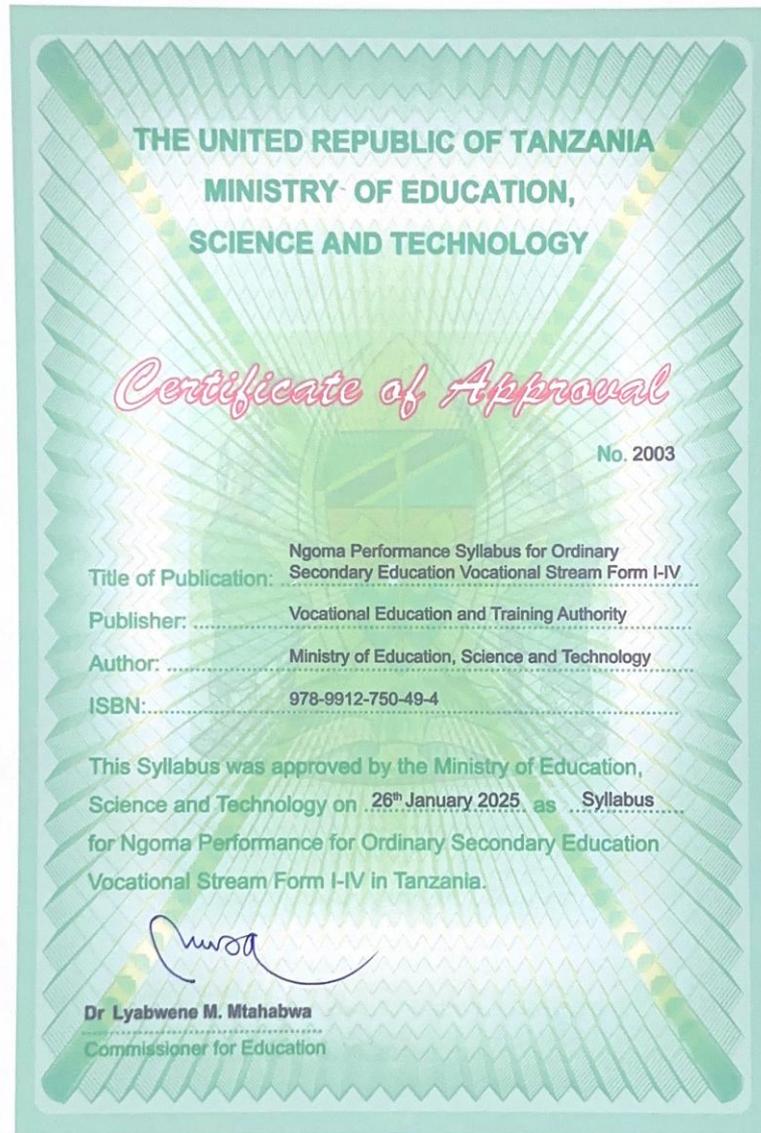


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**NGOMA PERFORMANCE SYLLABUS FOR ORDINARY SECONDARY EDUCATION  
VOCATIONAL STREAM FORM I-IV**

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Vocational Education and Training Authority (VETA)

12 VETA Road,

41104 Tambukareli,

P.O. BOX 802,

Dodoma - Tanzania,

Telephone: +255 26 2963661

Website: [www.veta.go.tz](http://www.veta.go.tz)

Email: [info@veta.go.tz](mailto:info@veta.go.tz)

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## **Abbreviations and Acronyms**

<b>CBET</b>	- Competence Based Education and Training Approach
<b>CA</b>	- Computer application
<b>ENG &amp; COMM</b>	- English and Communication Skills
<b>LS</b>	- Life Skill
<b>EET</b>	- Entrepreneurship
<b>NVA</b>	- National Vocation Award
<b>ICT</b>	- Information and Communication Technology
<b>NP</b>	- Ngoma Performance
<b>UDOM</b>	- The University of Dodoma
<b>UDSM</b>	- University of Dar es Salaam
<b>VET</b>	- Vocational Education and Training
<b>VETA</b>	- Vocational Education and Training Authority
<b>PPE</b>	- Personal Protective Equipment

## Definition of Key Terms

**Assessment:** The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

**Assessment Criteria:** Refers to the specific standards or expectations that are used to evaluate whether a learner has demonstrated the necessary skills, knowledge, and abilities to achieve a particular competence. These criteria outline the key aspects of performance that must be met for the learner to be considered competent in a specific area or task. The criteria should be clear, specific, and measurable so that both learners and educators can understand exactly what is expected in order to achieve competence.

**Circumstantial knowledge:** Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

**Competence:** The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

**Element:** A sub-unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

**Occupational Standards:** Specific requirements of competences people are expected to demonstrate in a particular occupational area, including knowledge and relevant attitudes. They also act as performance tool of assessment of the prescribed outcomes.

**Performance criteria:** Indicate the expected end results or outcome in form of evaluative statements.

**Standard:** A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

**Underpinning Knowledge:** This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

**Unit:** A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

## Acknowledgements

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For and on behalf of:

**Vocational Education and Training Authority**



CPA. Antony M. Kasore

**Director General**

## **1.0 Introduction**

Ngoma Performance is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Ngoma Performance is essential because the market demand for the creative arts is growing so fast nationally and internationally, ngoma performance is one of the creative arts. The creative arts sector offers a significant opportunity for cultural tourism and cultural spread bringing about socio-economic development. By learning Ngoma Performance, students gain practical skills that enable them to creatively produce, rehearse and perform ngoma for different purposes on various occasions. This enhances professional growth in the ngoma creative sector, resulting in the production of competitive high-quality ngoma services. Ultimately this spreads Tanzanian culture, fosters preservation of culture, creates jobs and supports sustainable economic development at individual and national levels.

An occupation is a specific work area or a group of related job roles that demand particular skills, knowledge, and competences. It encompasses a structured professional activity within the labour market, marked by distinct tasks, responsibilities, and established standards of practice. Ngoma performance contextualises occupation as roles and tasks performed within the creative ngoma sector including designing, creating, rehearsing and performing ngoma to serve any purpose such as education, entertainment, motivation or therapy.

Upon program completion, students will possess both theoretical and practical knowledge of ngoma performance, from purpose identification, ngoma designing, creation, rehearsals to performance. They will be proficient in performing ngoma for occupational, ceremonial, recreational and therapeutic purposes while adhering to ethics, health and safety standards. Additionally, students will gain business skills critical for managing creative ngoma enterprises, ensuring high standards of quality, creativity, and competitiveness in the creative arts industry.

Graduates of this occupation can find employment in the following sectors: They may work in both government and private sectors, including ministries, training institutions, tourism organizations, the creative arts industry, Psychiatric centres, farming firms and development projects. Employment opportunities also exist in self-employment, small, medium, and large ngoma troupes, and in Non-Governmental Organizations (NGOs).

The Ngoma Performance Syllabus is designed to guide the teaching and learning of Ngoma Performance at the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning Ngoma Performance. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences.

## **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, norms 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 General Competences for Ordinary Secondary Education Vocational Stream**

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

### **4.0 General Competences of the Occupation**

Upon completion of this occupation, students are expected to have ability to:

- (a) Maintain safety of Ngoma working environment;
- (b) Maintain ethics when performing ngoma;
- (c) Maintain principles of performing ngoma;
- (d) Use ICT to market ngoma;
- (e) Maintain mastery of principles of performing therapeutic ngoma; and
- (f) Maintain relations with ngoma performance stakeholders.

### **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*

<b>Modules (Main Competence)</b>	<b>Units (Specific competences)</b>
1.0 Maintaining safety of Ngoma working environment	1.1 Maintaining Ngoma studio and working environment safety 1.2 Handling accidents and incidents hazards 1.3 Handling fire accidents and perform first aid
2.0 Maintaining principles of performing ngoma	2.1 Performing health specific exercises for ngoma performance 2.2 Performing traditional ngoma 2.3 Performing songs of traditional Ngoma 2.4 Playing drums of traditional Ngoma
3.0 Performing traditional ngoma	3.1 Performing various forms of traditional ngoma to the specific audiences 3.2 Performing songs accompanying different forms of traditional ngoma 3.3 Performing drumming accompanying different forms of traditional dance
4.0 Performing Fusion ngoma	4.1 Developing fusion ngoma adapted from various sources 4.2 Developing a dance-drama
5.0 Performing traditional ngoma instruments	5.1 Preparing traditional Ngoma instruments 5.2 Playing drums of traditional Ngoma
6.0 Maintaining ethics when performing ngoma	6.1 Incorporating appropriate ethical values in selected ngoma creation 6.2 Applying appropriate ethical values when performing selected ngoma
7.0 Maintaining principles of choreographing ngoma	7.1 Performing basic principles of choreographing Ngoma 7.1 Practicing roles of the choreographer in Ngoma
8.0 Marketing ngoma digitally	8.1 Using available digital resources for marketing Ngoma 8.2 Applying digital platforms
9.0 Maintaining mastery of principles of performing ngoma	9.1 Performing mastery of basic principles and skills of therapeutic Ngoma 9.2 Performing patient-specific therapeutic Ngoma 9.3 Performing mastery of ethical principles and practices of Ngoma movement therapist
10.0 Maintaining relations with ngoma performance stakeholders	10.1 Maintaining rights and responsibilities of a ngoma practitioner 10.2 Performing legal logistics for handling ngoma performance practices

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

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Ngoma Performance.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Ngoma Performance
- (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) Treat all the students according to their learning needs and abilities;
- (h) Protect the student from the risky environment while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper 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/guardian**

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in a 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 demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, 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. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

## **8.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, both a

teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students 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 Ngoma performance. 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 demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments 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 Form Two National Assessment, terminal examination, annual examination, mock examination and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

## 10.0 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

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

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	<b>40</b>
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
<b>Total</b>	<b>60</b>	

## 11.0 Number of Periods

The Ngoma performance Syllabus for Ordinary Secondary Education Vocational Stream

Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

## **12.0 Teaching and Learning Contents**

The contents of the Syllabus are organised into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

## Form One

**Table 3: Detailed contents for Form One**

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Maintaining safety of Ngoma working environment	1.1 Maintaining Ngoma studio and working environment safety	(a) Maintaining Ngoma studio safety rules and regulations	<p><b>Brainstorming:</b> Guide the students to define the concept of safety rules and regulations within the ngoma studio. Discuss the importance of maintaining a safe environment and identify specific risks in the ngoma studio, such as overcrowding, improper handling of instruments, or exposure to sharp objects.</p> <p><b>Practical Work:</b> Guide students in reviewing and understanding the ngoma studio's safety rules and regulations, including emergency procedures, proper equipment handling, and ensuring the studio space is organized and free of hazards.</p>	<ul style="list-style-type: none"> <li>• Interpret different safety signs in a ngoma workshop</li> <li>• Draw safety signs</li> <li>• Maintain personal safety</li> <li>• Clean ngoma studio and working environment, tools, equipment and the surroundings</li> <li>• Use safety gears</li> </ul>	Maintained Ngoma studio safety rules and regulations	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to maintain ngoma studio safety rules and regulations.</p> <p><b>Principles:</b> The student should explain principles of maintaining ngoma studio safety rules and regulations.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concept of safety rules and regulation</li> <li>• Rules and regulations for maintain safety in the ngoma studio</li> <li>• Purpose of each safety rule and regulation</li> <li>• Different safety sign and their importance</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• OSHA rules and</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Safety gears (PPE)</li> <li>• Safety signs</li> <li>• Firefighting equipment.</li> <li>• Mark postures.</li> <li>• Dust bins.</li> <li>• Cleaning Agents</li> <li>• Mop.</li> <li>• Safety clear glasses.</li> <li>• Over-coat</li> <li>• Gloves.</li> <li>• Dusk Mask.</li> <li>• Computer Tool Kit.</li> <li>• Ngoma Safety gear.</li> </ul>	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Emphasize on how to identify hazards within the ngoma studio and take corrective actions to prevent accidents.</p> <p><b>Activity:</b> Organize students into manageable groups, assign each group a specific safety rule or regulation to present to the class. Each group role-play on how to implement the rule in a practical setting. Other students provide feedback and discuss how effectively the rule can be applied in real-life scenarios.</p>			<p>regulations</p> <ul style="list-style-type: none"> <li>• Safe working practices</li> <li>• Ngoma studio rules and regulations</li> </ul>		
		(b) Maintaining Ngoma workshop working environment	<p><b>Brainstorming:</b> guide students to identify main aspects of a safe ngoma studio and conducive working environment, such as cleanliness, organization, proper lighting, ventilation, effective sound system and noise control and discuss how these factors contribute to</p>	<ul style="list-style-type: none"> <li>• Maintain ngoma studio safety</li> <li>• Identify causes of health and safety hazards in a ngoma studio and its surrounding</li> </ul>	Maintained ngoma workshop working environment	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to Maintaining Ngoma workshop working environment. <b>Principles:</b> The student should explain principles of maintaining ngoma workshop working environment</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Tool kit</li> <li>• Spirit level</li> <li>• Safety boots</li> <li>• Gloves</li> <li>• Overalls</li> <li>• Cleaning materials</li> <li>• Hoe</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>efficiency and safety during ngoma performance production.</p> <p><b>Practical Work:</b> Guide students to implement proper organization and maintenance practices, such as arranging ngoma performance instruments, avoiding slippery dancefloor, and ensuring enough space on the dancefloor.</p> <p><b>Activity:</b> Organize students into manageable groups and have them organize ngoma performance instruments, clean the dancing studio, and check the functionality of safety equipment.</p>	<p>s</p> <ul style="list-style-type: none"> <li>• Maintain safe working environment</li> <li>• Maintain personal safety</li> <li>• Clean ngoma studio, arrange ngoma instruments and working surroundings</li> <li>• Store performance instruments, performance gear and safety equipment.</li> <li>• Dispose of different types of wastes as per OHS</li> </ul>		<p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concept of ngoma workshop</li> <li>• Safety guideline for maintaining ngoma workshop</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• OSHA rules and regulations</li> <li>• Safe working practices</li> <li>• Waste disposal procedures</li> <li>• Ngoma studio rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Broom</li> <li>• Brush</li> <li>• Safety gears (PPE)</li> <li>• Dust covers</li> <li>• Dust mask</li> <li>• Dust bins</li> </ul>	
		(c) Maintaining personal safety	<p><b>Brainstorm:</b> Guide students to define personal safety and identify common risks</p>	<ul style="list-style-type: none"> <li>• Select relevant safety gears</li> <li>• Identify</li> </ul>	Maintained personal safety	<p><b>Knowledge evidence:</b> <b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain</p>	The following tools, equipment, instruments and safety gears are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>in a ngoma studio and working environment.</p> <p><b>Practical Work:</b> Guide student to properly use Personal Protective Equipment (PPE), such as safety gears, gloves, and helmets</p> <p><b>Activity:</b> Organize students into pairs and have them use safety gears and evaluate each other's adherence to personal safety practices.</p>	<p>causes of health and safety hazards in a Ngoma studio and its surroundings</p> <ul style="list-style-type: none"> <li>• Take precautions against health and safety hazards</li> <li>• Interpret different safety signs in a Ngoma studio and working environment</li> <li>• Maintain personal safety</li> <li>• Use safety gears</li> </ul>		<p>how to maintain personal safety</p> <p><b>Principles:</b> The student should explain principles maintaining personal safety</p> <p><b>Theories:</b> The student should explain: - Concept of personal safety</p> <ul style="list-style-type: none"> <li>• Use relevant personal protective gear</li> <li>• Safe handling broken Ngoma instruments</li> <li>• Safe lifting and handling of ngoma instruments and equipment</li> <li>• Appropriateness use of props and costumes</li> <li>• Avoid unguided complex Ngoma style</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• OSHA rules and regulations</li> <li>• Safe working practices</li> <li>• Ngoma studio and</li> </ul>	<p>available:</p> <ul style="list-style-type: none"> <li>• Safety signs</li> <li>• Firefighting equipment.</li> <li>• Mark postures.</li> <li>• Dust bins.</li> <li>• Cleaning Agents</li> <li>• Mop.</li> <li>• Safety clear glasses.</li> <li>• Over-coat</li> <li>• Gloves.</li> <li>• Dusk Mask.</li> <li>• Computer Tool Kit.</li> <li>• Ngoma Safety gear</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						working environment rules and regulations		
		(d) Handling Ngoma instruments and props	<p><b>Brainstorming:</b> Guide students to list common ngoma instruments and props, handling safety rules, discuss their importance in preventing accidents and ensuring a safe working environment</p> <p><b>Practical Work:</b> Guide students to correctly implement Ngoma studio and working environment safety rules, such as wearing appropriate Personal Protective Equipment (PPE), proper storage of ngoma instruments and props and maintaining cleanliness</p> <p><b>Activity:</b> Organize students into manageable groups to identify the ngoma studio safety signs and write down their meaning</p>	<ul style="list-style-type: none"> <li>• Interpret different safety signs in a Ngoma studio and working environment</li> <li>• Draw safety signs</li> <li>• Maintain personal safety</li> <li>• Clean Ngoma studio and working environment , tools, equipment. Props and surrounding</li> <li>• Use safety gears</li> </ul>	Handled ngoma instruments and props	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to handle Ngoma instruments and props</p> <p><b>Principles:</b> The student should explain principles of handling ngoma instruments and props</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concept of handling ngoma instruments and props</li> <li>• Proper storage</li> <li>• Avoid putting objects on the face of the drum</li> <li>• Regular maintenance</li> <li>• Avoid exposure to extreme condition</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• OSHA rules and regulations</li> <li>• Safe working practices</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Safety signs</li> <li>• Firefighting equipment.</li> <li>• Mark postures.</li> <li>• Dust bins.</li> <li>• Cleaning Agents</li> <li>• Mop.</li> <li>• Safety clear glasses.</li> <li>• Over-coat</li> <li>• Gloves.</li> <li>• Dusk Mask.</li> <li>• Computer Tool Kit.</li> <li>• Ngoma Safety gear</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Ngoma studio and working environment rules and regulations</li> </ul>		
		(e) Maintaining dancer's personal hygiene	<p><b>Brainstorming:</b> Guide the students to list common dancer's personal hygiene rules, discuss their importance in ensuring a safe working environment</p> <p><b>Practical Work:</b> Guide students to correctly implement hygiene routines, such as regular hand washing, maintaining clean attire, hair care, and skin care for the benefit of a dancer's health and comfort.</p> <p><b>Activity:</b> Organize students into manageable groups to develop a daily hygiene checklist specific to dance practice. Have them discuss and share tips for maintaining personal cleanliness.</p>	<ul style="list-style-type: none"> <li>Perform personal cleanliness</li> <li>Maintain personal safety</li> <li>Clean Ngoma studio and working environment , tools, instrument and props, workshop surrounding</li> <li>Use clean safety gears</li> <li>Wash rehearsal and performance clothes and costumes</li> </ul>	Maintained dancer's personal hygiene	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to maintain dancer's personal hygiene</p> <p><b>Principles:</b> The student should explain principles of maintaining dancer's personal hygiene</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>Meaning of personal hygiene</li> <li>Practices in maintaining dancer's personal hygiene</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>OSHA rules and regulations</li> <li>Safe working practices</li> <li>Ngoma studio and working environment rules and regulations</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Firefighting equipment.</li> <li>Mark postures.</li> <li>Dust bins.</li> <li>Cleaning Agents</li> <li>Mop.</li> <li>Safety clear glasses.</li> <li>Over-coat</li> <li>Gloves.</li> <li>Dusk Mask.</li> <li>Computer Tool Kit.</li> <li>Ngoma Safety gear.</li> <li>Ngoma Costumes</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	1.2 Handling accidents and incidents hazards	(a) Handling mechanical hazards	<p><b>Brainstorming:</b> Guide the students to define mechanical hazards, identify examples such as slippery floors, sharp edges, or pinch points, and discuss their potential risks in various environments</p> <p><b>Practical Work:</b> Guide students on using dance floor and ngoma instruments safely.</p> <p><b>Activity:</b> Organize students into manageable groups and assign them to inspect different areas of the ngoma studio and the surroundings to identify potential mechanical hazards.</p>	<ul style="list-style-type: none"> <li>Carry out first aid to a person involved in accidents related to mechanical hazards.</li> <li>Interpret ngoma studio rules and regulations</li> <li>React correctly and safely when faced with an emergency</li> <li>Identify and apply all emergency equipment and supplies</li> <li>Locate first aid kit promptly.</li> <li>Take necessary steps to save the victim.</li> <li>Report to superiors</li> </ul>	Handled mechanical hazards	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Identify hazard materials</li> <li>Handle hazards materials</li> <li>Use safety gears</li> <li>Use colour code and safety signs</li> <li>Handle an accident victim</li> <li>Protect on unconscious victim</li> <li>Carry out first aid</li> <li>React correctly and safely when faced with emergency</li> </ul> <p><b>Principles:</b> The student should handle mechanical hazards</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>Concept of mechanical hazards</li> <li>Concept of manual handling risk</li> <li>Various mechanical hazards</li> </ul> <p><b>Circumstantial</b></p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Safety equipment</li> <li>Equipment manuals</li> <li>Incinerators</li> <li>Dust bins</li> <li>Gloves</li> <li>Masks</li> <li>Dust coat</li> <li>Safety boots</li> <li>Safety goggles</li> <li>Ear muffs</li> <li>Ngoma safety gears</li> </ul>	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> <li>Record accidents</li> <li>Make regular inspections of the performing area and equipment.</li> <li>Handle ngoma instrument.</li> <li>Follow the compressed air rule.</li> <li>Follow good environmental practices.</li> <li>Use safety gears.</li> <li>Clean ngoma instruments, equipment and workplace.</li> <li>Store tools and equipment</li> </ul>		<b>knowledge</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>Safety precautions while handling accidents and incidents</li> <li>Safe handling of ngoma instruments, equipment and machines</li> <li>Waste disposal methods</li> <li>Respiratory and circulatory systems</li> <li>Basic functions of the human body</li> </ul>		
		(b) Handling physical hazards	<b>Brainstorming:</b> Guide students to define physical hazards and	<ul style="list-style-type: none"> <li>Carry out first aid to a person</li> </ul>	Handled physical hazards as per rules and	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain	The following tools, equipment, instruments and safety	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>identify common examples, such as slippery floors, rough floors, noise, extreme temperatures, and sharp edges. Discuss how these hazards occur and their potential impact on safety</p> <p><b>Practical Work:</b> Guide students in addressing each type of physical hazards effectively, using safety protocols, such the use of warning signs, how to clean up spills, use protective equipment, and how to modify the environment to reduce risks</p> <p><b>Activity:</b> Organize students into manageable groups to survey different areas of the ngoma studio or school premises. Task them with identifying physical hazards and proposing corrective actions, such</p>	<p>involved in accidents related to physical hazards</p> <ul style="list-style-type: none"> <li>• Interpret ngoma studio rules and regulations</li> <li>• React correctly and safely when faced with an emergency</li> <li>• Identify and apply all emergency equipment and supplies.</li> <li>• Locate first aid kit promptly.</li> <li>• Carry out artificial respiration.</li> <li>• Take necessary steps to save the victim.</li> <li>• Report to</li> </ul>	regulations	<p>how to:</p> <ul style="list-style-type: none"> <li>• Handle hazardous materials.</li> <li>• Use safety gears.</li> <li>• Use colour code and safety signs.</li> <li>• Handle an accident victim.</li> <li>• Protect an unconscious victim.</li> <li>• Carry out first aid.</li> <li>• React correctly and safely when faced with an emergency</li> </ul> <p><b>Principles:</b> The student should explain the principles of handling physical hazard</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concepts of physical hazards</li> <li>• Concept of Personal protective equipment</li> <li>• Common types of Personal protective equipment</li> </ul> <p><b>Circumstantial knowledge Detailed knowledge about:</b></p>	<p>gears are to be available:</p> <ul style="list-style-type: none"> <li>• Safety equipment</li> <li>• Equipment manuals</li> <li>• Incinerators</li> <li>• Dust bins</li> <li>• Masks</li> <li>• Dust coat</li> <li>• Ngoma safety gears.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			as installing dustbins or improving lighting	<p>superiors.</p> <ul style="list-style-type: none"> <li>Record incidents or accidents.</li> <li>Make regular inspections of ngoma studio, instruments and equipment.</li> <li>Follow good environmental practices.</li> <li>Use safety gears.</li> <li>Clean ngoma instruments, equipment and studio regularly.</li> <li>Store ngoma instruments and equipment.</li> </ul>		<ul style="list-style-type: none"> <li>Safety precautions while handling accidents and incidents</li> <li>Safe handling of ngoma instruments and equipment.</li> <li>Waste disposal methods</li> </ul>		
		(c) Handling electrical hazards	<b>Brainstorming:</b> Guide students to define electrical hazards and identify examples such	<ul style="list-style-type: none"> <li>Carry out first aid to person involved in</li> </ul>	Handled electrical hazards	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to handle electrical	The following tools, equipment, instruments and safety gears are to be	

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			<p>as exposed wires, overloaded circuits, wet areas near electrical installations, and improper use of electrical equipment. Discuss the potential risks, including shocks, burns, and fires.</p> <p><b>Practical Work:</b> Guide students to practice safe handling of electrical hazards.</p> <p><b>Activity:</b> Organize students into manageable groups to identify potential electrical hazards in the ngoma studio and working environment or school premises. Assign them to assess the risks and suggest preventive measures, such as proper wiring, grounding, or use of circuit protection devices.</p>	<p>accidents related to electrical hazards</p> <ul style="list-style-type: none"> <li>• Use service manual</li> <li>• Interpret workshop rules and regulations</li> <li>• React correctly and safely when faced with an emergency</li> <li>• Identify and apply all emergency equipment and supplies</li> <li>• Locate first aid kit</li> <li>• Carry out artificial respiration</li> <li>• Take necessary steps to save the victim</li> <li>• Report to superiors</li> <li>• Record</li> </ul>		<p>hazards.</p> <p><b>Principles:</b> The student should explain the principles of handling electrical hazards</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concepts of electrical hazard</li> <li>• Things to remember when using electrical devices</li> </ul> <p><b>Circumstantial knowledge Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions while handling accidents and incidents</li> <li>• Safe handling of tools, equipment and machines</li> <li>• Waste disposal methods</li> </ul>	<p>available:</p> <ul style="list-style-type: none"> <li>• Tool kit</li> <li>• Soft cloth</li> <li>• Fire extinguisher</li> <li>• Overalls</li> <li>• Rubber gloves</li> <li>• Gloves</li> <li>• Safety boots</li> <li>• Safety clear glasses</li> <li>• First aid kit</li> <li>• First aid poster</li> <li>• Gloves</li> <li>• overall</li> <li>• Ngoma studio and working environment rules and regulations guidelines</li> <li>• Service manual</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				accidents <ul style="list-style-type: none"> <li>• Make periodic inspection of workshop area and equipment</li> <li>• Identify hazard material</li> <li>• Use colour code and know what colour represent</li> <li>• Handle electrical equipment</li> <li>• Follow good environmental practices</li> <li>• Use safety gears</li> <li>• Store tools and equipment</li> </ul>				
	1.3 Handling fire accidents and perform	(a) Handling firefighting equipment and materials	<b>Brainstorming:</b> Guide the students to define firefighting equipment and materials, such as fire	<ul style="list-style-type: none"> <li>• Select tools, equipment and safety gears</li> <li>• Apply right</li> </ul>	Handled firefighting and materials are as per rules and regulations.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to handle firefighting equipment	The following tools, equipment, instruments and safety gears are to be available:	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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	first aid		<p>extinguishers, fire blankets, and sand buckets. Discuss their importance in preventing the spread of fire and ensuring safety.</p> <p><b>Practical Work:</b> Guide the students on how to handle firefighting equipment and materials properly.</p> <p><b>Activity:</b> Organize the students into manageable groups to inspect the school premises for firefighting equipment. Task them to identify the location, condition, and accessibility of equipment and ensure it's ready for use in emergencies.</p>	<p>class of fire extinguisher</p> <ul style="list-style-type: none"> <li>• Check and test fire extinguishers</li> <li>• Clean up tools, equipment and working place</li> <li>• Store tools, equipment and safety gears</li> </ul>		<p>and materials</p> <p><b>Principles:</b> The student should explain the principles of handling firefighting equipment and materials</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concepts of fire</li> <li>• Concepts of fire fighting</li> <li>• Components of fire triangle</li> <li>• Protection and prevention of fire accidents</li> <li>• Types of firefighting equipment and material</li> </ul>	<ul style="list-style-type: none"> <li>• Firefighting rules and regulations</li> <li>• Workshop rules and regulations</li> <li>• Fire extinguishers</li> <li>• Firefighting materials</li> <li>• First aid kit</li> <li>• Gloves</li> <li>• Safety boots</li> <li>• Overall</li> <li>• Safety clear glasses</li> </ul>	
		(b) Handling different types of fire	<p><b>Brainstorming:</b> Guide the students to define fire classes and identify their causes, such as combustible materials, flammable liquids, electrical faults, and cooking oils. Discuss the dangers of</p>	<ul style="list-style-type: none"> <li>• Identify common classes of fire</li> <li>• React correctly and safely when faced with</li> </ul>	Fire accidents handled as per rules and regulations.	<p><b>Detailed knowledge of: Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Identify different type of fire extinguisher</li> <li>• Apply the right type of fire extinguishers</li> <li>• Apply right type of</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Firefighting rules and regulations</li> <li>• Workshop rules and regulations</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>using incorrect firefighting methods for each fire type.</p> <p><b>Practical Work:</b> Guide the students on how to handle different types of fire safely.</p> <p><b>Activity:</b> Organize the students into manageable groups to simulate handling different fire scenarios. Assign each group a fire type and have them practice choosing and using the correct firefighting equipment and techniques.</p>	<p>different types of fire</p> <ul style="list-style-type: none"> <li>• Handle different types of fire</li> <li>• Apply right class of firefighting materials</li> </ul>		<p>firefighting materials</p> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>• Identifying different type of fire extinguishers</li> <li>• Checking and testing fire extinguishers</li> <li>• Applying right class of fire extinguishers</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Classification of fire</li> <li>• Handling fires</li> <li>• Electrical fire categories</li> <li>• Using fire extinguishers</li> </ul>	<ul style="list-style-type: none"> <li>• Fire extinguishers</li> <li>• Firefighting materials</li> <li>• First aid kit</li> <li>• Gloves</li> <li>• Safety boots</li> <li>• Overall</li> <li>• Safety clear glasses</li> </ul>	
		(c) Performing artificial respiration	<p><b>Brainstorming:</b> Guide students to define artificial respiration and its importance in emergency situations. Discuss the processes of respiration and how artificial respiration helps maintain oxygen supply to the brain and other vital organs in cases of respiratory</p>	<ul style="list-style-type: none"> <li>• Interpret artificial respiration</li> <li>• Check signs of breathing</li> <li>• Draw safety signs</li> <li>• Maintain open airway</li> <li>• Clean ngoma studio and</li> </ul>	Performed artificial respiration as per safety rules and regulations	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform artificial respiration</p> <p><b>Principles:</b> The student should explain principles of performing artificial respiration</p> <p><b>Theories:</b> The student should explain: -</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Safety gears (PPE)</li> <li>• Safety signs</li> </ul>	

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			<p>failure.</p> <p><b>Practical Work:</b> Guide students to apply technique for performing artificial respiration (mouth-to-mouth or mouth-to-nose) in a controlled and safe environment. Emphasize the importance of checking for signs of breathing, maintaining an open airway, and delivering effective breaths.</p> <p><b>Activity:</b> Organize students into pairs. One student will simulate an unconscious person in need of artificial respiration, while the other will practice the technique. After the activity, students should provide constructive feedback to each other, focusing on the proper positioning, technique, and timing.</p>	<p>working environment , tools, equipment and surroundings</p> <ul style="list-style-type: none"> <li>• Use artificial respiratory techniques</li> </ul>		<ul style="list-style-type: none"> <li>• Concept of artificial respiration</li> <li>• Reasons for performing artificial respiration</li> <li>• Common methods for artificial respiration</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• OSHA rules and regulations</li> <li>• Respiratory and circulatory systems</li> <li>• Basic functions of the human body.</li> </ul>		
		(d) Performing first aid to minor scalpels	<p><b>Brainstorming:</b> Guide the students to identify types of</p>	<ul style="list-style-type: none"> <li>• Assess the Scene</li> <li>• Apply</li> </ul>	Performed first aid to minor scalpels	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain</p>	The following tools, equipment, instruments and safety	

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			<p>scalpels and explain first aid mistakes when handling minor scalp injuries, such as using inappropriate materials, over-washing the wound, or failing to properly secure bandages. Have them to identify when a wound is minor and when professional medical attention is required.</p> <p><b>Practical Work:</b> Guide students to go through the process of cleaning and dressing a minor scalp wound.</p> <p><b>Activity:</b> Organize students into manageable groups assign each group a simulated minor scalp wound scenario. Have students role-play different emergency scenarios involving minor scalp wounds. Each group will work through the assessment, cleaning, dressing, and monitoring steps</p>	<p>gentle pressure</p> <ul style="list-style-type: none"> <li>• Rinse with clean water</li> <li>• Apply an antiseptic</li> <li>• Use Sterile dressing</li> <li>• Monitor bleeding</li> </ul>		<p>how to perform first aid to minor scalpels</p> <p><b>Principles:</b> The student should explain principles of performing first aid to minor scalpels</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concept of first aid</li> <li>• Types of scalpels</li> <li>• Procedures of giving first aid to scalped person</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Basic medical training</li> <li>• OSHA rules and regulations</li> <li>• Safe working practices</li> <li>• Ngoma studio and working environment rules and regulations</li> </ul>	<p>gears are to be available:</p> <ul style="list-style-type: none"> <li>• Safety gears (PPE)</li> <li>• Sterile Gauze Pads</li> <li>• Sterile Cotton Balls or Swabs</li> <li>• Antiseptic Solution</li> <li>• Mild Soap</li> <li>• Bandaging and Securing Materials</li> <li>• Tweezers (Sterilized)</li> <li>• Scissors</li> <li>• Pain Relief</li> <li>• Waste Disposal Bags</li> <li>• Alcohol Wipes</li> <li>• Thermometer</li> <li>• First Aid Manual</li> </ul>	

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2.0 Maintaining principles of performing ngoma	2.1 Performing health specific exercises for ngoma performance	(a) Performing breathing exercises	<p><b>Brainstorming:</b> Guide students to identify various breathing exercises, such as low, medium, high, abdominal, hyperpnea and paced breathing. Discuss the importance of each item in performing breathing exercises for ngoma performance.</p> <p><b>Practical Work:</b> Guide students to properly perform breathing exercises.</p> <p><b>Activity:</b> Organize students into manageable groups to Perform breathing exercises for ngoma performance. Ask them to identify anyone improperly exercises and suggest corrective ways. Have them apply safety gears.</p>	<ul style="list-style-type: none"> <li>• Interpret breathing exercises</li> <li>• Identify types of breathing exercises</li> <li>• Observe safety precautions</li> </ul>	Performed breathing exercises as per guideline, safety rules and regulations	<p><b>Detailed Knowledge of: Method used:</b> The student should explain different ways of performing breathing exercises.</p> <p><b>Principles:</b> The student should explain principles of performing breathing exercises.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Meaning of breathing exercises.</li> <li>• Types of breathing Exercises.</li> <li>• Importance of breathing Exercises.</li> <li>• Tips for breathing well.</li> </ul> <p><b>Circumstantial knowledge Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions to be observed while performing breathing exercises.</li> <li>• Safe performing breathing exercises.</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Assorted power operated hand tools.</li> <li>• Tool kits.</li> <li>• Exercises schedule chart</li> <li>• Waste bin.</li> <li>• Resistance Bands</li> <li>• Foam Rollers</li> <li>• Stretching Straps</li> <li>• Dumbbells</li> <li>• Kettlebells</li> <li>• Bosu Ball</li> <li>• Jump Rope</li> <li>• Agility Ladder</li> <li>• Treadmill or Stationary Bike</li> <li>• Rowing Machine</li> <li>• Massage Balls or Therapy Balls</li> <li>• Cold Packs</li> <li>• Heating Pads</li> <li>• Pilates Rings</li> <li>• Yoga Stick or Alignment Stick</li> <li>• Safety gears.</li> </ul>	60

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		(b) Performing jumping exercises	<p><b>Brainstorming:</b> Guide students to identify and discuss the importance of proper ways of jumping exercises for ngoma performance such as improve strength and balance and create different shapes in the air.</p> <p><b>Practical Work:</b> Step by step guide the students to properly perform jumping exercises for ngoma performance.</p> <p><b>Activity:</b> Organize students into manageable groups to perform various types of jumps exercises. Ask them to observe their bodies for proper performance. Encourage them to help each other during the jumping process.</p>	<ul style="list-style-type: none"> <li>• Select tools.</li> <li>• Interpret jumping exercises.</li> <li>• Identify faults.</li> <li>• Observe safety precautions.</li> <li>• Clean tools, equipment, machine and workplace.</li> <li>• Store tools and equipment.</li> </ul>	Performed jumping exercises as per guidelines.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain different ways of performing jumping exercises.</p> <p><b>Principles:</b> The student should explain principles of performing jumping exercises.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of jumping exercises and</li> <li>• Types of jumping exercises.</li> <li>• Importance of performing jumping exercises.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions to be observed while performing jumping exercises.</li> <li>• Mind-body connection.</li> <li>• Variations in ngoma Styles</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Assorted power operated hand tools.</li> <li>• Tool kits.</li> <li>• Exercises schedule chart</li> <li>• Waste bin.</li> <li>• Resistance Bands</li> <li>• Foam Rollers</li> <li>• Stretching Straps</li> <li>• Dumbbells</li> <li>• Kettlebells</li> <li>• Bosu Ball</li> <li>• Jump Rope</li> <li>• Agility Ladder</li> <li>• Treadmill or Stationary Bike</li> <li>• Rowing Machine</li> <li>• Massage Balls or Therapy Balls</li> <li>• Cold Packs</li> <li>• Heating Pads</li> <li>• Pilates Rings</li> <li>• Yoga Stick or Alignment Stick</li> <li>• Safety gears.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Performing turning and rotation exercises	<p><b>Brainstorming:</b> Guide students to define turning and rotation exercises for ngoma performance.</p> <p>Discuss the importance of performing turning and rotation exercises in ngoma studio for ngoma performance.</p> <p><b>Practical Work:</b> Guide the students to properly perform turning and rotation exercises.</p> <p><b>Activity:</b> Organize students into manageable groups to exercise the turn and rotation in ngoma studio. Have them Practice and observe their bodies for proper performance. Encourage them to help each other during the turning and rotation process.</p>	<ul style="list-style-type: none"> <li>• Select tools.</li> <li>• Try out simple turnings and rotations.</li> <li>• Observe safety precautions.</li> <li>• Practice turning and rotation exercises for perfection.</li> <li>• Store tools, props and equipment.</li> </ul>	Performed turning and rotation exercises as per guidelines specifications.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain different ways of Performing turning and rotation exercises.</p> <p><b>Principles:</b> The student should explain principles of Performing turning and rotation exercises.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Meaning of turning and rotation exercises.</li> <li>• Corrective performance of turning and rotation exercises.</li> <li>• Importance of turning and rotation exercises.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions to be observed while performing turning and rotation exercises.</li> <li>• Physical Alignment and Posture</li> <li>• gradual progression.</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Assorted power operated hand tools.</li> <li>• Tool kits.</li> <li>• Exercises schedule chart</li> <li>• Waste bin.</li> <li>• Resistance Bands</li> <li>• Foam Rollers</li> <li>• Stretching Straps</li> <li>• Dumbbells</li> <li>• Kettlebells</li> <li>• Bosu Ball</li> <li>• Jump Rope</li> <li>• Agility Ladder</li> <li>• Treadmill or Stationary Bike</li> <li>• Rowing Machine</li> <li>• Massage Balls or Therapy Balls</li> <li>• Cold Packs</li> <li>• Heating Pads</li> <li>• Pilates Rings</li> <li>• Yoga Stick or Alignment Stick</li> <li>• Safety gears.</li> <li>• Warning tags.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>• Visualization and Mental Practice.</li> </ul>		
		(d) Maintaining nutrition for Ngoma dancers	<p><b>Brainstorming:</b> Guide the students to list common nutritious foods, discuss their importance to ngoma dancers and ensuring a proper nutrition in ngoma performance.</p> <p><b>Practical Work:</b> Guide students to correctly apply nutritious food, such as carbohydrates, proteins, fats and vitamins, their proper usage and maintaining cleanliness</p> <p><b>Activity:</b> Organize students into manageable groups to identify various nutritious food from their local environment and write their functions to a ngoma dancer.</p>	<ul style="list-style-type: none"> <li>• Select nutritious foods</li> <li>• Interpret different types of food</li> <li>• Assemble various foods into their responsive group</li> <li>• Maintain personal hydration</li> <li>• Use nutritious foods</li> </ul>	Maintained nutrition for ngoma dancers as per rules and regulations	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• adhere to proper feeding.</li> <li>• Identify nutritious food</li> <li>• prevent dehydration</li> </ul> <p><b>Principles:</b> The student should explain principles of maintaining nutrition for Ngoma dancers</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• types of nutritious foods</li> <li>• Importance of hydration</li> <li>• Purpose of using nutritious foods</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Prioritisation of nutritious foods</li> <li>• Consistent hydration</li> <li>• Dietary considerations</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Blender/Smoothie Maker;</li> <li>• Food Processor</li> <li>• Food Scale;</li> <li>• Meal Prep Containers;</li> <li>• Thermal Food Storage Bags;</li> <li>• Pots;</li> <li>• Pans;</li> <li>• Baking Sheets;</li> <li>• Nut Milk Maker;</li> <li>• Vegetable Slicer;</li> <li>• Herb and Spice Grinder; and</li> <li>• Water Bottle with Infuser</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						for Special Needs <ul style="list-style-type: none"> <li>• Muscle maintenance promotion</li> <li>• Incorporation of fortified foods or supplements</li> </ul>		
	2.2 Performing traditional ngoma	(a) Identifying various Ngoma from your ethnic group	<p><b>Brainstorming:</b> Guide students to define traditional ngoma and identify various ngoma from their communities and nation such as Sindimba, Mdundiko, Bugobogobo, Kibati, Msewe and Mheme. Discuss the role of these traditional ngoma performances in their communities.</p> <p><b>Practical Work:</b> Guide the students to identify the functions each ngoma serves in its community.</p> <p><b>Activity:</b> Organise a think-ink-pair-share assignment for the students to identify the ngoma performances and the communities they come from.</p>	<ul style="list-style-type: none"> <li>• Identify ngoma from ethnic groups.</li> <li>• Identify the instruments used during each ngoma performance</li> <li>• Describe the function of each ngoma.</li> </ul>	Various ngoma from different ethnic groups identified.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Select forms of ngoma from various ethnic groups.</li> <li>• Distinguish one ngoma from another.</li> <li>• Identify functions of ngoma to various ethnic groups.</li> </ul> <p><b>Principles:</b> The student should explain the principles of identifying ngoma from various ethnic groups.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Definition of traditional ngoma.</li> <li>• Types of traditional ngoma.</li> <li>• Functions of traditional ngoma.</li> </ul> <p><b>Circumstantial</b></p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Drums (ngoma)</li> <li>• Shakers (Mbira, Kalimba, or Marimba)</li> <li>• Skirts or loincloths</li> <li>• Beads, jewellery</li> <li>• feathers or cowrie shells</li> <li>• Whistles</li> <li>• Footwear</li> <li>• Sticks or Mallets</li> </ul>	75

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<b>knowledge</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>Cultural background of each ngoma.</li> </ul>		
		(b) Selecting and performing basic movements of one of the identified traditional ngoma	<b>Brainstorming:</b> Guide students to define a basic ngoma movement. Discuss the features and the functions of the basic ngoma movement.  <b>Practical Work:</b> Guide the students to perform basic movements of the selected traditional ngoma.  <b>Activity:</b> Organize students into manageable groups to observe a ngoma performance and identify basic ngoma movements from the performers. Guide them to imitate the performers step by step. Help them familiarise themselves with the movements	<ul style="list-style-type: none"> <li>Select any common traditional ngoma performance</li> <li>Observe the basic movements from selected traditional ngoma.</li> <li>Imitate the basic movements.</li> <li>Practise the basic movements.</li> <li>Perform the basic movements.</li> </ul>	Performed basic traditional ngoma movements as per guidelines.	<b>Detailed Knowledge of:</b> <b>Method used:</b> The student should practise various ways of performing basic movements of traditional ngoma movements. <b>Principles:</b> The student should explain the principles of selecting and performing basic movements of identified traditional ngoma.  <b>Theories:</b> The student should explain: <ul style="list-style-type: none"> <li>Meaning of basic movements of traditional ngoma.</li> <li>Features of the basic movements of traditional ngoma.</li> <li>Steps to follow when practising basic movements of traditional ngoma.</li> </ul> <b>Circumstantial knowledge</b>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Drums (ngoma)</li> <li>Shakers (Mbira, Kalimba, or Marimba)</li> <li>Skirts or loincloths</li> <li>Beads, jewellery</li> <li>feathers or cowrie shells</li> <li>Whistles</li> <li>Footwear</li> <li>Sticks or Mallets</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			through regular practice for perfection.			<b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>• Safety precautions to be observed while performing basic traditional ngoma movements.</li> <li>• Meaningful ngoma movements that deliver messages.</li> <li>• Connectivity of ngoma movements.</li> </ul>		
		(c) Performing complex movements of selected traditional ngoma from your ethnic group	<b>Brainstorming:</b> Guide students to define a complex ngoma movement. Discuss the features and the functions of the complex ngoma movement.  <b>Practical Work:</b> Guide the students to perform complex traditional ngoma movement.  <b>Activity:</b> Organize students into manageable groups to observe a ngoma performance and identify complex ngoma	<ul style="list-style-type: none"> <li>• Select any common traditional ngoma performance .</li> <li>• Observe movements from the selected traditional ngoma.</li> <li>• Identify complex traditional ngoma movements from the performance .</li> <li>• Imitate the</li> </ul>	Complex movements for selected traditional ngoma performed as per dancing guidelines.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should practise various ways of performing complex traditional ngoma movements. <b>Principles:</b> The student should explain the principles of performing complex movements of identified traditional ngoma. <b>Theories:</b> The student should explain: <ul style="list-style-type: none"> <li>• Meaning of complex movements of traditional ngoma.</li> <li>• Features of the complex movements of traditional ngoma.</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Drums (ngoma)</li> <li>• Shakers (Mbira, Kalimba, or Marimba)</li> <li>• Skirts or loincloths</li> <li>• Beads, jewellery</li> <li>• feathers or cowrie shells</li> <li>• Whistles</li> <li>• Footwear</li> <li>• Sticks or Mallets</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			movements from the performers. Guide them to imitate the performers step by step. Help them familiarise themselves with the movements through regular practice for perfection.	<ul style="list-style-type: none"> <li>complex movements.</li> <li>Practise the complex movements.</li> <li>Perform the complex traditional ngoma movements.</li> </ul>		<ul style="list-style-type: none"> <li>Steps to follow when practising complex movements of traditional ngoma.</li> </ul> <p><b>Circumstantial knowledge</b></p> <p><b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Safety precautions to be observed while performing complex traditional ngoma movements.</li> <li>Meaningful ngoma movements that deliver messages.</li> <li>Connectivity of ngoma movements</li> </ul>		
	2.3 Performing songs of traditional Ngoma	(a) Writing songs of the selected traditional ngoma from your ethnic group	<b>Brainstorming:</b> Guide students to define selected traditional ngoma songs and identify the functions of songs such as facilitate teaching and promote social values. Discuss the role of writing songs of selected traditional ngoma before start practicing them such as educate, console, heal and unify.	<ul style="list-style-type: none"> <li>Select traditional ngoma</li> <li>Explore the meaning of selected ngoma traditional ngoma songs.</li> <li>Manage writing skills of selected traditional</li> </ul>	All songs of the selected traditional ngoma from ethnic group written as per instruction	<p><b>Detailed knowledge of:</b></p> <p><b>Method used:</b> The student should explain meaning of writing songs of the selected traditional ngoma from your ethnic group</p> <p><b>Principles:</b> The student should explain the principle of writing songs of the selected traditional ngoma from your ethnic group</p> <p><b>Theories:</b> The student</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Books</li> <li>Dictionary</li> <li>Notebook or Writing Journal</li> <li>Lyric Sheet</li> </ul>	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work:</b> Guide the students to write songs for traditional ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups to write songs of selected traditional ngoma. Have them identify major social values, beliefs and traditions contained.</p>	<p>ngoma songs.</p> <ul style="list-style-type: none"> <li>Identify functions of selected traditional ngoma songs.</li> <li>Explore the beliefs and thoughts of the community stored in the selected traditional ngoma songs</li> </ul>		<p>should explain:</p> <ul style="list-style-type: none"> <li>Meaning of traditional ngoma songs.</li> <li>Importance of writing songs of the selected traditional ngoma from your ethnic group.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Learn about the ethnic group's history, language, and customs.</li> <li>Investigation of the purpose of the selected traditional ngoma from your ethnic group.</li> <li>Usage of the native language of the ethnic group</li> <li>Exploration of the symbolic meanings of the selected traditional ngoma songs.</li> </ul>		
		(b) Reading songs of the selected	<b>Brainstorming:</b> Guide students to define	The student should be able	All songs of the selected	<b>Detailed knowledge of:</b> <b>Method used:</b> The	The following tools, equipment,	

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		traditional ngoma from your ethnic group	<p>concept of reading songs of the selected traditional ngoma from your ethnic group. Discuss the importance of reading these songs such as discovery of content and improve vocabulary.</p> <p><b>Practical Work:</b> Guide the students to properly read songs of the selected traditional ngoma from their ethnic group.</p> <p><b>Activity:</b> Organize students into manageable groups to read songs of the selected traditional ngoma from their ethnic group. Have each group identify any difficulties from each group members and direct the corrective ways to ensure any one is reading well.</p>	<p>to:</p> <ul style="list-style-type: none"> <li>• Select traditional ngoma</li> <li>• Interpret selected traditional ngoma songs</li> <li>• Read the songs</li> </ul>	traditional ngoma from your ethnic group read.	<p>student should explain reading songs of the selected traditional ngoma from your ethnic group.</p> <p><b>Principles:</b> The student should explain the principle of reading songs of the selected traditional ngoma from your ethnic group.</p> <p><b>Theories:</b> The student should explain the:</p> <ul style="list-style-type: none"> <li>• Concept of reading songs of the selected songs of traditional ngoma from your ethnic group</li> <li>• Importance of reading songs of the selected traditional ngoma from your ethnic group</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge</b></p>	<p>instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Printed lyrics</li> <li>• Rehearsal Schedule</li> <li>• Stopwatch</li> <li>• Mirrors</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<b>about:</b> <ul style="list-style-type: none"> <li>• Exploration of context of the songs.</li> <li>• Familiarisation to specific dialects or languages of the songs.</li> </ul>		
		(c) Rehearsing songs of the selected traditional ngoma from your ethnic group in low and high voices	<b>Brainstorming:</b> Guide the students to rehearsing songs of the selected traditional ngoma from your ethnic group in low and high voices, discuss its importance.  <b>Practical Work:</b> Guide students to correctly rehearse songs of the selected traditional ngoma from their ethnic group in low and high voices, such as harmonise the song.  <b>Activity:</b> Organize students into manageable groups to rehearse in low and high voices. have interpret the song, illuminate the voices, sing in the groups and	<ul style="list-style-type: none"> <li>• Select traditional ngoma</li> <li>• Interpret the songs</li> <li>• Practice high voice</li> <li>• Rehearse low voice</li> <li>• Perform the singing</li> </ul>	Rehearsed songs of the selected traditional ngoma from ethnic group in low and high voices.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• adhere to the workshop safety rules</li> <li>• prevent accident and ensuring safety while in workshop</li> </ul> <b>Principles:</b> The student should explain principles of rehearsing songs of the selected traditional ngoma from your ethnic group in low and high voices. <b>Theories:</b> The student should explain the: <ul style="list-style-type: none"> <li>• Concept of rehearsing songs of the selected songs of traditional ngoma from your ethnic</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Printed Lyrics</li> <li>• Rehearsal Schedule</li> <li>• Stopwatch</li> <li>• Mirrors</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			write challenges in rehearsing and provide a corrective way.			<p>group in low and high voices</p> <ul style="list-style-type: none"> <li>Advantages of rehearsing songs of selected traditional ngoma</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>selection of the traditional ngoma songs</li> <li>Cohesion and synchronization of the group</li> <li>Correspondence to verses and choruses</li> </ul>		
	2.4 Playing drums of traditional Ngoma	(a) Playing basic drum beats of the selected traditional ngoma	<p><b>Brainstorming:</b> Guide the students to define drumming and drum beats, to identify basic drum beats for selected traditional ngoma and explain the importance of drumming for traditional ngoma.</p> <p><b>Practical Work:</b> Guide the students to</p>	<ul style="list-style-type: none"> <li>Identify drum beats.</li> <li>Interpret basic drum beats</li> <li>Select ngoma instruments for basic drumbeats.</li> <li>Play basic drum beats</li> </ul>	Basic drum beats for traditional ngoma played as per drumming guidelines.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should practise how to:</p> <ul style="list-style-type: none"> <li>Interpret basic drumbeats.</li> <li>Play basic drumbeats</li> </ul> <p><b>Principles:</b> The student should explain the principles of playing</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Ngoma drums.</li> <li>Mbira (Thumb Piano)</li> <li>Shakers and Rattles.</li> <li>Kora</li> <li>Marimba</li> </ul>	60

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>perform basic drumbeats of the selected traditional ngoma.</p> <p><b>Activity:</b> Organise students into manageable groups to observe a ngoma performance and identify basic drum beats. Guide them to imitate the drumming step by step. Help them practise the basic drum beats for perfection.</p>	for traditional ngoma.		<p>basic drumbeats for the selected traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Meaning of drumming and drum beats.</li> <li>• Importance of basic drum beats in traditional ngoma.</li> </ul> <p><b>Circumstantial knowledge Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Selecting instruments for basic drum beats.</li> <li>• Handling drumming instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> </ul>	
		(b) Playing complex drum beats of the selected traditional ngoma	<p><b>Brainstorming:</b> Guide the students to identify complex drum beats for selected traditional ngoma and explain the importance of drumming for traditional ngoma.</p> <p><b>Practical Work:</b> Guide the students to perform complex drumbeats of the</p>	<ul style="list-style-type: none"> <li>• Interpret complex drum beats</li> <li>• Select ngoma instruments for complex drumbeats.</li> <li>• Play complex drum beats for traditional</li> </ul>	Complex drum beats for traditional ngoma performed as per drumming guidelines.	<p><b>Detailed knowledge of: Method used:</b> The student should practise how to:</p> <ul style="list-style-type: none"> <li>• Interpret complex drumbeats.</li> <li>• Play complex drumbeats</li> </ul> <p><b>Principles:</b> The student should explain the principles of playing complex drumbeats for</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Ngoma drums.</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Marimba</li> </ul>	

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			<p>selected traditional ngoma.</p> <p><b>Activity:</b> Organise students into manageable groups to observe a ngoma performance and identify complex drum beats. Guide them to imitate the drumming step by step. Help them practise the complex drum beats for perfection.</p>	ngoma		<p>the selected traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Meaning of complex drum beats</li> <li>• .</li> <li>• Importance of complex drum beats in traditional ngoma.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Selecting instruments for complex drum beats.</li> <li>• Handling drumming instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> </ul>	
		(c) Rehearsing basic and complex drum beats of the selected traditional ngoma	<p><b>Brainstorming:</b> Guide the students to identify basic and complex drum beats for rehearsals. Discuss the importance of rehearsing basic and complex drum beats.</p> <p><b>Practical Work:</b> Guide students to rehearse basic and</p>	<ul style="list-style-type: none"> <li>• Identify traditional ngoma's drum beats to be rehearsed.</li> <li>• Select and prepare ngoma instruments for rehearsals</li> </ul>	Basic and complex drum beats for selected traditional ngoma rehearsed as per rehearsal stages and guidelines.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Rehearse basic and complex drum beats.</li> <li>• Compile basic and complex drum beats.</li> </ul> <p><b>Principles:</b> The student should explain the principles of rehearsing basic and complex drum</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Ngoma drums.</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Marimba</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>complex drum beats.</p> <p><b>Activity:</b> Help the students one after another to rehearse basic and complex drum beats individually. Guide them to rehearse basic and complex drum beats collectively as an ensemble.</p>	<ul style="list-style-type: none"> <li>• Rehearse basic drum beats.</li> <li>• Rehearse complex drum beats.</li> <li>• Compile basic and complex drum beats</li> <li>• Rehearse the compiled ensemble</li> <li>• Incorporate singing and dancing in the compiled drumming ensemble.</li> </ul>		<p>beats of the selected traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Mode of drumming rehearsals for traditional ngoma.</li> <li>• Importance of rehearsing basic and complex drum beats.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Stages of ngoma rehearsals.</li> <li>• Safety rules during rehearsals.</li> <li>• Preparation of drumming instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> </ul>	
		(d) Performing complete selected traditional ngoma	<p><b>Brainstorming:</b> Guide the students in discussing the necessary preparations for performing a traditional ngoma.</p> <p><b>Practical Work:</b> Guide students to perform a complete selected traditional</p>	<ul style="list-style-type: none"> <li>• Select a well-rehearsed traditional ngoma.</li> <li>• Prepare for a performance</li> <li>• Maintain safety</li> <li>• Prepare</li> </ul>	Performed selected traditional ngoma as per performance rules and regulations.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Make preparations before performing traditional ngoma.</li> <li>• Perform traditional ngoma.</li> <li>• Ensure safety during traditional ngoma</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Ngoma (drums).</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>ngoma.</p> <p><b>Activity:</b> Guide students to organise the performance by preparing costumes, performance instruments and the space for the performance. Help the students perform the traditional ngoma from the beginning to the end.</p>	<p>performance space.</p> <ul style="list-style-type: none"> <li>• Perform traditional ngoma.</li> </ul>		<p>performance.</p> <p><b>Principles:</b> The student should explain the principles of performing a selected traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• The rules and regulations for performing traditional ngoma.</li> <li>• Importance of rehearsals for efficient performance.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural significance and functions of the traditional ngoma.</li> <li>• Social expectations that come with performing ngoma.</li> </ul>	<ul style="list-style-type: none"> <li>• Marimba</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> </ul>	

## Form Two

**Table 4:** Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing traditional ngoma	1.1 Performing various forms of traditional ngoma to the specific audiences	(a) Identifying forms of traditional ngoma from selected communities	<p><b>Brainstorming:</b> Guide students to conceptualise forms of traditional ngoma.</p> <p><b>Practical Work:</b> Guide the students to identify various forms of traditional ngoma such as ceremonial, recreational and occupational ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups to identify various forms of traditional ngoma. Have them write and</p>	<ul style="list-style-type: none"> <li>• Select forms of traditional ngoma.</li> <li>• Explore concepts of forms of traditional ngoma</li> <li>• Identify types of ceremonial ngoma</li> <li>• Identify characteristic of recreational ngoma</li> <li>• Identify types of occupational ngoma.</li> <li>• Explore factors of identifying occupational ngoma.</li> </ul>	Identified forms of traditional ngoma from selected communities.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to identify forms of traditional ngoma from selected communities.</p> <p><b>Principles:</b> The student should explain the principle of Identifying forms of traditional ngoma from selected communities.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Meaning of forms of traditional ngoma</li> <li>• Various forms of traditional ngoma</li> <li>• Types of ceremonial ngoma</li> <li>• Characteristic of recreational ngoma</li> <li>• Types of occupational ngoma.</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Ngoma Drums.</li> <li>• Drum Sticks</li> <li>• Mallets</li> <li>• Field Notebooks</li> <li>• Clothing and Costumes</li> <li>• Masks</li> </ul>	86

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			discuss the forms.			<ul style="list-style-type: none"> <li>• Factors of identifying occupational ngoma.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural consideration.</li> <li>• Observation of traditions</li> <li>• Considering spirits</li> <li>• Practice association with ngoma</li> <li>• Audience Interaction Analysis</li> </ul>		
		(b) Rehearsing forms of traditional ngoma from selected communities	<p><b>Brainstorming:</b> Guide students to conceptualise on rehearsing forms of traditional ngoma from selected communities and understand its importance. Discuss procedure of rehearsing forms of traditional ngoma from</p>	<ul style="list-style-type: none"> <li>• Select forms of traditional ngoma from the selected communities.</li> <li>• Conduct a study on the ngoma from the selected form</li> <li>• Watch videos related to the selected ngoma</li> <li>• Train on the</li> </ul>	Rehearsed forms of traditional ngoma from selected communities.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to rehearse forms of traditional ngoma from selected communities.</p> <p><b>Principles:</b> The student should explain the principle of rehearsing forms of traditional ngoma from selected communities.</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Ngoma Drums.</li> <li>• Drum Sticks and Mallets</li> <li>• Field Notebooks</li> <li>• Clothing and Costumes</li> <li>• Masks</li> <li>• A video of recreational ngoma from any</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>selected communities.</p> <p><b>Practical Work:</b> Guide the students to rehearse ceremonial, recreational and occupational forms of traditional ngoma.</p> <p><b>Activity:</b> organise students into manageable groups to select a form of traditional ngoma from their communities. Have each group practice the selected forms of traditional ngoma from their communities and help each other to rehearse properly.</p>	<p>traditional ngoma movements</p> <ul style="list-style-type: none"> <li>• Rehearse the ngoma movements regularly</li> </ul>		<p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of rehearsing ceremonial, recreational and occupational forms of traditional ngoma.</li> <li>• Procedure for rehearsing forms of traditional ngoma.</li> <li>• Procedures of rehearsing ceremonial form ngoma</li> <li>• Procedures of rehearsing recreational ngoma</li> </ul> <p>Procedures of rehearsing occupational ngoma</p> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural consideration.</li> <li>• Observation of traditions</li> <li>• Considering spirits</li> <li>• Practice association</li> </ul>	<p>ethnic community</p> <ul style="list-style-type: none"> <li>• Drums/ Ngoma</li> <li>• Shakers</li> <li>• Flute</li> <li>• whistles</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						with ngoma • Audience Interaction Analysis.		
		(c) Performing forms of traditional ngoma from selected communities	<p><b>Brainstorming:</b> Guide students to define a parallel groove clamp joint and explain its purpose in electrical and mechanical applications, such as connecting conductors in power distribution systems.</p> <p><b>Practical Work:</b> Guide the students to perform ceremonial, recreational and occupational ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups to run a</p>	<ul style="list-style-type: none"> <li>• Select tools, equipment and materials.</li> <li>• Set for a ngoma performance.</li> <li>• Prepare the performance props, costumes, makeup and other accessories.</li> <li>• Appear at the performance space/venue ahead of the show.</li> <li>• Set music instruments and other accompaniments</li> <li>• Adhere to safety rules</li> <li>• Record the ngoma performance.</li> <li>• Engage</li> </ul>	Performed forms of traditional ngoma from selected communities	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform forms of traditional ngoma from selected communities.</p> <p><b>Principles:</b> The student should explain the principle of performing forms of traditional ngoma from selected communities.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of performing forms of traditional ngoma from a selected community.</li> <li>• Factors to consider when performing ceremonial, recreational and occupational forms of traditional ngoma.</li> <li>• Pre-ngoma</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Ngoma Drums.</li> <li>• Drum Sticks and Mallets</li> <li>• Field Notebooks</li> <li>• Clothing and Costumes</li> <li>• Masks</li> <li>• A video of recreational ngoma from any ethnic community</li> <li>• Drums/ Ngoma</li> <li>• Shakers</li> <li>• Flute</li> <li>• whistles</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			polish rehearsal from the forms of traditional ngoma they rehearsed, guide them to perform the ngoma in front of other students. Have them conduct a post-performance discussion with the audience, write down the feedback and present it in class and use the collected feedback to improve your performance.	<p>audience.</p> <ul style="list-style-type: none"> <li>• Clearing the performance set.</li> <li>• Store tools, equipment and materials.</li> </ul>		<p>performance phase.</p> <ul style="list-style-type: none"> <li>• During the ceremonial ngoma performance</li> <li>• Post-performance</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural consideration.</li> <li>• Considering spirits</li> <li>• Practice association with ngoma</li> <li>• Observation of traditions</li> <li>• Audience interaction analysis.</li> </ul>		
	1.2 Performing songs accompanying different forms of traditional ngoma	(a) Writing songs for selected forms of traditional ngoma	<b>Brainstorming:</b> Guide students to describe the concept of writing traditional ngoma songs and applications of procedures for writing songs	<ul style="list-style-type: none"> <li>• Study the traditions and cultural values</li> <li>• Identify the purpose</li> <li>• Recognise the nature of the event</li> <li>• Decide on the</li> </ul>	Written songs for selected forms of traditional ngoma.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to write songs for selected forms of traditional ngoma including ceremonial, recreational and occupational forms of	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Notebook,</li> <li>• pen,</li> <li>• computer,</li> <li>• camera and</li> <li>• sound recorder</li> </ul>	137

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>such as studying the traditions, identification of the nature of the event and decision on the song structure.</p> <p><b>Practical Work:</b> Guide the students to Writing songs for selected forms of traditional ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups to collect the information about the song of the selected forms of traditional ngoma they want to write. Have them write the song lyrics considering the rhythm and melody of the</p>	<p>song structure</p> <ul style="list-style-type: none"> <li>• Choose musical style</li> <li>• Write the lyrics</li> <li>• Refine the song</li> </ul>		<p>traditional ngoma.</p> <p><b>Principles:</b> The student should explain the principle of Writing songs for selected forms of traditional ngoma.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of writing traditional ngoma songs.</li> <li>• Procedures for writing songs.</li> <li>• Writing songs for ceremonial ngoma.</li> <li>• Writing songs for recreational ngoma.</li> <li>• Writing songs for occupational ngoma</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural consideration.</li> <li>• Considering spirits</li> <li>• Practice association with ngoma</li> <li>• Observation of</li> </ul>	<ul style="list-style-type: none"> <li>• internet</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			song and present before the class.			traditions • Audience interaction analysis.		
		(b) Reading songs for selected forms of traditional ngoma	<p><b>Brainstorming:</b> Guide students to describe the concept of reading songs for selected forms of traditional ngoma.</p> <p><b>Practical Work:</b> Guide the students to read songs for selected forms of traditional ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups to read selected ethnic ngoma songs of your choice from the internet or any other available sources.</p>	<ul style="list-style-type: none"> <li>• Identify a song</li> <li>• Pronounce the lyrics'</li> <li>• Identify ethnic group the song belongs to.</li> <li>• Familiarise with the melody of a song from internet or relevant source</li> <li>• Read song with its melody in singing style</li> </ul>	Read songs for selected forms of traditional ngoma.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to read songs for selected forms of traditional ngoma including ceremonial, recreational and occupational forms of traditional ngoma.</p> <p><b>Principles:</b> The student should explain the principle of reading songs for selected forms of traditional ngoma.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of reading traditional ngoma songs.</li> <li>• Importance of reading songs.</li> <li>• Procedures for reading songs for selected forms of traditional ngoma</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• A printed written song.</li> <li>• Notebook,</li> <li>• pen,</li> <li>• computer,</li> <li>• camera and</li> <li>• sound recorder</li> <li>• internet</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>• Reading ceremonial ngoma songs.</li> <li>• Reading recreational ngoma songs.</li> <li>• Reading occupational ngoma songs.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural consideration.</li> <li>• Considering spirits</li> <li>• Practice association with ngoma</li> <li>• Observation of traditions</li> <li>• Audience interaction analysis.</li> </ul>		
		(c) Rehearsing songs for selected forms of traditional ngoma	<p><b>Brainstorming:</b> Guide the students to conceptualise rehearsing songs for selected forms of traditional ngoma, their importance and</p>	<ul style="list-style-type: none"> <li>• Solicit a reliable venue for ngoma singing rehearsals</li> <li>• Arrange rehearsal sessions</li> <li>• Organise the set such as props, costume, makeup, lights</li> </ul>	Rehearsed songs for selected forms of traditional ngoma	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to rehearse songs for selected forms of traditional ngoma.</p> <p><b>Principles:</b> The student should explain principles of:</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• computer with an internet connection,</li> <li>• sound recorder</li> <li>• recorded</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>procedures.</p> <p><b>Practical Work:</b> Guide students to properly:</p> <ul style="list-style-type: none"> <li>• Rehearsing songs for selected forms of traditional ngoma</li> <li>• Rehearse their singing by trying out all the designs and technology as you make adjustments until everything falls in place.</li> </ul> <p><b>Activity:</b> Organize students into manageable groups to select a traditional ngoma song from the internet or any other reliable source including those you have created in the</p>	<p>and sound designers from class</p> <ul style="list-style-type: none"> <li>• Work with sound designers</li> <li>• Polish the technical rehearsal</li> <li>• Conduct a dress rehearsal</li> <li>• Rehearse your singing considering your entrances, cues, movements, stops and exits</li> </ul>		<p>Rehearsing songs for selected forms of traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Importance of rehearsing traditional ngoma songs</li> <li>• Stages of rehearsing traditional ngoma songs</li> <li>• prepare the rehearsal schedule</li> <li>• Reading rehearsal</li> <li>• Vocal rehearsal</li> <li>• Blocking rehearsals</li> <li>• Technical rehearsals</li> <li>• Dress rehearsal</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural consideration.</li> <li>• Considering spirits</li> <li>• Practice association with ngoma</li> <li>• Observation of traditions</li> </ul>	<ul style="list-style-type: none"> <li>• traditional rhythm.</li> <li>• Notebook,</li> <li>• pen,</li> <li>• computer,</li> <li>• camera and</li> <li>• sound recorder</li> <li>• internet</li> <li>• props</li> <li>• costumes,</li> <li>• makeup kit,</li> <li>• drums,</li> <li>• shakers and whistles</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			previous activities then conduct rehearsal sessions			<ul style="list-style-type: none"> <li>Audience interaction analysis.</li> </ul>		
		(d) Performing songs for selected forms of traditional ngoma	<p><b>Brainstorming:</b> Guide the students to conceptualise performing songs for selected forms of traditional ngoma, their importance and procedures.</p> <p><b>Practical Work:</b> Guide students to correctly to perform a ngoma songs they have rehearsed previously. Have them write down challenges they faced and present them in class.</p> <p><b>Activity:</b> Organize students into manageable</p>	<ul style="list-style-type: none"> <li>Organise a team for your performance from your fellow students</li> <li>Pick a previously well-rehearsed song</li> <li>List down the rehearsed ngoma songs you plan to perform</li> <li>Conduct thorough rehearsals for the songs</li> <li>Create props and a simple set for the singing performance</li> <li>Perform the song before</li> </ul>	Performed songs for selected forms of traditional ngoma	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform songs for selected forms of traditional ngoma.</p> <p><b>Principles:</b> The student should explain principles of performing songs for selected forms of traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>concept of performing songs for selected forms of traditional ngoma</li> <li>Factors to consider in performing songs for selected forms of traditional ngoma</li> <li>Performing songs for ceremonial ngoma</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>computer with an internet connection,</li> <li>sound recorder</li> <li>recorded</li> <li>traditional rhythm.</li> <li>Notebook,</li> <li>pen,</li> <li>computer,</li> <li>camera and</li> <li>sound recorder</li> <li>internet</li> <li>props</li> <li>costumes,</li> <li>makeup kit,</li> <li>drums,</li> <li>shakers and whistles</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to each assigned a different form or region's Ngoma song. Have each group research the history, context, and performance style of their song. Afterward, each group will practice singing the song, focusing on rhythm, harmony, and clarity.	<ul style="list-style-type: none"> <li>your fellow students and your teacher</li> <li>Conduct a post-performance discussion</li> <li>Use safety rules and regulations</li> </ul>		<ul style="list-style-type: none"> <li>Performing songs for recreational ngoma</li> <li>Performing songs for occupational ngoma</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Cultural consideration.</li> <li>Considering spirits</li> <li>Practice association with ngoma</li> <li>Observation of traditions</li> <li>Audience interaction analysis.</li> </ul>		
	1.3 Performing drumming accompanying different forms of traditional dance	(a) Rehearsing drum beats for selected forms of traditional ngoma	<p><b>Brainstorming:</b> Guide the students to select a traditional ngoma for drum beat rehearsals.</p> <p><b>Think-Ink-Pair-Share:</b> Guide students to discuss the requirements for</p>	<ul style="list-style-type: none"> <li>Select a traditional ngoma to rehearse its drum beats.</li> <li>Select and prepare instruments for the drumming rehearsals.</li> <li>Rehearse drum beats for a</li> </ul>	Rehearsed drum beats for a selected form of traditional ngoma as per rehearsal stages and guidelines.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Select drums suitable for a specific drumming purpose.</li> <li>Arrange drums for a drumming session.</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Shakers (Mbira, Kalimba, or Marimba)</li> <li>Skirts or loincloths</li> <li>Beads, jewelry</li> <li>feathers Whistles</li> </ul>	93

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>rehearsing drum beats for a selected traditional ngoma.</p> <p><b>Practical Exercise:</b> Ask students to practise drum beats for a selected traditional ngoma form.</p> <p><b>Demonstration:</b> Perform drum beats of a selected traditional ngoma for the students to imitate.</p> <p><b>Class activity:</b> Guide the students in manageable groups to select and organise drumming instruments. Help students carry out</p>	selected form of traditional ngoma.		<ul style="list-style-type: none"> <li>• Tune drums before rehearsals or performances.</li> <li>• Organise related instruments accompanying the drum beat performance.</li> </ul> <p><b>Principles:</b> The student should explain principles of rehearsing drum beats for a specific form of traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• The concepts related to rehearsing drum beats such as drumming and drumming rehearsal.</li> <li>• Factors to consider when rehearsing drumbeats for selected forms of traditional ngoma.</li> <li>• Factors to consider as a drummer.</li> </ul>	<ul style="list-style-type: none"> <li>• Footwear</li> <li>• Sticks or Mallets</li> <li>• Cowrie shells</li> <li>• Ngoma (drums).</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			drumming rehearsals for a selected traditional ngoma.			<b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>• Safe handling of drumming instruments for efficient performance and long life</li> <li>• Preparation of drumming instruments</li> <li>• Procedure for traditional ngoma rehearsals.</li> </ul>		
		(b) Performing drum beats for selected forms of traditional ngoma	<b>Group work:</b> Guide students to form manageable groups responsible for preparations related to drum beats performance. Assign each group to carry out a task for the performance including set construction, props designing,	<ul style="list-style-type: none"> <li>• Select a well-rehearsed traditional ngoma.</li> <li>• Prepare performance space.</li> <li>• Prepare for a performance</li> <li>• Perform drum beats for a selected traditional ngoma</li> <li>• Maintain safety</li> </ul>	Drum beats for selected forms of traditional ngoma performed in compliance with the selected traditional ngoma requirements.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Make preparations before performing drumbeats for traditional ngoma.</li> <li>• Perform drumbeats.</li> <li>• Ensure safety during drumbeat performance.</li> </ul> <b>Principles:</b> The student should explain	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Shakers (Mbira, Kalimba, or Marimba)</li> <li>• Skirts or loincloths</li> <li>• Beads, jewelry</li> <li>• feathers Whistles</li> <li>• Footwear</li> <li>• Sticks or Mallets</li> <li>• Cowrie shells</li> <li>• Ngoma (drums).</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>costume preparations, makeup application and sound and lighting procedures.</p> <p><b>Simulation:</b> Assign students to prepare a simulation event in which they will perform drum beats for a selected traditional ngoma before the audience consists of staff, community members and fellow students.</p>			<p>the principles of performing drumbeats for a selected traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concept of performing drumbeats.</li> <li>• Basic guidelines for performing drumbeats for a selected traditional ngoma.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural significance and functions of the traditional ngoma.</li> <li>• Social expectations that come with performing ngoma.</li> <li>• Significance of the performed drum beats in the selected traditional ngoma.</li> </ul>	<ul style="list-style-type: none"> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	
2.0 Performing	2.1 Developing	(a) Creating fusion	<b>Brainstorming:</b>	<ul style="list-style-type: none"> <li>• Organise a</li> </ul>	Created fusion	<b>Detailed knowledge</b>	The following tools,	127

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
Fusion ngoma	fusion ngoma adapted from various sources	ngoma	<p>Guide students to define fusion ngoma and its procedures for creating in ngoma performance.</p> <p><b>Practical Work:</b> Guide the students to create fusion ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups and provide them with the necessary gears and materials. Assign each group the task of creating fusion ngoma using movements from traditional and modern dance.</p>	<p>dancing performance group with your fellow students.</p> <ul style="list-style-type: none"> <li>• Watch traditional and modern dance videos</li> <li>• Collect useful steps and movements from the dances you watched</li> <li>• Practise the movements</li> <li>• arranging the movements</li> <li>• Formulate pattern from the movements</li> <li>• Create and mix traditional and modern music</li> <li>• Blend patterns with the music</li> </ul>	ngoma as per procedures.	<p><b>of:</b> <b>Method used:</b> The student should explain how to create fusion ngoma.</p> <p><b>Principles:</b> The student should explain the principle of Creating fusion ngoma.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of a fusion ngoma.</li> <li>• Procedures for creating fusion ngoma.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions during creating fusion ngoma.</li> <li>• Safe handling of tools and equipment.</li> <li>• Safe try out of movements</li> <li>• Cultural</li> </ul>	<p>equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• computer with an internet connection,</li> <li>• sound recorder</li> <li>• recorded</li> <li>• traditional rhythm.</li> <li>• Notebook,</li> <li>• pen,</li> <li>• computer, camera and</li> <li>• sound recorder</li> <li>• internet</li> <li>• props</li> <li>• costumes,</li> <li>• makeup kit,</li> <li>• drums,</li> <li>• shakers and whistles</li> <li>• drum sticks</li> <li>• dance videos</li> <li>• safety gears</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> <li>Form a completely fusion ngoma</li> </ul>		consideration. <ul style="list-style-type: none"> <li>Considering spirits</li> <li>Practice association with ngoma</li> <li>Observation of traditions</li> <li>Audience consideration</li> </ul>		
		(b) Rehearsing fusion ngoma	<p><b>Brainstorming:</b> Guide students to:</p> <ul style="list-style-type: none"> <li>Explain the concept of rehearsing fusion ngoma,</li> <li>Identify techniques for rehearsing fusion ngoma</li> <li>Describe steps for rehearsing fusion ngoma.</li> </ul> <p><b>Practical Work:</b> Guide the students to rehearse fusion ngoma.</p> <p><b>Activity:</b></p>	<ul style="list-style-type: none"> <li>Begin rehearsal sessions with a warm-up routine.</li> <li>Break the created fusion ngoma into introductions, middle sections, transitions and an ending part.</li> <li>Memorise the movements</li> <li>Explore character development</li> <li>Incorporating music/drumm</li> </ul>	Rehearsed fusion ngoma.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to conceptualise, identifying techniques and describe steps for rehearsing fusion ngoma. <b>Principles:</b> The student should explain the principle of rehearsing fusion ngoma. <b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Concept of rehearsing fusion ngoma.</li> <li>Techniques for rehearsing fusion</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>computer with an internet connection,</li> <li>sound recorder</li> <li>recorded</li> <li>traditional rhythm.</li> <li>Notebook,</li> <li>pen,</li> <li>computer,</li> <li>camera and</li> <li>sound recorder</li> <li>internet</li> <li>props</li> <li>costumes,</li> <li>makeup kit,</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize students into manageable groups and provide them with the necessary gears and materials. Assign each group the task of rehearsing fusion ngoma and practicing progressive muscle relaxation technique.	<ul style="list-style-type: none"> <li>ing</li> <li>Ensure synchronisation of music and movements</li> <li>Achieve drummers and dancers work together.</li> <li>Practice call-and-response sections</li> <li>Integrate aspects of sound, lighting, costumes, makeup, props and setting.</li> <li>Connect the fusion ngoma parts.</li> <li>Practice the whole fusion ngoma</li> </ul>		<ul style="list-style-type: none"> <li>ngoma.</li> <li>Procedure for rehearsing fusion ngoma.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Safety precautions during rehearsing fusion ngoma.</li> <li>Safe handling of tools and equipment.</li> <li>Safe try out of movements</li> <li>Cultural consideration.</li> <li>Considering spirits</li> <li>Observation of traditions</li> <li>Audience consideration.</li> </ul>	<ul style="list-style-type: none"> <li>drums,</li> <li>shakers and whistles</li> <li>drum sticks</li> <li>dance videos</li> <li>safety gears</li> </ul>	
		(c) Performing fusion ngoma	<b>Brainstorming:</b> Guide students to conceptualise and perform	<ul style="list-style-type: none"> <li>Select a performance area.</li> <li>Clean the</li> </ul>	Performed fusion ngoma as per procedures and	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain	The following tools, equipment, instruments and safety gears are to be	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>fusion ngoma.</p> <p><b>Practical Work:</b> Guide the students to perform fusion ngoma using traditional and modern dance movements from.</p> <p><b>Activity:</b> Organize students into manageable groups and provide them with the necessary gears and materials. Assign each group the task of performing fusion ngoma.</p>	<p>area.</p> <ul style="list-style-type: none"> <li>• Prepare marketing material</li> <li>• Ensure availability of costumes and props.</li> <li>• Ensure availability of musical instruments and accompaniments</li> </ul>	steps.	<p>how to performing fusion ngoma.</p> <p><b>Principles:</b> The student should explain the principle of Performing fusion ngoma.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of performing fusion ngoma.</li> <li>• Performing fusion ngoma.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions during performing fusion ngoma.</li> <li>• Safe handling of tools and equipment.</li> <li>• Safe try out of movements</li> <li>• Cultural consideration.</li> <li>• Considering spirits</li> </ul>	<p>available:</p> <ul style="list-style-type: none"> <li>• computer with an internet connection,</li> <li>• sound recorder</li> <li>• recorded</li> <li>• traditional rhythm.</li> <li>• Notebook,</li> <li>• pen,</li> <li>• computer,</li> <li>• camera and</li> <li>• sound recorder</li> <li>• internet</li> <li>• props</li> <li>• costumes,</li> <li>• makeup kit,</li> <li>• drums,</li> <li>• shakers and whistles</li> <li>• drum sticks</li> <li>• dance videos</li> <li>• safety gears</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Practice association with ngoma</li> <li>Observation of traditions</li> <li>Audience consideration.</li> </ul>		
	2.2 Developing a dance-drama	(a) Creating a story for dance-drama	<p><b>Discussion:</b> Guide students to discuss the concept of dance drama.</p> <p><b>Pink-ink-pair-share:</b> Guide the students to use the pink-ink-pair-share game to identify elements of dance-drama.</p> <p><b>Demonstration:</b> Demonstrate to the students how to create a story for dance-drama.</p> <p><b>Mind mapping</b> Guide the students using a concept map to</p>	<ul style="list-style-type: none"> <li>Develop a dance-drama story idea.</li> <li>Choose a theme for dance-drama story.</li> <li>Write a title for dance-drama story.</li> <li>Develop characters for a dance-drama story.</li> <li>Write a plot for a dance-drama story.</li> <li>Write a synopsis for a dance-drama story.</li> <li>Create a story for dance-drama.</li> </ul>	A complete story created for dance-drama as per guidelines and procedure for creating dance-drama stories.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Develop an idea for a dance-drama story.</li> <li>Write a plot for a dance-drama story.</li> <li>Write a synopsis for a dance-drama story.</li> <li>Create a dance-drama story that flows through the characters' interactions.</li> </ul> <p><b>Principles:</b> The student should explain the principles of creating a story for dance-drama.</p> <p><b>Theories:</b> The student should explain:</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Computer</li> <li>Writing board (whiteboard or blackboard)</li> <li>Chalk</li> <li>Board markers</li> <li>Drums</li> <li>Flipcharts.</li> </ul>	188

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>organise story ideas hierarchically.</p> <p><b>Class activity:</b> Assign each student to create a story for dance-drama.</p>			<ul style="list-style-type: none"> <li>• Concept of dance-drama</li> <li>• Elements of dance-drama.</li> <li>• Creating a story for dance-drama.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Creating synopsis, treatment and story outline for any drama.</li> <li>• Identifying various sources of story ideas.</li> <li>• Role played by dance-drama stories in presenting real-life situations and imaginary ones.</li> <li>• Ethical considerations when creating dance-drama stories.</li> </ul>		
		(b) Creating movements from the dance-drama story	<p><b>Brainstorming:</b> Guide students in discussing the concept of dance-drama</p>	<ul style="list-style-type: none"> <li>• Analyse dance-drama story.</li> <li>• Identify key moments.</li> <li>• Brainstorm</li> </ul>	Created dance-drama movements from the story based on the	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p>	The following tools, equipment, instruments and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>movement. Identify the role played by dance-drama movements.</p> <p><b>Demonstration:</b> Use online dance-drama movement creation tutorials to demonstrate how to create dance-drama movements from the story.</p> <p><b>Practical Work:</b> Guide the students to create movements from a dance-drama story.</p> <p><b>Activity:</b> Guide students in manageable groups to analyse the story. Assign them to create a dance-drama vocabulary. Have them</p>	<p>dance-drama movements.</p> <ul style="list-style-type: none"> <li>• Create dance-drama vocabulary.</li> <li>• Sketch dance sequences.</li> <li>• Match dance-drama movement with narrative.</li> <li>• Incorporate character dynamics in the dance-drama.</li> </ul>	<p>procedure for creating dance movements.</p>	<ul style="list-style-type: none"> <li>• Develop dance-drama movement vocabulary.</li> <li>• Arrange dance-drama movements in sequence.</li> <li>• Align dance-drama movements with the narrative.</li> <li>• Develop dance-drama movements that tell a story through performers' interactions.</li> </ul> <p><b>Principles:</b> The student should explain the principles of creating movements from a dance-drama story.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concepts of dance-drama movement.</li> <li>• Procedures for creating dance-drama movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Writing board (whiteboard or blackboard)</li> <li>• Chalk</li> <li>• Board markers</li> <li>• Drums</li> <li>• Flipcharts.</li> <li>• Mbira</li> <li>• Kalimba</li> <li>• Marimba</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			develop dance-drama movements.			<p><b>Circumstantial knowledge:</b>  <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Role played by dance-drama movements in presenting real-life situations and imaginary ones.</li> <li>• Ethical considerations when creating dance-drama movements.</li> </ul>		
		(c) Rehearsing dance-drama based on the story	<p><b>Questions and answers session:</b>  Guide students through questions to discuss the concept of rehearsing dance-drama. Have them discuss the aspects of rehearsing dance-drama based on a story.</p> <p><b>Demonstration:</b>  Show the</p>	<ul style="list-style-type: none"> <li>• Break each scene into sections.</li> <li>• Practise one section after another.</li> <li>• Connect sections to complete each scene.</li> <li>• Conduct scene-by-scene run-throughs.</li> <li>• Connect all the scenes logically.</li> </ul>	A well-rehearsed dance-drama ready to be performed before the audience.	<p><b>Detailed knowledge of:</b>  <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Organise cast for a dance-drama rehearsals.</li> <li>• Conduct blocking rehearsals for a dance-drama.</li> <li>• Conduct technical rehearsals.</li> <li>• Perform dress rehearsals.</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Shakers (Mbira, Kalimba, or Marimba)</li> <li>• Skirts or loincloths</li> <li>• Beads, jewelry</li> <li>• feathers Whistles</li> <li>• Footwear</li> <li>• Sticks or Mallets</li> <li>• Cowrie shells</li> <li>• Ngoma (drums).</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>students how dance drama rehearsals are conducted through various stages.</p> <p><b>Activity:</b> Guide the students to identify the cast for the dance-drama and conduct dance-drama rehearsals through various stages such as blocking rehearsal and technical rehearsal.</p>	<ul style="list-style-type: none"> <li>• Conduct blocking rehearsal.</li> <li>• Carry out technical rehearsal</li> <li>• Perform dress rehearsal.</li> </ul>		<p><b>Principles:</b> The student should explain the principles of rehearsing dance-drama based on the story.</p> <p><b>Theories:</b> The student should explain about the:</p> <ul style="list-style-type: none"> <li>• Concept of rehearsing dance-drama.</li> <li>• Aspects of rehearsing dance-drama based on a story.</li> <li>• Procedures for rehearsing dance-drama.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Carrying out casting process for dance-drama.</li> <li>• Significance of rehearsals before any performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	
		(d) Performing the dance-drama	<b>Brainstorming:</b> Guide the	<ul style="list-style-type: none"> <li>• Select a well-rehearsed</li> </ul>	Performed dance drama	<b>Detailed knowledge of:</b>	The following tools, equipment,	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>students in discussing the necessary preparations for performing a dance-drama.</p> <p><b>Practical Work:</b> Guide students to perform a dance-drama.</p> <p><b>Activity:</b> Guide students to organise the performance by preparing costumes, instruments and space for the performance. Help the students perform the dance-drama from the beginning to the end.</p>	<p>dance-drama.</p> <ul style="list-style-type: none"> <li>• Prepare for a performance</li> <li>• Maintain safety</li> <li>• Prepare performance space.</li> <li>• Perform dance-drama.</li> </ul>	<p>as per rules and regulations of theatre performance.</p>	<p><b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Make preparations before performing dance-drama.</li> <li>• Perform dance-drama.</li> <li>• Ensure safety during dance-drama performance.</li> </ul> <p><b>Principles:</b> The student should explain the principles of performing a dance-drama.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• The concept of performing dance-drama.</li> <li>• Procedure for performing dance-drama.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Rules and</li> </ul>	<p>instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Shakers (Mbira, Kalimba, or Marimba)</li> <li>• Skirts or loincloths</li> <li>• Beads, jewelry</li> <li>• feathers Whistles</li> <li>• Footwear</li> <li>• Sticks or Mallets</li> <li>• Cowrie shells</li> <li>• Ngoma (drums).</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						regulations for performing dance-drama. <ul style="list-style-type: none"> <li>• Cultural significance and role of dance-drama to the community.</li> <li>• Social expectations that come with performing ngoma.</li> </ul>		

### Form Three

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

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing traditional ngoma instruments	1.1 Preparing traditional Ngoma instruments	(a) Selecting traditional Ngoma instruments	<p><b>Brainstorming:</b> Guide students to explore the cultural significance and historical context of traditional Ngoma instruments. Discuss the different types of Ngoma instruments and their origins. Introduce the concept of how these instruments are constructed and their materials</p> <p><b>Practical Work:</b> Guide the students to differentiate between various traditional Ngoma instruments, such as drums, rattles, and bells. Show students how to</p>	<ul style="list-style-type: none"> <li>Identify various Ngoma instruments.</li> <li>Select traditional Ngoma instruments.</li> <li>Handle traditional Ngoma instruments.</li> <li>Explore cultural significance</li> <li>Explore historical context of traditional Ngoma instruments</li> </ul>	Selected traditional Ngoma instruments that comply with ngoma performance.	<p><b>Detailed knowledge of:</b>  <b>Method used:</b> The student should explain how to generate frequencies and waveforms.</p> <p><b>Principles:</b> The student should explain the principles of selecting traditional ngoma instruments.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Types of traditional ngoma instruments</li> <li>historical context of traditional ngoma instruments</li> <li>Significance of ngoma instruments</li> <li>Roles in African</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>Drums (ngoma)</li> <li>Shakers (Mbira, Kalimba, or Marimba)</li> <li>Beads, jewellery</li> <li>feathers or cowrie shells</li> <li>Whistles</li> <li>Footwear</li> <li>Sticks or Mallets</li> </ul>	75

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			properly handle these instruments.  <b>Activity:</b> Organize students into manageable groups and assign them assign each group a specific type of Ngoma instrument to research. Have them prepare a short presentation for the instrument's history and cultural context and present in class.			<p>culture.</p> <ul style="list-style-type: none"> <li>• Construction of traditional ngoma instruments</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural context and significance consideration.</li> <li>• Assessment of the quality of materials.</li> <li>• Selection of the most culturally appropriate instrument for a given context.</li> <li>• Source materials sustainability</li> <li>• Consideration of the environmental impact</li> </ul>		
		(b) Tuning traditional Ngoma	<b>Brainstorming:</b> Guide students to define the traditional ngoma, their historical significance, and	<ul style="list-style-type: none"> <li>• Monitor during the hands-on tuning activity</li> <li>• Apply correct</li> </ul>	Tuned traditional ngoma as per instruction	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to tune	The following tools, equipment, instruments and safety gears are to be available:: <ul style="list-style-type: none"> <li>• Traditional ngoma drums (cylindrical,</li> </ul>	

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			<p>the importance of their tuning. Discuss the characteristics of ngoma.</p> <p><b>Practical Work:</b> Guide the students to practice tuning ngoma, focusing on adjusting the drumhead tension to achieve specific pitches and tones. Provide hands-on demonstrations of how to tighten or loosen the drumhead using traditional methods or modern tools, and explain how these changes influence sound.</p> <p><b>Activity:</b> Organize students into manageable groups assign them different types of ngoma to tune. Have each</p>	<p>tuning methods</p> <ul style="list-style-type: none"> <li>ensuring distribution of tension around the ngoma</li> <li>Evaluate the progress and challenges discussion</li> <li>Interpret sound quality and adjustments to the drum's pitch, tone, or resonance.</li> <li>keep a record of the tuning process.</li> <li>Recognise tuning techniques</li> </ul>		<p>traditional ngoma.</p> <p><b>Principles:</b> The student should explain the principles of tuning traditional ngoma.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Concept of traditional ngoma.</li> <li>Historical significance of traditional ngoma.</li> <li>characteristics of traditional ngoma</li> <li>Importance of tuning traditional ngoma.</li> </ul> <p><b>Circumstantial knowledge: Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Consideration of drum Materials and Construction.</li> <li>Environmental</li> </ul>	<p>goblet-shaped, or barrel-shaped)</p> <ul style="list-style-type: none"> <li>Animal Skins (goat, cow, or antelope skin)</li> <li>Tuning Pegs</li> <li>Ropes or Cords</li> <li>Tensioning Rods or Bars</li> <li>Pliers or Wrenches</li> <li>String or Ruler</li> <li>Tuning Fork</li> <li>Leather Conditioners</li> <li>Soap and Water</li> <li>Beeswax or Oil</li> <li>Gloves</li> <li>Workbench or Drum Stand</li> </ul>	

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			group tune their ngoma to specific pitches or tones, following the guidance of the instructor. Encourage students to listen closely to the sound quality and make adjustments to perfect the tuning. Afterward, have the groups present their tuned drums, let them write and share in class their experiences, challenges, and the techniques they used.			<p>Factors.</p> <ul style="list-style-type: none"> <li>• Understanding of the cultural context</li> <li>• Understanding of tunings affection to the musical ensemble.</li> </ul>		
	1.2 Playing instruments for traditional Ngoma	(a) Playing instrumentals for traditional Ngoma	<p><b>Brainstorming:</b> Guide students to define play traditional Ngoma instruments. Discuss the various types of traditional Ngoma instruments and their distinctive</p>	<ul style="list-style-type: none"> <li>• Select tools and equipment.</li> <li>• Apply the playing techniques.</li> <li>• produce the appropriate sounds</li> <li>• Play the basic</li> </ul>	Played instrumentals for traditional Ngoma.	<p><b>Detailed knowledge of:</b>  <b>Method used:</b> The student should explain how to play traditional Ngoma instruments.  <b>Principles:</b> The student should</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Ngoma (drums).</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> </ul>	270

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			<p>sounds.</p> <p><b>Practical Work:</b> Guide the students to play traditional ngoma instruments correct playing posture, technique, and rhythm, focusing on technique, posture, and hand movement. Have students playing simple rhythms and patterns.</p> <p><b>Activity:</b> Organize students into manageable groups and assign each group a specific ngoma instrument or rhythmic pattern to master. Have them perform in class a short instrumental composition, integrating both solo and group</p>	<p>beats at different tempos</p> <ul style="list-style-type: none"> <li>• Practice the rhythm</li> <li>• Synchronize the rhythms</li> <li>• Maintain the proper tempo</li> <li>• Check consistency in rhythm.</li> <li>• Experiment with slight variations</li> </ul>		<p>explain the principles of playing traditional Ngoma instruments.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of basic drum beats.</li> <li>• Concept of operational terms</li> <li>• types of traditional Ngoma instruments</li> <li>• Characteristics of traditional Ngoma instruments</li> <li>• History and cultural significance traditional Ngoma instruments</li> <li>• Importance of playing traditional ngoma instruments</li> </ul> <p><b>Circumstantial knowledge:</b></p>	<ul style="list-style-type: none"> <li>• Marimba</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> </ul>	

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			performances.			<p><b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• understanding the cultural and ceremonial significance.</li> <li>• Practicing synchronization in groups</li> <li>• Application of musical forms.</li> <li>• Ensuring proper instrument care and maintenance.</li> </ul>		
		(b) Rehearsing instrumentals for traditional Ngoma	<p><b>Brainstorming:</b> Guide students to define key concepts of rhythm, tempo, and timing that are foundational to rehearsing and performing traditional ngoma music.</p> <p><b>Practical Work:</b> Guide the students to practice the basic rhythmic elements and building up to</p>	<ul style="list-style-type: none"> <li>• Select tools and instruments.</li> <li>• Master hand technique such as bass, tone, slap, and accent placement.</li> <li>• Maintaining tempo and timing</li> <li>• Use the correct positioning and striking method.</li> <li>• Play</li> </ul>	Played complex drum beats of traditional ngoma as per rules and regulations.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to Rehearse instrumentals for traditional Ngoma.</p> <p><b>Principles:</b> The student should explain the principles of rehearsing instrumentals for traditional Ngoma.</p> <p><b>Theories:</b> The student should explain:</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Ngoma (drums).</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Marimba</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> </ul>	

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			<p>more intricate patterns. Have them focus on maintaining timing and clarity, focus on coordination, then increase tempo.</p> <p><b>Activity:</b> Organize students into manageable groups and assign each group rehearsing a specific Ngoma instrumental piece. Assign roles based on different instruments, Encourage them to break down rhythm into smaller sections, practicing one part at a time before putting everything together. Connect the sections and perform them for the class</p>	<p>advanced rhythmic structures such as polyrhythms, syncopation, and cross-rhythms.</p> <ul style="list-style-type: none"> <li>• Contribute to the collective rhythm.</li> <li>• Master call-and-response structure</li> <li>• Create a cohesive and fluid performance.</li> </ul>		<ul style="list-style-type: none"> <li>• Concept of playing instrumental for traditional ngoma drumming.</li> <li>• Types of rhythmic structures for traditional ngoma music.</li> <li>• Roles of instrumental for traditional ngoma in ensemble.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Safety precautions when using instruments.</li> <li>• Safe handling of tools and ngoma instruments.</li> <li>• Cultural and contextual understanding</li> <li>• Spiritual connection.</li> </ul>		

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		(c) Performing instrumental for traditional ngoma	<p><b>Brainstorming:</b> Guide the students to explore the variations of traditional ngoma instrumental.</p> <p><b>Practical Work:</b> Guide students to hands-on practice of performing a traditional ngoma instruments. Provide them with the necessary instruments, such as drums, xylophones, and other traditional instruments.</p> <p><b>Activity:</b> Organize students into manageable groups assign each member in a group a specific instrument to perform.</p>	<ul style="list-style-type: none"> <li>• Select traditional ngoma</li> <li>• Select instruments.</li> <li>• Imitate traditional techniques.</li> <li>• Practice the selected ngoma</li> <li>• Interpret rhythm, dynamic variation, and personal skill</li> <li>• Maintain authenticity of the style.</li> <li>• Approach the final performance</li> </ul>	Performed instrumental for traditional ngoma as per procedures and principles	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform instrumental for traditional ngoma.</p> <p><b>Principles:</b> The student should explain principles of performing instrumental for traditional ngoma.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Key concepts</li> <li>• History and Origin of traditional ngoma</li> <li>• Performance custom and protocol.</li> <li>• Rules of performance</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural and</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Ngoma (drums).</li> <li>• Mbira (Thumb Piano)</li> <li>• Shakers and Rattles.</li> <li>• Kora</li> <li>• Marimba</li> <li>• Zeze</li> <li>• Kayamba</li> <li>• Kokwa</li> <li>• Njuga</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Ngoma props (Veils, scarves, or sticks</li> <li>• Chalk or tape</li> <li>• Microphones</li> <li>• Speakers and PA system</li> <li>• Water or hydration Supplies</li> <li>• First-Aid kit</li> </ul>	

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						<p>historical significance Safe working practices</p> <ul style="list-style-type: none"> <li>• Cultural Sensitivity</li> <li>• Regional variations awareness</li> <li>• Audience engagement</li> <li>• Consideration of weather and environmental conditions</li> </ul>		
2.0 Maintaining ethics when performing ngoma	2.1 Incorporating appropriate ethical values in selected ngoma creation	(a) Identifying various ethical values of selected ngoma performances	<p><b>Brainstorming:</b> Guide students to define various ethical values found in ngoma performances. Discuss how they relate to cultural, social, and moral contexts.</p> <p><b>Practical Work:</b> Guide the students to analyse different ngoma performances and observe how ethical values are expressed.</p> <p><b>Activity:</b></p>	<ul style="list-style-type: none"> <li>• Interpret ethical values.</li> <li>• Research different ngoma traditions.</li> <li>• Analyse different ngoma performance.</li> <li>• Connect between the performance and the broader ethical or cultural principles</li> </ul>	Identified various ethical values of selected ngoma performances as per guidance.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to identify various ethical values of selected ngoma performances.</p> <p><b>Principles:</b> The student should explain the principles of identifying various ethical values of selected ngoma performances.</p> <p><b>Theories:</b> The student should explain:</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Speakers or Audio System.</li> <li>• Projector or Screen.</li> <li>• Microphones.</li> <li>• Cameras/Smartph ones</li> <li>• Audio Recorders</li> <li>• Cultural Dictionaries or Glossaries</li> <li>• Traditional costumes or accessories</li> <li>• Laptops/tablets</li> </ul>	195

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			Organize students into manageable groups to examine different ngoma performances. and assign them to research and present on different ethical values found in specific ngoma performances.			<ul style="list-style-type: none"> <li>• Concept of ethical values and principles.</li> <li>• Ethical values inherent in ngoma performances.</li> <li>• Roles of ngoma performances</li> <li>• Responsibilities of ngoma performer.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding the cultural context.</li> <li>• Symbols and gestures interpretation.</li> <li>• Familiarisation with key historical contexts</li> <li>• Diversity in performances recognition.</li> </ul>	•	
		(b) Developing ethical content for	<b>Brainstorming:</b> Guide students to	<ul style="list-style-type: none"> <li>• Gather relevant</li> </ul>	Developed ethical content	<b>Detailed knowledge of:</b>	The following tools, equipment, instruments	

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		selected ngoma performance	<p>define ethics in ngoma performances. Discuss how different ethical values are communicated through music, dance, and lyrics.</p> <p><b>Practical Work:</b> Guide the students to analyse selected ngoma performances (live or recorded), encouraging them to identify specific ethical values represented through lyrics, movement, and symbolism.</p> <p><b>Activity:</b> Organize students into manageable groups to examine different ngoma performances, identify ethical values present, write down and</p>	<p>information.</p> <ul style="list-style-type: none"> <li>• Integrate ethical value.</li> <li>• Identify ethical values to include.</li> <li>• Incorporate ethical messages</li> <li>• Use music, dance, symbols, and storytelling to convey the ethical values</li> <li>• structure the ethical content</li> </ul>	for selected ngoma performance.	<p><b>Method used:</b> The student should explain how to develop ethical content for selected ngoma performance.</p> <p><b>Principles:</b> The student should explain the principles of developing ethical content for selected ngoma performance.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Fundamental concepts of ethics and morality.</li> <li>• Cultural context and values in ngoma.</li> <li>• Ethical values alignments (cultural traditions, moral principles, and contemporary relevance.)</li> </ul> <p><b>Circumstantial</b></p>	<p>and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Speakers or Audio System.</li> <li>• Projector or Screen.</li> <li>• Microphones.</li> <li>• Cameras/Smartphones</li> <li>• Audio Recorders</li> <li>• Cultural Dictionaries or Glossaries</li> <li>• Traditional costumes or accessories</li> <li>• Laptops/tablets</li> <li>• Pens</li> <li>• Markers</li> <li>• Whiteboard</li> </ul>	

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			present their findings to the class. Encourage students to observe similarities or differences of ethical values expression different ngoma performances based on cultural context.			<b>knowledge:</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>• Cultural sensitivity demonstration.</li> <li>• Adherence to Traditional and Contemporary Ethics</li> <li>• Recognition of the potential ethical challenges</li> </ul>		
		(c) Creating ethical movements for selected ngoma performances	<b>Brainstorming:</b> Guide students to define the key ethical principles that should govern the creation.  <b>Practical Work:</b> Guide the students to create a short ngoma performance, ensuring they incorporate ethical considerations, such as cultural authenticity,	<ul style="list-style-type: none"> <li>• identify ethical principles.</li> <li>• Handle ethical considerations</li> <li>• Integrate cultural authenticity</li> <li>• refine their ethical movements</li> </ul>	Created ethical movements for selected ngoma performances.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to create ethical movements for selected ngoma performances.  <b>Principles:</b> The student should explain the principles of creating ethical movements for selected ngoma performances.  <b>Theories:</b> The student should	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Speakers or Audio System.</li> <li>• Projector or Screen.</li> <li>• Microphones.</li> <li>• Cameras/Smartphones</li> <li>• Audio Recorders</li> <li>• Cultural Dictionaries or Glossaries</li> <li>• Traditional costumes or accessories</li> </ul>	

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			<p>respect for elders, and sensitivity to the community's beliefs and values.</p> <p><b>Activity:</b> Organize students into manageable groups to research and present different ngoma performances from various cultures, analysing the ethical movements and the impact they have on both performers and audiences.</p>			<p>explain:</p> <ul style="list-style-type: none"> <li>• Concept of key ethical principles</li> <li>• Importance of ethical principles.</li> <li>• Process of creating ethical movements.</li> <li>• impact to ethical creation of ngoma movements</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural sensitivity demonstration.</li> <li>• Adherence to Traditional and Contemporary Ethics</li> <li>• Recognition of the potential ethical challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops/tablets</li> <li>• Pens</li> <li>• Markers</li> <li>• Whiteboard</li> </ul>	
	2.2 Applying appropriate ethical values	(a) Rehearsing selected ngoma considering	<b>Brainstorming:</b> Guide students to define ethical	<ul style="list-style-type: none"> <li>• practicing roles, such as dancers,</li> </ul>	Rehearsed selected ngoma	<b>Detailed knowledge of:</b> <b>Method used:</b> The	The following tools, equipment, instruments and safety gears are to	210

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	when performing selected ngoma	ethical values	<p>values that should inform the rehearsal and performance of selected ngoma movements.</p> <p><b>Practical Work:</b> Guide the students through the rehearsal process, to integrate ethical values into every aspect of their ngoma performance.</p> <p><b>Activity:</b> Organize students into manageable groups assign each group a specific ngoma performance. Each group should rehearse their selected movements, applying ethical considerations such as respect for tradition, cultural context, and the</p>	<p>musicians, or collaborators.</p> <ul style="list-style-type: none"> <li>• Use the ethical values embedded in the ngoma performance.</li> <li>• Exhibit respect for others</li> <li>• Execute ngoma movements</li> <li>• Effect rhythms</li> <li>• Perform lyrics.</li> <li>• Integrate ethical messages</li> <li>• Innovate approaches</li> <li>• Incorporate constructive feedback</li> <li>• Maintain ethical integrity</li> </ul>	considering ethical values.	<p>student should explain how to rehearsing selected ngoma considering ethical values.</p> <p><b>Principles:</b> The student should explain the principles of: Rehearsing selected ngoma considering ethical values.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Process of conveying ethical messages.</li> <li>• Consideration of ethical ngoma rehearsal</li> <li>• Ethical Implications of Performance Representation</li> <li>• Use of tape recorders, compact discs and record players</li> </ul>	<p>be available:</p> <ul style="list-style-type: none"> <li>• Speakers or Audio System.</li> <li>• Projector or Screen.</li> <li>• Microphones.</li> <li>• Cameras/Smartphones</li> <li>• Audio Recorders</li> <li>• Cultural Dictionaries or Glossaries</li> <li>• Traditional costumes or accessories</li> <li>• Laptops/tablets</li> <li>• Pens</li> <li>• Markers</li> <li>• Whiteboard</li> </ul>	

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			role of the community, then perform in class.			<b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>• Understanding the cultural context.</li> <li>• Symbols and gestures interpretation.</li> <li>• Familiarisation with key historical contexts</li> <li>• Diversity in performances recognition.</li> </ul>		
		(b) Applying ethical costumes for selected ngoma performances	<b>Brainstorm:</b> Guide students to define and identify the ethical considerations related to costume selection in ngoma performances.  <b>Practical Work:</b> Guide the students to apply ethical guidelines in	<ul style="list-style-type: none"> <li>• Design ethical costumes.</li> <li>• Select ethical materials.</li> <li>• Creating ethical costumes.</li> <li>• Construct ethical costumes</li> <li>• Present the costumes</li> </ul>	Applied ethical costumes for selected ngoma performances.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to apply ethical costumes for selected ngoma performances.  <b>Principles:</b> The student should explain the principles of applying ethical costumes for selected ngoma performances.	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Traditional fabrics (Cotton, silk, or wool fabrics).</li> <li>• Woven cloths</li> <li>• Hand-dyed fabrics</li> <li>• Printed textiles with symbolic patterns.</li> <li>• Beads</li> <li>• Sequins</li> <li>• Feathers</li> </ul>	

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			<p>costume selection by researching and sourcing materials that align with cultural norms and values.</p> <p><b>Activity:</b> Organize students into manageable groups and ask them to design and create a costume that adheres to the ethical standards and functional for performance. Have them present in class their costumes and ethical choices.</p>			<p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Importance of authenticity in performance attire.</li> <li>• Ethical guidelines in costume selection</li> <li>• The role of ethical costumes</li> <li>• Types of traditional materials</li> <li>• Role of Gender and Social Identity in ethical costume design.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding the cultural context.</li> <li>• Symbols and gestures interpretation.</li> <li>• Familiarisation</li> </ul>	<ul style="list-style-type: none"> <li>• Shells</li> <li>• Necklaces</li> <li>• Bracelets</li> <li>• Fabric dyes</li> <li>• Strong sewing thread (cotton, linen, or synthetic)</li> <li>• Needles</li> <li>• Pins</li> <li>• Fasteners (buttons, zippers, ties)</li> <li>• Scissors and fabric Cutters</li> <li>• Measuring tape or ruler</li> <li>• Sewing Machine</li> <li>• Iron and steamer</li> <li>• Embroidery hoops</li> <li>• Needles for hand-embroidered details</li> <li>• Fabric glue</li> <li>• Thread and Bead knotting tools</li> </ul>	

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						with key historical contexts <ul style="list-style-type: none"> <li>Diversity in performances recognition.</li> </ul>		
		(c) Performing selected ngoma considering ethical values	<p><b>Brainstorm:</b> Guide the students to define the ethical values involved in performing ngoma. Discuss how these values influence the way ngoma should be performed and presented in modern contexts.</p> <p><b>Practical Work:</b> Guide students to incorporate ethical values in performing ngoma. Maintaining integrity performance style and cultural sensitivity and authenticity.</p>	<ul style="list-style-type: none"> <li>Research ethical values</li> <li>Select ethical content</li> <li>Plan performance</li> <li>Select music</li> <li>Integrate cultural symbols</li> <li>Rehearse with ethical expression</li> <li>Perform with cultural integrity</li> <li>Engage audience in ethical reflection</li> <li>Identify areas for improvement</li> </ul>	Performed selected ngoma considering ethical values	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform selected ngoma considering ethical values. <b>Principles:</b> The student should explain principles of performing selected ngoma considering ethical values. <b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>Concept of ethical values involved in performing ngoma</li> <li>Influence of ethical values in modern context</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>Traditional drums.</li> <li>Shakers</li> <li>Bells</li> <li>Balafon</li> <li>Mbira</li> <li>Flutes</li> <li>Horns</li> <li>Speakers</li> <li>Audio System</li> <li>Microphones</li> <li>Projector/Screen</li> <li>Mirrors</li> <li>Traditional costumes (robes, headpieces, fabrics)</li> <li>Markers or tape</li> <li>Cameras or smartphones</li> <li>Audio recorders</li> <li>Stage lighting</li> </ul>	

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			<p><b>Activity:</b> Organize students into manageable groups to assigning each group a different ngoma performance. Have them research the ethical values associated with their assigned ngoma, then rehearse and perform the dance while applying those ethical considerations.</p>			<p>ngoma performance.</p> <ul style="list-style-type: none"> <li>Steps of performing ngoma considering ethical values.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Cultural sensitivity and authenticity consideration</li> <li>Understanding the cultural context.</li> <li>Symbols and gestures interpretation.</li> <li>Familiarisation with key historical contexts.</li> <li>Diversity in performances recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Spotlights or ambient Lighting</li> </ul>	
3.0 Maintaining principles of choreograph	3.1 Performing basic principles	(a) Creating choreographic ngoma	<p><b>Brainstorming:</b> Guide students to define key</p>	<ul style="list-style-type: none"> <li>Identify cultural context of a</li> </ul>	Created choreographic ngoma	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The</p>	The following tools, equipment, instruments and safety gears are to	180

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ing ngoma	of choreographing Ngoma	movements in line with dynamics, space, relationship, action and body parts	<p>elements of choreographing ngoma such as dynamics, space, relationship, action, and body parts. Discuss the contribution of each element to the creation and performance of ngoma, and how it influences the storytelling and emotional expression in ngoma.</p> <p><b>Practical Work:</b> Guide the students to practice ngoma movements emphasising on the application of dynamics such as speed and force; space such as levels, direction and focus; relationships such as interaction between dancers and action such as</p>	<p>ngoma</p> <ul style="list-style-type: none"> <li>• Select theme</li> <li>• Select dynamics</li> <li>• Utilize space</li> <li>• Explore relationship between performers</li> <li>• Identify key actions</li> <li>• Explore body parts isolation</li> <li>• create fluid or contrasting movements.</li> <li>• Integrate elements of choreographing ngoma</li> <li>• Fine-tune the ngoma choreography</li> </ul>	<p>movements in line with dynamics, space, relationship, action and body parts.</p>	<p>student should explain how to create choreographic ngoma movements in line with dynamics, space, relationship, action and body parts.</p> <p><b>Principles:</b> The student should explain the principles of creating choreographic ngoma movements in line with dynamics, space, relationship, action and body parts.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of key elements of choreographing ngoma.</li> <li>• Elements of choreographing ngoma</li> <li>• Contribution of elements of choreographing ngoma to the creation of</li> </ul>	<p>be available:</p> <ul style="list-style-type: none"> <li>• Traditional drums.</li> <li>• Shakers</li> <li>• Bells</li> <li>• Balafon</li> <li>• Mbira</li> <li>• Flutes</li> <li>• Horns</li> <li>• Speakers</li> <li>• Audio System</li> <li>• Microphones</li> <li>• Projector/Screen</li> <li>• Mirrors</li> <li>• Traditional costumes (robes, headpieces, fabrics)</li> <li>• Markers or tape</li> <li>• Cameras or smartphones</li> <li>• Audio recorders</li> <li>• Stage lighting</li> <li>• Spotlights or ambient Lighting</li> </ul>	

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			<p>specific movements like jumps, twists, or turns; and body parts such as isolations and connections.</p> <p><b>Activity:</b> Organize students into manageable groups and assign them a theme or concept to explore through ngoma choreography. Each group create a short dance piece that integrates dynamics, space, relationships, action, and body parts and perform in class.</p>			<p>ngoma.</p> <p><b>Circumstantial knowledge: Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding Ngoma Traditions.</li> <li>• Awareness to traditional meanings of specific movements</li> <li>• Dynamics emotional impact consideration.</li> <li>• Group dynamics application</li> <li>• Importance of partnering and interaction</li> </ul>		
		(b) Rehearsing choreographic ngoma movements in line with dynamics, space, relationship,	<p><b>Brainstorm:</b> Guide students to identify key elements in ngoma choreography—dynamics, space,</p>	<ul style="list-style-type: none"> <li>• Warm up the body</li> <li>• Practice breathing exercise.</li> <li>• Isolate key movements</li> </ul>	Rehearsed choreographic ngoma movements in line with dynamics, space,	<p><b>Detailed knowledge of: Method used:</b> The student should explain how to rehearse choreographic ngoma</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Traditional drums.</li> <li>• Shakers</li> <li>• Bells</li> </ul>	

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		action and body parts	<p>relationship, action, and body parts. Discuss their importance in creating fluid and expressive movements that resonate with the essence of ngoma.</p> <p><b>Practical Work:</b> Guide the students through specific movement exercises that target each element to use visual aids in highlighting the elements of choreographing ngoma.</p> <p><b>Activity:</b> Organize students into manageable groups and each group focuses on one element of Ngoma choreography, ask each group to create short</p>	<ul style="list-style-type: none"> <li>• Isolate parts of the body</li> <li>• Integrate action and dynamics</li> <li>• Introduce dynamics</li> <li>• Contrast intensity</li> <li>• Use space dynamically.</li> <li>• Vary levels</li> <li>• Change direction</li> <li>• Rehearse in unison</li> <li>• Lead and follow one another</li> <li>• Maintain appropriate distance</li> <li>• Apply facial expressions</li> <li>• Listen to music</li> <li>• Adapt movements to the rhythm and dynamics of the music</li> </ul>	relationship, action and body parts.	<p>movements in line with dynamics, space, relationship, action and body parts.</p> <p><b>Principles:</b> The student should explain the principles of rehearsing choreographic ngoma movements in line with dynamics, space, relationship, action and body parts.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of group dynamics</li> <li>• Common mistakes in the ngoma movements.</li> <li>• Role of feedback in choreographing ngoma.</li> <li>• Importance of group formation in choreographing ngoma.</li> </ul> <p><b>Circumstantial</b></p>	<ul style="list-style-type: none"> <li>• Balafon</li> <li>• Mbira</li> <li>• Flutes</li> <li>• Horns</li> <li>• Speakers</li> <li>• Audio System</li> <li>• Microphones</li> <li>• Projector/Screen</li> <li>• Mirrors</li> <li>• Traditional costumes (robes, headpieces, fabrics)</li> <li>• Markers or tape</li> <li>• Cameras or smartphones</li> <li>• Audio recorders</li> <li>• Stage lighting</li> <li>• Spotlights or ambient Lighting</li> </ul>	

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			sequences for the specific element then integrate all sequences of the elements into a full choreography. Have students perform their choreography in front of the class.	<ul style="list-style-type: none"> <li>• Rehearse entire choreography</li> <li>• Practice run-through</li> <li>• Refine the movements</li> <li>• Stretch and relax</li> </ul>		<b>knowledge:</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>• Cultural consideration</li> <li>• Physical conditioning.</li> <li>• Spatial awareness, and</li> <li>• Technical skills application.</li> <li>• Surroundings awareness</li> </ul>		
		(c) Performing choreographic ngoma movements in line with dynamics, space, relationship, action and body parts	<b>Brainstorming:</b> Guide the students to analyse the components of Ngoma choreography. Discuss how various elements contribute to the performance. Encourage them to identify challenges in executing movements effectively and explore the causes of the challenges.	<ul style="list-style-type: none"> <li>• Prepare mental focus</li> <li>• Align body awareness</li> <li>• Execute dynamic movements</li> <li>• Use space</li> <li>• Explore relationship</li> <li>• Express actions</li> <li>• Integrate body parts</li> <li>• Execute performance</li> <li>• Reflect post-performance.</li> </ul>	Performed choreographic ngoma movements in line with dynamics, space, relationship, action and body parts	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform choreographic ngoma movements in line with dynamics, space, relationship, action and body parts.  <b>Principles:</b> The student should explain principles of performing choreographic ngoma movements in line with dynamics, space,	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Whistles</li> <li>• Water bottles</li> <li>• First aid kit</li> <li>• Tool kit.</li> <li>• Safety gears</li> <li>• Traditional drums.</li> <li>• Shakers</li> <li>• Bells</li> <li>• Balafon</li> <li>• Mbira</li> <li>• Flutes</li> <li>• Horns</li> <li>• Speakers</li> <li>• Audio System</li> </ul>	

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			<p><b>Practical Work:</b> Guide students to performing ngoma choreography, focusing in the execution of its element.</p> <p><b>Activity:</b> Organize students into manageable groups to performing the ngoma choreography in sync. Focus on achieving uniformity while allowing for individual expression where appropriate.</p>			<p>relationship, action and body parts.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Components of Ngoma choreography</li> <li>• Challenges in executing movements</li> <li>• Causes of challenges of executing movements effectively</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural context and symbolism</li> <li>• Awareness of space and movement direction</li> <li>• Awareness of body coordination.</li> <li>• Spatial</li> </ul>	<ul style="list-style-type: none"> <li>• Microphones</li> <li>• Projector/Screen</li> <li>• Mirrors</li> <li>• Traditional costumes (robes, headpieces, fabrics)</li> <li>• Markers or tape</li> <li>• Cameras or smartphones</li> <li>• Audio recorders</li> <li>• Stage lighting</li> <li>• Spotlights or ambient Lighting.</li> </ul>	

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						awareness, and <ul style="list-style-type: none"> <li>• Technical skills application.</li> <li>• Cultural sensitivity and respect for tradition</li> </ul>		
	3.2 Practicing roles of the choreographer in Ngoma	(a) Describing ngoma choreographer	<b>Brainstorm:</b> Guide students to define a ngoma choreographer, explore the role and responsibilities of a Ngoma choreographer. Discuss the key characteristics a Ngoma choreographer, such as cultural knowledge, movement composition, and the ability to adapt traditional dances for performance. Encourage students to find out different aspects of a	<ul style="list-style-type: none"> <li>• Identify specific cultural values.</li> <li>• Create a visual of a Ngoma choreographer's creative process.</li> <li>• Describe the movement vocabulary, style, and techniques.</li> <li>• Adapt a work of ngoma choreographer to different performance settings, audiences, and cultural contexts</li> </ul>	Described ngoma choreographer .	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to describe ngoma choreographer.  <b>Principles:</b> The student should explain the principles of describing ngoma choreographer.  <b>Theories:</b> The student should explain: <ul style="list-style-type: none"> <li>• Ngoma choreographer.</li> <li>• Role and responsibilities of a ngoma choreographer.</li> <li>• Characteristics a Ngoma</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Recording device (Camera/Smartphone).</li> <li>• Projector/Screen.</li> <li>• Speakers.</li> <li>• Traditional music and drumming tracks.</li> <li>• Music Software.</li> <li>• Books and Articles.</li> <li>• Mirrors.</li> <li>• Rehearsal space/Studio</li> <li>• Movement charts</li> <li>• Performance recordings</li> <li>• Peer review forms</li> <li>• Cultural artifacts or objects</li> </ul>	135

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			<p>Ngoma choreographer's creative process, including inspiration, technique, and storytelling.</p> <p><b>Practical Work:</b> Guide the students to study the work of notable Ngoma choreographers from different traditions. Describe their approaches to movement, style, and cultural relevance.</p> <p><b>Activity:</b> Organize students into manageable groups to choose and study a work of a famous Ngoma choreographer, then describe the choreographer's approach to movement,</p>			<p>choreographer</p> <ul style="list-style-type: none"> <li>Aspects of creative process of a ngoma choreographer.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Cultural and historical context consideration.</li> <li>Maintaining awareness of the surroundings</li> <li>Performance and audience engagement</li> <li>Education and mentorship awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural experts or Guest speakers</li> </ul>	

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			cultural context of the work and innovative techniques used.					
		(b) Creating ngoma movements	<p><b>Brainstorm:</b> Guide students to define cultural significance and stylistic elements of Ngoma movements. Discuss various body parts, spatial patterns, dynamics, and emotions and their expression of specific cultural stories or themes using movement.</p> <p><b>Practical Work:</b> Guide the students to create individual Ngoma movements based on rhythms, emotions, or cultural themes. Show students. Use drums and</p>	<ul style="list-style-type: none"> <li>• Select instruments.</li> <li>• Identify instruments</li> <li>• Create basic movement vocabulary</li> <li>• Create sequence</li> <li>• Practice with music</li> <li>• Adjust movements</li> <li>• Reflect the process</li> </ul>	Created ngoma movements.	<p><b>Knowledge evidence:</b> <b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to create ngoma movements.</p> <p><b>Principles:</b> The student should explain the principles of creating ngoma movements.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of creating movements.</li> <li>• Elements of Ngoma movements.</li> <li>• Procedures to follow when creating ngoma.</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Drums and percussion instruments.</li> <li>• Drumsticks and mallets</li> <li>• Rehearsal space/Studio.</li> <li>• Non-slippery floor.</li> <li>• Mirrors.</li> <li>• Speakers or audio system</li> <li>• Smartphone/Camera</li> <li>• Projector/screen</li> <li>• Pens and markers</li> <li>• Images and videos of traditional ngoma</li> <li>• Cultural artifacts</li> <li>• Books</li> <li>• Comfortable</li> </ul>	

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			<p>percussion instruments to accompany the creation process.</p> <p><b>Activity:</b> Divide students into manageable groups to create a basic Ngoma movement such as footwork, arm positions, torso isolations, and jumps synchronized with drumming rhythms. Assign each group a specific cultural theme.</p>			<p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding Ngoma Traditions.</li> <li>• Awareness to traditional meanings of specific movements</li> <li>• Dynamics emotional impact consideration.</li> <li>• Group dynamics application</li> <li>• Importance of partnering and interaction</li> </ul>	<ul style="list-style-type: none"> <li>• clothing</li> <li>• Soft-soled shoes</li> <li>• Whiteboards or Chalkboards</li> <li>• Recording software</li> </ul>	
		(c) Teaching choreography ngoma movements to the performers	<p><b>Brainstorming:</b> Guide the students to analyse the importance of rhythm, body movement, and cultural context in Ngoma choreography. Discuss how elements of</p>	<ul style="list-style-type: none"> <li>• Identify the form of choreography ngoma</li> <li>• Perform warm-up exercises</li> <li>• Breakdown movements</li> <li>• Teach basic rhythm and</li> </ul>	Taught choreography ngoma movements to the performers	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to teach choreography ngoma movements to the performers. <b>Principles:</b> The student should explain principles of</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Speakers or audio system.</li> <li>• MP3 Player, Laptop, or Tablet.</li> <li>• Drums or Percussion Instruments</li> </ul>	

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			<p>Ngoma work together to create an organised ngoma performance. Ask students to brainstorm on how movement vocabulary of Ngoma can be adapted for different themes or stories.</p> <p><b>Practical Work:</b> Guide students to correctly learn basic ngoma movements, start with simple and gradually progress to more complex movements.</p> <p><b>Activity:</b> Organize students into manageable groups ask them to practice specific ngoma movement sequences. Have them explore their</p>	<p>footwork</p> <ul style="list-style-type: none"> <li>• Teach Arm and Torso Movements</li> <li>• Practice dynamics and expression</li> <li>• Perform group coordination and formation</li> <li>• Join all movements</li> <li>• Finalise movement adjustments</li> </ul>		<p>teaching choreography ngoma movements to the performers.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Concept of teaching choreography movements to performers</li> <li>• Importance of teaching choreography ngoma movements to performers</li> <li>• Importance of elements of ngoma in choreography</li> <li>• Procedures of teaching choreography ngoma movements to performers.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Physical and technical</li> </ul>	<ul style="list-style-type: none"> <li>• Mirrors</li> <li>• Non-slip flooring</li> <li>• Props (relevant to choreography)</li> <li>• Traditional costumes or clothing</li> <li>• Masks</li> <li>• Headpieces</li> <li>• Whiteboard/markers</li> <li>• First aid kit</li> <li>• Water bottles</li> <li>• Footwear</li> <li>• Choreography diagrams or sheets</li> <li>• Timer or Metronome</li> </ul>	

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			movements interaction with one another and maintaining spatial awareness, timing, and unity. Provide guidance on body alignment and dynamics within the group.			awareness <ul style="list-style-type: none"> <li>• Cultural context and respect consideration</li> <li>• Integration of music and rhythm</li> <li>• Group dynamics and spatial awareness</li> </ul>		
		(d) Conducting choreography ngoma rehearsals	<b>Brainstorm:</b> Guide the students to identify key elements of a successful Ngoma rehearsal, such as synchronization, timing, and emotional expression. Discuss the challenges of maintaining energy, focus, and unity during a group performance. Encourage them to explore the importance of physical and	<ul style="list-style-type: none"> <li>• Warm up the body</li> <li>• Practice breathing exercise.</li> <li>• Isolate key movements</li> <li>• Isolate parts of the body</li> <li>• Integrate action and dynamics</li> <li>• Introduce dynamics</li> <li>• Contrast intensity</li> <li>• Use space dynamically.</li> <li>• Vary levels</li> <li>• Change direction</li> </ul>	Conducted choreography ngoma rehearsals	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to conduct choreography ngoma rehearsals.  <b>Principles:</b> The student should explain principles of conducting choreography ngoma rehearsals.  <b>Theories:</b> The student should explain: - <ul style="list-style-type: none"> <li>• Concept of conducting choreography</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Speakers or audio system.</li> <li>• MP3 Player, Laptop, or Tablet.</li> <li>• Drums or Percussion Instruments</li> <li>• Mirrors</li> <li>• Non-slip flooring</li> <li>• Props (relevant to choreography)</li> <li>• Traditional costumes or clothing</li> <li>• Masks</li> <li>• Headpieces</li> <li>• Whiteboard/marke</li> </ul>	

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			<p>mental preparation of a Ngoma performance.</p> <p><b>Practical Work:</b> Guide students through specific warm-up exercises, stretching routines, and rhythm drills to correctly rehearse the choreography in sections. Have them run through the choreography while maintaining energy levels and consistency.</p> <p><b>Activity:</b> Organize students into manageable groups, assign each group a specific section of the choreography to rehearse. Have them rehearse their sections individually then</p>	<ul style="list-style-type: none"> <li>• Rehearse in unison</li> <li>• Lead and follow one another</li> <li>• Maintain appropriate distance</li> <li>• Apply facial expressions</li> <li>• Listen to music</li> <li>• Adapt movements to the rhythm and dynamics of the music</li> <li>• Rehearse entire choreography</li> <li>• Practice run-through</li> <li>• Refine the movements</li> <li>• Stretch and relax</li> </ul>		<p>ngoma rehearsals</p> <ul style="list-style-type: none"> <li>• Elements of successful Ngoma rehearsal</li> <li>• Importance of physical and mental preparation for a choreographed ngoma</li> <li>• Ways to stay in tune with energy of a group during choreographed ngoma rehearsal.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Awareness to traditional meanings of specific movements</li> <li>• Dynamics emotional impact consideration.</li> <li>• Group dynamics application</li> <li>• Importance of partnering and</li> </ul>	<p>rs</p> <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Water bottles</li> <li>• Footwear</li> <li>• Choreography diagrams or sheets</li> <li>• Timer or Metronome.</li> </ul>	

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			join together as a full group. Organize a mock performance, where students rehearse the full choreography from beginning to end. Guide them to reflect on their own performance and receive group feedback.			interaction <ul style="list-style-type: none"> <li>Understanding Ngoma Traditions</li> </ul>		
		(e) Conducting choreographed ngoma performance	<p><b>Brainstorming:</b> Guide the students identify key components to a successful Ngoma performance. Explore how stage layout, lighting, and audience energy influence the performers' delivery.</p> <p><b>Practical Work:</b> Guide students to pretend a live performance and create a strong stage presence,</p>	<ul style="list-style-type: none"> <li>Identify ngoma style</li> <li>Create choreography</li> <li>Set goals and objectives</li> <li>Breakdown choreography</li> <li>Focus on synchronization</li> <li>Work on rhythm and timing</li> <li>Incorporate emotional expression</li> <li>Rehearse with music</li> </ul>	Conducted choreographed ngoma performance	<p><b>Detailed knowledge of:</b></p> <p><b>Method used:</b> The student should explain how to conduct choreographed ngoma performance.</p> <p><b>Principles:</b> The student should explain principles of conducting choreographed ngoma performance.</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>Concept of</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Speakers or audio system.</li> <li>MP3 Player, Laptop, or Tablet.</li> <li>Drums or Percussion Instruments</li> <li>Mirrors</li> <li>Non-slip flooring</li> <li>Props (relevant to choreography)</li> <li>Traditional costumes or clothing</li> <li>Masks</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>ensuring each performer projects their energy outward to engage with the audience while maintaining synchronization.</p> <p><b>Activity:</b> Organize students into manageable groups and assign each group a different role. Have each group practice their section individually before joining together for a full performance. Then create a mock performance scenario where students perform the choreography in front of a small audience or record themselves.</p>	<ul style="list-style-type: none"> <li>• Set sound and lighting</li> <li>• Stage layout</li> <li>• Present stage</li> <li>• Adapt to missed cues</li> </ul>		<ul style="list-style-type: none"> <li>• conducting choreographed ngoma performance</li> <li>• Principles of conducting choreographed ngoma performance</li> <li>• Importance of physical and mental preparation for a choreographed ngoma performance</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding Ngoma Traditions</li> <li>• Awareness to traditional meanings of specific movements</li> <li>• Dynamics emotional impact consideration.</li> <li>• Group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Headpieces</li> <li>• Whiteboard/markers</li> <li>• First aid kit</li> <li>• Water bottles</li> <li>• Footwear</li> <li>• Choreography diagrams or sheets</li> <li>• Timer or Metronome</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						application <ul style="list-style-type: none"> <li>• Importance of partnering and interaction</li> </ul>		

### Form Four

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

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Marketing ngoma digitally.	1.1 Using available digital resources to market ngoma.	(a) Producing voice notes for ngoma digital marketing.	<b>Questions and answers:</b> Ask students about the concepts related to digital marketing and voice note production. Ask them about the significance of voice notes in marketing ngoma.  <b>Demonstration:</b>	<ul style="list-style-type: none"> <li>• Write a script for ngoma marketing voice note.</li> <li>• Prepare recording devices.</li> <li>• Conduct recording rehearsals.</li> <li>• Record the voice note.</li> </ul>	Recorded ngoma marketing voice notes as per audio marketing guidelines.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Prepare for a voice note recording session.</li> <li>• Use audio language creatively to persuade the audiences.</li> <li>• Record voice</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Computer.</li> <li>• Hand audio recorder</li> <li>• Microphone</li> <li>• Audio interface</li> <li>• Headphone</li> <li>• DWA (Digital Audio Workstation).</li> <li>• Recording room with sound proof mechanism.</li> </ul>	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Use available, simple technology to demonstrate the recording of a ngoma performance marketing voice notes.</p> <p><b>Class activity:</b> Organise students in manageable groups. Assign them to create marketing voice notes using recording devices such as audio recorders, mobile phones and computers.</p>			<p>notes effectively and efficiently.</p> <ul style="list-style-type: none"> <li>• Edit the recorded voice note using audio editing techniques such as trimming, fading, volume levelling and noise reduction.</li> </ul> <p><b>Principles:</b> The student should explain the principles of producing ngoma marketing voice notes.</p> <p><b>Theories:</b> The student should explain about:</p> <ul style="list-style-type: none"> <li>• The concept related to ngoma performance. digital marketing.</li> <li>• Significance of voice notes on ngoma digital marketing.</li> <li>• Procedures for producing voice</li> </ul>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>notes for ngoma digital marketing.</p> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Sound production technology</li> <li>• Factors that hinder ngoma digital marketing through voice notes.</li> <li>• Alternative ways to improvise soundproofing mechanisms.</li> </ul>		
		(b) Producing ngoma audio clips for digital marketing.	<p><b>Brainstorming:</b> Guide students in manageable groups to discuss ngoma audio clip production. Have them discuss the significance of audio clips in ngoma digital marketing.</p>	<ul style="list-style-type: none"> <li>• Prepare recording studio or improvise any available room for recording session.</li> <li>• Organise all the devices needed for recording session.</li> </ul>	Ngoma audio clip produced as per digital marketing quality requirements.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Prepare for a ngoma audio clip recording session.</li> <li>• Record voice notes effectively and efficiently.</li> <li>• Edit the recorded</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Computer.</li> <li>• Hand audio recorder</li> <li>• Microphone</li> <li>• Audio interface</li> <li>• Headphone</li> <li>• DWA (Digital Audio Workstation).</li> <li>• Recording room with</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Demonstration:</b> Demonstrate to the students how to produce ngoma audio clips using digital devices such as audio recorders and smartphones.</p> <p><b>Practical Work:</b> Guide students in manageable groups to produce audio clips using digital devices such as computers, smartphones and audio recorders.</p>	<ul style="list-style-type: none"> <li>• Conduct recording try-outs.</li> <li>• Perform recording of ngoma audio.</li> <li>• Edit the recorded ngoma audio.</li> </ul>		<p>voice note using audio editing techniques such as trimming, fading, volume levelling and noise reduction.</p> <p><b>Principles:</b> The student should explain the principles of producing ngoma audio clips for digital marketing.</p> <p><b>Theories:</b> The student should explain about:</p> <ul style="list-style-type: none"> <li>• Significance of audio clips on ngoma digital marketing.</li> <li>• Procedures for producing audio clips for ngoma digital marketing.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p>	sound proof mechanism.	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>• Audience preference on tone, style and resonance.</li> <li>• Cultural sensitivity to the audience's background and language preferences.</li> <li>• Legal and compliance considerations in the areas of licencing and regulatory guidelines.</li> <li>• Consumer feedback on the performance effectiveness.</li> </ul>		
		(c) Creating simple ngoma video clips for digital marketing.	<b>Group Discussion:</b> Facilitate discussion on video clip production. Guide them to discuss the significance of audio clips in ngoma digital	<ul style="list-style-type: none"> <li>• Collect video footages from the best performances.</li> <li>• Organise the best footages collected.</li> <li>• Have the footages edited creating a ngoma video</li> </ul>	A well created ngoma video clip suitable for digital marketing.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Collect the best footages from ngoma performances</li> <li>• Conduct editing of the best</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• High quality cameras</li> <li>• Smartphones</li> <li>• Gimbals or stabilizers</li> <li>• Drones (optional)</li> <li>• Tripods and monopods</li> <li>• Soft box lights or LED lights</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>marketing.</p> <p><b>Demonstration:</b> Demonstrate how to produce ngoma video clips using digital devices such as audio recorders and smartphones.</p> <p><b>Practical Work:</b> Guide students in manageable groups to produce video clips using digital devices such as smartphones and video cameras.</p>	clip suitable for digital marketing.		<p>footages.</p> <ul style="list-style-type: none"> <li>• Create suitable footage for digital marketing.</li> </ul> <p><b>Principles:</b> The student should explain principles of creating a simple ngoma video clip for digital marketing.:</p> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Significance of video clips on ngoma digital marketing.</li> <li>• Procedures for producing video clips for ngoma digital marketing.</li> </ul> <p><b>Circumstantial knowledge Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Consumer feedback on the performance effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Ring lights</li> <li>• Coloured gels or RGB lights</li> <li>• Backdrops</li> <li>• Lighting for effects</li> <li>• Microphones (lavalier and boom microphones)</li> <li>• Audio Interface</li> <li>• Sound system (playback)</li> <li>• Computers with video editing software, audio editing software, motion graphics software (optional) and video transitions and effects.</li> <li>• Choreography and direction tools (rehearsal space setup, script or storyboard, markers and tape).</li> <li>• Accessories and additional equipment such as lenses (for varied shots), reflectors, storage devices (SSDs), cables and power backup.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Cultural sensitivity to the audience's background and language preferences.</li> </ul>		
	1.2 Applying digital platforms	(a) Distributing marketing voice notes to social media platforms	<p><b>Brainstorm:</b> Guide students on a discussion to define digital platforms and identify digital platforms (social media) suitable for marketing ngoma.</p> <p><b>Demonstration:</b> Show the students how to upload ngoma performance voice notes on social media for digital marketing.</p> <p><b>Class Activity:</b> Organize students into manageable groups and provide them</p>	<ul style="list-style-type: none"> <li>Organise a well-created voice note.</li> <li>Select a digital platform.</li> <li>Upload the voice note.</li> <li>Keep track of the number of fans accessing the voice note.</li> </ul>	The digital marketing voice note for ngoma was uploaded to social media per digital marketing guidelines.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to upload ngoma voice notes on social media for digital marketing.</p> <p><b>Principles:</b> The student should explain the principles of distributing market voice notes on social media platforms.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Advantages of uploading ngoma marketing voice</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Smartphones</li> <li>Tablet</li> <li>Laptop/desktop computer</li> <li>Internet connection</li> <li>Social media accounts</li> <li>Business accounts or Ads manager</li> <li>Platform-specific analytics.</li> </ul>	90

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			with digital marketing voice notes. Assign each group to upload the voice note on one social media.			<p>notes on social media.</p> <ul style="list-style-type: none"> <li>• Disadvantages of uploading ngoma voice notes on social media.</li> <li>• Types of social media suitable for uploading ngoma voice notes for digital marketing.</li> <li>• Procedure for uploading ngoma voice notes on social media.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Audience preferences and engagement habits.</li> <li>• Audience demographics (who engage with your content).</li> </ul>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Distributing ngoma audio clips to social media platforms	<p><b>Group discussion:</b> Guide students in manageable groups to discuss social media suitable for uploading ngoma audio clips for digital marketing.</p> <p><b>Demonstration:</b> Show the students how to upload ngoma audio clips on social media for digital marketing.</p> <p><b>Hands-on activity:</b> Organize students into manageable groups and provide them with ngoma audio clips. Assign each group to upload the audio clip on any social media.</p>	<ul style="list-style-type: none"> <li>Collect a well-designed ngoma audio clip.</li> <li>Select a digital platform.</li> <li>Upload the ngoma audio clip to the digital platform.</li> <li>Keep track of the audience demographics</li> </ul>	Distributed ngoma audio clips to social media platforms as per digital marketing guidelines.	<p><b>Detailed knowledge of: Method used:</b> The student should explain how to upload ngoma audio clip on social media platforms for digital marketing.</p> <p><b>Principles:</b> The student should explain the principles of distributing ngoma audio clips to social media platforms.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Advantages of uploading ngoma marketing audio clips on social media.</li> <li>Disadvantages of uploading ngoma audio clips on social media.</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>Smartphones</li> <li>Tablet</li> <li>Laptop/desktop computer</li> <li>Internet connection</li> <li>Social media accounts</li> <li>Business accounts or Ads manager</li> <li>Platform-specific analytics.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Types of social media suitable for uploading ngoma audio clips for digital marketing.</li> <li>Procedure for uploading ngoma audio clips on social media.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Social media algorithm dynamics.</li> <li>Content longevity on digital platforms.</li> </ul>		
		(c) Distributing ngoma video clips to social media platforms	<b>Questions and answers session:</b> Guide students through questions to discuss the kind of social media suitable for uploading ngoma video clips for	<b>The student should be able to:</b> <ul style="list-style-type: none"> <li>Select a digital platform suitable for uploading ngoma video</li> </ul>	Distributed ngoma video clips to social media platforms as per digital marketing guidelines.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>Upload ngoma video clip on social media for digital marketing.</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Smartphones</li> <li>Tablet</li> <li>Laptop/desktop computer</li> <li>Internet connection</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>digital marketing.</p> <p><b>Demonstration:</b> Show the students how to upload ngoma video clips on social media.</p> <p><b>Practical work:</b> Guide students in manageable groups and provide them with ngoma video clips. Ask them to upload the video clip on any social media.</p>	<p>clips.</p> <ul style="list-style-type: none"> <li>• Upload the ngoma video clip to social media.</li> <li>• Make follow-up of the audience demographics</li> </ul>		<ul style="list-style-type: none"> <li>• Track the video clip audience's demographics.</li> </ul> <p><b>Principles:</b> The student should explain the principles of distributing ngoma video clips to social media platforms.</p> <p><b>Theories:</b> The student should explain about the:</p> <ul style="list-style-type: none"> <li>• Advantages of uploading ngoma marketing video clips on social media.</li> <li>• Disadvantages of uploading ngoma video clips on social media.</li> <li>• Suitable digital platforms for uploading ngoma video clips for marketing.</li> </ul>	<ul style="list-style-type: none"> <li>• Social media accounts</li> <li>• Business accounts or Ads manager</li> <li>• Platform-specific analytics.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Procedure for uploading ngoma video clips on social media.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>The importance of high-quality visuals.</li> <li>Performance feedback through social media viewers' analysis.</li> </ul>		
2.0 Maintaining mastery of principles of performing therapeutic ngoma	2.1 Performing mastery of basic principles and skills of therapeutic ngoma	(a) Describing ngoma therapy	<p><b>Brainstorm:</b> Guide students to discuss the concept of ngoma therapy.</p> <p><b>Class Activity:</b> Facilitate the students to search on the internet about the ngoma used for therapy. Have them watch the ngoma performed for</p>	<p><b>The student should be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the communities that perform ngoma therapy.</li> <li>Watch ngoma therapy performance .</li> <li>Describe the</li> </ul>	Ngoma therapy described based on its performative features.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to describe ngoma therapy.</p> <p><b>Principles:</b> The student should explain the principles of describing ngoma therapy.</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Computer or tablet with internet connection.</li> <li>Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>Spiritual and ritual tools</li> </ul>	110

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				Process Assessment	Services Assessment	Knowledge Assessment		
			therapy. Help them identify the communities that perform ngoma specifically for therapy purposes.	common features of ngoma therapy.		<p><b>Theories:</b> The student should explain the:</p> <ul style="list-style-type: none"> <li>• Concept of ngoma therapy.</li> <li>• Features of ngoma therapy.</li> </ul> <p><b>Circumstantial knowledge:</b></p> <p><b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding the cultural significance of music and dance.</li> <li>• Spiritual beliefs that underpin ngoma.</li> <li>• Integration of ngoma therapy into religious or spiritual rituals for healing.</li> </ul>	<p>(including candles and symbolic items).</p> <ul style="list-style-type: none"> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	
		(b) Applying basic principles of therapeutic ngoma	<p><b>Group discussion:</b> Guide students to discuss basic principles of therapeutic</p>	<p><b>The student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Engage in practising ngoma</li> </ul>	A complete therapeutic ngoma with all the basic principles applied.	<p><b>Detailed knowledge of:</b></p> <p><b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Participate in</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum,</li> </ul>	

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			<p>ngoma such as the use of music and rhythm, dance, community participation, spiritual connection and emotional healing. Discuss the importance of each principle in facilitating a holistic healing process and enhancing the therapeutic effects of ngoma therapy.</p> <p><b>Practical Work:</b> Guide students to engage in practising ngoma therapy by applying key elements such as drumming, rhythmic patterns and dance. Encourage students to focus</p>	<p>therapy.</p> <ul style="list-style-type: none"> <li>• Create a simple ngoma therapy session.</li> <li>• Apply ngoma therapy key elements</li> <li>• Connect with the rhythm</li> <li>• Utilise body movement</li> <li>• Participate in a group setting.</li> <li>• Incorporate dance movement</li> <li>• Incorporate the key principles</li> <li>• Select appropriate rhythms and movements.</li> </ul>		<p>therapeutic ngoma performance.</p> <ul style="list-style-type: none"> <li>• Apply basic principles of therapeutic ngoma.</li> </ul> <p><b>Principles:</b> The student should explain how to apply the basic principles of ngoma therapy.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Basic principles of ngoma therapy.</li> <li>• Process of ngoma therapy performance.</li> <li>• Significance of ngoma therapy to the community.</li> <li>• Procedure for creating a ngoma therapy.</li> </ul> <p><b>Circumstantial</b></p>	<p>dunum and bongo drum, Kinganga, etc.)</p> <ul style="list-style-type: none"> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>on connecting with the rhythm utilising body movement and participating in a group setting to foster emotional release and communal healing. Provide step-by-step guidance on how to use instruments like drums and how to incorporate dance movements into the process.</p> <p><b>Activity:</b> Organise students into manageable groups and have them create a simple ngoma therapy session, incorporating the key principles they have learned. Each group should select appropriate rhythms,</p>			<p><b>knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Community and collective healing.</li> <li>• The healing power of sound through stimulating relaxation, invoking healing energy or creating emotional shifts.</li> </ul>		

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			movements, and a symbolic or spiritual element for their session. Afterwards, each group will present their session to the class and discuss how they applied the therapeutic principles of ngoma, ensuring that the group experience fosters a sense of emotional release and spiritual connection.					
		(c) Analysing skills for a ngoma therapist	<b>Questions and Answers Session:</b> Guide students through questions to discuss the essential skills required for a ngoma therapist. Encourage students to explore how emotional	<b>The student should be able to:</b> <ul style="list-style-type: none"> <li>• Read emotional cues from the clients</li> <li>• Adjust dance movements or rhythms based on the emotional</li> </ul>	A ngoma therapist with all the basic skills for ngoma therapy session.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to analyse the skills for a ngoma therapist.  <b>Principles:</b> The student should explain principles of analysing skills for a ngoma therapist.	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>intelligence, communication, and cultural sensitivity are important aspects of being an effective ngoma therapist.</p> <p><b>Demonstration:</b> Show the students how to analyse and assess their skills in the context of ngoma therapy. Demonstrate techniques such as reading emotional cues from clients, using different drumming rhythms to match the therapeutic needs, adjusting dance movements or rhythms based on the emotional state or energy of the participants. Provide a live demonstration</p>	<p>state or energy of the participants.</p> <ul style="list-style-type: none"> <li>Analyse emotional and physical state of ngoma therapy participants</li> <li>Assess the needs of the participants</li> <li>Respond to the emotional needs.</li> <li>Address emotional needs</li> </ul>		<p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>Qualities for a good ngoma therapist</li> <li>Issues to address when conducting a ngoma therapy session.</li> <li>Analysis of a ngoma therapist.</li> </ul> <p><b>Circumstantial knowledge Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>Psychological and emotional healing.</li> <li>Ngoma as a group therapy.</li> <li>Role of the therapist as a healer.</li> </ul>	<p>symbolic items).</p> <ul style="list-style-type: none"> <li>Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>Kora</li> <li>Kayamba</li> <li>Drum sticks</li> <li>Costumes</li> <li>Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>where students can observe how a ngoma therapist assesses and responds to the needs of participants in a session.</p> <p><b>Practical Work:</b> Guide students in manageable groups to practice the skills of a ngoma therapist by simulating a therapeutic ngoma session. Assign different roles to each group member, some as participants in the therapy session, others as therapists. Provide a scenario where the group needs to: analyse the emotional and physical state of participants.</p>					

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			Choose the appropriate rhythm or dance movement to address the group's emotional needs. Use verbal or non-verbal communication to guide the session. Afterwards, ask each group to reflect on their role and the effectiveness of their therapeutic approach, offering feedback on what worked well and areas for improvement.					
	2.2 Performing patient-specific therapeutic Ngoma	(a) Conducting ngoma therapy exercises	<b>Brainstorming:</b> Guide students to discuss the concept of ngoma exercises. Have them discuss the cultural significance of ngoma therapy	<b>The students should be able to:</b> <ul style="list-style-type: none"> <li>Plan for a ngoma therapy session</li> <li>Perform ngoma therapy relaxation</li> </ul>	Conducted ngoma therapy exercises as per warm-up guidelines.	<b>Detailed knowledge of:</b> <b>Method used:</b> The students should explain how to conduct ngoma therapy exercises. <b>Principles:</b> The	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>Percussion instruments</li> </ul>	176

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			<p>exercises, various types of exercises and their therapeutic benefits for mental and physical health.</p> <p><b>Practical Work:</b> Guide students through the execution of specific ngoma therapy exercises, focusing on body movements, rhythms and techniques used during ngoma therapy sessions.</p> <p><b>Class Activity:</b> Organise students into small groups and provide them with the necessary materials (such as music and dance). Assign them to collaboratively plan and perform</p>	<p>exercises.</p> <ul style="list-style-type: none"> <li>• Conduct ngoma therapy concentration exercises</li> </ul>		<p>students should explain the principles of conducting ngoma therapy exercises based on the warmup guidelines.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of ngoma therapy exercises.</li> <li>• Types of ngoma therapy exercises.</li> <li>• Significance of ngoma therapy exercises.</li> <li>• Therapeutic benefits of ngoma therapy exercises.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Community and collective healing.</li> <li>• The healing power</li> </ul>	<p>(including Mbira, Kalimba, or Marimba).</p> <ul style="list-style-type: none"> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

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			a ngoma therapy session, reflecting on their experiences.			of sound through stimulating relaxation, invoking healing energy or creating emotional shifts.		
		(b) Creating patient-specific movements for therapeutic ngoma.	<p><b>Brainstorming:</b> Guide students to discuss the concept of patient-specific movements. Have them discuss the significance of patient-specific movements in ngoma therapy sessions. Discuss the procedure for creating patient-specific movements for therapeutic ngoma.</p> <p><b>Practical Work:</b> Guide students in creating patient-specific movements for therapeutic ngoma by</p>	<p><b>The student should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse patient's emotional state.</li> <li>Choose an appropriate rhythm or dance movement.</li> <li>Create patient-specific dance movements</li> </ul>	Patient-specific movements for therapeutic ngoma created based on the ngoma therapy guideline.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to create patient-specific movements for therapeutic ngoma.</p> <p><b>Principles:</b> The student should explain the principles of creating patient-specific movements for therapeutic ngoma.</p> <p><b>Theories:</b> The student should explain about the:</p> <ul style="list-style-type: none"> <li>Concept of patient-specific ngoma movement.</li> <li>Significance of</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>Spiritual and ritual tools (including candles and symbolic items).</li> <li>Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>Kora</li> <li>Kayamba</li> <li>Drum sticks</li> <li>Costumes</li> <li>Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			analysing the emotional and physical state of participants. Then choose the appropriate rhythm or dance movement to address the patient's emotional needs.			<p>patient-specific therapeutic ngoma movement.</p> <ul style="list-style-type: none"> <li>• Procedure for creating patient-specific therapeutic ngoma movement.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Community and collective healing.</li> <li>• The healing power of sound through stimulating relaxation, invoking healing energy or creating emotional shifts.</li> </ul>		
		(c) Rehearsing the patient-specific movements for therapeutic ngoma	<b>Brainstorming:</b> Guide students to discuss the significance of rehearsing patient-specific movements for therapeutic	<b>The student should be able to:</b> <ul style="list-style-type: none"> <li>• Conduct a warmup session.</li> <li>• Carry out step-by-step</li> </ul>	Well-rehearsed patient-specific movements for therapeutic ngoma.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Conduct concentration warmup before</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> </ul>	

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			<p>ngoma.</p> <p><b>Practical Work:</b> Guide students in conducting rehearsals for the patient-specific ngoma movement by taking them through a warmup session based on concentration exercises. Then conduct step-by-step rehearsals for each movement. Wind up the session with stretching and relaxation exercises.</p>	<p>patient-specific movements for therapeutic ngoma rehearsals.</p> <ul style="list-style-type: none"> <li>• Carry out relaxation exercises</li> </ul>		<p>patient-specific therapeutic ngoma rehearsals.</p> <ul style="list-style-type: none"> <li>• Carry out the patient-specific therapeutic ngoma rehearsals.</li> </ul> <p><b>Principles:</b> The student should explain the principles of rehearsing the patient-specific movements for therapeutic ngoma</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Significance of conducting rehearsals for patient-specific movements for therapeutic ngoma.</li> <li>• Procedure for conducting rehearsals for patient-specific</li> </ul>	<ul style="list-style-type: none"> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>movements for therapeutic ngoma.</p> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b> Understanding the cultural significance of music and dance.</p>		
		(d) Performing patient-specific movements for therapeutic ngoma	<p><b>Brainstorming:</b> Guide students to discuss the significance of performing patient-specific movements for therapeutic ngoma. Discuss the procedure for conducting patient-specific movements for therapeutic ngoma.</p> <p><b>Class Activity:</b> Guide students in manageable groups to design a ngoma therapy simulation</p>	<p><b>The student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform ngoma therapy</li> <li>• Observe ngoma therapy guidelines.</li> </ul>	Performed patient-specific movements for therapeutic ngoma.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform patient-specific movements for therapeutic ngoma.</p> <p><b>Principles:</b> The student should explain the principles of performing patient-specific movements for therapeutic ngoma.</p> <p><b>Theories:</b> The student should explain:</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			session, assign them roles of patients and therapists. Ask them to perform a ngoma therapy session, reflecting on their experiences. Make sure they observe the guidelines for ngoma therapy sessions.			<ul style="list-style-type: none"> <li>• Significance of performing patient-specific movements for therapeutic ngoma.</li> <li>• Procedure performing patient-specific movements for therapeutic ngoma.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Understanding the cultural significance of music and dance.</li> <li>• Spiritual beliefs that underpin ngoma.</li> <li>• Integration of ngoma therapy into religious or spiritual rituals for healing.</li> </ul>	<ul style="list-style-type: none"> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	
	2.3 Performing mastery of	(a) Identifying ngoma	<b>Brainstorming:</b> Facilitate	<b>The student should be able</b>	A ngoma therapy that	<b>Detailed knowledge of:</b>	The following tools, equipment, instruments and	165

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	ethical principles and practices of Ngoma movement therapist	therapist's code of ethics and values	<p>students to discuss the concept of ethics in ngoma therapy. Guide them to discuss the ethical principles and practices in the ngoma therapy profession.</p> <p><b>Practical Work:</b> Guide students in identifying the therapist's code of ethics and values.</p>	<p><b>to:</b> Identify the ngoma therapy code of ethics and values.</p>	observes ethics and values.	<p><b>Method used:</b> The student should explain how to identify the ngoma therapist's code of ethics and values.</p> <p><b>Principles:</b> The student should explain the principles of identifying the ngoma therapist's code of ethics and values.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of ethics and values in ngoma therapy.</li> <li>• Ethical principles in ngoma therapy.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural traditions with ngoma therapy.</li> <li>• Medical ethics</li> </ul>	<p>safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

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						and code of conduct.		
		(b) Applying therapist code of ethics in creating ngoma therapy movements.	<p><b>Brainstorming:</b> Guide students to discuss the importance of applying the therapist's code of ethics in creating ngoma therapy movements. Discuss with them the procedure for creating ngoma therapy movements considering ethical values.</p> <p><b>Class activity:</b> Guide students in observing ethics and values while creating ngoma therapy movements.</p>	<p><b>The student should be able to:</b></p> <ul style="list-style-type: none"> <li>• Interpret ethics and values for ngoma therapy.</li> <li>• Integrate ethics and values while creating ngoma therapy movements.</li> </ul>	Ngoma therapy movements that observe ethical values.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to create ngoma therapy movements that abide by the ethics and values of the community.</p> <p><b>Principles:</b> The student should explain the principles of applying the therapist's code of ethics in creating ngoma therapy movements:</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Importance of applying ethics and values in creating ngoma therapy movements.</li> <li>• Procedure for</li> </ul>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>creating ethical ngoma therapy movements.</p> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural traditions with ngoma therapy.</li> <li>• Medical ethics and code of conduct.</li> </ul>		
		(c) Applying therapist code of ethics and values in ngoma therapy rehearsals	<p><b>Brainstorming:</b> Guide students to discuss the importance of applying the therapist's code of ethics in rehearsing ngoma therapy movements. Discuss with them the procedure for rehearsing ngoma therapy considering ethical values.</p> <p><b>Class activity:</b></p>	<p><b>The student should be able to:</b> Observe ethics and values while rehearsing the ngoma therapy.</p>	Rehearsed ngoma therapy considering ethical values.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to rehearse ngoma therapy movements with consideration of ethical values.</p> <p><b>Principles:</b> The student should explain the principles of applying the therapist's code of ethics and values in ngoma therapy</p>		

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			Guide students in observing ethics and values while rehearsing ngoma therapy movements.			rehearsals. <b>Theories:</b> The student should explain: - <ul style="list-style-type: none"> <li>• Significance of applying ethics and values during ngoma therapy rehearsals.</li> <li>• Procedure for rehearsing</li> </ul>		
		(d) Applying therapist's code of ethics and values in ngoma therapy performance	<b>Brainstorming:</b> Guide students to discuss the importance of applying the therapist's code of ethics while performing ngoma therapy movements. Discuss with them the procedure for performing ngoma therapy considering ethical values.  <b>Class activity:</b> Guide students in	Observe ethics and values while performing ngoma therapy. An ethical ngoma therapy performance	Applied therapist's code of ethics and values in ngoma therapy performance	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to observe ethics and values during ngoma therapy performance.  <b>Principles:</b> The student should explain the principles of applying the therapist's code of ethics and values in ngoma therapy performance.	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Drums (including djembe, talking drum, dunum and bongo drum, Kinganga, etc.)</li> <li>• Percussion instruments (including Mbira, Kalimba, or Marimba).</li> <li>• Spiritual and ritual tools (including candles and symbolic items).</li> <li>• Safety and health equipment (including First Aid Kit and hydration and rest areas).</li> <li>• Kora</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			observing ethics and values while rehearsing ngoma therapy movements			<p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Significance of observing ethics in ngoma therapy.</li> <li>• Procedure of performing ngoma therapy ethically.</li> </ul> <p><b>Circumstantial knowledge</b></p> <p><b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural traditions with ngoma therapy.</li> <li>• Medical ethics and code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Kayamba</li> <li>• Drum sticks</li> <li>• Costumes</li> <li>• Others specific and related to the kind of ngoma to be rehearsed.</li> </ul>	
3.0 Maintaining relations with ngoma performance stakeholders	3.1 Maintaining rights and responsibilities of a ngoma practitioner	(a) Identifying the rights of ngoma practitioner	<p><b>Brainstorming:</b> Guide students to define rights of ngoma practitioner. Discuss the importance of these rights.</p> <p><b>Practical Work:</b> Guide students to a scenario where</p>	<ul style="list-style-type: none"> <li>• Identify the rights of Ngoma practitioners .</li> <li>• Apply knowledge to real-world scenarios</li> <li>• Defend the rights of</li> </ul>	Designed workshop layout conforms to environmental and Ministry of Labour rules and regulations.	<p><b>Detailed knowledge of:</b></p> <p><b>Method used:</b> The student should explain how to identify the rights of ngoma practitioner.</p> <p><b>Principles:</b> The student should explain the principles of</p>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Internet access.</li> <li>• Library access</li> <li>• Legal databases</li> <li>• Word processing software</li> <li>• Spreadsheet software</li> <li>• Presentation software</li> </ul>	150

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>they advocate for their rights as Ngoma practitioners. This could include role-playing situations such as negotiating a fair contract.</p> <p><b>Activity:</b> Organize students into manageable groups, to explore the rights of Ngoma practitioners in different contexts such as legal rights, cultural rights and performance rights. Have each group share their findings and discuss how these rights can be safeguarded in their own practice.</p>	<p>Ngoma practitioners</p> <ul style="list-style-type: none"> <li>• Reflect on understanding of Ngoma practitioners' rights.</li> <li>• Research legal rights</li> <li>• Consult cultural rights</li> <li>• Identify roles of unions</li> <li>• Identify safe working rights</li> <li>• Maintain mutual consent</li> <li>• Promote ngoma tradition</li> </ul>		<p>identifying the rights of ngoma practitioner.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of ngoma practitioners</li> <li>• rights of ngoma practitioner.</li> <li>• Importance of rights of ngoma practitioners.</li> <li>• guidelines on the rights of ngoma practitioners</li> <li>• Common violations of ngoma practitioners' rights</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Recognition of rights of ngoma practitioners.</li> <li>• Respect for</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard/Smartboard</li> <li>• Government and organizational publications</li> <li>• Legal documents</li> <li>• Books on copyright and artist rights</li> <li>• Local laws and regulations</li> <li>• Case study materials</li> <li>• Video conferencing tools</li> <li>• Legal templates and forms.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						Tradition. <ul style="list-style-type: none"> <li>• Ownership of knowledge</li> <li>• Right to Recognition</li> <li>• Social rights</li> <li>• Economic rights.</li> </ul>		
		(b) Performing responsibilities of a ngoma practitioners	<b>Brainstorming:</b> Guide students to identify core responsibilities of a Ngoma practitioner. such as maintaining cultural integrity, respecting tradition, collaborating with fellow artists, and upholding professionalism in performances. Discuss the importance of these responsibilities in preserving the art form and fostering a positive community	The student should be able to: <ul style="list-style-type: none"> <li>• Prepare space for ngoma practices.</li> <li>• Play instruments</li> <li>• Interact with members</li> <li>• Carry out ngoma responsibilities</li> <li>• Engage in continuous learning</li> <li>• Adapt new knowledge</li> </ul>	Performed responsibilities of a ngoma practitioners	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform responsibilities of a ngoma practitioners  <b>Principles:</b> The student should explain the principles of perform responsibilities of a ngoma practitioners.  <b>Theories:</b> The student should explain: <ul style="list-style-type: none"> <li>• Concept or responsibility</li> <li>• Common responsibilities of a ngoma</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Internet access.</li> <li>• Library access</li> <li>• Legal databases</li> <li>• Word processing software</li> <li>• Spreadsheet software</li> <li>• Presentation software</li> <li>• Whiteboard/Smartboard</li> <li>• Government and organizational publications</li> <li>• Legal documents</li> <li>• Books on copyright and artist rights</li> <li>• Local laws and regulations</li> <li>• Case study materials</li> <li>• Video conferencing tools</li> <li>• Legal templates and</li> </ul>	

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			<p>environment.</p> <p><b>Practical Work:</b> Guide students through scenarios in which they demonstrate the responsibilities of a Ngoma practitioner, such as preparing for a performance, interacting with peers, and managing rehearsal schedules. Emphasize teamwork, professionalism, and respect for the art form in these activities.</p> <p><b>Activity:</b> Organize students into manageable groups to create a code of conduct or set of guidelines outlining the key responsibilities of</p>			<p>practitioner</p> <ul style="list-style-type: none"> <li>• Types of ngoma practitioners and their respective responsibilities</li> <li>• Characteristics of a responsible ngoma practitioner.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Adaptation to modern context</li> <li>• Moral codes and ethical responsibilities.</li> <li>• Interpersonal relationships</li> </ul>	forms.	

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			a Ngoma practitioner. Each group can then present their code, followed by a discussion on how to implement these responsibilities both in practice and during performances.					
		(c) Practicing basics of a ngoma practitioner career management	<b>Brainstorming:</b> Guide students to define career management for a Ngoma practitioner, identify its key aspects, such as networking, continuous skill development, personal branding, and financial planning. Discuss the importance of these aspects in building a sustainable and successful career	The student should be able to: <ul style="list-style-type: none"> <li>• Identify career.</li> <li>• Develop career management plan</li> <li>• Set short-term goals</li> <li>• Set long-term goals</li> <li>• Create portfolio</li> <li>• Showcase skills</li> <li>• Manage financial planning</li> </ul>	Designed workshop layout conforms to environmental and Ministry of Labour rules and regulations.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practice basics of a ngoma practitioner career management. <b>Principles:</b> The student should explain the principles of practicing basics of a ngoma practitioner career management. <b>Theories:</b> The student should explain: <ul style="list-style-type: none"> <li>• Concept of career</li> </ul>	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Internet access.</li> <li>• Library access</li> <li>• Legal databases</li> <li>• Word processing software</li> <li>• Spreadsheet software</li> <li>• Presentation software</li> <li>• Whiteboard/Smartboard</li> <li>• Government and organizational publications</li> <li>• Legal documents</li> <li>• Books on copyright and artist rights</li> <li>• Local laws and regulations</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>in Ngoma practice.</p> <p><b>Practical Work:</b> Guide students through exercises to draft a simple career development plan, set short- and long-term goals, and create a portfolio that showcases their skills and experiences as a Ngoma practitioner.</p> <p><b>Activity:</b> Organize students into manageable groups, assign each group a specific aspect of a Ngoma practitioner's career management, such as marketing, financial planning,</p>	<ul style="list-style-type: none"> <li>• Maintain personal branding</li> <li>• develop networking</li> <li>• Attain continuous skills</li> <li>• maintain professional image</li> <li>• Identifying career opportunities</li> </ul>		<p>management for a Ngoma</p> <ul style="list-style-type: none"> <li>• Aspects of career management for a Ngoma</li> <li>• Key elements in managing a career as a Ngoma practitioner</li> <li>• Ngoma practitioners career opportunities</li> <li>• Components applied in workshop safety and security systems.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Cultural and community expectations.</li> <li>• Legal and regulatory knowledge.</li> <li>• Professional relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Case study materials</li> <li>• Video conferencing tools</li> <li>• Legal templates and forms.</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			networking, or branding. Each group will research and develop a plan for their assigned topic, which they will present to the class.			establishment <ul style="list-style-type: none"> <li>• Awareness to collaborative work</li> <li>• Unforeseen circumstances management.</li> </ul>		
	3.2 Performing legal logistics for handling ngoma performance practices	(a) Identifying the regulatory institutions and organisations dealing with the rights of an artist	<b>Brainstorming:</b> Guide the students to identify regulatory institutions and organisations that protect the rights of artists, such as national arts councils, labour unions, intellectual property organizations, and government agencies. Discuss the role of these bodies in advocating for artists' rights and ensuring fair treatment in the	The student should be able to: <ul style="list-style-type: none"> <li>• Identify regulatory bodies or organisations</li> <li>• Adhere to process for registration</li> <li>• Protect intellectual property</li> <li>• Apply for permits</li> <li>• Address legal requirements</li> <li>• Negotiate with relevant agencies</li> </ul>	Identified the regulatory institutions and organisations dealing with the rights of an artist.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to identify the regulatory institutions and organisations dealing with the rights of an artist.  <b>Principles:</b> The student should explain the principles of identifying the regulatory institutions and organisations dealing with the rights of an artist.  <b>Theories:</b> The	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Internet access.</li> <li>• Library access</li> <li>• Legal databases</li> <li>• Word processing software</li> <li>• Spreadsheet software</li> <li>• Presentation software</li> <li>• Whiteboard/Smartboard</li> <li>• Government and organizational publications</li> <li>• Legal documents</li> <li>• Books on copyright and artist rights</li> <li>• Local laws and regulations</li> <li>• Case study materials</li> <li>• Video conferencing tools</li> </ul>	210

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>arts industry.</p> <p><b>Practical Work:</b> Guide students to analyse the specific functions of regulatory institutions and organisations. Encourage them to identify how these institutions protect the rights of Ngoma practitioners, such as through copyright laws, performance contracts, and health and safety regulations.</p> <p><b>Activity:</b> Organize students into manageable groups, to study one of the regulatory institutions or organizations that support artists. Have each group provide an</p>			<p>student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of artists' rights</li> <li>• Important regulatory institutions and organizations</li> <li>• Importance of regulatory institutions and organisations</li> <li>• Specific functions of regulatory institutions and regulations.</li> </ul> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Intellectual property Rights understanding.</li> <li>• Familiarisation to regulatory institutions and their roles</li> <li>• Knowledge to legal and regulatory</li> </ul>	<ul style="list-style-type: none"> <li>• Legal templates and forms</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			overview of real-life examples of cases where the organisation has intervened. Let the write the findings and present in class hold a class discussion on the importance of such organizations and how they can be utilized by Ngoma practitioners.			frameworks <ul style="list-style-type: none"> <li>• Fair pay and contractual rights negotiation.</li> <li>• Cultural and ethical considerations</li> <li>• Advocacy and artist representation</li> </ul>		
		(b) Practicing legal processes in conducting ngoma performance activities	<b>Brainstorming:</b> Guide students to identify legal processes involved in conducting Ngoma performance activities, such as securing performance contracts, obtaining necessary permits,	<ul style="list-style-type: none"> <li>• Secure contracts.</li> <li>• Obtain permits</li> <li>• Adhere to copyright law</li> <li>• Address health and safety regulations</li> <li>• Identify legal requirement</li> <li>• Adhere to</li> </ul>	Practiced legal processes in conducting ngoma performance activities.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practice legal processes in conducting ngoma performance activities. <b>Principles:</b> The student should explain the principles of practicing legal	The following tools, equipment, instruments and safety gears are to be available: <ul style="list-style-type: none"> <li>• Internet access.</li> <li>• Library access</li> <li>• Legal databases</li> <li>• Word processing software</li> <li>• Spreadsheet software</li> <li>• Presentation software</li> <li>• Whiteboard/Smartboard</li> <li>• Government and organizational publications</li> </ul>	

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			<p>understanding copyright laws, and addressing health and safety regulations. Discuss the importance of these legal steps in ensuring that performances are conducted professionally and legally.</p> <p><b>Practical Work:</b> drafting a performance contract, negotiating terms with event organizers, and identifying legal requirements (e.g., permits, insurance). Simulate real-world scenarios where students must apply these legal processes to organize and conduct a Ngoma</p>	<p>legal steps</p> <ul style="list-style-type: none"> <li>• Negotiate terms</li> <li>• Apply legal processes</li> <li>• Organise ngoma performance</li> </ul>		<p>processes in conducting ngoma performance activities.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Legal processes in ngoma performance activities.</li> <li>• Understanding contracts in the ngoma performance.</li> </ul> <p><b>Circumstantial knowledge:</b></p> <p><b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Intellectual property Rights understanding.</li> <li>• Familiarisation to regulatory institutions and their roles</li> <li>• Knowledge to legal and regulatory frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Legal documents</li> <li>• Books on copyright and artist rights</li> <li>• Local laws and regulations</li> <li>• Case study materials</li> <li>• Video conferencing tools</li> <li>• Legal templates and forms.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>performance.</p> <p><b>Activity:</b> Organize students into manageable groups, assign each group a task to develop a comprehensive checklist or guide for conducting Ngoma performances, incorporating key legal processes (contracts, permissions, safety protocols). Afterwards, each group presents their checklist to the class for discussion and feedback.</p>			<ul style="list-style-type: none"> <li>Fair pay and contractual rights negotiation.</li> <li>Cultural and ethical considerations</li> <li>Advocacy and artist representation.</li> </ul>		
		(c) Preparing a ngoma performance event in consideration of legal logistics	<p><b>Brainstorming:</b> Guide the students to list the key legal logistics involved in preparing a Ngoma performance</p>	<ul style="list-style-type: none"> <li>Secure contracts.</li> <li>Obtain permits</li> <li>Adhere to copyright law</li> <li>Address</li> </ul>	Prepared a ngoma performance event in consideration of legal logistics	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to prepare a ngoma performance event in consideration of</p>	<p>The following tools, equipment, instruments and safety gears are to be available:</p> <ul style="list-style-type: none"> <li>Internet access.</li> <li>Library access</li> <li>Legal databases</li> <li>Word processing</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>event, such as obtaining permits, ensuring intellectual property rights (e.g., music and choreography), negotiating contracts, and managing insurance. Discuss the importance of these logistics in protecting both the artists and the event organizers.</p> <p><b>Practical Work:</b> Guide students through the process of planning a Ngoma performance by focusing on the legal logistics involved. This includes creating a performance contract, applying for necessary permits,</p>	<p>health and safety regulations</p> <ul style="list-style-type: none"> <li>• Identify legal requirement</li> <li>• Adhere to legal steps</li> <li>• Negotiate terms</li> <li>• Apply legal processes</li> <li>• Organise ngoma performance</li> </ul>		<p>legal logistics.</p> <p><b>Principles:</b> The student should explain the principles of preparing a ngoma performance event in consideration of legal logistics.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Concept of legal logistics in ngoma performance preparation</li> <li>• Legal requirements for public ngoma performances.</li> <li>• Legal elements of ngoma performance preparation</li> <li>• Steps for ngoma performance event planning in Consideration of Legal Logistics</li> <li>• Importance of</li> </ul>	<p>software</p> <ul style="list-style-type: none"> <li>• Spreadsheet software</li> <li>• Presentation software</li> <li>• Whiteboard/Smartboard</li> <li>• Government and organizational publications</li> <li>• Legal documents</li> <li>• Books on copyright and artist rights</li> <li>• Local laws and regulations</li> <li>• Case study materials</li> <li>• Video conferencing tools</li> </ul> <p>Legal templates and forms</p>	

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			<p>coordinating copyright licensing, and ensuring the safety and legal compliance of the event venue. Simulate real-world situations where students must negotiate and implement these logistics</p> <p><b>Activity:</b> Organize students into manageable groups to have them plan a mock Ngoma performance event, considering all the legal logistics (e.g., contracts, permits, insurance). Each group will present their event plan, including legal requirements, and discuss the</p>			<p>legal logistics in preparing ngoma performance event</p> <p><b>Circumstantial knowledge:</b> <b>Detailed knowledge about:</b></p> <ul style="list-style-type: none"> <li>• Intellectual property Rights understanding.</li> <li>• Familiarisation to regulatory institutions and their roles</li> <li>• Knowledge to legal and regulatory frameworks</li> <li>• Fair pay and contractual rights negotiation.</li> <li>• Cultural and ethical considerations</li> <li>• Advocacy and artist representation.</li> </ul>		

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			challenges they encountered. Afterward, facilitate a class discussion on how to address these logistical challenges in real-life performance planning.					

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