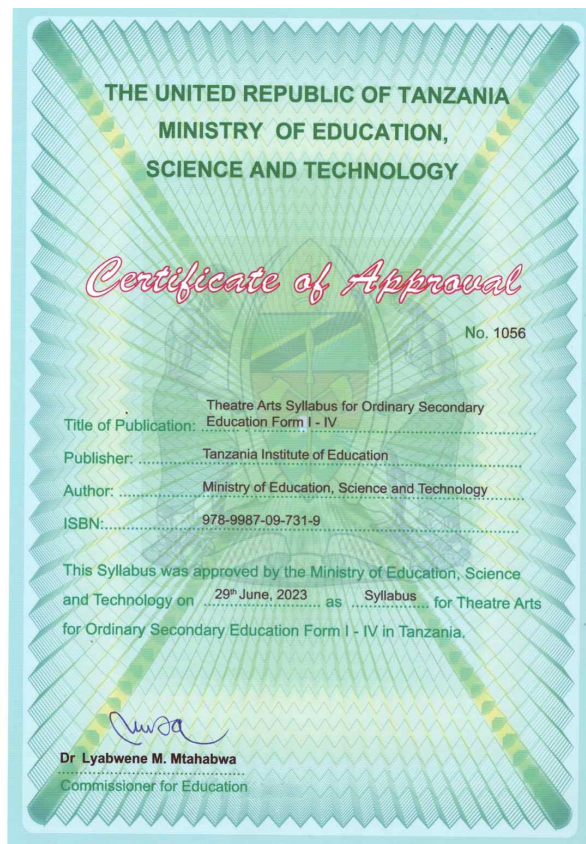


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**THEATRE ARTS SYLLABUS FOR ORDINARY SECONDARY EDUCATION  
FORM I-IV**

**2023**

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## Abbreviations and Acronyms

ICT	Information and Communications Technology
TIE	Tanzania Institute of Education
DVD	Digital Video Disk
CD	Compact Disk

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Dr Aneth A. Komba  
Director General  
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## **1.0 Introduction**

Theatre Arts is a compulsory subject in the General Education pathway for Form I-IV students who choose to join the Theatre Arts stream. It is also an elective subject to students on other streams. The subject embraces artistic creativity and identity that helps to shape the future of the student through performing theatrical works, thus, enabling a student to compete in the local and global market. It encourages communication by addressing issues that reflects real life situations taking place in the community through theatrical performances. The subject will enable the student to relate well with people nationally and internationally through appreciating their own culture and the culture of others while performing indigenous theatre forms. Moreover, the subject will enable the student to develop the ability to create and perform theatrical performances for self-employment.

This syllabus is designed to guide the teaching and learning of Theatre Arts at Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote students' theatrical skills and develop 21<sup>st</sup> century skills which include creativity, communication, collaboration, critical thinking and problem solving.

## **2.0 Main Objectives of Education in Tanzania**

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

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the constitution of the united republic of Tanzania and international conventions.

### **3.0 Objectives of Ordinary Secondary Education**

The objectives of Ordinary Secondary Education - General Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to upper secondary and tertiary education.

### **4.0 General Competences for Ordinary Secondary Education**

The general competences for Ordinary Secondary Education are to:

- (a) Use the knowledge and skills develop in the Primary Education stage to strengthen and broaden academic understanding;
- (b) Value citizenship and national customs;



- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and technical knowledge;
- (d) Use language skills including Tanzanian Sign Language (TSL), Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his or her environment.

### 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competences for Form I-IV*

Main competences	Specific competences
1.0 Demonstrate mastery of concepts, theories and principles of theatre arts	1.1 Demonstrate an understanding of the concept and history of theatre arts 1.2 Demonstrate an understanding of the theories and principles of theatre arts 1.3 Demonstrate an understanding of the contribution of theatre arts to social development
2.0 Perform theatre arts	2.1 Perform theatre arts for different audiences based on audience types 2.2 Use ICT to produce simple film, television and radio drama 2.3 Organise theatre for social change 2.4 Observe ethical conduct in theatre arts
3.0 Demonstrate mastery of the use of creative language in theatre arts	3.1 Use creative language to prepare theatrical works 3.2 Interpret theatrical works to suit different audiences

Main competences	Specific competences
4.0 Demonstrate mastery of the application of business principles in theatre arts	4.1 Develop business ideas and opportunities in theatre arts 4.2 Analyse the cost of producing and selling theatrical works 4.3 Design strategies for marketing theatrical works

## 6.0 Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Theatre Arts.

### 6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Theatre Arts;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - (i) develop the competences needed in the 21<sup>st</sup> century; and
  - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice.
- (g) Other tools include tests, classroom presentation, mid-term, term and annual examinations;
- (h) Treat all the students equally irrespective of their differences;
- (i) Protect the student while at school;

- (j) Keep track of the student's daily progress;
- (k) Identify individual student's needs and provide the right intervention;
- (l) Involve parents/guardians and the society at large in the student's learning process; and
- (m) Integrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The student**

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

## **6.3 The parent/guardian**

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

## 8.0 Teaching and Learning Resources

The process of teaching and learning require different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

## 9.0 Assessment

Assessment is important in teaching and learning of Theatre Arts subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Measures	Weight (%)
Standard Six National Assessment	7.5
Form Two National Assessment	7.5
Form Three Annual Examination	5
Project	5

<b>Assessment Measures</b>	<b>Weight (%)</b>
Form Four Mock Examination	5
Form Four National Examination	70
<b>Total</b>	<b>100</b>

### **10.0 Number of Periods**

The Theatre Arts Syllabus for Ordinary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Two (2) periods of 40 minutes each have been allocated for this subject per week.

### **11.0 Teaching and Learning contents**

The contents of this syllabus are presented in matrix form which has seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods as presented in Table 3 - 6.

## Form I

**Table 3: Detailed Contents for Form I**

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories, and principles of theatre arts	1.1 Demonstrate an understanding of the concept and history of theatre arts	(a) Explain the concept of theatre arts ( <i>meaning, forms, elements, functions and relationship with other disciplines</i> )	<p><b>Brainstorm:</b> Guide student to brainstorm various concept of theatre arts within the surrounding environment</p> <p><b>Use of resourceful person:</b> Invite an artist from the community to clarify the meaning and functions of theatrical works</p> <p><b>Think-ink-pair-share:</b> Use collaborative strategy to make student read and think individually about the concept of theatre arts</p>	The concept of theatre arts clearly explained	Videos of students performing drama, props and costumes	12
		(b) Describe the relationship between theatre arts and culture	<p><b>Problem-based learning:</b> Guide students to identify problems found in the community and use theatre to search for solutions</p>	The relationship between theatre arts and society clearly described	Traditional costumes, props and makeup	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p><b>Scenario:</b> Organize students in manageable groups to improvise short plays which shows the relevance of theatre arts in the society</p> <p><b>Jigsaw:</b> Guide students through jigsaw, to explore various issues from the society related to theatre performances</p>			
	1.2 Demonstrate an understanding of the theories and principles of theatre arts	(a) Explain the fundamental principles of storytelling, rituals, drama, dance and recitations	<p><b>Think-ink-pair-share:</b> Guide students in manageable groups to work together in answering questions through reading and brainstorming individually about the basic theories and fundamental principles of forms of theatre arts</p> <p><b>ICT-based learning:</b> Guide students to search online for more information relating to fundamental principles of theatre arts</p>	The basic theories and fundamental principles clearly explained	Storytelling audio, videos of drama and recitations	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Perform theatre arts	2.1 Perform theatre arts for different audiences based on audience types	(a) Communicate ideas using the elements of theatre arts in various forms	<p><b>Scenario:</b> Guide the students to improvise short drama to communicate ideas</p> <p><b>Group discussion:</b> Guide the students to discuss the ideas based on communication from the improvised short drama</p> <p><b>ICT-based learning:</b> Assign students to find learning materials online related to national and international theatrical platforms</p>	Ideas effectively communicated	Costumes, stage, props, makeups and drums	12



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Perform indigenous forms of theatre arts ( <i>storytelling, dance, rituals and recitations</i> ) for different of audience ( <i>children, youth and adults</i> )	<p><b>Participatory method:</b> Organize students to participate in theatre creation</p> <p><b>Use a resourceful person:</b> Invite play director, playwright, dancers from the community to strengthen the development of the play</p> <p><b>Visit and Tours:</b> Organize a visit to the nearby school, artistic group, or in the community for performance</p>	Indigenous forms of theatre arts clearly performed	Costumes, sets of props, drums and makeups	

## Form II

**Table 4: Detailed Content for Form II**

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories, and principles of theatre arts	1.1 Demonstrate an understanding of the concept and history of theatre arts	(a) Describe the historical trends of theatre arts in Africa ( <i>pre-colonial, colonial and post-independence</i> )	<p><b>ICT-based learning:</b> Guide students to search information online relating to the historical trends of theatre arts in Africa</p> <p><b>Brainstorm:</b> Guide students to brainstorm the historical trends of theatre arts in Africa</p> <p><b>Think-ink-pair-share:</b> Use collaborative strategy to make student answer questions, write it down and share ideas with classmates</p>	Historical trends of theatre arts in Africa clearly described	Videos of historical trends of theatre arts in Africa	12

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe theatre practices from selected traditions and their influences on contemporary practice ( <i>Greece, China, India and Japan</i> )	<p><b>Think-ink-pair-share:</b> Use collaborative strategy to make student search and read theatre practices from selected traditions and their influences on contemporary practice</p> <p><b>ICT-based learning:</b> Guide students to engage online searching for more information relating to theatre practices from selected traditions and their influences on contemporary practice</p> <p><b>Case study:</b> Organize students in manageable groups to conduct case study from the community and relate theatre practices from selected traditions</p>	Theatre practices from selected traditions and their influences on contemporary practice efficiently described	Videos of theatre practices from selected traditions	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the theories and principles of theatre arts	(a) Explain the basic theories and fundamental principles of <i>vichekesho</i> and <i>ngonjera</i>	<p><b>Brainstorm:</b> Guide students to the process of generating multiple ideas, and come to the understanding of the theories of <i>vichekesho</i> and <i>ngonjera</i></p> <p><b>Improvisation:</b> Guide the students to improvise short performance basing on theories and fundamental principles of <i>vichekesho</i> and <i>ngonjera</i></p> <p><b>Use of resourceful person:</b> Invite <i>ngonjera</i> or <i>vichekesho</i> artist from the community to share basic experience on <i>vichekesho</i> and <i>ngonjera</i> practices</p>	The basic theories and fundamental principles of <i>vichekesho</i> and <i>ngonjera</i> clearly explained	Videos of <i>vichekesho</i> and <i>ngonjera</i> , costumes, sets of props, drums, and makeups	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Perform theatre arts	2.1 Perform theatre arts for different audiences based on audience types	(a) Perform <i>vichekesho</i> and <i>ngonjera</i> for different audiences ( <i>children, youth and adults</i> )	<b>Improvisation and Performance:</b> Guide students to improvise short plays basing on <i>vichekesho</i> and <i>ngonjera</i>  <b>Observation checklist:</b> Formulate questions to assist students to evaluate the <i>vichekesho</i> and <i>ngonjera</i> performance	<i>Vichekesho</i> and <i>ngonjera</i> efficiently performed	Videos of <i>vichekesho</i> and <i>ngonjera</i> , costumes, sets of props, drums, and makeups	36
	2.2 Use ICT to produce simple film, television and radio drama	(a) Use ICT to explore innovative alternatives in theatrical performances	<b>ICT-based learning:</b> Guide students to search for more information relating to theatrical performances  <b>Use of resourceful person:</b> Invite an ICT expert from the community or artistic group to guide and add knowledge on exploring innovative alternatives in theatrical performances	ICT well used	Videos of various theatrical performances	16

### Form III

**Table 5: Detailed Contents for Form III**

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories, and principles of theatre arts	1.1 Demonstrate an understanding of the concept and history of theatre arts	(a) Describe the concept of stage plays ( <i>meaning, characteristics, elements and functions</i> )	<p><b>Brainstorm:</b> Guide students to brainstorm the meaning, characteristics, elements and functions of stage plays</p> <p><b>ICT-based learning:</b> Guide students in manageable groups search online for more information relating to the concept of stage plays</p> <p><b>Think-ink-pair-share:</b> Organize students in manageable groups to collaboratively read and share the meaning, characteristics, elements and functions of stage plays with classmates</p>	Concept of stage plays clearly described	Videos of stage plays, costumes, sets of props, makeups and play manuals	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the theories and principles of theatre arts	(a) Describe the basic theories and fundamental principles of written and improvised stage plays <i>(Konstantin Stanislavsky, Augusto Boal and Aristotle)</i>	<p><b>Think-ink-pair-share:</b> Guide students in manageable groups through reading about the fundamental principles of written and improvised stage plays</p> <p><b>Brainstorm:</b> Guide students to brainstorm the basic theories and fundamental principles of written and improvised stage plays of the given scholars</p> <p><b>ICT-based learning:</b> Guide students to search online for more information on the basic theories and fundamental principles of written and improvised stage plays</p>	Theories and fundamental principles of written and improvised stage plays correctly described	Videos of written and improvised plays	3

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Demonstrate an understanding of the contribution of theatre arts to social development	(a) Discuss the contribution of theatrical forms ( <i>storytelling, rituals, dance, film, drama and recitations</i> ) to social development	<p><b>Use of resourceful person:</b> Invite a theatre arts practitioner to discuss the contribution of storytelling, rituals, dance, film, drama and recitations to development</p> <p><b>Improvisation and performance:</b> Guide students to perform one among the forms of theatre arts and address social challenges and the way forward of eliminating such challenges</p>	The contribution of theatrical forms effectively discussed	Written scripts of various theatre forms	3
2.0 Perform theatre arts	2.1 Perform theatre arts for different audiences based on audience types	(a) Perform written and improvised stage plays	<p><b>Improvisation and performance:</b> Guide students to perform written and improvised stage play</p> <p><b>Observation checklist:</b> Formulate questions to assist students to evaluate the performed stage plays</p>	Written and improvised stage plays performed efficiently	Written and improvised stage plays, costumes and props	28



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Organise theatre for social change	(a) Organise theatre for social change addressing emerging social problems	<p><b>Visits and tours:</b> Organize a visit to the nearby village or within a community and search for emerging social problems within the area</p> <p><b>Improvisation and performance:</b> Guide students to organise a theatre for social change addressing one of the emerging social problems in that particular community and perform using any theatrical form</p> <p><b>Observation checklist:</b> Formulate questions to assist students to evaluate the performed stage plays on social change</p>	Theatre for social change events correctly organised	Videos of theatre form social change programmes	10

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the use of creative language in theatre arts	3.1 Use creative language to prepare theatrical works	(a) Analyse creative use of language in theatrical production and performance ( <i>written and improvised stage plays</i> )	<p><b>ICT-based learning:</b> Guide students to engage online searching on how to analyse the creative use of language in theatrical performances</p> <p><b>Think-ink-pair-share:</b> Use collaborative strategy to make student read and think individually on how to analyse creative use of language in theatrical production and performance</p>	Language in theatrical production and performance properly analysed	Written and improvised stage plays	10
		(b) Use language creatively in theatrical production and performance ( <i>written and improvised stage plays</i> )	<p><b>Use of resourceful person:</b> Invite a theatre arts practitioner to demonstrate to the students on how to use language creatively in theatrical production and performance</p> <p><b>Improvisation and performance:</b> Guide students to write and perform written and improvised stage plays using language creatively</p>	Language in theatrical production and performance creatively used	Written and improvised stage plays	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Demonstrate mastery of the application of business principles in theatre arts	4.1 Analyse the cost of producing and selling theatrical works	(a) Analyse the production cost of a stage play	<p><b>Use of resourceful person:</b> Invite a theatre arts practitioner who has experience in stage production to provide valuable insights into the cost</p> <p><b>Case-studies:</b> Guide students to analyse case studies of successful productions</p>	Production cost of stage plays correctly analysed	Calculators, props, costumes and makeup	5

## Form IV

**Table 6:** *Detailed Contents for Form IV*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories, and principles of theatre arts	1.1 Demonstrate an understanding of the concept and history of theatre arts	(a) Describe the origin of film, radio drama and television drama	<p><b>Think-ink-pair-share:</b> Guide students in manageable groups, make them read and think individually on the origin of film, radio drama and television drama</p> <p><b>Jigsaw learning approach:</b> Guide students in manageable groups and specialize in one aspect of a topic then teach each other</p>	The origin of film, radio drama and television drama described clearly	Radio and television drama scripts and videos	6
	1.2 Demonstrate an understanding of the theories and principles of theatre arts	(a) Describe basic theories and fundamental principles of radio drama, television drama and film	<p><b>Think-ink-pair-share:</b> Guide students in manageable groups to read and brainstorm about fundamental principles of radio and television drama</p> <p><b>Brainstorm:</b> Guide students to brainstorm the basic theories and fundamental principles of radio and television drama</p>	Basic theories and fundamental principles of radio drama, television drama and film clearly described	Radio and television drama scripts and videos	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<b>ICT-based learning:</b> Guide students to engage online searching for more information			
1.0 Perform theatre arts	2.1 Perform theatre arts for different audiences based on audience types	(a) Produce simple plot for film, radio drama and television drama	<b>Improvisation and performance:</b> Guide students produce simple plot for film, radio and television drama for different categories of audience  <b>Observation checklist:</b> Formulate questions to assist students evaluate the written and produced plots for film, radio and television drama	Simple plot for film, radio drama and television drama efficiently produced	Costumes, props, makeups and cameras	12
	2.2 Use ICT to produce simple film, television and radio drama	(a) Integrate ICT in the production of simple film, radio drama and television drama	<b>Use of resourceful person:</b> Invite professional expert from production house, filmmaker, radio producer or television company to provide valuable insights into the production of film, radio drama, and television drama	ICT in the production of simple film, radio drama and television drama effectively integrated	Film, radio plays and television drama	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p><b>Case-studies</b> Guide students to choose one production producer as a role model in film, radio and television production, hence apply the techniques in production</p>			
		(b) Use digital platforms to market and distribute theatrical works (film, radio and television drama)	<p><b>Use of resourceful person:</b> Invite expert from digital platforms to share experience with students in marketing and distribution of theatrical works</p> <p><b>ICT-based learning:</b> Guide students to engage online searching on how to use digital platforms like social medias, to market and distribute theatrical works</p>	Digital platforms to market and distribute theatrical works clearly used	Videos of marketing and distributing theatrical works	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the use of creative language in theatre arts	3.1 Use creative language to prepare theatrical works	(a) Analyse creative use of language in theatrical production and performance ( <i>film, radio drama and television drama</i> )	<b>Group Discussion:</b> Guide students in manageable groups to discuss the creative use of language in theatrical production and performance then share with classmates	Creative use of language in theatrical production and performance correctly analysed	Written scripts	8
		(b) Use language creatively in theatrical production and performance ( <i>film, radio drama and television drama</i> )	<b>Group Discussion:</b> Guide students in manageable groups to discuss the language use in theatrical production and performances	Language in theatrical production and performances used creatively	Written scripts	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Interpret theatrical works to suit different audiences	(a) Analyse and interpret scripted scenes to communicate with varied audiences	<b>Book essay:</b> Organize manageable groups to summarize a script by analyzing its plot, characters and themes to communicate with varied audience	Scripted scenes analysed and interpreted correctly	Written scripts	3
4.0 Demonstrate mastery of the application of business principles in theatre arts	4.1 Develop business ideas and opportunities in theatre arts	(a) Explore business opportunities in theatre locally and internationally ( <i>film, radio drama and television drama</i> )	<b>Use of resourceful person:</b> Invite business expert from art group/film and radio to share experience with students on theatre opportunities locally and international  <b>ICT-based learning:</b> Guide students to engage online searching to explore business opportunities locally and internationally	Local and international business opportunities in theatre broadly explored	Videos of developing business ideas and opportunities	3



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	4.2 Analyse the cost of producing and selling theatrical works	(a) Analyse the production cost of film, radio drama and television drama	<b>Use of resourceful person:</b> Invite filmmaker, radio and television producer, to analyse the production costs for film, radio and television and apply the techniques	The production cost of film, radio drama and television drama correctly analysed	Computer, screenplays, radio plays, projector, charts, cards, accounting books and relevant books	3
	4.3 Design strategies for marketing theatrical works	(a) Design marketing strategies for theatre arts products	<b>Use of resourceful person:</b> Invite professional expert in marketing strategies from theatre art group/company to share experience with students on how to design marketing strategy in theatre art products	Marketing strategies of theatre arts products designed	Projector, charts, cards, audio-visual sources, ICT tools, projector, charts, marketing document sample and relevant books	7

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