

YEAR 1

SEMESTER 2

Four-Year B.Ed. Course Manual

INTERSECTION OF PHYSICAL EDUCATION, SPORT, MUSIC
AND DANCE (PEMD)





The Government of Ghana



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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTECF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu
Director General,
Ghana Tertiary Education Commission

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The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah- T-TEL Key Advisor, Dr. Eric Daniel Ananga-T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the National Accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. The course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. Courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's Teacher Education Reform Policy.

The manuals serve the following purposes:

- They are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- They lay out the course outcomes, content, strategies and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- They are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- Support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 1. What is to be taught and why.
 2. How it can be taught.
 3. How it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the CoEs and university professional development sessions to ensure Principals, Tutors, lecturers and Heads of Department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All those with an interest in teacher education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the topics which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

INTERSECTION OF PHYSICAL EDUCATION, SPORT, MUSIC AND DANCE (PEMD)

COURSE DETAILS							
Course name	INTERSECTION OF PHYSICAL EDUCATION, SPORT, MUSIC AND DANCE (PEMD)						
Pre-requisite	None						
Course Level	100	Semester	2	Course Code		Credit Value	3

THE VISION FOR THE NEW FOUR-YEAR B.Ed. CURRICULUM

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

GOAL FOR THE SUBJECT OR LEARNING AREA

The goal is to help student teachers develop a good sense of self-awareness and the awareness of the interplay among physical education, music and dance (PEMD) in ITE institutions and basic school settings. This way, they will become culturally sensitive teachers who understand the harmonious relationship among PEMD and how it can be used to addresses cross-cutting issues such as equity and gender and help student teachers to transition smoothly into the life in PEMD in tertiary education.

COURSE DESCRIPTION

The course focuses on exploration of the PEMD environment, self-awareness of the student teacher, the characteristics of their learners, and issues concerning their transition from SHS to tertiary. Also, the course focuses on motor skills and movement patterns needed to perform a variety of physical activities (traditional games, athletics gymnastics) as well as, traditional dances (those that illustrate high, moderate and low intensities), songs and musical genres with musical instruments. The course will further help student teachers to understand how physical activity (including dance) and music communicate social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts connect with their personal interests, experiences, ideas and language arts skills in both first language and second language.

KEY CONTEXTUAL FACTORS

The Intersection of Physical Activity, Sport, Music and Dance course will be taught in a one-three-hour session in each week. Every 3-hour session in a week should be taught to promote the inter-disciplinary connections between and amongst various courses. It is recommended that extended evening practices should be required at least 3-days in a week from 3:30pm to 5:30pm each day to practise skills and concepts introduced in-class. This arrangement will allow Physical Education, Music and Dance to increase opportunity to respond, and allow student teachers to master the content and address persistent contextual factors and misconceptions such as the following.

- **Transitioning from school to College.** Student teachers are introduced to core and transferable skills, self-awareness and knowledge about learners (including SEN) to support transition from school to college.

- **Physical education, sport, music and dance content are not as important as numeracy and literacy content.** The content and the pedagogical experiences will reveal that physical education, sport and music are unique and worthy and cannot be compared to numeracy and literacy content. It will further reveal that, numeracy and literacy content can be reinforced in physical education, music and dance settings
- **Sport, music and dance are for the less talented in academics.** Student teachers will know and apply music, dance and sport knowledge which sharpens cognition and reinforces important scientific and mathematical concepts. For example, addition, multiplication, use of force, etc.
- **Certification in First Aid and Cardiopulmonary Resuscitation (FA & CPR).** Certification in FA & CPR has not been part of teacher training to ensuring learner’s health, safety and protection in Colleges and Schools. This certification shall be renewable every 3 years to keep up with current health, safety and protection for tutors, student teachers and learners.
- **Singing Voice is only for music student teachers.** Student teachers will know that not only music student teachers can sing.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

Student teachers will be taken through comprehensive experiences to develop positive professional attitudes and values with regards to the teaching of Physical Education and Music and Dance including:

- Background of learners – transition to university, self-awareness.
- Cultural issues.
- Gender issues in music, dance and physical education.
- Equity and Inclusivity – including Gender and SEN/Disability.
- Professional values and attitudes.
- Core Values – honesty, integrity, cooperation, responsible citizenship, etc. (NTECF).

Course Learning Outcomes	Learning Indicators
<p>Develop self-awareness and sensitivity to ‘own’ unique characteristic and how such characteristics differ from others.</p> <p>NTS 2e & 2f, NTECF p.23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2.</p>	<ul style="list-style-type: none"> • Describe ‘Self’ and identify strengths and weaknesses you possess. • LI.2. Explain how your personal strengths and weaknesses can be turned into opportunities for personal/professional growth/gains. • LI.3. Explain how learners are culturally different or similar from your own background.
<p>Explore the relationship between physical education, music and dance, and other disciplines.</p> <p>NTS 2e & 2f, NTECF p.23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2</p>	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the barriers to implementation of PEMD in ITE institutions and basic schools. • Recognise and demonstrate understanding of the inter-connections/relationships between PEMD and the creative arts (e.g. drama, music, media arts and visual arts) through songs, dance and physical activities in ITE institutions and basic school settings. • Recognise and demonstrate understanding of the inter-connections between PEMD, mathematics and science (e.g. numbers, days of the week, months of the year, seasons, weather and ecosystems) through songs and physical activities and dances. • Recognise and demonstrate understanding of the inter-connections between PEMD and life span activities (e.g. rite-de-passage, history, festivals, and geography) through songs and physical activities and dances.

Course Learning Outcomes	Learning Indicators
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance).</p> <p>NTS 2e & 2f, NTECF p.23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6;</p>	<ul style="list-style-type: none"> • Perform locomotor movements (e.g., travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump and crawl) efficiently (NaCCA-PE, B1.1.1.1). • Perform successfully in a mini long jump and high jump activity by organising obstacles for learners to jump over for height or distance using take-off on one foot or two feet with traditional musical genres. NaCCA-PE, B1.1.1.2. • Perform manipulative skills such as roll a ball from stationary position using hands, strike a light ball upwards using arms, hands, feet and large short-handled paddle (NaCCA-PE, B1.1.3.1.3, NaCCA-PE, B1.1.4.1.6, NaCCA-PE, B1.1.4.1.7). • Perform balance and demonstrate momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. Also walking with hand stretched out (NaCCA-PE, B1.1.4.1.4., NaCCA-PE, B1.1.4.1.5). • Demonstrate the underhand throw pattern, throwing and catching a self-tossed ball, and catching a flying ball above the head. (NaCCA-PE, B1.1.8.1.8, B1.1.8.1.9, B1.1.8.1.10). • Demonstrate kicking a stationary ball, bouncing and dribbling a ball continuously with one hand and foot. (NaCCA-PE, B1.1.8.1.11, B1.1.8.1.12).
<p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<ul style="list-style-type: none"> • Identify human body parts and perform push-ups (biceps and triceps), sit and reach. • NaCCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4:
<p>Demonstrate physical activity and Ghanaian traditional aerobic musical genres at varying intensities.</p> <p>NTS 2e & 2f, NTECF p.23,29, PD Theme 1 p.33-36, 2.28-35, 4 p.15, NaCCA-PE, B1.3.1.3.1.</p>	<ul style="list-style-type: none"> • Perform vigorous intensity traditional aerobic musical genres (e.g., bobobo, Kpanlogo, and agbadza) and games to elevate heartbeat above resting heartbeat appropriately. • Perform moderate intensity traditional aerobic musical genres (e.g. adowa, kundum, apatampa) and games to elevate heartbeat moderately above resting heartbeat (fat burning zone). • Perform moderate to vigorous intensity traditional aerobic musical genres (e.g. bawa, bamaya, nagla, takai) and games to elevate heartbeat (to target heart rate zone above resting heartbeat).

Course Learning Outcomes	Learning Indicators
<p>Demonstrate knowledge and understanding of movement concepts, principles, and strategies.</p> <p>NaCCA-PE, B1.2.1.2</p> <p>NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15</p>	<ul style="list-style-type: none"> Identify personal space and distinguish between a jog and a run, a hop and a jump, a gallop and a slide. Develop sensitivity for special awareness NaCCA-PE, B1.2.1.2.1, B1.2.2.2.2. Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide. NaCCA-PE, B1.2.2.2.3. Identify body parts, base of support, and striking skills. NaCCA-PE, B1.2.3.2.4, B1.2.4.2.5, B1.2.5.2.6
<p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p>NaCCA-PE, B1.4.1.4</p>	<ul style="list-style-type: none"> Participate in enjoyable physical activities for increasing periods of time. NaCCA-PE, 1B1.4.1.4.1. Recognise the need to drink water during and after physical activity. NaCCA-PE, B1.4.2.4.2. Explain the purpose of warming up before physical activity and cooling down after physical activity. NaCCA-PE, B1.4.3.4.3.
<p>Build vocal repertoire of school assembly songs and fundamental movement concepts and patterns.</p> <p>NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, NaCCA-PE, B1.1.12.1.15, B1.1.12.1.16 NaCCA-PA, B1. 2.3.4. (1, 2, & 3) to B6. 2.3.4. (1, 2, & 3); B1. 2.3.5. (1, 2, & 3) to B6. 2.3.5. (1, 2, & 3) and B1. 2.4.6.1 to B6. 2.4.7.1.</p>	<ul style="list-style-type: none"> Perform from memory the patriotic marching songs plus the Ghana National Anthem and Yɛn Ara Asaase Ni. NaCCA-PA, B1. 2.3.4. (1, 2, & 3) to B6. 2.3.4. (1, 2, & 3); B1. 2.3.5. (1, 2, & 3) to B6. 2.3.5. (1, 2, & 3) and B1. 2.4.6.1 to B6. 2.4.7.1. Perform marching to a beat(rhythm) and demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat. (NaCCA-PE, B1.1.12.1.15, B1.1.12.1.16).
<p>Demonstrate competence and secure certification in first aid and cardio-pulmonary resuscitation</p> <p>NTS 3c; NTECF 21, 29, 38 & 41, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15.</p>	<ul style="list-style-type: none"> Participate in refresher workshops and perform appropriate CPR techniques and methods with dummies (i.e., Manikin) and with real persons. Obtain a provisional certificate from the Ghana Red Cross or a reputable certification body.
<p>Demonstrate value and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. NaCCA-PE B1.5.1.5.</p>	<ul style="list-style-type: none"> Participate willingly in physical activities and demonstrate the characteristics of sharing and cooperation in physical activity. Demonstrate non-verbal appreciation and how to solve a problem with another person during physical activity. NaCCA-PE, B1.5.1.5.1, B1.5.2.5.2, B1.5.3.5.3, B1.5.4.5.4 NaCCA-PA B1. 2.4.6.1 to B6. 2.4.7.1.

1. Course Content			
Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Awareness, misconceptions, biases and barriers.	1.1 Uniqueness and Self-awareness. 1.2 Misconceptions and Bias of PE-Music & Dance. 1.3 Transition to ITE and PEMD environment. 1.4 Barriers to implementation of PEMD in ITE institutions and basic schools.	1. Class Discussion regarding barriers, misconceptions, biases and transition to university, orientation to the university and its environment and create posters representing key expectations from PEMD. 2. Self-introduction 'Concert' in Class where student teachers come to introduce themselves to colleagues. 3. Tutors should develop a template for student teachers to submit a written report of themselves and a reflection on the lecture session.
2	Inter-connections or relationships between PEMD and other disciplines	2.1 Inter-connections between PEMD and other disciplines. 2.2 Inter-disciplinary Connections I: Creative Arts. 2.3 Inter-disciplinary Connections II: Mathematics and Science. 2.4 Inter-disciplinary Connections III: Rite-de-Passage / Life Span.	1. Small Group Discussions: on inter-connections or relationships between PEMD and other disciplines. 2. Small Group Class presentation; Share small group reflections with class. 3. Documentary Video Analysis: Student teachers will watch documentaries: i-Box, T-TEL resources and YouTube and discuss the elements of music and physical activity and respond and connect to physical activities and musical concepts as they relate to the global recommendations. 4. Group Presentations: Student will further research the sub-topics and give group presentations in class. 5. Portfolio Building: begin to build a portfolio of repertoire based on sub-topics in the course in addition to the STS school observation visit requirements. 6. Dance, drama, media arts, music and visual arts through songs and videos pertaining to the community. 7. Building a repertoire of songs and physical activities pertaining to numbers, days of the week, months of the year, seasons, nature, weather, ecosystems, environment and safety, etc. 8. Building a repertoire of songs pertaining to history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc.

Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
3	Motor skills and movement patterns.	3.1 Locomotor movements 3.2 manipulative skills 3.3 Balance	1. Practical activity: Demonstrate and model locomotor movements, manipulative skills and balance. (afternoon also).
4	Assess level of physical fitness to improve health and performance.	4.1 Human body parts 4.2 Physical fitness	1. Practical activity: Demonstrate physical fitness skills including sit ups, push ups and seat and reach.
5	Physical Activity and Ghanaian Traditional Aerobic Musical Genres I & Physical fitness concepts, principles and strategies.	5.1 Bɔ̀bɔ̀bɔ̀ 5.2 Kpanlogo 5.3 Agbadza	1. Documentary Video Analysis: Student teachers will watch documentaries: i-Box, T-TEL resources, YouTube and discuss the elements of music.
6	Physical Activity and Ghanaian Traditional Aerobic Musical Genres II.	6.1 Adowa 6.2 Kundum 6.3 Apatampa	2. Analysis of movement patterns; responding and connecting to physical activities and musical concepts as they relate to the global recommendations on physical fitness and health promotion.
7	Traditional Aerobic Musical Genres III & Maintaining a level of physical fitness for health and performance.	7.1 Bawa 7.2 Bamaya 7.3 Nagla 7.4 Takai	3. Group Presentations: Student teachers collect further research information on the sub-topics and give group presentations in class. 4. Creative Dance Composition Project: Student teachers will create individual works involving dance sequences (i.e., medley of traditional dances and song cycles) write notes to guide the performance, rehearse and perform it.
8	Physical fitness concepts, principles, and strategies.	8.1 Increasing periods of time for physical activity 8.2 Active play 8.3 Warm-up and cool down	Physical performance of health-related fitness components.
9	Introduction to the requirements and recommendations for physical activity.	9.1 WHO recommendations 9.2 Frequency, intensity & duration 9.3 Heart rate, blood pressure 9.4 Height and weight Barriers to regular participation in health-related physical activities	1. Laboratory measurements- vitals include heart rate, blood pressure, height and weight 2. Class Discussion: Safety barriers that affect movement within the school-built environment.
10	Introduction to WHO physical activity components	10.1 Muscular strength & endurance 10.2 Balance & flexibility 10.3 Aerobic endurance (Refer to the Physical Activity and Ghanaian Traditional Musical Genres as aerobic activities).	

Unit/ Week	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
11	School assembly songs and physical activities	11.1 School assembly songs coupled with physical activities (e.g. marching and dancing).	<ol style="list-style-type: none"> 1. Sing-along ICT Tools: i-Box, YouTube and T-TEL resources. 2. Movement Analysis of various dances and other physical activities. 3. Group Presentation: Choreographed physical activity movement patterns with music and presentations on meaning and moral values of lyrics of the assembly patriotic songs.
12	Preparation for certification and certification in First Aid and Cardiopulmonary Resuscitation (FA & CPR)	<p>12.1 Practice of safety/protective procedures in physically active settings</p> <p>12.2 Practice of first aid in sports and physical activity and dance setting</p> <p>12.3 Practice of cardiopulmonary resuscitation in sports and physical activity and dance setting</p>	<ol style="list-style-type: none"> 1. Workshop on emergencies and safety issues in physical activity, sports and dance settings (to be conducted by both Science and PEMD tutors) 2. Practical modelling and practice in the treatment of emergencies (to be supervised by both Science and PEMD tutors) 3. One-to-one performance of CPR on manikins (to be supervised by both Science and PEMD tutors) <p>3:30pm – 5:30pm sessions. This is an off the classroom training for at least 2 hours a day for three days in a week.</p>

2. Teaching and Learning Strategies

- The course will be taught in a one-three-hour session in each week. Every 3-hour session in a week should be taught to promote the inter-disciplinary connections between and amongst various courses. This will comprise the Theory and Practical Instruction in the classroom setting. It is recommended that extended evening practices should be required at least 3-days in a week from 3:30pm to 5:30pm each day to practise skills and concepts introduced in-class. This gives the course nine (9) [i.e., 3+6] contact hours per week.
- Tutors of the subject areas should always come together and co-plan and co-teach.
- For the First Aid and CPR, the Ghana Red Cross or appropriate will assist, assess and certify student teachers. The certification is renewable after every 3 years.

3. Course Assessment Components (of, for, and as learning)

Component 1 [Continuous Assessment]: 40%

Documentary Video Analysis: Groups report orally and in writing to identify and demonstrate the interconnectedness between physical activity, dance and music concepts (25%). [to be taken 8th 9th or 10th week]. Artistic gymnastics show in week 12th.

CLOs 1, 2 & 3 (NTECF 16,20,21,23,32,38,38 & 41)

CLOs 8 (NaCCA-PA, B1. 2.3.4. (1, 2, & 3) to B6. 2.3.4. (1, 2, & 3); B1. 2.3.5. (1, 2, & 3) to B6. 2.3.5. (1, 2, & 3) and B1. 2.4.6.1 to B6. 2.4.7.1.

NTS 1a Critically and collectively reflects to improve teaching and learning.

NTS 1bIs guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.

NTS 2cHas secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

NTS 2dAt pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

NTS 2eUnderstands how children develop and learn in diverse contexts and applies this in his or her teaching.

3. Course Assessment Components (of, for, and as learning)

Component 2 [Examination]: 40%

CLOs 1, 2 & 3 (NTECF 16,20,21,23,32,38,38 & 41)

CLOs 8 (NaCCA-PA, B1. 2.4.6.1 to B6. 2.4.7.1.

1a) Critically and collectively reflects to improve teaching and learning.

1b) Improves personal and professional development through lifelong learning and Continuous Professional Development.

2d) At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

Knowledge of students

NTS The Teacher:

2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

Component 3 [Continuous Assessment]: 20%

PEMD Portfolio Building, including demonstrating familiarity with: singing assembly patriotic songs; demonstration of fundamental movement patterns with music to foster innovation, personal development in PEMD and relevant digital literacy

CLOs 2 & 3 (NTECF 16,21, 23,39)

CLOs 8 (NaCCA-PA, B1. 2.3.4. (1, 2, & 3) to B6. 2.3.4. (1, 2, & 3); B1. 2.3.5. (1, 2, & 3) to B6. 2.3.5. (1, 2, & 3) and B1. 2.4.6.1 to B6. 2.4.7.1.

2d) At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

Knowledge of students

NTS The Teacher:

2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

Knowledge of students

NTS The Teacher:

2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

4. Required Reading and Reference List

Physical Education

Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).

Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service

4. Required Reading and Reference List

Music and Dance

Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.

Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh

Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.

Physical Education

Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.

Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.

Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.

Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.

World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.

5. Teaching and Learning resources

A modest recording and playback gadget in the classroom or music room.

- Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone)
- Electronic keyboard with synthesizer
- Computers (Laptops or PCs) for playing back MP3 and MP4 files.
- Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)
- Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno)

Modest Physical Education equipment for College.

- Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc.
- Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.
- First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA

6. Course related professional development for tutors/lecturers

- See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Awareness, misconceptions, biases, barriers and transition to ITE and PEMD environment				Lesson Duration	3 hours	
Lesson description	This lesson is an 'ice breaker' which provides general orientation to the PEMD programme, the intersection of the components of PEMD course, the rationale and philosophy for the integration and life in the Initial Teacher Education institution. Student teachers and tutors explore unique aspects of 'self', personal philosophy, misconceptions, biases, barriers to implementation of PEMD and transition to ITE and the PEMD environment.						
Previous student teacher knowledge, prior learning (assumed)	What student teachers can describe or mention about personal philosophy, transition to tertiary institution, self-awareness, biases and misconceptions about PEMD and what they perceive as barriers to implementation of PEMD.						
Possible barriers to learning in the lesson	Fear and Anxiety, Stage Fright, Class Size.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face discussion with student teachers regarding transition to university, orientation to the university and its environment and the course areas. Also, tutor and student teachers will discuss and analyse factors that influence the implementation of PEMD.</p> <p>Think pair share in small groups.</p> <p>Class Presentation- to share ideas from groups.</p> <p>Self-introduction 'Concert'- student teachers, in front of the class, introduce themselves to colleagues. Tutors will use information to create a class data base.</p> <p>Guided tour of the PEMD environment including equipment and facilities.</p>						

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Provide general orientation to the PEMD program, the intersection of the components of PEMD course, the rationale for the integration and life in the Initial Teacher Education (ITE) institution. • Engage student teachers in the exploration of 'self', misconceptions, biases, barriers to implementation of PEMD and transition from ITE to the PEMD environment. • Make recommendations as to how sole-gender games could be made gender friendly for use in the classroom. • Make recommendations as to how children with SEN needs could be helped in the classroom.
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<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Develop self-awareness and sensitivity to 'own' unique characteristic and how such characteristics differ from others. NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2.	<ul style="list-style-type: none"> • Describe 'Self' and identify strengths and weaknesses you possess. • Explain how your personal strengths and weaknesses can be turned into opportunities for personal/professional growth/gains. • Explain how learners are culturally different or similar from your own background. 	<ul style="list-style-type: none"> • Assessment skills, social skills, communication skills, reflection and honesty. • Critical thinking and problem solving, • Gender issues; SEN (therapeutic). • Adaptations for children with SEN, diversity and inclusivity in PEMD. • Ethical issues on stereotyping in PEMD.

Topic	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work				
Awareness, misconceptions, biases, barriers and transition to ITE and PEMD environment		Stage 1 15 min	(Breaking the ice, setting rules and routines/ procedures). Provide general orientation regarding life in ITE and PEMD and overview of syllabus, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.	Engage student teachers in setting rules and routines during general orientation. Engage student teachers in playing mixed gender introductory games like ampe, netball, goal ball, and dance to music. (Refer to ampe in Appendix 5).
		Stage 2 15 min	Tutor will facilitate and inspire student teachers to talk about their personal uniqueness, philosophy, self-awareness and how they are similar or different from others.	Student teachers introduce themselves to colleagues mentioning name, previous school, cultural background, languages spoken, aspiration and expectation regarding PEMD. They also mention the unique qualities and philosophy they think they possess Student teachers will note one other student's unique characteristics and philosophy, and then compare his own uniqueness to the other student. Each student teacher will reflect and write a brief report about differences and similarities.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 3 30 min	Tutors will engage student teachers in small groups to discuss their misconceptions and biases of PE-Music & Dance.	Student teachers will reflect individually and discuss their misconceptions and biases with others in small groups.
		Stage 4 30 min	<ul style="list-style-type: none"> Tutors will facilitate and inspire student teachers to reflect upon their perceptions about SHS life and life in ITE and PEMD environment. 	<p>Student teachers will share their observation/ perceptions as SHS learners, and the few days spent in the ITE environment.</p> <p>Student teachers will reflect and write down few observations of what they perceive as unique of the two environments. They will share their observations and discuss with peers in small groups.</p>
		Stage 5 30 min	Tutors will facilitate and inspire student teachers to reflect upon barriers to implementation of PEMD in basic schools.	Student teachers will reflect and write down few factors they perceive as barriers to implementation of PEMD in basic schools. They will also share their perceptions and discuss with peers in small groups.
		Stage 6 40 min	<p>Reflection and Closure.</p> <p>Let student teachers express what they learned and match their responses to the purpose of the lesson summarize the purpose of the lesson and assess the summaries of student teachers.</p> <p>The next lesson will focus on Inter-connections or relationships between PEMD and other disciplines.</p> <p>Tutors provide expectations for the next lesson and provide reading assignment(s) for the next lesson.</p>	<p>Student teachers will reflect on the intersection of the components of PEMD, the rationale for the integration and life in the Initial Teacher Education institution. Reflect on the unique aspects of 'self', misconceptions, biases, prejudices, barriers to implementation of PEMD and transition to ITE/PEMD environment.</p> <p>Student teachers are asked to Submit a short report on their 'self' and 'music and PE' can be made the most useful subjects in college in their subsequent lesson.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
			For the 3:30 pm – 5:30 pm afternoon practice, student teachers will continue to practise gender-sensitive games and participate in gender neutral dances.	For the 3:30 – 5:30 afternoon practice, student teachers will continue to practise gender-sensitive games and participate in gender neutral dances.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Peer assessment of communication skills during concert self-introduction. 2. Reflection by student teachers. 3. Small Group Assignment to list sole and mixed gender games (both indoor and outdoor). Describe how the games could be modified to embrace all sexes as well as making them gender friendly. Tutors keep a log of the things they learn about the student teachers through these in lesson assessments.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> • Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) • Electronic keyboard with synthesizer • Computers (Laptops or PCs) for playing back MP3 and MP4 files. • Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances) • Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno) <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. • Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc. <p>First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA.</p>
Required Text (core)	<p>Physical Education</p> <p>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</p> <p>Music and Dance</p> <p>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</p> <p>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</p> <p>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</p>

Additional Reading List	<p>Physical Education</p> <p><i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i></p> <p><i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i></p> <p><i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p><i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i></p> <p>Music and Dance</p> <p><i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i></p> <p><i>Mensah, A.A. (1971). Folk songs for schools. Accra: Ghana Publishing Corporation.</i></p> <p><i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i></p> <p><i>Nayo, N. Z. (Ed.) (1980). Songs for Ghanaian schools: A collection of 50 art songs. Winneba: National Academy of Music.</i></p> <p><i>Nketia, J. H. K. (1963). Drumming in Akan communities of Ghana. Edinburgh and London: University of Ghana and Thomas Nelson.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Inter-disciplinary Connections I: Creative Arts						Lesson Duration	3 hours
Lesson description	Student teachers will discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have covered awareness, misconceptions, biases, barriers and transition to ITE and PEMD environment. Student-teachers introduced themselves in class the previous week and told their colleagues about their name, previous school, cultural background, languages spoken, aspirations and expectations. Student-teachers had also identified the unique aspects of PEMD. Mixed Gender. Appreciation Games.							
Possible barriers to learning in the lesson	Student teachers with movement and sight problems, health related problems Class Size, Space, acronym MUSIC - Most Useless Subject In College. Some student teachers might not have interest in all the components of the PEMD course.							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning √	Seminars	Independent Study √	E-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Documentary Video Analysis: Watching/Listening, Describing and Connecting. • Class Discussions. • Group Presentations. • Think pair share. • Research on Sole and Mixed Gender Games. 							

<p>Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</p> <p>Write in full aspects of the NTS addressed.</p>	<ul style="list-style-type: none"> Learners will watch and respond to a video documentary played in class on variety of themes and Describe the activities involved under the following themes: culturally, historically, musically, artistically [colours], etc.) and Connect with elements of creative arts (singing, drumming, dancing, poetry, drama, costuming and sculpture) their personal interests, experiences, ideas and knowledge. Make recommendations as to how they could be made gender friendly for use in the classroom. Make recommendations as to how children with SEN needs could be helped in the classroom. 		
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>Explore the relationship between physical education, music and dance, and other disciplines.</p> <p>NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2, NaCCA-PA B1. 2.1.1. (1, 2 & 3) to B6. 2.1.1. (1, 2 & 3).</p>	<p>Recognise and demonstrate understanding of the inter-connections/relationships between PEMD and the creative arts (e.g. drama, music, media arts and visual arts) through songs, dance and physical activities in ITE institutions and basic school settings</p>	<ul style="list-style-type: none"> Critical thinking and problem solving. Cultural and civic literacy, innovation and collaboration. Gender issues; sen (therapeutic). Adaptations for diversity and inclusivity. Information literacy. Ethical issues on stereotyping in music and PE. L1 and l2 literacy.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
Inter-disciplinary Connections I: Creative Arts		Stage 1 15 min	Set Induction: Use a Sing-along ICT Tool and sing a song to love our country. Break the ice with a review of the previous lesson on misconceptions, biases, barriers and transition to ITE and the PEMD environment.	Student teachers sing a patriotic song from We Sing and Learn: A legacy of songs for Ghanaian school. Student teachers reflect on the previous lesson and share their reflections with class members.
		Stage 2 25 min	Ask student teachers to watch a video documentary on Kojo Antwi Concert recorded at the National Theatre in Ghana. Ask them to make notes of the arts elements as they watch.	Student teachers take notes on cultural, historical, musical, artistic [colours], etc., aspects of the work.
		Stage 3 40 min	Ask student teachers to analyse the video watched.	Student teachers respond to how the work connects their personal interests, experiences, ideas and knowledge.
		Stage 4 80 min	Put student teachers in Small Groups. Ask them to select a favorite music video clip, analyze it and give a short Class Presentation on why they chose that piece.	Student teachers select a favorite music video clip, analyses it and give a short Class Presentation on how the work connects with their personal interests, experiences, ideas and knowledge.
		Stage 5 20 min	Reflection and Closure Let student teachers express what they learned and match their responses to the purpose of the lesson Summarize the purpose of the lesson and assess the summaries of student teachers.	Student teachers reflect on Inter-disciplinary Connections I: Creative Arts.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
			<p>The next lesson will focus on Inter-disciplinary Connections II: Mathematics and Science.</p> <p>Tutors provides expectations for the next lesson and provides reading assignment(s) for the next lesson.</p> <p>For the 3:30 pm – 5:30 pm afternoon session, student teachers will continue to practise activities introduced in Inter-disciplinary Connections I: Creative Arts.</p>	<p>For the 3:30 pm – 5:30 pm afternoon session, student teachers will continue to practise activities introduced in Inter-disciplinary Connections I: Creative Arts.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> Peer Assessment of Class Presentation: Presentation should be well organised and structured, reflective, representative, selective and showing creativity in addition to communication skills. Reflection by student-teachers.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). Computers (Laptops or PCs) for playing back MP3 and MP4 files. LCD Projector and Screen. <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> Siren. First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA.
Required Text (core)	<p>Physical Education</p> <p><i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i></p> <p><i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</i></p> <p>Music and Dance</p> <p><i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i></p> <p><i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i></p> <p><i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>

<p>Additional Reading List</p>	<p>Physical Education</p> <p><i>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.</i></p> <p><i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i></p> <p><i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i></p> <p><i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournali's Journal of Public Health. 1, 4: 7-16.</i></p> <p><i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance</p> <p><i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i></p> <p><i>Hodge, s., Liberman, L., Murata, N. (2012). Essentials of Teaching Adapted Physical Education: Diversity, Culture and Inclusion. Routledge Taylor and Francis Group, London.</i></p>
<p>CPD needs</p>	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD)

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Inter-disciplinary Connections II: Mathematics and Science				Lesson Duration	3 hours	
Lesson description	Building of a repertoire of songs and physical activity that pertains to Mathematics and Science.						
Previous student teacher knowledge, prior learning (assumed)	<p>Student teachers know a few songs and physical activities that pertain to counting, reading, etc.</p> <p>Student teachers have experienced dancing to various songs in previous lessons and have analysed some movement patterns within these dances.</p> <p>Student teachers have covered awareness, misconceptions, biases, barriers and transition to ITE and PEMD environment.</p> <p>Student-teachers introduced themselves in class the previous week and told their colleagues about their name, previous school, cultural background, languages spoken, aspirations and expectations.</p> <p>Student-teachers had also identified the unique aspects of PEMD. Mixed Gender Appreciation Games.</p>						
Possible barriers to learning in the lesson	Lack of knowledge of search engines, health and SEN related problems.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Documentary Video Analysis: Watching/Listening, Describing and Connecting.</p> <p>Class discussion regarding the need to transfer knowledge and experiences from one subject area to another.</p> <p>Group demonstration of the creative compositions of student teachers.</p> <p>Online Research for Mathematics and Science Games and Songs.</p>						

<p>Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</p> <p>Write in full aspects of the NTS addressed.</p>	<ul style="list-style-type: none"> • Student teachers to build repertoire of songs. • Student teachers to build repertoire of physical activities. • Student teachers relate songs to mathematics and science in explaining concepts. • Student teachers reflect and assess each other's presentations. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>Explore the relationship between physical education, music and dance, and other disciplines.</p> <p>NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2</p>	<ul style="list-style-type: none"> • Recognise and demonstrate understanding of the inter-connections between PEMD, mathematics and science (e.g. numbers, days of the week, months of the year, seasons, weather and ecosystems) through songs and physical activities and dances. 	<ul style="list-style-type: none"> • Critical thinking and problem solving, • Cultural and civic literacy, innovation and collaboration. • Gender issues; sen (therapeutic). • Diversity and inclusivity. • Information literacy. • Ethical issues on stereotyping in music and PE. • L1 and L2 literacy.

Topic	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Inter-disciplinary Connections II: Mathematics and Science		Stage 1 15 min	Set Induction: Break the ice with a song from the previous lesson and perform any physical activities that are related to nature. Tutor will state what is to be learned and how it will be learned.	Student teachers sing and improvise creative movements in nature. Student teachers will listen and take notes.
		Stage 2 30 min	Tutors put student teachers into small groups. In addition to what they know already, they go online to build a list of repertoire of songs on Mathematics and improvise their physical movement activities.	Student teachers go online to build a list of repertoires of songs on Mathematics and improvise their physical movement activities.
		Stage 3 30 min	Tutors put student teachers into small groups. In addition to what they know already, they go online to build a list of repertoire of songs on Science and improvise their physical movement activities.	Student teachers go online to build a list of repertoires of songs on Science and improvise their physical movement activities.
		Stage 4 60 min	Student teachers are asked to give short Group Presentations of list of songs.	Student teachers present a list of songs for peer assessment.
		Stage 5 45 min	Reflection and closure. Tutors allow student teachers express what they learned and match their responses to the purpose of the lesson. Tutors summarize the purpose of the lesson and assess the summaries of student teachers. The next lesson will focus on Inter-disciplinary Connections III: Life span activities.	Student teachers reflect on Inter-disciplinary Connections II: Mathematics and Science.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
			<p>Tutors provide expectations for the next lesson and provide reading assignment(s) for the next lesson. Ask student teachers to go and augment their repertoire of songs at home and then rehearse one in their small groups for presentation next week.</p> <p>For the 3:30 pm – 5:30pm afternoon practice, student teachers will continue to practise activities introduced in Interdisciplinary Connections II: Mathematics and Science.</p>	<p>For the 3:30 pm – 5:30pm afternoon practice, continue to practise activities introduced in Interdisciplinary Connections II: Mathematics and Science.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Peer assessment of online activity and group presentation. 2. Reflection by student teachers. 3. Assignment: Submission of updated list of Mathematics and Science repertoire.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> • Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). • Computers (Laptops or PCs) for playing back MP3 and MP4 files. • LCD Projector and Screen. <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Siren. • First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA.

Required Text (core)	<p>Physical Education <i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i> <i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</i></p> <p>Music and Dance <i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i> <i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>
Additional Reading List	<p>Physical Education <i>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.</i> <i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i> <i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i> <i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i> <i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance <i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Inter-disciplinary Connections III: Rite-de-Passage / Life Span						Lesson Duration	3 hours
Lesson description	To guide student-teachers to identify and document indigenous songs and physical activities that have inter-disciplinary connections to history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc.							
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have been introduced to sole- and mixed-sex songs. They have also been singing indigenous game songs and participating in physical activities during previous lessons. Student teachers also participate in the performance of indigenous songs with physical activities in their communities.							
Possible barriers to learning in the lesson	Movement and sight disabilities.							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	E-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion: On (i) Indigenous songs, (ii) Types of indigenous songs, (iii) Philosophies in and functions of indigenous songs, (iv) Physical activities that are employed during the performance of the indigenous songs, (v) the inter-disciplinary connections about indigenous songs.</p> <p>Performance: Brief performances of some of the songs with the appropriate physical activities.</p> <p>Repertoire Building: Compilation of the songs and their corresponding physical activities according to the categories specified.</p>							

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Build up or create a portfolio of indigenous songs and their physical activities. • Categorize the collected songs into inter-disciplinary connections as ... history, geography, rite-de-passage, festivals in Ghana, etc. • Talk about and acquire the skills to perform the Indigenous songs, and • Talk about and participate effectively in the physical activities related to each indigenous song. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>Explore the relationship between physical education, music and dance and other disciplines.</p> <p>NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2 NaCCA-PA, B1. 2.3.4. (1, 2 & 3) to B6. 2.3.4. (1, 2 & 3) and B1. 2.3.5. (1, 2 & 3) to B6. 2.3.5.(1, 2 & 3)</p>	<ul style="list-style-type: none"> • Recognise and demonstrate understanding of the inter-connections between PEMD and life span activities (e.g. rite-de-passage, history, festivals, and geography) through songs and physical activities and dances. 	<ul style="list-style-type: none"> • Social skills, communication skills, reflection, and honesty • Appreciation of indigenous songs and physical activities from all ethnic groups: Ewe, Akan, Ga, Dagaaba, Gruni, Sisaala, etc. • Play a video of some indigenous music and illustrate appropriate physical activities that accompany the singing.

Topic Title:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
Inter-disciplinary Connections III: Rite-de-Passage / Life Span		Stage 1 10 min	<p>Set Induction: Break the ice by singing indigenous songs (for example, game songs, story-telling songs, lullabies and funeral songs) and dancing to them.</p> <p>Tutor states what is to be learned and how it will be learned.</p>	<p>Student teacher sing indigenous songs and dance to them.</p> <p>Student teachers will listen attentively and take notes.</p>
		Stage 2 30 min	<p>Tutors put student teachers into small groups and ask them to go online and build a repertoire of songs that capture Ghanaian history, geography or festive events.</p> <p>Tutors ask small groups to choreograph/ improvise their physical movements to history, geography and festive events.</p>	<p>Student teachers go online to build a repertoire of songs that capture Ghanaian history, geography and festive events.</p> <p>Student teachers creatively develop movement patterns to illustrate history, geography and festive events.</p>
		Stage 3 30 min	<p>Tutors put student teachers into small groups and ask them to go online and build a repertoire of songs that capture rite-de-passage.</p> <p>Tutors ask small groups to choreograph/ improvise their physical movements on rite-de-passage events.</p>	<p>Student teachers go online to build a repertoire of songs that capture on rite-de-passage.</p> <p>Student teachers creatively develop movement patterns to illustrate rite-de-passage events.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 4 60 min	Tutors ask student teachers to give short group presentations (by way of performance) and talk about the functions of their list of songs in the community.	Student teachers give presentations for peer assessment.
		Stage 5 45 min	Reflection and closure. Tutors ask student teachers to go and augment their repertoire of songs at home and then rehearse one in their small groups for presentation next week.	Student teachers reflect on the lesson through high order questions. Student teachers take Assignment.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Peer assessment of online activity and group presentation. 2. Reflection by student teachers. 3. Assignment: Submission of updated list of rite-de-passage repertoire. 			
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> • Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). • Computers (Laptops or PCs) for playing back MP3 and MP4 files. • LCD Projector and Screen. <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Siren. • First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA. 			
Required Text (core)	<p>Physical Education <i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i> <i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</i></p> <p>Music and Dance <i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i> <i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i> <i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>			

Additional Reading List	<p>Physical Education</p> <p><i>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.</i></p> <p><i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i></p> <p><i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i></p> <p><i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i></p> <p><i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance</p> <p><i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies				Lesson Duration	3 hours	
Lesson description	The purpose of this lesson is to introduce student teachers to three vigorous intensity indigenous aerobic dances (for example, Bɔ̀bɔ̀bɔ̀, Kpanlogo and Agbadza or equivalent) and to help them to analyse the movement patterns involved in the three traditional dances. They will understand and apply physical fitness concepts, principles, and strategies to improve health and performance.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have been introduced to sole- and mixed-sex songs. They have also been singing indigenous game songs and participating in physical activities during previous lessons. Student teachers also participate in the performance of indigenous songs with physical activities in their communities.						
Possible barriers to learning in the lesson	Student teachers with movement and sight challenges.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Class Discussion. • Differentiation in Small Group for Drumming and Dancing. • Analyses of Movement Patterns. • Creative Dance Composition. • Project-based and enquiry-based pedagogical strategies. 						

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Explore three vigorous intensity indigenous dances (viz., Bɔ̀bɔ̀bɔ̀, Kpanlogo and Agbadza or equivalent). • Describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Analyse movement patterns associated with the dances. • Relate dances to physical fitness and health promotion. • Introduce project based and enquiry based pedagogical strategies. • To help student teachers to elevate heartbeat to target heart rate zone above resting heartbeat. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes</p> <p>Demonstrate physical activity and Ghanaian traditional musical genres at varying intensities. NTS 2e & 2f, NTECF p 23,29, Appendix 1, 2, 3.</p> <p>NaCCA-PA, B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3).</p> <p>CLO7 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance NaCCA-PE, B1.4.1.4 NaCCA-PA, B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3).</p>	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Perform vigorous intensity activities such as bɔ̀bɔ̀bɔ̀, Kpanlogo, agbadza to elevate heartbeat (to target heart rate zone above resting heartbeat). • Participate in enjoyable physical activities for increasing periods of time. NaCCA-PE, B1.4.1.4.1 • Recognise the need to drink water during and after physical activity. NaCCA-PE, B1.4.2.4.2 • Explain the purpose of warming up before physical activity and cooling down after physical activity. NaCCA-PE, B1.4.3.4.3 	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <ul style="list-style-type: none"> • Learners respect cultural, linguistic, and socio-economic backgrounds of colleagues. • Gender and disability issues addressed-through the use of adaptations. • Critical thinking, problem solving, and communication skills addressed through class discussion. • Use of L1 and L2 enhanced.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
Traditional Aerobic Musical Genres I & physical fitness concepts, principles, and strategies		Stage 1 10 min	Set Induction: Tutors will break the ice by asking student teachers questions on repertoire of festive events- (e.g. songs and dances performed during 'homow' or equivalent from other localities.	Student teachers respond to tutor's questions on repertoire of festive events.
		Stage 2 20 min	Tutors will ask student teachers to form small groups and classify festive songs and dances into slow or hot tempo physical activity.	Student teachers will classify the list of festive songs and dances into slow or hot tempo physical activity.
		Stage 3 45 min	Tutors invite student-teachers who are familiar with the dances they have classified in their small groups to demonstrate their movements to the class. Tutor states what is to be learned and how it will be learned.	Student teachers will demonstrate The dances they have classified in their small groups to the class. Student teachers will listen attentively and take notes.
		Stage 4 30 min	Tutors will introduce student teachers to physical fitness concepts, principles, and strategies that will help them to increase time in physical activity and engage in active play for most part of the day. Tutors will introduce the concepts of warm-up before activity and cool-down after activity and discuss the need to drink water during and after activity.	Student teachers will participate in enjoyable physical activities for increasing periods of time (Refer to NaCCA-PE, 1B1.4.1.4.1). Student teachers will adhere to drinking water during and after physical activity (Refer to NaCCA-PE, B1.4.2.4.2). Student teachers will cultivate the habit of warming up before physical activity and cooling down after physical activity (Refer to NaCCA-PE, B1.4.3.4.3).

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 5 60 min	Tutors discuss with student teachers, how the dance movements in their groupwork list relate to physical fitness and health promotion. Tutors ask student teachers to compare responses across groups.	Answer questions on how the dance movements relate to physical fitness and health promotion. Compare responses across groups.
		Stage 6 15 min	<p>Reflection and Closure.</p> <p>Tutors ask student teachers to express what they learned and match their responses to the purpose of the lesson</p> <p>Tutors summarize the purpose of the lesson and assess the summaries of student teachers</p> <p>Tutors state the focus of the next lesson on Traditional Aerobic Musical Genres II and provide expectations and reading assignment(s) for the next lesson.</p> <p>For the 3:30 pm – 5:30pm afternoon practice session, student teachers will adhere to and apply the physical fitness concepts, principles, and strategies in real setting.</p>	<p>Student teachers will express what they learned and match their responses to the purpose of the lesson.</p> <p>Student teachers listen attentively and take notes.</p> <p>For the 3:30 pm – 5:30pm afternoon practice session, student teachers will adhere to and apply the physical fitness concepts, principles, and strategies in real setting.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> Group Assignment for Class Presentation the following week – low intensity dances, viz., Adowa, Kundum and Apatampa. Reflection by student teachers.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). Computers (Laptops or PCs) for playing back MP3 and MP4 files. LCD Projector and Screen. Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno).

Instructional Resources continued...	<p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. • Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.
Required Text (core)	<p>Physical Education <i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i> <i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service.</i></p> <p>Music and Dance <i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i> <i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i> <i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>
Additional Reading List	<p>Physical Education <i>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.</i> <i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i> <i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i> <i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i> <i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance <i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i> <i>Mensah, A.A. (1971). Folk songs for schools. Accra: Ghana Publishing Corporation.</i> <i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i> <i>Nayo, N. Z. (Ed.) (1980). Songs for Ghanaian schools: A collection of 50 art songs. Winneba: National Academy of Music.</i> <i>Nketia, J. H. K. (1963). Drumming in Akan communities of Ghana. Edinburgh and London: University of Ghana and Thomas Nelson.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Traditional Aerobic Musical Genres II & Motor skills and movement patterns					Lesson Duration	3 hours
Lesson description	The purpose of this lesson is to introduce student teachers to moderate intensity Traditional Aerobic Musical Genres II -Adowa, Kundum and Apatampa and to help them to analyse the motor skills and movement patterns in general and those involved in the three traditional dances. The motor skills and movement pattern focus on locomotor skills, manipulative skills and balance.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have studied sole and mixed gender dances and can describe these dances. They also have practiced vigorous intensity dances.						
Possible barriers to learning in the lesson	Student teachers with movement and sight problems, other health related issues.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Class Discussion. • Differentiation in Small Group for Drumming and Dancing. • Analyses of Movement Patterns. • Creative Dance Composition. • Project-based and enquiry-based pedagogical strategies. 						

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Explore the three moderate intensity indigenous dances (viz., Adowa, Kundum and Apatampa) as well as motor skills and movement patterns covering locomotor skills, manipulative skills and balance. • Describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Analyse movement patterns associated with the dances. • Relate dances and pulse rate to physical fitness and health promotion. • Help student teachers to elevate heartbeat moderately above resting heartbeat for fat burning through dances. • Continue project based and enquiry based pedagogical strategies. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes</p> <p>Demonstrate physical activity and Ghanaian traditional musical genres at varying intensities. NTS 2e & 2f, NTECF p 23,29, Appendix 1 & 2, 3.</p> <p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance).</p> <p>NTS 2e & 2f, NTECF p 23,29, PD Theme 1 p.33-36, 2 p.28-35, 4 p.15, APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6 NaCCA-PA, B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3)</p>	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Perform moderate intensity activities such as adowa, kundum, apatampa to elevate heartbeat moderately above resting heartbeat (fat burning zone). • Perform motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance). 	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <ul style="list-style-type: none"> • Learners respect cultural, linguistic, and socio-economic backgrounds of colleagues. • Gender and disability issues addressed– using adaptations. • Critical thinking, problem solving, and communication skills addressed through class discussion. • Use of L1 and L2 enhanced.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Traditional Aerobic Musical Genres II & Motor skills and movement patterns		Stage 1 10 min	<p>Set Induction: Tutors reinforce the concepts of warm-up before activity and cool-down after activity as well as the need to drink water during and after activity.</p> <p>Tutor states what is to be learned and how it will be learned and break the ice by asking student teachers questions on repertoire of festive events- (e.g. songs and dances performed during 'homowo' or equivalent from other localities.</p>	<p>Student teachers will continue to adhere to the habit of warming up before physical activity and cooling down after physical activity as well as the need to drink water during and after activity.</p> <p>Student teachers will generate a repertoire of festive songs performed during 'homowo' or equivalent as performed in 'own' localities.</p>
		Stage 2 20 min	Tutors will ask student teachers to form small groups and then classify the list of festive songs and dances into slow or hot tempo physical activity categories.	Student teachers will classify the list of festive songs and dances into slow or hot tempo physical activity.
		Stage 3 45 min	<p>Tutors invite student-teachers who are familiar with the dances they have classified in their small groups to demonstrate their movements to the class.</p> <p>(Refer to NaCCA-PE, B1.4.3.4.3)</p>	<p>Student teachers will demonstrate.</p> <p>The dances they have classified in their small groups to the class.</p>
		Stage 4 60 min	Tutors will introduce student teachers to motor skills and movement patterns in games, athletics and gymnastics and help them to connect to those inherent in the dances.	<p>Student teachers will participate in variety of physical activities (e.g., games, athletics gymnastics and dance).</p> <p>(Refer to NaCCA-PE, 1B1.4.1.4.1).</p>

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
			<p>Tutors will introduce student teachers to moderate intensity activities such as in adowa, kundum, apatampa to elevate heartbeat moderately above resting heartbeat (fat burning zone).</p> <p>Tutors discuss with student teachers, how motor skills and movement patterns (games, athletics gymnastics and dance) relate to physical fitness and health promotion.</p>	<p>Student teachers will participate in moderate intensity activities such as in adowa, kundum, apatampa to elevate heartbeat (Refer to NaCCA-PE, B1.4.2.4.2)</p> <p>Student teachers answer questions on how motor skills and movement patterns relate to physical fitness and health promotion.</p>
		Stage 5 30 min	<p>Reflection and Closure.</p> <p>Tutors ask student teachers to express what they learned and match their responses to the purpose of the lesson.</p> <p>Tutors summarize the purpose of the lesson and assess the summaries of student teachers.</p> <p>Tutors state the focus of the next lesson on Traditional Aerobic Musical Genres III and provide expectations and reading assignment(s) for the next lesson.</p> <p>From 3:30 pm – 5:30pm, student teachers will practice motor skills and movement patterns while adhering to and applying the physical fitness concepts, principles, and strategies in real setting.</p> <p>(Refer to APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6).</p>	<p>Student teachers will express what they learned and match their responses to the purpose of the lesson.</p> <p>Student teachers listen attentively and take notes.</p> <p>From 3:30 pm – 5:30pm, student teachers will practice motor skills and movement patterns while adhering to and applying the physical fitness concepts, principles, and strategies in real setting.</p> <p>(Refer to APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6).</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> Group Assignment for Class Presentation the following week – moderate intensity dances, viz., Adowa, Kundum and Apatampa. Reflection by student teachers.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). Computers (Laptops or PCs) for playing back MP3 and MP4 files. LCD Projector and Screen. Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno). <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc. First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA.
Required Text (core)	<p>Physical Education</p> <p><i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i></p> <p><i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</i></p> <p><i>Music and Dance</i></p> <p><i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i></p> <p><i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i></p> <p><i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>
Additional Reading List	<p>Physical Education</p> <p><i>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.</i></p> <p><i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i></p> <p><i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i></p> <p><i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i></p> <p><i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p>

<p>Additional Reading List</p>	<p>Music and Dance</p> <p><i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i></p> <p><i>Mensah, A.A. (1971). Folk songs for schools. Accra: Ghana Publishing Corporation.</i></p> <p><i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i></p> <p><i>Nayo, N. Z. (Ed.) (1980). Songs for Ghanaian schools: A collection of 50 art songs. Winneba: National Academy of Music.</i></p> <p>Nketia, J. H. K. (1963). Drumming in Akan communities of Ghana. Edinburgh and London: University of Ghana and Thomas Nelson.</p>
<p>CPD needs</p>	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Traditional Aerobic Musical Genres III & Maintaining a level of physical fitness for health and performance				Lesson Duration	3 hours	
Lesson description	The purpose of this lesson is to introduce student teachers to moderate-vigorous intensity Traditional Aerobic Musical Genres III - Bawa, Bamaya, Nagla and Takai, and to help them to assess physical fitness to improve health and performance in physical education, dance and life in general. Student teachers will practice physical fitness skills including sit ups, push ups and seat and reach.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have studied sole and mixed gender dances. Also have studied and practiced moderate and vigorous dances.						
Possible barriers to learning in the lesson	Student teachers with movement and sight problems.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Class Discussion. • Differentiation in Small Group for Drumming and Dancing. • Analyses of Movement Patterns. • Creative Dance Composition. • Project-based and enquiry-based pedagogical strategies. 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Explore the three moderate-to-vigorous intensity indigenous dances (viz., Bawa, Bamaya, Nagla, and Takai) as well as physical fitness skills for health and performance-covering sit-ups, push-ups and sit and reach. • Describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Analyse movement patterns associated with the dances. • Relate pulse rate to target heart rate and physical fitness. • To help student teachers to elevate heartbeat to target heart rate zone above resting heartbeat. 						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome 	<p>Demonstrate physical activity and Ghanaian traditional musical genres at varying intensities. NTS 2e & 2f, NTECF p 23,29, Appendix 1 & 2, 3.</p> <p>Assess and maintain a level of physical fitness to improve health and performance. NaCCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4: NaCCA-PA, B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3).</p>	<ul style="list-style-type: none"> • Perform moderate- to-vigorous intensity activities such as bawa, bamaya, nagla, takai to elevate heartbeat (to target heart rate zone above resting heartbeat). • Identify human body parts and perform push-ups (biceps and triceps), sit and reach. • NaCCA, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4: 	<ul style="list-style-type: none"> • Learners respect cultural, linguistic, and socio-economic backgrounds of colleagues. • Gender and disability issues addressed. • Critical thinking, problem solving, and communication skills addressed through class discussion. • Use of L1 and L2 enhanced.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Traditional Aerobic Musical Genres III & Maintaining a level of physical fitness for health and performance		Stage 1 20 min	<p>Set Induction: Tutors will break the ice by reinforcing the inherent relationships between the Traditional Aerobic Musical Genres I & II and physical fitness and health promotion, through proper application of fitness concepts, principles, strategies, motor skills and movement patterns.</p> <p>Tutors reinforce the concepts of warm-up before activity and cool-down after activity as well as the need to drink water during and after activity. (Refer to NaCCA-PE, B1.4.3.4.3).</p>	<p>Student teachers listen attentively, reflect on the inherent relationships, connect to benefits of physical fitness and demonstrate ability to apply principles, strategies, motor skills and movement patterns in order to promote health promotion.</p> <p>Student teachers will continue to adhere to the habit of warming up before physical activity and cooling down after physical activity as well as the need to drink water during and after activity.</p>

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 2 80 min	<p>Tutors will introduce physical fitness skills including moderate-to-vigorous intensity activities such as bawa, bamaya, nagla, takai while connecting to heartbeat and target heart rate zone.</p> <p>Tutors invite student teachers who are familiar with the dances to demonstrate them to the class. (Refer to APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6). Specifically- NaCCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4.</p>	<p>Student teachers listen attentively, reflect on the inherent connection between heartbeat, target heart rate zone and the traditional aerobic musical genre (e.g., bawa, bamaya, nagla, takai).</p> <p>Student teachers will watch the demonstration and engage in moderate-to vigorous intensity dances to promote health.</p> <p>NaCCA-PE 2019 syllabus Refer to APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6).</p>
		Stage 3 50 min	<p>Tutors will introduce student teachers to physical fitness skills including push-ups and sit & reach while reinforcing the connections between body parts (e.g., biceps, triceps and abdominals) in the application and performance of the physical fitness skills. NaCCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4</p>	<p>Student teachers listen attentively, reflect on body parts and demonstrate ability to apply the body parts in the performance of physical fitness skills.</p> <p>NaCCA-PE 2019 syllabus Refer to APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6)</p>

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 4 30 min	<p>Reflection and Closure.</p> <p>Tutors ask student teachers to express what they learned and match their responses to the purpose of the lesson.</p> <p>Tutors summarize the purpose of the lesson and assess the summaries of student teachers.</p> <p>Tutors state the focus of the next lesson on introduction to the requirements and recommendations for physical activity and provide expectations and reading assignment(s) for the next lesson.</p> <p>For the 3:30 pm – 5:30pm afternoon session, student teachers will practice moderate- to vigorous intensity aerobic dances as well as physical fitness activities. (Refer to APPENDIX 2, NaCCA-PE, B1.1.1.1 – B1.1.1.6).</p>	<p>Student teachers will express what they learned and match their responses to the purpose of the lesson.</p> <p>Student teachers listen attentively and take notes.</p> <p>For the 3:30 pm – 5:30pm afternoon session, student teachers will practice moderate- to vigorous intensity aerobic dances as well as physical fitness activities.</p>

<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson.</p>	<ul style="list-style-type: none"> • Group Assignment for Class Presentation the following week – moderate-to-vigorous intensity dances, viz., Bawa, Bamaya, Nagla, and Takai. • Reflection by student teachers.
<p>Instructional Resources</p>	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> • Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). • Computers (Laptops or PCs) for playing back MP3 and MP4 files. • LCD Projector and Screen. • Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno). <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. • Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc. • First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA

Required Text (core)	<p>Physical Education <i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i> <i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</i></p> <p>Music and Dance <i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i> <i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i> <i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>
Additional Reading List	<p>Physical Education <i>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th ed). Boston: McGraw Hill.</i> <i>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6thed.). Boston: McGraw – Hill.</i> <i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i> <i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i> <i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance <i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i> <i>Mensah, A.A. (1971). Folk songs for schools. Accra: Ghana Publishing Corporation.</i> <i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i> <i>Nayo, N. Z. (Ed.) (1980). Songs for Ghanaian schools: A collection of 50 art songs. Winneba: National Academy of Music.</i> <i>Nketia, J. H. K. (1963). Drumming in Akan communities of Ghana. Edinburgh and London: University of Ghana and Thomas Nelson.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Introduction to the requirements and recommendations for physical activity				Lesson Duration	3 hours	
Lesson description	This lesson covers the World Health Organization’s recommendations for active healthy living including aerobic endurance, muscular strength and endurance, bone strength, flexibility and balance.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers know about traditional aerobic musical genres and can assess physical fitness. They also know physical fitness concepts, principles, and strategies to improve health and performance.						
Possible barriers to learning in the lesson	Examples of barriers include environmental, economic and psychological factors.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Student teachers conduct independent search on the internet for various physical exercises or activities to share and perform in small groups in class. Face-to-face: Tutors introduce and discuss requirements and recommendations for physical activity.						
Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed.	<ul style="list-style-type: none"> • Provide student teachers with the knowledge and opportunities to develop positive attitude towards regular physical activity. • Help student teachers overcome barriers to regular participation in health-related physical activities. • Develop awareness and importance of physical activity regulations for healthy lifestyle. 						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	Demonstrate knowledge and understanding of the key requirements and recommendations for active healthy living. NTS 2e & 2f, NTECF p 23,29, NaCCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4: NaCCA-PE, B1.4.1.4.1, B1.4.2.4.2, B1.4.3.4.3.	<ul style="list-style-type: none"> • Develop adherence tendencies for regular participation in physical activity. • Demonstrate understanding of the relevance of frequency, Intensity and duration in regular physical activity adherence. • Demonstrate ability to read and record heart rate and blood pressure, and measure height and weight as vital signs for active health assessment. 	<ul style="list-style-type: none"> • Assessment of vital signs. • Differentiation, comparison, decision-making.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Requirements and recommendations for active living		Stage 1 15 min	Set Induction: A quick review of the previous lesson. Invite student teachers' reflective questions from the previous lesson and test for their retentive understanding. Tell student teachers what's to be learned in this lesson and how the lesson will be delivered.	Student teachers engage in small group reflective exercise and ask questions for clarification on previous knowledge.
		Stage 2 45 min	Small group discussion on frequency, intensity and duration. Tutors set student teachers into small groups to identify practical activities to explain their understanding of frequency, intensity and duration. Tutors reflect on student teachers' responses (examples) and help them to refine their understanding and practical examples.	Student teachers engage in reflective discussion to showcase their understanding of the concepts. They gather examples from the internet and demonstrate them to support their understanding.

Topic:	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		Stage 3 60 min	Tutors and student teachers develop a data collection checklist on the following; pulse rate, blood pressure, height and weight. Tutors demonstrate how to read pulse rate, blood pressure, height and weight using various equipment.	Student teachers work in pairs and in small groups learning and practicing how to use various equipment to measure pulse rate, blood pressure, height and weight.
		Stage 4 25 min	Tutors help student teachers to explore barriers to regular participation in physical.	Student teachers identify barriers and impediment and they justify with reasons for selection.
		Stage 5 35 min	Reflection and closure Tutors randomly pick student teachers to tell/show what they have learned. Tutors set the target for the next lesson by asking student teachers to research the web for examples of balance and flexibility activities.	Student teachers reflect on the lesson through questions and answers and demonstration of what they have learned.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ol style="list-style-type: none"> 1. Cooperative learning and assessment of the practice by peers. 2. Reflection by student teachers.
Instructional Resources	<p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Blood pressure measuring instrument and scale for weight
Required Text (core)	<p><i>World Health Organization. (2010). Global recommendations on physical activity for health. WHO Library, Geneva. Retrieved from: http://www.who.int/dietphysicalactivity/factsheet_recommendations/en.</i></p> <p><i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i></p> <p><i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service.</i></p>

Additional Reading List	<p><i>Sofo, S., Asola, E.F., & Thompson, E. (2019). Prevalence of Active school transportation in the Upper East and Upper West Regions of Ghana. International Journal of Public Health Science, 8(1).</i></p> <p><i>Sallis JF, Bull F, Guthold R, et al. Progress in physical activity over the Olympic quadrennium. Lancet. 2016;388(10051):1325-1336. doi:10.1016/S0140-6736(16)30581-5</i></p> <p><i>Janssen I, Leblanc AG. Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. Int J Behav Nutr Phys Act. 2010; 7:40. doi:10.1186/1479-5868-7-40.</i></p> <p><i>World Health Organization. Development of WHO Practice Guidelines: Recommended Process. Geneva, World Health Organization, 2001.</i></p> <p><i>World Health Organization. (2016). Report of the Commission on ending childhood obesity. WHO Library, Geneva. Retrieved from: http://www.who.int/end-childhood-obesity/en.</i></p> <p><i>World Health Organization. (2018). World Life Expectancy Ranking. Retrieved from: https://www.worldlifeexpectancy.com/ghana-life-expectancy. November 2018.</i></p> <p><i>The world health report 2001. Mental health: new understanding, new hope. Geneva, World Health Organization, 2001.</i></p> <p><i>Videos on YouTube and other web resources.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to WHO recommended physical activity components				Lesson Duration	3 hours	
Lesson description	Lesson focuses on the WHO-recommended physical activity components necessary to ensuring health-related physical fitness.						
Previous student teacher knowledge, prior learning (assumed)	<ul style="list-style-type: none"> • Student teachers have participated in traditional genres and practiced reading pulse rate and can differentiate between moderate and vigorous intensities of exercise. • Student teachers have participated in traditional genres and practiced reading pulse rate and can differentiate between moderate and vigorous intensities of exercise. 						
Possible barriers to learning in the lesson	Psychological barriers and motivation level, fear and anxiety, lack of practical know-how.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion concerning the recommendations for physical activity. Physical Activity performance to show how the key concepts manifest in real life.						

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>The purpose is to:</p> <ul style="list-style-type: none"> • Guide student teachers to develop appreciation and to demonstrate practical beginning level adherence to meeting the WHO requirements and recommendations or healthy living. • Identify the physical activity components to develop for active healthy living. • Guide student teachers to build a repertoire of activities for strength and endurance development. • Differentiate between activities for balance and flexibility, and muscular strength and endurance requirements. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>Demonstrate knowledge and understanding of the physical activity components to develop for active healthy living.</p>	<ul style="list-style-type: none"> • Build a repertoire of activities for strength and endurance development. • Differentiate between activities for balance and flexibility, and muscular strength and endurance requirements. 	<ul style="list-style-type: none"> • Critical thinking. • Synthesis. • Decision-making. • Reflection. • Application.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
WHO recommended physical activity components		Stage 1 15 min	Set Induction: Make a quick review of the previous lesson. Invite student reflective questions from the previous lesson and test for their retentive understanding. Tell student teachers what is to be learned in this lesson and how the lesson will be delivered.	Engage in small group reflective exercise and ask questions for clarification on previous knowledge.
		Stage 2 45 min	Tutors show and tell flexibility and balance activities and helps student teachers to explore the benefits of balance and flexibility as it relates to dance and sports.	Explore variety of activities and do show and tell in small groups. Before class, student teachers research the web for various activities.
		Stage 3 40 min	Tutors show and tell muscular strength and endurance activities and helps student teachers to explore the benefits of muscular strength and endurance as it relates to dance and sports.	Explore variety of a activities and do show and tell in small groups. Before class student teachers research the web for various activities.
		Stage 4 60 min	Tutors show and tell bone strength and endurance activities and helps student teachers to explore the benefits of bone strength and endurance as it relates to dance and sports.	Explore variety of activities and do show and tell in small groups. Before class, student teachers research the web for various activities.
		Stage 5 20 min	Reflection and closure Tutors randomly pick student teachers to tell/show what they have learned. Tutors set the target for the next lesson by asking student teachers to research the web for correlation between visual arts, music, dance, drama and media arts through video documentaries pertaining to the community.	Reflect on the lesson through questions and answers and demonstration of a what they have learned.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> • Reflection by student teachers on the lesson through questions and answers and demonstration of what they have learned. • Peer feedback on performance.
Instructional Resources	<ul style="list-style-type: none"> • Sit-and-reach boxes. • Videos from YouTube on various components of fitness.
Required Text (core)	<p>World Health Organization. (2010). Global recommendations on physical activity for health. WHO Library, Geneva. Retrieved from: http://www.who.int/dietphysicalactivity/factsheet_recommendations/en.</p> <p>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service.</p>
Additional Reading List	<p><i>Sofo, S., Asola, E.F., & Thompson, E. (2019). Prevalence of Active school transportation in the Upper East and Upper West Regions of Ghana. International Journal of Public Health Science, 8(1).</i></p> <p><i>Sallis JF, Bull F, Guthold R, et al. Progress in physical activity over the Olympic quadrennium. Lancet. 2016;388(10051):1325-1336. doi:10.1016/S0140-6736(16)30581-5</i></p> <p><i>Janssen I, Leblanc AG. Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. Int J Behav Nutr Phys Act. 2010; 7:40. doi:10.1186/1479-5868-7-40.</i></p> <p><i>World Health Organization. Development of WHO Practice Guidelines: Recommended Process. Geneva, World Health Organization, 2001.</i></p> <p><i>World Health Organization. (2016). Report of the Commission on ending childhood obesity. WHO Library, Geneva. Retrieved from: http://www.who.int/end-childhood-obesity/en.</i></p> <p><i>World Health Organization. (2018). World Life Expectancy Ranking. Retrieved from: https://www.worldlifeexpectancy.com/ghana-life-expectancy. November 2018.</i></p> <p><i>The world health report 2001. Mental health: new understanding, new hope. Geneva, World Health Organization, 2001.</i></p> <p><i>Videos on YouTube and other web resources</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	School Assembly Songs and Physical Activities I						Lesson Duration	3 hours
Lesson description	This lesson exposes student teachers to PEMD repertoire acquisition and group performance. Student teachers work in groups to create dance and perform with music of their choice.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experience dancing to various songs in previous lessons and have analysed some movement patterns within these dances.							
Possible barriers to learning in the lesson	Student teachers with movement and sight challenges.							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study √	E-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class discussion: To explain expectations and demands of the PEMD repertoire for basic schools.</p> <p>Physical Exercise Demonstration: Student teachers select; analyse; interpret; rehearse, evaluate and refine; and present physical activities in groups in class.</p> <p>Class Singing: Student teachers select; analyse; interpret; rehearse, evaluate and refine; and present songs in groups in class (See Appendix 1 for the repertoire list.).</p>							

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Student teachers explore and build repertoire of physical activities for classroom teaching. • Student teachers explore and build repertoire of songs and dance genres for classroom teaching. • Student teachers gain skills in repertoire performance. • Student teachers develop skills in assessing group performance. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>Build vocal repertoire of school assembly songs and fundamental movement concepts and patterns. NTS 2e & 2f, NTECF p 23,29.</p> <p>NaCCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4 B1.3.1.3.1, B1.4.1.4 B1.1.12.1.15, B1.1.12.1.16 B1.1.12.1.15, B1.1.12.1.16 NaCCA-PA, B1. 2.3.4. (1, 2 & 3) to B6. 2.3.4. (1, 2 & 3) and B1. 2.3.5. (1, 2 & 3) to B6. 2.3.5. (1, 2 & 3) B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p>	<ul style="list-style-type: none"> • Perform from memory the patriotic matching songs plus the Ghana National Anthem and Yen Ara Asaase Ni. • Perform movement patterns including walking and matching at low to high intensity and varying with fundamental movement (e.g., walking, leaping, hopping, bending, twisting, galloping and skipping). 	<ul style="list-style-type: none"> • Problem solving, • Cultural and civic literacy, innovation and collaboration • Diversity and inclusivity, • Information literacy, ethical issues on stereotyping in music and • PE L1 and L2 literacy.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected.				
Teacher-led collaborative group work or independent.				
School assembly songs and physical activities		Stage 1 15 min	Set induction: Tutors break the ice with a joke, a game, a song or any activity. Tutors then review the importance of the integration of music and Physical Education.	Student teachers respond to teacher's ice breaker. Student teachers then mention some of the links they have made between music, dance and physical activity.
		Stage 2 30 min	Small Group Work: Tutors assign student teachers to groups and asks them to brainstorm on physical activities children can partake in at the Early Grade, Primary and JHS levels.	Student teachers work in groups to brainstorm and list physical activities children can partake in at the Early Grade, Primary and JHS levels.
		Stage 3 30 min	Small Group Work: Tutors assign student teachers to groups and asks them to brainstorm on songs and dance repertoire.	Student teachers work in groups to brainstorm on songs and dance repertoire they can use at the Early Grade, Primary and JHS levels.
		Stage 4 75 min	Class Presentation: Tutors allow groups to present their repertoire as teacher comments on their repertoire choice.	Student teachers present their repertoire in groups and discuss the rubrics of the group performance and peer assess each other.
		Stage 5 30 min	Reflection and closure. Tutors as student teachers to reflect on the lesson and finally evaluates.	Student teachers critique each other's performance in groups using the rubrics for assessment.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	<ul style="list-style-type: none"> • Peer assessment of group presentation on creative dance demonstrating the ability to sing/act/ dance to a variety of simple songs of various cultures by memory with increasing accuracy of pitch and rhythm. • Rubric-based assessments.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> • Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). • Computers (Laptops or PCs) for playing back MP3 and MP4 files. • LCD Projector and Screen. • Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno). <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. • Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.
Required Text (core)	<p>Physical Education <i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA). Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service.</i></p> <p>Music and Dance <i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i> <i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i> <i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>

<p>Additional Reading List</p>	<p>Physical Education</p> <p><i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i></p> <p><i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i></p> <p><i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance</p> <p><i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i></p> <p><i>Mensah, A.A. (1971). Folk songs for schools. Accra: Ghana Publishing Corporation.</i></p> <p><i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i></p> <p><i>Nayo, N. Z. (Ed.) (1980). Songs for Ghanaian schools: A collection of 50 art songs. Winneba: National Academy of Music.</i></p> <p><i>Nketia, J. H. K. (1963). Drumming in Akan communities of Ghana. Edinburgh and London: University of Ghana and Thomas Nelson.</i></p>
<p>CPD needs</p>	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	School Assembly Songs and Physical Activities II						Lesson Duration	3 hours
Lesson description	This lesson exposes student teachers to PEMD repertoire acquisition and group performance. Student teachers work in groups to create dance and perform with music of their choice.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experience in dancing to various songs in previous lessons and have analysed some movement patterns within these dances.							
Possible barriers to learning in the lesson	Student teachers with movement and sight challenges.							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	E-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class discussion: To explain expectations and demands of the PEMD repertoire for basic schools.</p> <p>Physical Exercise Demonstration: Student teachers select; analyse; interpret; rehearse, evaluate and refine; and present physical activities in groups in class.</p> <p>Class Singing: Student teachers select; analyse; interpret; rehearse, evaluate and refine; and present songs in groups in class (See Appendix 2 for the repertoire list.)</p>							

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • Student teachers explore and build repertoire of physical activities for classroom teaching. • Student teachers explore and build repertoire of songs and dance genres for classroom teaching. • Student teachers gain skills in repertoire performance. • Student teachers develop skills in assessing group performance. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>Build vocal repertoire of school assembly songs, and folk songs for teaching dance and fundamental movement concepts and patterns.</p> <p>NaCCA-PA, B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3) B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p>	<ul style="list-style-type: none"> • Perform from memory the: (a) Ghana National Anthem; (b) Yɛn Ara Asaase Ni; and (c) National Pledge and two folk songs each from four (4) Ghanaian linguistic cultures. • List a repertoire of physical activities student teachers can use at the Early Grade, Primary and JHS levels to perform activities like walking, jogging, leaping, hopping, bending, twisting, galloping and skipping. 	<ul style="list-style-type: none"> • Problem solving. • Cultural and civic literacy, innovation and collaboration. • Diversity and inclusivity. • Information literacy. • Ethical issues on stereotyping in music and PE. • L1 and L2 literacy.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
School assembly songs and physical activities II		Stage 1 15 min	Set induction: Tutors ask student teachers to reflect on some of the interesting activities they observed from the group performances in the previous lesson.	Student teachers respond to tutors by describing the activities and then mention some of the movement patterns.
		Stage 2 30 min	Small Group Work: Tutors ask student teachers to continue to work in groups and asks them to brainstorm on physical activities children can partake in at the Early Grade, Primary and JHS levels.	Student teachers work in groups to brainstorm and list physical activities children can partake in at the Early Grade, Primary and JHS levels.
		Stage 3 30 min	Small Group Work: Tutors assign student teachers to new groups and asks them to brainstorm on songs and dance repertoire student teachers can use in at the Early Grade, Primary and JHS levels.	Student teachers work in groups to brainstorm on songs and dance repertoire they can use at the Early Grade, Primary and JHS levels.
		Stage 4 75 min	Class Presentation: Groups come to present their repertoire as tutors comment on their repertoire choice.	Student teachers present in groups and discuss the rubrics of the group performance and peer assess each other.
		Stage 5 - 30 min	Reflection and Closure. Tutors ask student teachers to reflect on the lesson and finally evaluates.	Student teachers critique each other's performance in their groups using the rubrics for assessment

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> • Peer assessment of group presentation on creative dance, demonstrating the ability to sing/act/ dance to a variety of simple songs of various cultures by memory with increasing accuracy of pitch and rhythm. • Rubric based assessments.
Instructional Resources	<p>A modest recording and playback gadget in the classroom or music room.</p> <ul style="list-style-type: none"> • Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone). • Computers (Laptops or PCs) for playing back MP3 and MP4 files. • LCD Projector and Screen. • Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno). <p>Modest physical education equipment and materials.</p> <ul style="list-style-type: none"> • Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc. • Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.
Required Text (core)	<p>Physical Education <i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i></p> <p><i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service.</i></p> <p>Music and Dance <i>Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.</i></p> <p><i>Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh</i> <i>Younge, P. Y. (2011). Music and dance traditions of Ghana: History, performance and teaching. Jefferson, NC: McFarland & Company, Inc.</i></p>

Additional Reading List	<p>Physical Education</p> <p><i>Ghana Education Service (GES) (2017). Physical Education and sports implementation guidelines. Accra: Ghana Education Service.</i></p> <p><i>Nyawornota V.K., Aryeetey, R., Bosomprah, S., Aikins, M. (2013). An exploratory study of physical activity and over-weight in two senior high schools in the Accra Metropolis. Ghana Medical Journal, 47(4):197-203.</i></p> <p><i>Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported physical activity levels and equipment use as predictors of body composition of members in Ghanaian fitness clubs. Researchjournal's Journal of Public Health. 1, 4: 7-16.</i></p> <p><i>World Health Organization (2010). Global recommendations on physical activity for health. Geneva: WHO.</i></p> <p>Music and Dance</p> <p><i>Ebeli, E. (2018). Teaching and learning Ghanaian traditional music. Accra: WGCBC Publications.</i></p> <p><i>Mensah, A.A. (1971). Folk songs for schools. Accra: Ghana Publishing Corporation.</i></p> <p><i>T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). Accra: Ministry of Education Website: http://oer.t-tel.org.</i></p> <p><i>Nayo, N. Z. (Ed.) (1980). Songs for Ghanaian schools: A collection of 50 art songs. Winneba: National Academy of Music.</i></p> <p><i>Nketia, J. H. K. (1963). Drumming in Akan communities of Ghana. Edinburgh and London: University of Ghana and Thomas Nelson.</i></p>
CPD needs	<ul style="list-style-type: none"> • See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	Level 100	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	First Aid and Cardiopulmonary Resuscitation Workshop and Certification				Lesson Duration	3 hours	
Lesson description	This is a workshop and a refresher course towards certification in first aid and cardiopulmonary resuscitation conducted by the Ghana Red Cross or an appropriate certifying body.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have completed Lesson 5, Safety Precautions in the Laboratory in Integrated Science in semester 1 year 1. Student teachers have completed First Aid and CPR course (in Science) in Sem 2 Lesson 3.						
Possible barriers to learning in the lesson	Insufficient background knowledge and skills to take certification in FA-CPR.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars	Independent Study	E-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Physical Activity: Engage in further practical training FA-CPR on dummies and real people. Class Discussion: Refreshing on various topics in preparation for the FA-CPR certification.						

<ul style="list-style-type: none"> • Purpose for the lesson, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<ul style="list-style-type: none"> • To prepare student teachers for the national certification in FA-CPR. • Student teachers will engage in refresher/workshop activities to get them in readiness for the FA-CPR certification. 		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	Preparation for certification in First Aid and Cardiopulmonary Resuscitation (FA & CPR)	<ul style="list-style-type: none"> • Practice of safety/protective procedures in physically active settings. • Practice of first aid in sports and physical activity and dance setting. • Practice of cardiopulmonary resuscitation in sports and physical activity and dance setting. 	<ul style="list-style-type: none"> • Practice of safety/protective procedures in physically active settings. • Practice of first aid in sports and physical activity and dance setting. • Practice of cardiopulmonary resuscitation in sports and physical activity and dance setting.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
First Aid and Cardiopulmonary Resuscitation Workshop and Certification Practice of safety/protective procedures in physically active settings Practice of first aid in sports and physical activity and dance setting Practice of cardiopulmonary resuscitation in sports and physical activity and dance setting		Stage 1 45 min	Rehearsal Sessions: Student teachers go into their groups and brainstorm on their tasks at designated venues as tutors go around to supervise and offer suggestions.	
		Stage 2 15 min	Assignment: Groups finalise their 10-minute rehearsal plan taking into consideration materials involved in the practical demonstration. Rehearsal/Practice Plans: Plans are to be submitted to tutors at the end of the session.	
		Stage 3 45 min	General Rehearsals/Practice: Student teachers practice in their groups at designated venues (e.g., shady areas away from study areas) as tutors go around to supervise.	
		Stage 4 15 min	Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc	
		Stage 5 60 min	Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups. Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47. Portfolio Building: Student teachers update their Learning Journals for future reflection PD Theme 1 p.12. Revision for Exams: Tutors discuss the format of their summative assessment.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Certification exams.			
Instructional Resources	Modest physical education equipment and materials. <ul style="list-style-type: none"> • First Aid/ CPR/AED: Participants Manual (2014) American Red Cross; Stay Well Health & Safety Solutions; USA 			

Required Text (core)	<p><i>Jerron, P. (2007). Emergency Care and First Aid for Nurses. A Practical guide. Churchill Livingstone Elsevier, Edinburgh.</i></p> <p><i>British Red Cross Society (2002). First Aid Manual, Emergency procedures for everyone at work, at home, at leisure (8th Ed.). Dorling Kindersley, London.</i></p>
Additional Reading List	<p><i>CPR Videos on YouTube and other web resources.</i></p> <p><i>Ghana Education Service (2019). Pre-tertiary curricula for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</i></p> <p><i>Ghana Education Service (2017). Physical Education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service.</i></p>
CPD needs	<p>See PD Material on Year 1 Semester 2 Course on Intersection of Physical Education, Sport, Music and Dance (PEMD).</p>

APPENDICES

APPENDIX 1 – SCHOOL REPERTOIRE

REPERTOIRE FOR BEGINNING TEACHING — For all specialisms [KG-B3, B4-B6 and JHS]

- In year one, student-teachers will be expected to demonstrate knowledge in singing the following Assembly Songs:
- Ghana National Anthem; Yen Ara Asase Ni; National Pledge & simple Christian Hymns for school worship and marching to classrooms.

REPERTOIRE FOR DEVELOPING TEACHING — [KG-B3, B4-B6 and JHS] specialisms

In year two, student-teachers will be expected to demonstrate considerable knowledge and skills in singing repertoire prescribed for KG-B3, B4-B6 and JHS levels in the pre-tertiary syllabuses. Below are the prescribed repertoires.

Nursery Rhyme, Lullabies & Songs

Kye kye ku le; Bɔdambɔ ekor; Bankye, bankye; Ɔba yi woana ne ba?; Kofi kple Ama; Tuutuu gbɔvi; Deɖe vinye loo, Toboli; etc.

A, B, C, D!; Hot cross buns; Happy birthday to you; London bridge is broken down; London's burning; One man went to mow; Sing a song of sixpence; This old man; Twinkle, twinkle, little star; Polly put the kettle on; Bobby Shafto's gone to sea; Oh dear, what can the matter be?; Thank you, thank you; Jan, Feb, Mar; 1,2,3,4; Paracetamol; Thank you for the world so sweet;

Play/Game Song

Sansaw Akroma; Ɔbo 'si mi nsa; Fa 'mpabua be hyia me oo; Adwoa Atta; Kofi bra yendzi agor; Kofi Atta nyim sanku bo; Paanoo hyew!; Sii, sii, sii; Petɛ, petɛ; Sisi mbom! Tabon mbom!; Prom, prom, prom; Mɔni afo le Juɛ; Nyɔɔtsere ni eje; etc.

Folk Songs

Kese avi hoo; Awome, awome ee!; Na mo ye le awui? Taabanyiriba; Kweku dom suro!; Meyir Esi Kwansah; Abena, Abena, Abena; Egya Abɔfo; Zɔɔɔ be nyere ye; Larina Sinyeri; To le ase wo de; Ma no efe dusi me; Mi tee Chorkor; Alonte juɔ ee!; Awoo, Niimeɪ m'ba; etc.

Patriotic Songs, Folk Songs & Traditional Folk Tales

B3: Ghana My Happy Home, and Dwene Oman Yi Ho; Me Ko Mampong Dwa oo, Obi Mfre Nana See Mma Me, & Ye Ko Ahhi Ko

B4: Arise and Shine, and Omanba Pa; Alonte Juɔ Ee!, ABCD Iya Dzo Kpanlogo and Mi Tee Chorkor

B5: Ghana Young Patriots March, and Se Oman Beye Yie a; Agbayee Mi Dia Agba Mam'a, De Sro De Afe Ne Gbe and Aklie do go ka me, tu dia na go!

B6: Ghana Nyigba, and Monsom, Monsom monsom mma yen ye adwuma; and Kue 'dia ame nu loo, Ma no efe dusi me, Abana yiboe nye yee!, and Lolo de ka, va ma kro wo.

REPERTOIRE FOR EMBEDDING TEACHING — [JHS Specialisms]

Patriotic Songs [PS], Folk Songs [FS], Mmbɔguo [FTS] & National Artefacts [NA]

JHS1: [PS] The State Pledge and Oman Be Ye Yie; [FS] Kuu Nang Ven Gima; Zon` Be Nyere Ye; Ati Kyi Lɛɛ; [FTS] Bandaa Nya Kadi Kalala; Bie woo, Bie woo, Tang Tang ta; [NA] The Coat of Arms.

JHS2: [PS] Long Live Ghana and Ghana Leazo Li Dzi Sesie; [FS] Okwan tsen tsen awar e, monnko o; Me Yir Esi Kwansah; Abena, Abena, Abena; [FTS] Kweku De Onsuoro; and Egya Abɔfo; [NA] The State Sword.

JHS3: [PS] Ghana National Anthem and Ghana Lom; [FS] Bamaya, Bamaya Oniyakuruba; Larina Sinyeri; Dé Bam De Ne Nayere; [FTS] Bandaa Nya Kadi Kalala; Sahakam njin Nyari Wuntan Laa; and Zabli Zabli Zabli; [NA] The State Mace.

SUGGESTED INSTRUMENTS THAT COULD BE OFFERED IN SCHOOLS

Schools are encouraged to build a resource of musical instruments such as:

- African - Atenteben, Gyile (Xylophone), Seperewa, Kɔnɔgo, Guitar and Drums.
- Western - Recorder, Trumpet, Trombone, Clarinet, Saxophone and Piano/Keyboard.

APPENDIX 2

Physical Education, Music & Dance

Year 1 Semester 2 Afternoon Practical Activity Planner

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
1	Awareness, misconceptions, biases, barriers and transition to ITE and PEMD environment	<ul style="list-style-type: none"> • Practice of ampe as gender neutral traditional activity. • Form mixed gender teams. • Refer to Appendix 5 for ampe help notes. 	<ul style="list-style-type: none"> • Practice of traditional games. • Celebration of cultures- student teachers introduce games from their communities. • Analyse the level of intensity. 	<ul style="list-style-type: none"> • Practice of traditional dances. • Celebration of cultures- student teachers introduce games from their communities. • Analyse the level of intensity.
2	Inter-disciplinary Connections I: Creative Arts	<ul style="list-style-type: none"> • Work in small groups to develop creative traditional activities that can be used with learners in basic schools. • Analyse and share with other groups. • Teach activities to another group. • Practice activities together. 	<ul style="list-style-type: none"> • Work in small groups to develop creative dance activities that can be used with learners in basic schools. • Analyse and share with other groups. • Teach activities to another group. • Practice activities together. 	<ul style="list-style-type: none"> • Reflect on performances during practice and then fine tune the activities (both games and dances) you created as a group.
3	Inter-disciplinary Connections II: Mathematics and Science	<ul style="list-style-type: none"> • Create games, dances and songs, in small groups, that can emphasize numbers, days of the week, months of the year, seasons, weather and ecosystems- just to name a few. You can add to the least. • Practice and refine the games, dances and songs you created. 	<ul style="list-style-type: none"> • Teach the games, dances and songs you created to another group. • Practice together with the other group. • Allow the other group to critique your games, dances and songs. • Reflect on the games, dances and songs as well as the comments from the other group. 	Independent small group work on the activities you created and practiced as a group.

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
4	Inter-disciplinary Connections III: Life span	Identify events and festivals that emphasize all 3 components of physical activity, dance and music, and are culturally relevant. Like those introduced in class and more.	Continue to practise events in small groups.	
5	Traditional Aerobic Musical Genres	<p>Group Formation: Student teachers form groups depending on the number of student teachers (each for one dance) based on their choice and form their ensembles and together select their (e.g., master drummers/lead singers/aerobics dance leaders; drummers, dancers and choreographers, etc.). PD Theme 4 p.15.</p> <p>Assignment: Groups plan their 10-minutes musical performance taking into consideration intensity variations and taking pulse. Rehearsal/Practice Plans: Plans would be submitted to tutors at the end of the session.</p>	<p>General Rehearsals/ Practice: Student teachers would practice in the groups at designated venues (e.g., shady areas away from study areas) as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups. Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Independent Study Assignment: Put student teachers into four groups and let them randomly pick any of the topics listed in Week 6 and task them to prepare for practical demonstration of the topics chosen in the following week.</p>
6	<ol style="list-style-type: none"> 1. Frequency, intensity & duration. 2. Heart rate, blood pressure. 3. Height and weight. 4. Barriers to regular participation in health-related physical activities. 	<p>Rehearsal Sessions: Student go into their groups and brainstorm on their tasks at designated venues as tutors go around to supervise and offer suggestions.</p> <p>Assignment: Groups finalise their 10-minute rehearsal plan taking into consideration materials involved in the practical demonstration.</p>	<p>General Rehearsals/ Practice: Student teachers practice in their groups at designated venues (e.g., shady areas away from study areas) as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups. Time is allowed for questions and comments on Core OR Transferable Skills) PDPT7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p>

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
6		<p>Rehearsal/Practice Plans: Plans are be submitted to tutors at the end of the session.</p>		<p>Independent Study Assignment: Put student teachers into six groups and let them randomly pick any of the topics listed in Week 7 (two groups for a topic) and task them to prepare for practical demonstration of the topics chosen in the following week.</p>
7	<ol style="list-style-type: none"> 1. Muscular strength & endurance. 2. Balance & flexibility. 3. Aerobic endurance. 	<p>Rehearsal Sessions: Student go into their groups and brainstorm on their tasks at designated venues as tutors go around to supervise and offer suggestions.</p> <p>Assignment: Groups finalise their 10-minute rehearsal plan taking into consideration materials involved in the practical demonstration.</p> <p>Rehearsal/Practice Plans: Plans are be submitted to tutors at the end of the session.</p>	<p>General Rehearsals/ Practice: Student teachers practice in their groups at designated venues (e.g., shady areas away from study areas) as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups. Time is allowed for questions and comments on Core OR Transferable Skills) PDPT7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Independent Study Assignment: Put student teachers into five groups and let them randomly pick any of the disciplines listed in Week 8 and task them to pick any creative art artefact prepare to discuss and describe how their chosen artefact communicate a social, personal, cultural, or abstract theme and also how it connects with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums.</p>

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
8	Dance, theatre, film, music and visual arts	<p>Using Creative Approaches to Select Artefact: Student go into their groups and brainstorm on their tasks at designated venues to agree on their artefact for the group. Tutors go around to supervise and offer suggestions PD Theme 1 p.23.</p> <p>Assignment: Groups discuss further and note points on their inter-disciplinary connections. Each group finally plans a 10-minute class presentation taking into consideration how their chosen artefact communicates a social, personal, cultural, or abstract theme and how it connects with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums.</p> <p>Class Presentation Plan: Plans are be submitted to tutors at the end of the session.</p>	<p>Dress Rehearsals of Class Presentations: Student teachers practice in their groups at designated venues (using their PowerPoint Presentations) as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.47, p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups. Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Independent Study Assignment: Put student teachers into five groups and let them randomly pick any of the disciplines listed in Week 9 and task them to pick any creative art artefact prepare to discuss and describe how their chosen artefact communicate a social, personal, cultural, or abstract theme and also how it connects with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums.</p>

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
9	Building a repertoire of songs and physical activities pertaining to Mathematics and Science	<p>Using Creative Approaches to Select Video: Student go into their groups and brainstorm on their tasks at designated venues to agree on their video for the group. Tutors go around to supervise and offer suggestions PD Theme 1 p.23.</p> <p>Assignment: Groups discuss further and note points on their inter-disciplinary connections. Each group finally plans a 10-minutes class presentation taking into consideration how their chosen artefact communicates numbers, days of the week, months of the year, seasons, nature, weather, ecosystems, environment and safety, etc. and language arts skills in both L1 and L2 mediums.</p> <p>Class Presentation Plan: Plans are be submitted to tutors at the end of the session.</p>	<p>Dress Rehearsals of Class Presentations: Student teachers practice in their groups at designated venues (using their PowerPoint Presentations) as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups.</p> <p>Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Independent Study Assignment: Put student teachers into four groups and let them randomly pick any of the disciplines listed in Week 10 and task them to pick any video, prepare to discuss, and describe how their chosen video communicates history, geography, rite-de-passage (i.e., life span), festivals and language arts skills, in both L1 and L2 mediums.</p>

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
10	Building a repertoire of songs pertaining to history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc.,	<p>Using Creative Approaches to Select Video: Student go into their groups and brainstorm on their tasks at designated venues to agree on their video for the group. Tutors go around to supervise and offer suggestions PD Theme 1 p.23.</p> <p>Assignment: Groups discuss further and note points on their inter-disciplinary connections. Each group finally plans a 10-minute class presentation taking into consideration how their chosen artefact communicates numbers, days of the week, months of the year, seasons, nature, weather, ecosystems, environment and safety, etc. and language arts skills in both L1 and L2 mediums.</p> <p>Class Presentation Plan: Plans are be submitted to tutors at the end of the session.</p>	<p>Dress Rehearsals of Class Presentations: student teachers practice in their groups at designated venues (using their PowerPoint Presentations) as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups.</p> <p>Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Independent Study Assignment: Put student teachers into four groups and let them randomly pick a theme for artistic gymnastic design. Task them to come out with a repertoire of patriotic and marching/dancing songs to be used for their gymnastic performance.</p>

WEEK	LECTURE	DAY 1	DAY 2	DAY 3
11	School assembly songs coupled with physical activities (e.g., matching and dancing)	<p>Using Creative Approaches to Select Artistic Gymnastic Activity: Student go into their groups and brainstorm on their tasks at designated venues to agree on their selected activities for the group. tutors go around to supervise and offer suggestions PD Theme 1 p.23.</p> <p>Assignment: Groups discuss further and note down points for their choreography. Each group finally plans a 10-minutes Artistic Gymnastic Performance taking into consideration all the elements required for stage performance.</p> <p>Class Presentation Plan: Plans are to be submitted to tutors at the end of the session.</p>	<p>Dress Rehearsals of Class Performances: Student teachers practice in their groups at designated venues as tutors go around to supervise.</p> <p>Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc.</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups.</p> <p>Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Independent Study Assignment: Put student teachers into six groups and let them randomly pick any of the topics listed in Week 12 (two groups for a topic) and task them to prepare for practical demonstration of the topics chosen in the following week.</p>
12	<p>Practice of safety/ protective procedures in physically active settings</p> <ul style="list-style-type: none"> - Practice of first aid in sports and physical activity and dance setting - Practice of cardiopulmonary resuscitation in sports and physical activity and dance setting 	<p>Rehearsal Sessions: Student go into their groups and brainstorm on their tasks at designated venues as tutors go around to supervise and offer suggestions. Assignment: Groups finalise their 10-minutes rehearsal plan taking into consideration materials involved in the practical demonstration.</p> <p>Rehearsal/Practice Plans: Plans are to be submitted to tutors at the end of the session.</p>	<p>General Rehearsals/ Practice: Student teachers practice in their groups at designated venues (e.g., shady areas away from study areas) as tutors go around to supervise. Reflection: Student teachers ask questions; answer questions on ethical issues; commenting on Transversal Competencies (PD Theme 7 p.50); make suggestions for improving performances; etc</p>	<p>Group Performance & Peer Assessment: Student teachers present in groups after submitting their write-ups. Time is allowed for questions and comments on Core OR Transferable Skills) PD Theme 7 p.47.</p> <p>Portfolio Building: Let student teachers update their Learning Journals for future reflection PD Theme 1 p.12.</p> <p>Revision for Exams: Tutors discuss the format of their summative assessment.</p>

APPENDIX 3

ABOUT THE PHYSICAL EDUCATION, MUSIC AND DANCE (PEMD) INTEGRATION

Today, the opportunity has come to fine-tune our curricula, more especially, Physical Education, Music and Dance for Initial Teacher Education (ITE), transforming it by using the National Teacher Education Curriculum Framework (NTECF) to prepare student teachers who are adequately skilled and motivated to provide quality education for all. The current PEMD curriculum will meet the National Teachers' Standards (NTS) that will enable student teachers to measure themselves against global standards of excellence.

To meet the NTECF's weighting requirements, Physical Education and Music and Dance (PEMD) were integrated - as a SUBJECT DISCIPLINE to ensure that ITE trainees benefited from a progressive content and pedagogic content knowledge over 4-year professional training—9 credits for early years; 9 credits for primary 4-6; and 30 credits for JHS specialism. Hitherto, the Colleges of Education (CoE) had only one semester of Music and Dance which was two (2) credit hours for all in the first year and another 2 credits for those chose it as an elective in the second year.

The PEMD has put together three courses that all ITE student-teachers must undertake over the first three years:

- Y1S2: Intersection of Physical Activity, Sports, Music and Dance for All Specialisms.
- Y2S2: Policy Documents and Syllabus Analysis for All Specialisms.
- Y3S1: Sport, PE, Music and Dance in Local and Global Cultures for All Specialisms.

In the fourth year of the JHS Specialism, the final PEMD course is offered to all student-teachers that will be offering MUSIC or PE as 1st or 2nd specialist areas. The course title is given below.

Y4S2: Professional Development and Advocacy in PES-MD

The JHS Specialism has six (6) additional courses that must be offered with the four already mentioned above during the 4-year period, making it a total of 30 credits being devoted to 1st or 2nd Specialist areas (being it PE or Music and Dance).

Why Integrate Physical Education, Music and Dance:

- The integration of the content of PEMD will ensure acquisition of the content knowledge for teaching specialty as well as harmonious delivery and development of effective teaching skills needed to facilitate active play, dance and music. The focus of this integration is to create awareness of the interplay of music, dance and sport in society and to place music at the centre of dance and physical education. Physical education and sport is all about movement and physical activity is movement. Dance is a sub-set of physical activity and comprises various forms of movement patterns (including culturally diverse traditional dance genres, styles and tempo/intensity). Try dancing without music and you will end up looking like a ludicrous caricature. Also, try dancing in an aerobics class in physical education without music and you will end up looking like a comical caricature. Have you ever seen a sport festival, as it occurs, without music and dance? The interplay within PEMD is very important for all manner of movements and a conscious effort to promote integration would facilitate learning of desirable lifelong skills for health, academic performance, sports excellence, inclusivity and gender equity.
- Musical PE and dance can lead to quality physical education. Using music in physical education lessons is unique and is a way of creating a positive learning environment for all student teachers. Music is the intersection and not an afterthought or just a background but rather a central locus of control for physical education and dance. Music can be used as a time management tool, creates a theme for the lesson, and reinforces lesson objectives as songs are matched with physical activities (such as dance). Utilizing music takes the lesson to another level not just to make a lesson 'fun' but reaches student teachers educationally at a depth that is often not reached or even attempted especially in PEMD.

- **The role of tutors in managing free time active play dividends** - Active play tends to occur sporadically, with frequent rest periods. The activity may be social or solitary, but the distinguishing features are a playful context, combined with music and activity that is significantly above resting metabolic rate. PEMD includes traditional dances of various tempo and a wide variety of traditional games. Whatever movement student teachers and learners are encouraged to do, during playtime, recess or break, counts. In this new curriculum we encourage tutors, student teachers, mentors and supervisors to recognize the power of 'active play' and carefully manage free time, playtime, recess or break can be capitalized to increase physical activity levels of all student teachers.

In addition to all the active play opportunities listed above, endeavour to account for all biking and walking that student teachers engage in. A simple monitoring chart can be developed by tutors for the student teachers to use in tracking estimates of the amounts of time they accrue in walking, biking, free-time, active play, recess, break – just to name a few. Note that it is not only by being in a regular physical education, dance and music class that matter. In fact, all the movements you do outside of the classroom environment, matter very much as one of the goals for healthy living, is the amount of time one spends moving. Some movement is better than NO movement. So, encourage student teachers to move more and frequently.

APPENDIX 4

MOTOR SKILLS AND FUNDAMENTAL MOVEMENTS

Refer to the NaCCA 2019 syllabus

- In order to increase specialty content knowledge of student teachers, and to be able to engage learners in basic schools appropriately, the NaCCA 2019 content has been sequentially aligned in the New ITE B.Ed. curriculum. Appendix 4 outlines some of the B1 specialty content knowledge infused into various aspects of this course. Refer to the course learning outcomes and the learning indicators in the course manual to view the content infused. The infusion further justifies the importance of the PEMD integration/intersection.
- Perform locomotor movements (e.g., travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump and crawl) efficiently (NaCCA, B1.1.1.1).
- Perform successfully in a mini long jump and high jump activity by organizing obstacles for learners to jump over for height or distance using take-off on one foot or two feet with traditional musical genres. NaCCA, B1.1.1.2.
- Perform manipulative skills such as roll a ball from stationary position using hands, strike a light ball upwards using arms, hands, feet and large short-handled paddle (NaCCA, B1.1.3.1.3, NaCCA, B1.1.4.1.6, NaCCA, B1.1.4.1.7).
- Perform balance and demonstrate momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. Also walking with hand stretched out (NaCCA, B1.1.4.1.4., NaCCA, B1.1.4.1.5).
- Demonstrate the underhand throw pattern, throwing and catching a self-tossed ball, and catching a flying ball above the head. (NaCCA, B1.1.8.1.8, B1.1.8.1.9, B1.1.8.1.10).
- Demonstrate kicking a stationary ball, bouncing and dribbling a ball continuously with one hand and foot. (NaCCA, B1.1.8.1.11, B1.1.8.1.12, B1.1.8.1.14).

APPENDIX 5

Traditional Ampe Practice Notes for Teaching

- **Ampe is a game that originates from Ghana in West Africa.** Ghana was a country that was formed from a merger of the British colonies and Togoland Trust territory. It was the first sub-Saharan country in colonial Africa to gain its independence. The population today is estimated at 28 million. English is its official language; however, the major ethnic groups include the Mole-Dagomba, Ewe, Ga-Adangbe and the Akan. Ghana is about the size of Oregon in the USA. You may read more about the country on <http://education.yahoo.com/reference/factbook/gh/>. The game of ampe was originally played by girls. In 2002, the Women Sport Association of Ghana held its first traditional ampe tournament in the Accra Sports Stadium.

- **How the Game is Played** - The game of ampe usually involves two children. It could also be two teams of more than two per team. Two contestants at a time, one from each team start clapping their hands while singing and jumping. As they land each manipulates the legs and places one leg forward. The players or teams are identified as 'Ohyiwa' or 'Opare'. Ohyiwa scores a point when a player's left leg meets the right leg or right leg meets the left or the right leg meets the right leg of opare. 'Opare' also scores a point when the left leg meets the left or the right leg meets the right leg of 'ohyiwa'. The first to get 10 points wins the game or contest.
- First, two participants elect a leader who establishes the standard of criteria for moving the legs.
- The leader chooses either the crossed leg or the straight leg pattern and then declares this choice to the other participants.
- At a command, and in unison, the leader and follower prep by two small hops on both feet while clapping.
- On the third hop, they quickly put out one foot. If the leader's choice was straight and they both put out the same leg, for example, left-to-left, then the leader wins a point and she continues with the next player
- If, however, their legs are crossed, left-to-right, the other player becomes the new leader
- Each child keeps their own score. The game is over when one of the children reaches the declared score
- While the children wait their turn, they may clap to a steady beat or sing a song

Ampe Tournament Rules:

- Players will clap and jump rhythmically and then step out with a desired foot to try and win the point. Players must do this at the same time.
- Players cannot wait to step out with their foot in order to see what foot their opponent is going to step out with.
- You can switch your feet in the air to confuse your opponent, but both players have to land with a desired foot out at the same time. If this doesn't happen, then the winning point will not count. This will be decided by the individuals officiating the game.
- The first player to win 11 points will win one game for the team.
- The team with the most games won shall be the winner.
- The games will be one on one and the first person to score 11 points will receive a win for his or her team.
- The team with the most wins in the end will win the game.

AMPE SCORE SHEET

Referee _____ Date _____ Field _____

Team 1		Player 1	Player 2	Player 3	Player 4	Player 5
	Name					
	Score					
		Versus	Versus	Versus	Versus	Versus
Team 1		Player 1	Player 2	Player 3	Player 4	Player 5
	Name					
	Score					

Summary of Results

Team 1: _____ # of Games won _____

Team 2: _____ # of Games won _____

Game Won by: _____

APPENDIX 6

ORGANISATION AND STRUCTURE OF THE NaCCA CURRICULUM (PERFORMING ARTS)

Organisation: The curriculum is organised under key headings.

- Strands are the broad areas/sections of the Creative Arts content to be studied.
- Sub-strands are the topics within each strand under which the content is organised.
- Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- Indicator is a clear outcome or milestone that learners must exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- Exemplar – support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

No.	Sub-Strand	Content Standard	Visual Arts	Performing Arts
1	Thinking and Exploring with Ideas	CS1: Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues.	B1 1.1.1 Visual Arts Think about the people who live in the local community and describe what you know about their history, visual artworks and their culture or way of life.	B1 2.1.1 Performing Arts Think about the people who live in the local community and describe what you know about their history, performing artworks and their culture or way of life.

A unique notation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The notation is defined in figure 1:

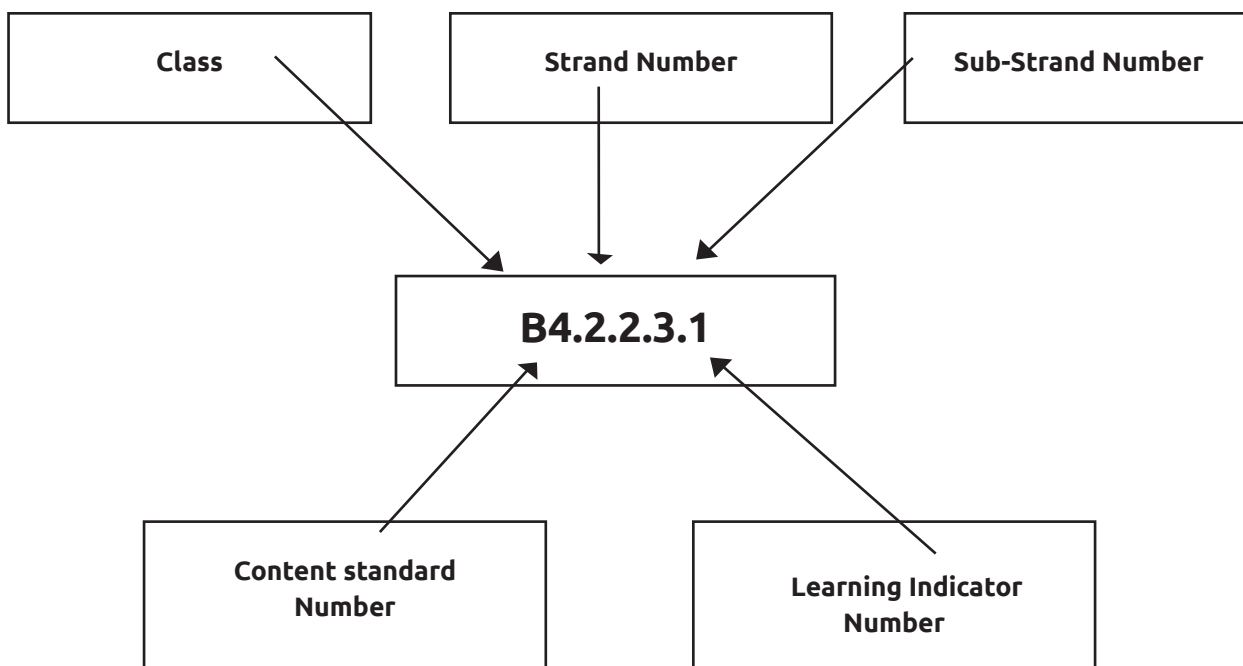


Fig. 1: Curriculum Reference Numbers

Structure: The curriculum is structured into two phases:

- Phase One (Lower Primary) B1 – B3
- Phase Two (Upper Primary): B4 – B6.
- Each curriculum phase has two strands – Visual Arts and Performing Arts.

STRANDS	SUB-STRANDS	CONTENT STANDARDS	B1	B2	B3	B4	B5	B6
1. Visual Arts	Thinking and exploring ideas	CS1: Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues						
2. Performing Arts	Planning, making and composing	CS2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities. CS3: Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues						
	Displaying and sharing through exhibition and performance	CS4: Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.						
		CS5: Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.						
	Appreciating and appraising	CS6: Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports						
		CS7: Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications						

STRAND	SUB-STRAND NUMBER	SUB-STRANDS	SUB-STRAND DOMAIN	CONTENT STANDARDS	INDICATOR (Examples B4)
2. Performing Arts	1	THINKING and EXPLORING IDEAS	History and Culture of the Local People	CS1: Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	B4. 2.1.1.1 B4. 2.1.1.2 B4. 2.1.1.3
			Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues		
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures		
	2	PLANNING, making and composing	History and Culture of the Local People	CS2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities	B4. 2.2.2.1
			Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues	CS2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities	B4. 2.2.2.2
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures	CS2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks based on the history, culture, environment and topical local/national/global issues of other communities	B4. 2.2.2.3
			History and Culture of the Local People	CS3: Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	B4. 2.2.3.1

STRAND	SUB-STRAND NUMBER	SUB-STRANDS	SUB-STRAND DOMAIN	CONTENT STANDARDS	INDICATOR (Examples B4)
	2	PLANNING, making and composing	Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues	CS3: Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	B4. 2.2.3.2
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures	CS3: Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	B4. 2.2.3.3
	3	PLAN DISPLAYING AND SHARING through exhibition and performance	History and Culture of the Local People	CS4: Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B4. 2.2.4.1
			Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues	CS4: Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B4. 2.2.4.2
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures	CS4: Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	B4. 2.2.4.3
		DISPLAYING AND SHARING through exhibition and performance	History and Culture of the Local People	CS5: Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B4. 2.2.5.1

STRAND	SUB-STRAND NUMBER	SUB-STRANDS	SUB-STRAND DOMAIN	CONTENT STANDARDS	INDICATOR (Examples B4)
	3	DISPLAYING AND SHARING through exhibition and performance	Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues	CS5: Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B4. 2.2.5.2
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures	CS5: Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	B4. 2.2.5.3
	4	AGREEING ON THE SCHEME for Appreciating and appraising	History and Culture of the Local People	CS6: Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	B4. 2.2 6.1
			Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues	CS6: Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures	CS6: Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	

STRAND	SUB-STRAND NUMBER	SUB-STRANDS	SUB-STRAND DOMAIN	CONTENT STANDARDS	INDICATOR (Examples B4)
	4	USING SCHEME for Appreciating and appraising	History and Culture of the Local People	CS7: Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	B4. 2.2.7.1
			Artworks Created or Found in the Natural Environment/ Emerging Local Topical Issues	CS7: Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	
			Artworks Created or Found in the Natural Environment/ Emerging Topical Issues of other Communities/African Cultures	CS7: Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	

