary school teachers' guides primary school syllabuses lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 use appropriate teaching, learning and assessment methods in teaching self-reliance through sport and art</p> <p>5 conduct lessons on self-reliance through sport and art</p>		<ul style="list-style-type: none"> • discussing suitable teaching, learning and assessment methods for teaching self-reliance through sport and art in infant , junior and senior classes • selecting teaching, learning and assessment methods suitable for teaching self-reliance through sport and art in infant, junior and senior classes • practising some selected methods for teaching self-reliance through sport and art in infant, junior and senior classes • presenting lessons on self- reliance through sport and art • evaluating the lessons on self- reliance through sport and art 		

Core element: The teaching of participation and collaboration

Core element outcome: The student teacher will be able to develop skills in participation and collaboration that will enable the learner develop the spirit of team work through individual and group participation.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop knowledge, skills and attitudes of effective teaching of working cooperatively in producing artistic costumes 	<ol style="list-style-type: none"> identify costumes for different artistic activities produce costumes identify appropriate resources in teaching production of artistic costumes 	<p>Teaching production of artistic costumes</p>	<ul style="list-style-type: none"> brainstorming different artistic activities which use costumes describing costumes used in artistic activities designing the selected costumes preparing materials for making the costumes making the costumes brainstorming suitable resources for teaching production of artistic costumes discussing suitable resources for teaching production of artistic costumes preparing appropriate resources for teaching production of artistic costumes 	<ul style="list-style-type: none"> practice group work pair work question and answer excursion gallery walk pens in the middle self-assessment peer assessment 	<ul style="list-style-type: none"> observation checklists sign language interpreter local environment costumes rubrics portfolios profiles primary school teachers' guides primary school syllabuses lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 use appropriate teaching, learning and assessment methods for teaching production of artistic costumes</p> <p>5 conduct lessons on production of artistic costumes</p>		<ul style="list-style-type: none"> • discussing suitable teaching, learning and assessment methods for teaching production of artistic costumes in infant, junior and senior classes • practising using appropriate teaching, learning and assessment methods in teaching production of artistic costumes • planning to teach the production of artistic costumes in infant, junior and senior classes • presenting lessons on production of artistic costumes • reflecting on the lessons on production of artistic costumes 		<ul style="list-style-type: none"> • resource persons • field trips

Core element: Teaching expression and communication

Core element outcome: The student teacher will be able to acquire skills in multiple forms of expression and communication to enable him/her teach expression and communication effectively.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of teaching of expression and communication of feelings, ideas and concepts through different forms of artworks 	<p>The student teachers must be able to:</p> <ol style="list-style-type: none"> analyse artworks used for communicating feelings, ideas and concepts in their environment perform dances to convey messages 	<p>Teaching self-expression through art</p>	<ul style="list-style-type: none"> identifying different artworks that convey messages describing the different ways in which the artworks express and communicate feelings, ideas and concepts in everyday life brainstorming local dances with songs that convey messages analysing the messages in the songs of the dances dancing to songs that convey messages 	<ul style="list-style-type: none"> demonstration practice self-discovery mix-freeze-pair M-chart teacher observation self-assessment peer assessment 	<ul style="list-style-type: none"> observation checklists sign language interpreter local environment songs pictures rubrics portfolios profiles primary school teachers' guides primary school syllabuses lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify appropriate resources for teaching self-expression through art</p> <p>4 use appropriate teaching, learning and assessment methods for teaching self-expression through art</p> <p>5 conduct lessons on self-expression through art</p>		<ul style="list-style-type: none"> • brainstorming suitable resources for teaching self-expression through art • discussing suitable resources for teaching self-expression through art • preparing teaching and learning resources for teaching self-expression through art • brainstorming suitable teaching and learning methods for teaching self-expression through art • discussing suitable teaching, learning and assessment methods for teaching self-expression through art • preparing for micro-teaching on self-expression through art to infant, junior and senior classes • micro-teaching on self-expression through art • evaluating the lessons on self-expression through art 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop knowledge, skills and attitudes of teaching verbal and nonverbal communicative forms of art through multiple forms of expression and communication 	<ol style="list-style-type: none"> organise artistic performances that involve verbal and nonverbal communicative forms of art produce patterns to convey messages 	Teaching verbal and non-verbal communicative forms of art	<ul style="list-style-type: none"> discussing the concepts of verbal and non-verbal forms of communication describing the importance of using verbal and non-verbal communicative forms of art in expression and communication singing songs that use verbal and nonverbal forms of communication discussing patterns that convey messages writing rhythmic patterns singing at different tempos and dynamics 	<ul style="list-style-type: none"> demonstration question and answer teacher observation group work practice pens in the middle think ink pair share brainstorming dramatisation self-assessment peer assessment 	<ul style="list-style-type: none"> observation checklists sign language interpreter local environment flip charts musical instruments rubrics portfolios profiles primary school teachers' guides primary school syllabuses lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify appropriate resources in teaching verbal and non-verbal communicative forms of art</p> <p>4 apply appropriate teaching, learning and assessment methods in teaching verbal and non-verbal communicative forms of art</p>		<ul style="list-style-type: none"> • discussing suitable teaching and learning resources for teaching verbal and non-verbal communicative forms of art in infant, junior and senior sections • preparing teaching and learning resources for teaching verbal and nonverbal communicative forms of art in infant, junior and senior sections • identifying suitable teaching learning and assessment methods for teaching verbal and nonverbal communicative forms of art in infant, junior and senior sections • developing appropriate assessment tools for teaching verbal and non-verbal communicative forms of art 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 conduct lessons on verbal and non-verbal communicative forms of art		<ul style="list-style-type: none"> • observing a lesson on teaching verbal and non-verbal communicative forms of art • preparing to teach lessons on verbal and non-verbal communicative forms of art in infant ,junior and senior classes • presenting lessons on verbal and non-verbal communicative forms of art • reflecting the lessons on verbal and non-verbal communicative forms of art • 		

Core element: Teaching holistic performance

Core element outcome: The student teacher will be able to acquire skills that integrates the psychomotor, affective and cognitive domains to enable the learner develop holistically.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> • develop knowledge, skills and attitudes of teaching making artistic representations 	<p>The student teachers must be able to:</p> <ol style="list-style-type: none"> 1 produce a variety of artistic representations of items to meet the needs of the community 2 market the artistic products 	<p>Teaching how to make artistic representations</p>	<ul style="list-style-type: none"> • identifying artistic items that meet the needs of the community • collecting materials for making artistic items to meet the needs of the community • preparing materials for making artistic items that meet the need of the community • modelling artistic items to meet the needs of the community • carving artistic items from their environment • costing the artistic items • discussing ways of advertising/promoting the artistic items 	<ul style="list-style-type: none"> • explanation • demonstration • practice • group work • gallery tour/walk • teacher observation • self-assessment • peer assessment 	<ul style="list-style-type: none"> • observation checklists • sign language interpreter • local environment • clay • pulp • strings • pieces of wood • tools for carving • rubrics • portfolios • profiles • primary school teachers' guides

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify appropriate resources in teaching making artistic representations</p> <p>4 use appropriate teaching, learning and assessment methods in teaching making artistic representations</p>		<ul style="list-style-type: none"> • brainstorming suitable resources for teaching making artistic representations • discussing suitable resources for teaching making artistic representations • identifying suitable teaching learning and assessment methods for teaching making artistic representations in infant, junior and senior sections • developing appropriate assessment tools for teaching making artistic representations • discussing how to use teaching, learning methods and assessment tools in teaching making artistic representations 		<ul style="list-style-type: none"> • primary school syllabuses • lesson observation forms

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 conduct lessons on making artistic representations		<ul style="list-style-type: none"> • preparing to teach making artistic representations • presenting lessons on making artistic representations using appropriate methods, resources and assessment procedures and tools in infant, junior and senior classes • evaluating the lessons on making artistic representations 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of teaching competence in a variety of physical, sporting and artistic activities 	<ol style="list-style-type: none"> produce aesthetic artworks demonstrate competence in various forms of physical, sporting and artistic activities identify appropriate resources in teaching physical, sporting and artistic competence 	<p>Teaching physical, sporting and artistic competence</p>	<ul style="list-style-type: none"> listing down aesthetic artworks identifying materials for aesthetic artworks preparing materials for aesthetic artworks modelling and producing aesthetic artistic items discussing exercises that would help improve physical fitness of the body practising aerobics exercising using obstacles brainstorming suitable resources for teaching sporting and artistic competence discussing suitable resources for teaching physical, sporting and artistic competence preparing resources for teaching physical, sporting and artistic competence 	<ul style="list-style-type: none"> demonstration group work question and answer mix/freeze/pair practice field visit teacher observation peer assessment 	<ul style="list-style-type: none"> observation checklists local environment posters charts pens pencils sign language interpreter rubrics portfolios profiles primary school syllabuses primary school teachers' guides

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 apply appropriate teaching, learning and assessment methods in teaching physical, sporting and artistic competence</p> <p>5 conduct lessons on physical, sporting and artistic competence</p>		<ul style="list-style-type: none"> • identifying appropriate teaching, learning and assessment methods in teaching physical, sporting and artistic competence in infant, junior and senior classes • discussing appropriate teaching, learning and assessment methods in teaching physical, sporting and artistic competence • observing a lesson on teaching competencies in physical, sporting and artistic activities • preparing for micro-teaching lessons on physical, sporting and artistic competence • micro-teaching on physical, sporting and artistic competence • evaluating the lessons on physical, sporting and artistic competence 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> Develop knowledge, skills and attitudes of teaching multicultural artistic activities 	<ol style="list-style-type: none"> identify global artistic activities use stories from Africa and beyond to develop plays apply appropriate resources in teaching multicultural artistic activities 	Teaching multicultural artistic activities	<ul style="list-style-type: none"> identifying plays, dances and songs within and outside Malawi relating the different plays, songs and dances in the primary school EA text books with those identified comparing plays, dances and songs within and outside the country singing and dancing to songs from Malawi, other African countries and beyond developing plays from stories from Malawi, Africa and beyond performing the plays selecting appropriate resources to teach multicultural artistic activities preparing resources in teaching multicultural artistic activities 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 apply appropriate teaching, learning and assessment methods in teaching multicultural artistic activities</p> <p>5 conduct lessons on multicultural artistic activities</p>		<ul style="list-style-type: none"> • identifying appropriate teaching, learning and assessment methods in teaching multicultural artistic activities in infant, junior and senior classes • discussing appropriate teaching, learning and assessment methods in teaching multicultural artistic activities • preparing to teach multicultural artistic activities • presenting lessons on multicultural artistic activities using appropriate methods, resources and assessment procedures and tools in infant, junior and senior classes • appraising the lessons on multicultural artistic activities 		

Term 2 of Year 2

Core element: The teaching of expressive arts

Core element outcome: The student teacher will be able to explore the components of expressive arts, its importance, challenges in teaching the subject and ways of overcoming the challenges in order to promote effective learning.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> reflect on the teaching of expressive arts 	<p>The student teachers must be able to:</p> <ol style="list-style-type: none"> analyse solutions used to overcome challenges faced during the teaching of expressive arts 	<p>Teaching expressive arts</p>	<ul style="list-style-type: none"> sharing experiences in teaching expressive arts discussing possible solutions faced during teaching expressive arts reflecting on how skills in expressive arts promoted inclusive education in their teaching 	<ul style="list-style-type: none"> group work KWL jigsaw work stations question and answer peer assessment self-assessment 	<ul style="list-style-type: none"> chart papers markers portfolios profiles rubrics teaching practice file

Core element: The teaching of creation, interpretation and presentation of work

Core element outcome: The student teacher will be able to create, interpret and present work in expressive arts that will enable the learner to produce, demonstrate and perform physical, sporting and artistic activities and attain all round development.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of teaching of different forms of art depicting cross cutting issues 	<p>1 create different forms of art depicting cross cutting issues</p> <p>2 perform different forms of art to communicate messages on cross cutting issues</p>	<p>Teaching forms of art depicting cross cutting issues</p>	<ul style="list-style-type: none"> exploring various forms of art that depict cross cutting issues composing songs on cross cutting issues drawing posters on crosscutting issues singing songs on cross cutting issues dancing to songs on cross cutting issues dramatizing scenes on cross cutting issues 	<ul style="list-style-type: none"> brainstorming demonstration question and answer group work field visit practice dramatization walk around, talk around teacher observation peer assessment self-assessment 	<ul style="list-style-type: none"> observation checklists students' experiences sign language interpreter local environment songs plays chart paper musical instruments costumes rubrics portfolios profiles

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify appropriate resources in teaching forms of art depicting cross cutting issues</p> <p>4 use appropriate teaching, learning and assessment methods for teaching forms of art depicting cross cutting issues</p>		<ul style="list-style-type: none"> • brainstorming resources for teaching forms of art depicting cross cutting issues • discussing suitable resources for teaching forms of art depicting cross cutting issues • preparing teaching and learning resources for teaching forms of art depicting cross cutting issues • brainstorming suitable teaching, learning and assessment methods for teaching forms of art depicting cross cutting issues • selecting suitable teaching, learning and assessment methods for teaching forms of art depicting cross cutting issues in infant, junior and senior classes • developing appropriate assessment tools for teaching forms of art depicting cross cutting issues 		<ul style="list-style-type: none"> • primary school syllabuses • primary school teachers' guides • primary school learners' books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 conduct lessons on forms of art depicting cross cutting issues		<ul style="list-style-type: none"> • preparing lessons on forms of art depicting cross cutting issues • presenting lessons on forms of art depicting cross cutting issues using appropriate methods, resources and assessment procedures and tools • evaluating the lessons on forms of art depicting cross cutting issues 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop knowledge, skills and attitudes in teaching interpreting artworks 	<ol style="list-style-type: none"> explain the meaning of various art symbols describe the importance of various art symbols identify appropriate resources in teaching interpreting artworks 	Teaching interpreting artworks	<ul style="list-style-type: none"> exploring various art symbols discussing meanings of various art symbols discussing the importance of various art symbols finding out the role of different art symbols in the local community brainstorming resources for teaching interpreting artworks selecting suitable resources for teaching interpreting artworks 	<ul style="list-style-type: none"> teacher observation demonstration pair work group work mind mapping excursion brainstorming practice think pair share gallery walk self-assessment peer assessment 	<ul style="list-style-type: none"> observation checklists resource persons students' and teachers' experiences sign language interpreter local environment pencils paper rubrics portfolios profiles primary school syllabuses primary school teacher's guides learner's books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>4 apply appropriate teaching, learning and assessment methods for teaching interpreting artworks</p> <p>5 conduct lessons on how to interpret artworks</p>		<ul style="list-style-type: none"> • identifying suitable teaching, learning and assessment methods for teaching interpreting artworks in infant, junior and senior classes • developing appropriate assessment tools for teaching interpreting artworks • preparing to teach interpreting artworks • presenting lessons on interpreting artworks • evaluating the lessons 		

Core element: The teaching of participation and collaboration

Core element outcome: The student teacher will be able to develop skills in participation and collaboration that will enable the learner develop the spirit of team work through individual and group participation.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate an understanding of teaching cultural artistic activities 	<p>1 create contemporary dancing styles based on traditional dances</p> <p>2 compose songs depicting different cultural values</p>	<p>Teaching cultural artistic activities</p>	<ul style="list-style-type: none"> discussing contemporary dancing styles practising contemporary dancing styles based on traditional dances creating their own dancing styles discussing different cultural values, beliefs and practices writing rhythms in staff and sol-fa notation reading rhythm in staff and sol-fa notation putting words to the rhythms singing the songs depicting cultural values following staff and sol-fa notation 	<ul style="list-style-type: none"> demonstration brainstorming practice group work jig-saw gallery tour/walk mix-freeze-pair teacher observation self-assessment peer assessment 	<ul style="list-style-type: none"> observation checklists pupils' experiences sign language interpreter local environment musical instruments songs rubrics portfolios profiles music staff primary school syllabuses primary school teachers' guides primary school learners' books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify appropriate resources in teaching cultural artistic activities</p> <p>4 apply appropriate teaching and learning and assessment methods in teaching cultural artistic activities</p> <p>5 conduct lessons on cultural artistic activities</p>		<ul style="list-style-type: none"> • brainstorming suitable resources in teaching cultural artistic activities • selecting suitable resources for teaching cultural artistic activities • discussing suitable teaching, learning and assessment methods in teaching cultural artistic activities in infant, junior and senior classes • developing appropriate assessment tools in teaching cultural artistic activities • preparing lessons on cultural artistic activities • presenting lessons on cultural artistic activities using appropriate methods, resources and assessment procedures and tools • evaluating the lessons on cultural artistic activities 		

Core element: The teaching of expression and communication

Core element outcome: The student teacher will be able to acquire skills in multiple forms of expression and communication to enable him/her teach expression and communication effectively.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop knowledge, skills and attitudes in teaching expression and communication skills in physical, sporting and artistic activities 	<p>1 use repetitions and contrasts in physical, sporting and artistic activities as a means of expression and communication</p> <p>2 produce artistic representations to communicate cultural and multicultural values in their communities</p>	<p>Teaching expression and communication skills in physical, sporting and artistic activities</p>	<ul style="list-style-type: none"> analysing repetitions and contrasts in songs, physical and sporting activities producing repetitions and contrasting patterns in weaving and drawing recognising costumes which convey different cultural messages producing simple costumes from various cultures for traditional dances and drama 	<ul style="list-style-type: none"> demonstration group work excursion interview practice gallery walk teacher observation self assessment peer assessment brainstorming walk around – talk around think-ink-pair-share 	<ul style="list-style-type: none"> observation checklists sign language interpreter local environment resource persons songs musical instruments costumes rubrics portfolios profiles primary school syllabuses primary school teachers’ guides primary school learners’ books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 use artistic representations to communicate cultural and multi-cultural values</p> <p>4 identify appropriate resources in teaching expression and communication skills in physical, sporting and artistic activities</p>		<ul style="list-style-type: none"> • performing traditional dances using the costumes • dramatising cultural and multicultural values using the costumes • brainstorming suitable resources for teaching expression and communication skills in physical, sporting and artistic activities • discussing suitable resources for teaching expression and communication skills in physical, sporting and artistic activities in infant, junior and senior classes 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>5 apply appropriate teaching, learning and assessment methods in teaching communication skills in physical, sporting and artistic activities</p> <p>6 conduct lessons on expression and communication skills in physical, sporting and artistic activities</p>		<ul style="list-style-type: none"> • selecting suitable teaching, learning and assessment methods in teaching communication skills in physical, sporting and artistic activities in infant, junior and senior classes • developing appropriate assessment tools in teaching communication skills in physical, sporting and artistic activities in teaching cultural artistic activities • presenting lessons on expression and communication skills in physical, sporting and artistic activities • evaluating the lessons on expression and communication skills in physical, sporting and artistic activities 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate understanding of teaching eradication of discrimination and prejudice in physical, sporting and artistic activities 	<p>1 analyse artistic items for discrimination and prejudice</p> <p>2 perform plays that demonstrate ills of discrimination and prejudice</p>	<p>Teaching eradication of discrimination and prejudice in physical, sporting and artistic activities</p>	<ul style="list-style-type: none"> critiquing artistic items for discrimination and prejudice developing posters and pictures which sensitise on issues of discrimination and prejudice producing plays that discourage discrimination and prejudice dramatising plays that discourage discrimination and prejudice reflecting on the benefit of being non-discriminatory and avoiding prejudice in physical, sporting and artistic activities 	<ul style="list-style-type: none"> demonstration group work dramatization debate role play practice KWL gallery walk teacher observation self assessment peer assessment 	<ul style="list-style-type: none"> observation checklists local environment cloth flipcharts balls crayons paints strings musical instrument sign language interpreter rubrics portfolios profiles primary school syllabuses primary school teacher's guides primary school learners' books case studies

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 identify appropriate resources in teaching eradication of discrimination and prejudice in physical, sporting and artistic activities</p> <p>4 apply appropriate teaching, learning and assessment methods in teaching eradication of discrimination and prejudice in physical, sporting and artistic activities</p>		<ul style="list-style-type: none"> • brainstorming suitable resources for teaching eradication of discrimination and prejudice in physical, sporting and artistic activities • discussing suitable resources for teaching eradication of discrimination and prejudice in physical, sporting and artistic activities • discussing suitable teaching, learning and assessment methods in infant, junior and senior classes • developing appropriate assessment tools for teaching eradication of discrimination and prejudice in physical, sporting and artistic activities • using appropriate teaching, learning and assessment methods in teaching eradication of discrimination and prejudice in physical, sporting and artistic activities 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 present lessons on eradication of discrimination and prejudice in physical, sporting and artistic activities		<ul style="list-style-type: none"> • preparing lessons on eradication of discrimination and prejudice in physical, sporting and artistic activities • peer-teaching lessons on eradication of discrimination and prejudice in physical, sporting and artistic activities • critiquing lessons on eradication of discrimination and prejudice in sporting and artistic activities 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> develop knowledge, skills and attitudes of teaching traditional and modern means of expression and communication in sports and arts 	<ol style="list-style-type: none"> analyse traditional means of expression and communication use modern technologies in expression and communication 	<p>Teaching traditional means of expression and communication in sports and arts</p>	<ul style="list-style-type: none"> exploring traditional means of expression and communication in sports and arts describing the means of expression and communication in traditional forms of art describing modern technologies as means of expression and communication in sports and arts practising how to use the modern technologies in expression and communication in sports and arts 	<ul style="list-style-type: none"> teacher observation demonstration question and answer group work pair work practice think ink pair share self assessment peer assessment 	<ul style="list-style-type: none"> observation checklists students' experiences sign language interpreter local environment musical instruments synthesizers portfolios rubrics profiles primary school syllabuses primary school teachers' guides primary school learners' books

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>3 compare traditional and modern means of expression and communication</p> <p>4 examine resources in teaching modern and traditional ways of expression and communication</p>		<ul style="list-style-type: none"> • debating the strengths and challenges of the traditional and modern means of expression and communication • assessing the effectiveness of the traditional and modern means of expression and communication • preparing resources for teaching traditional means of expression and communication • discussing suitable resources for teaching modern ways of expression and communication 		

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	<p>5 utilise appropriate methods in teaching modern and traditional ways of expression and communication</p> <p>6 conduct lessons on modern and traditional ways of expression and communication</p>		<ul style="list-style-type: none"> • selecting teaching, learning and assessment methods in teaching modern and traditional ways of expression and communication in infant, junior and senior classes • developing appropriate assessment tools <ul style="list-style-type: none"> • preparing lessons on modern and traditional ways of expression and communication for infant, junior and senior classes • presenting lessons on modern and traditional ways of expression and communication • evaluating the lessons on modern and traditional ways of expression and communication 		

Core element: Teaching holistic performance

Core element outcome: The student teacher will be able to acquire skills that integrates the psychomotor, affective and cognitive domains to enable the learner develop holistically.

Assessment standard	Success criteria	Topic	Suggested teaching, learning and assessment	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
<ul style="list-style-type: none"> demonstrate understanding of holistic teaching of physical, sporting and artistic activities 	1 analyse importance of holistic teaching 2 identify strategies for holistic teaching 3 assess challenges in holistic teaching	Holistic teaching of physical sporting and artistic activities	<ul style="list-style-type: none"> explaining holistic teaching assessing the importance of holistic teaching describing key characteristics of holistic teaching brainstorming strategies for holistic teaching classifying suitable strategies for holistic teaching in infant, junior and senior classes reflecting on challenges faced in holistic teaching during practicum identifying solutions to challenges of holistic teaching 	<ul style="list-style-type: none"> demonstration question and answer group work brainstorming self discovery practice pens in the middle m-chart think-ink-pair-share teacher observation self assessment peer assessment 	<ul style="list-style-type: none"> observation checklists progress chart local environment sign language interpreter musical instrument ropes pictures portfolios rubrics profiles primary school syllabuses primary school teachers' guides primary school learners' books

Further reading

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