

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



**MUSIC SYLLABUS FOR ADVANCED SECONDARY EDUCATION
FORM V-VI
2023**

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Abbreviations and Acronyms

ABRSM	Associated Board of the Royal Schools of Music
BASATA	Baraza la Sanaa la Taifa
COSOTA	Copyright Society of Tanzania
ICT	Information and Communications Technology
TIE	Tanzania Institute of Education

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Dr Aneth A. Komba

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1.0 Introduction

Music at Advanced Secondary Education is a compulsory subject for a student who choose to join Creative Arts stream taking Music among the subjects in their combination. The purpose of learning Music at this level is to enable the student embrace artistic creativity and identity that helps to shape him or her through musical works. Thus, enabling the student to compete in the local and global market. Furthermore, the subject will enable the student to relate well with people nationally and internationally through appreciating his or her own culture and the culture of others. It also serves as a bridge to enable the student appreciate the values of resources present in Tanzania and develop the ability to create and perform music for self-employment.

The Music syllabus is designed to guide the teaching and learning of Music at Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced 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 the student's musical skills and develop 21st Century skills including 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 Advanced Secondary Education

The objectives of Advanced Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, 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 the use of language in academic communication;
- (e) Strengthen accountability for cross-cutting 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 a college education.

4.0 General Competences for Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his or her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

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 V-VI*

Main competences	Specific competences
1.0. Demonstrate mastery of some advanced theories and principles of music	1.1. Demonstrate an understanding of the fundamentals of music theory 1.2. Demonstrate an understanding of some advanced theories of music

Main competences	Specific competences
2.0. Perform music	2.1. Compose music in different languages 2.2. Sing local and foreign songs 2.3. Play local and foreign musical instruments 2.4. Demonstrate an understanding of the principles of professional ethical conduct in the music industry
3.0. Use ICT in the music industry	3.1. Use ICT to compose, produce and master music
4.0. Conduct a project in music	4.1. Design and conduct a project in music

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 Music as follows:

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Music;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st 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) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) 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

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) Instill in the child a sense of commitment and positive value towards education.

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 requires 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 in order to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Music 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 VI 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*

Type of Assessment	Form V	Form VI
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
Total	100%	

10.0 Number of Periods

The Music Syllabus for Advanced Secondary Education Form V-VI 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. Ten 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 with 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 3-4.

Form V

Table 3: Detailed Contents for Form V

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0. Demonstrate mastery of some advanced theories and principles of music	1.1 Demonstrate an understanding of the fundamentals of music theory	Describe the fundamentals of reading and writing music based on ABRSM Music Theory Grade V (<i>Rhythm, scales and key signatures, and melody and harmony</i>)	<p>ICT- based learning: Guide students to use different software applications to read and write music based on ABRSM Music Theory Grade V</p> <p>Flash Cards: Provide flashcards of simple known melodies with missing notes or accidentals for students to fill -in</p> <p>Case Study: Guide students to analyse and present known written musical pieces based on what is covered in ABRSM Music Theory Grade V</p>	Fundamentals of reading and writing music based on ABRSM Music Theory Grade V are described correctly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	65

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of some advanced theories of music	Describe theories related to the origins of different music traditions in East Africa	Think-ink-pair-share: Task the students to review literary works on theories related to the origin of music traditions in East Africa and make presentations	Theories related to origins of music traditions in East Africa are described correctly	Audio and video clips of various East African traditional ensemble performances	45
2.0. Perform music	2.1 Sing local and foreign songs	Sing extended local and foreign songs	Snow-balling: Provide melodies in flash-cards and snow-ball students to sing individually in different voice parts	Extended local and foreign songs are sung correctly	Piano, guitar, ngoma, audio and video clips of extended local and foreign songs, music scores and music sheets	40

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Play local and foreign musical instruments	(a) Use music notation software to write music for pitched musical instruments	ICT-based learning: Task the students to use different notation software to write music for pitched musical instruments	Music for pitched musical instruments are written correctly using notation software	Electronic device installed with a notation software, piano, guitar, ngoma, music scores and music sheets	35
		(b) Use local and foreign musical instruments (<i>strings, percussion and wind</i>) to accompany songs in an ensemble	Student music clubs: Task students to form musical ensembles and perform songs with local and foreign instrumental accompaniment Projects: Task the students to accompany patriotic songs using relevant local and foreign musical instruments	Songs are well accompanied in an ensemble using local and foreign musical instruments	Zeze, guitar, ngoma, filimbi, baragumu, music scores and music sheets	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Demonstrate an understanding of the principles of professional ethical conduct in the music industry	Discuss the ethics, norms and values governing the music industry in Tanzania <i>(things that are acceptable, and tolerable against the things that are taboo).</i>	<p>Problem-based learning: Guide students to identify value and ethics related problems and suggest solutions</p> <p>Debate: Guide students to debate on the current musical moral standards in Tanzania</p> <p>Self-reflection: Guide students into self-reflection on their own ethical upbringing in relation to the foreign music industry</p>	Ethics, norms and values governing the music industry in Tanzania are well discussed	BASATA and COSOTA guidelines and audio/video clips of Tanzanian music	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Use ICT in the music industry	3.1 Use ICT to produce and master music	(a) Mix different song productions using ICT	ICT - based Learning: Task the students to mix various songs using various music software and present for review	Different song productions are mixed successfully using ICT	A computer installed with DAW, MIDI controller, sound card, studio microphone and studio monitors	80
		(b) Perform the mastering (finishing) of different song productions using ICT	ICT - based Learning: Task students to master music projects using various music software and present for review	Different song productions are mastered successfully using ICT		
4.0 Conduct a project in music	4.1 Design and conduct a project in music	Design and carry out a project in music	Project: Facilitate several research projects on music for students to review Group discussion: Have the students engage in discussions on various musical matters	A project in music is designed and carried out successfully	Videos related to successful music business ventures, and industry reports and market research	35

Form VI

Table 4: *Detailed Contents for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0. Demonstrate mastery of some advanced theories and principles of music	1.1 Demonstrate an understanding of the fundamentals of music theory	Describe the fundamentals of reading and writing music based on ABRSM Music Theory Grade VI (<i>Rhythm, and melody and harmony</i>)	<p>Flash Cards: Handle out flashcards of questions and problems concerning reading and writing music based on what is covered in ABRSM Music Theory Grade VI</p> <p>Case Study: Guide students to explore known written music based on what is covered in ABRSM Music Theory Grade VI</p> <p>Problem-based learning: Provide students with erroneous musical pieces for them to detect the errors and write a review.</p>	Fundamentals of reading and writing music based on ABRSM Music Theory Grade VI are explained correctly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	90

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2. Demonstrate an understanding of some advanced theories of music	Describe the theories related to origins of different music traditions in Africa	Think-ink-pair-share: Task students to review literary works related to theories on the origins of different music traditions in Africa and make presentations in class	Theories related to origins of different music traditions in Africa are explained correctly	Audio and video clips of various African traditional ensemble performances	20
2.0. Perform music	2.1 Compose music in different languages	(a) Transpose various song compositions	Flash Cards: Handle out flashcards of pieces that need to be transposed Case Study: Guide students to explore known written musical pieces based on what is covered in ABRSM Music Theory Grade VI Problem-based learning: Provide students with erroneous musical pieces for them to detect the errors and write a review.	Various song compositions are transposed correctly	Piano, guitar, ngoma, music scores and music sheets	60

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Modulate songs composed in various languages	ICT-based learning: Task the students to use different music applications to modulate songs composed in various languages	Songs composed in various languages are modulated correctly		
		(c) Transcribe various song compositions	ICT-based learning: Task the students to use different music applications to transcribe various song compositions	Various song compositions are transcribed correctly		
	2.2 Sing local and foreign songs	Sing various multi-part songs using relevant techniques	Snow-balling: Snow-ball different students to sing voice parts individually Case study: Avail the students with several cases portraying different singing techniques Student music club: Task students to form music ensembles and sing multi-part songs using relevant techniques	Multi-part songs using relevant techniques are sung correctly	Videos/audios of multi-part harmony songs, piano, guitar, music scores and music sheets	50

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Play local and foreign musical instruments	(a) Use notation software to write music for unpitched musical instruments	ICT-based learning: Task students to use notation software to write music for unpitched musical instruments	Music for unpitched musical instruments are written correctly using notation software	Electronic device installed with a notation software, piano, guitar, ngoma, music scores and music sheets	20
		(b) Use local and foreign musical instruments (<i>strings, percussion and wind</i>) to accompany contemporary songs in an ensemble	Student music clubs: In groups, task students to use local and foreign musical instruments to accompany contemporary songs Projects: Task students with a project to accompany various songs with local and foreign musical instruments in an ensemble performance	Local and foreign musical instruments are used correctly to accompany contemporary songs in an ensemble	Baragumu, filimbi, saxophone, trumpet, guitar, piano, music scores and music sheets	60

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Conduct a project in music	Design and conduct a project in music	Complete and submit a report on the project started in Form Five	<p>Project: Facilitate several research projects on music for students to review</p> <p>Group discussion: Have the students engage in discussions on various musical matters</p>	A project in music is completed and submitted successfully	Videos related to successful music business ventures, and industry reports and market research	50

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