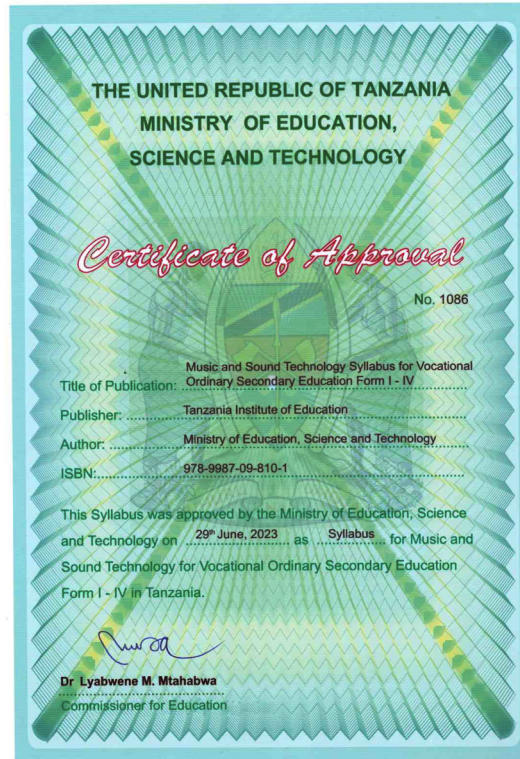


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



MUSIC AND SOUND TECHNOLOGY SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION

FORM I-IV

2023

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Abbreviations and acronyms

ABRSM	Associated Board of the Royal Schools of Music
BASATA	Baraza la Sanaa la Taifa
COSOTA	Copyright Society of Tanzania
DAW	Digital Audio Workstation
FOH	Front of House
ICT	Information and Communications Technology
MIDI	Musical Instrument Digital Interface
OSHA	Occupational Safety and Health Authority
PA	Public Address
TIE	Tanzania Institute of Education

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Dr Aneth A. Komba
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1.0 Introduction

Music and Sound Technology is an elective trade for Form I-IV students in the Vocational Ordinary Secondary Education pathway. The purpose of studying Music and Sound Technology is to enable a student communicate his or her ideas and emotions through music; express himself or herself creatively and develop technological literacy through musical activities. Furthermore, the trade provides deeper understanding and awareness of vocational opportunities both nationally and globally. It also serves as a bridge for the student to appreciate his or her culture and understand diverse cultures so as to relate well with people nationally and internationally.

The Music and Sound Technology syllabus is designed to guide the teaching and learning of Music and Sound Technology at Vocational Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Vocational Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote the student's musical skills and develop 21st Century skills including creativity, communication, collaboration, critical thinking and problem solving.

2.0 Main Objectives of Education in Tanzania

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

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

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

3.0 Objectives of Ordinary Secondary Education

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

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills that will enable a student to employ himself or herself, to be employed and to manage life by exploiting his or her environment appropriately;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue with further vocational education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education-Vocational Education are to:

- (a) Use the knowledge, skills and attitude acquired in the Primary Education stage to strengthen and expand vocational understanding;

- (b) Use the vocational skills in designing, inventing and creating things for a student to manage his/her life and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and vocational skills;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education and the life of work.

5.0 Main and Specific Competences

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

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

Main competence	Specific competences
1.0 Demonstrate mastery of music production and sound reinforcement	1.1. Demonstrate an understanding of basic principles of music production and sound reinforcement 1.2. Demonstrate mastery of music production 1.3. Demonstrate mastery of sound reinforcement 1.4. Archive works of music 1.5. Use ICT to market works of music

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

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Music and Sound Technology as follows:

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Music and Sound Technology;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student-centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

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

6.3 The parent

The parent/guardian is expected to:

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

7.0 Teaching and Learning Resources

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

8.0 Assessment

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

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

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

Assessment measures	Marks (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Form III Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	100

9.0 Number of periods

The Music and Sound Technology Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Twenty-nine periods of 40 minutes each have been allocated for this trade per week.

10.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with six columns which include main competence, specific competence, learning activities, assessment criteria, suggested resources, and number of periods as presented in Table 3-6.

Form I

Table 3: Detailed Contents for Form I

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of music production and sound reinforcement	1.1. Demonstrate an understanding of basic principles of music production and sound reinforcement	(a) Describe the tenets of music production and sound reinforcement (<i>elements, functions, programming, techniques and principles</i>)	The tenets of music production and sound reinforcement are properly described	A computer installed with DAW, MIDI sequencer, sound card, studio microphone and studio monitors	174
		(b) Observe ethical and safety issues in music production and sound reinforcement	Ethical and safety issues in music production and sound reinforcement are observed effectively	OSHA guidelines, a computer installed with DAW, MIDI sequencer, sound card, studio microphone and studio monitors	
	1.2 Demonstrate mastery of music production	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on the ABRSM Music Theory Grade I	Technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade I is clearly demonstrated	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	841

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Demonstrate skills in playing piano/ keyboard based on the ABRSM Practical syllabus (Piano) Grade I	Skills in playing piano/keyboard based on the ABRSM Practical syllabus (Piano) Grade I are properly demonstrated	Piano, ABRSM practical syllabus for piano, music scores and music sheets	
		(c) Demonstrate technical ability in handling and controlling audio equipment (<i>rig and de-rig, testing, trouble shooting</i>)	Technical ability in handling and controlling audio equipment is demonstrated effectively	OSHA guidelines, audio equipment for music production and their manual books, safety belts, gloves, scaffolds, helmets and safety boots	
		(d) Programme music using MIDI sequencer	Music is programmed successfully using MIDI sequencer	A computer installed with DAW, MIDI controller, sound card, studio microphone and studio monitors	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(e) Record various sounds in a studio and live recording sessions (<i>single audio tracks</i>)	Various sounds in a studio and live recording sessions(<i>single audio tracks</i>) are successfully recorded		
		(f) Store audio files for studio and live recording sessions	Audio files for studio and live recording sessions are stored properly		

Form II

Table 4: Detailed Contents for Form II

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0. Demonstrate mastery of music production and sound reinforcement	1.1 Demonstrate mastery of music production	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on the ABRSM Music Theory Grade II	Technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade II is clearly demonstrated	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	1,015
		(b) Demonstrate musical skills in playing piano/ keyboard based on the ABRSM Practical syllabus (Piano) Grade II	Musical skills in playing piano/keyboard based on the ABRSM Practical syllabus (Piano) Grade II are demonstrated properly	Piano, ABRSM practical syllabus for piano, music scores and music sheets	
		(c) Record various sounds in studio and live recording sessions (<i>multiple audio tracks</i>)	Various sounds in studio and live recording sessions (<i>multiple audio tracks</i>) are successfully recorded	A computer installed with DAW, MIDI controller, sound card, studio microphone and studio monitors	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Edit pre-recorded sounds using audio software	Pre-recorded sounds are successfully edited using audio software	A computer installed with DAW, MIDI controller, sound card, studio microphone and studio monitors	
		(e) Edit MIDI tracks/ information in a DAW or MIDI sequencer	MIDI tracks/ information in a DAW or MIDI sequencer are successfully edited		

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of music production and sound reinforcement	1.1 Demonstrate mastery of music production	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on the ABRSM Music Theory Grade III	Technical knowledge of music (<i>reading music scores</i>) based on the ABRSM Music Theory Grade III is clearly demonstrated	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	580
		(b) Demonstrate musical skills in playing piano/ keyboard based on the ABRSM Practical syllabus (Piano) Grade III	Musical skills in playing piano/ keyboard based on the ABRSM Practical syllabus (Piano) Grade III are demonstrated clearly	Piano, ABRSM practical syllabus for piano, music scores and music sheets	
		(c) Edit live recorded sounds using audio software	Live recorded sounds are successfully edited using audio software	A computer installed with DAW, MIDI controller, sound	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Apply basic elements of audio mixing in studio	Basic elements of audio mixing in studio are successfully applied	card, studio microphone and studio monitors	
		(e) Edit MIDI tracks/ information in a DAW or MIDI sequencer	MIDI tracks/ information in a DAW or MIDI sequencer are successfully edited		
		(f) Apply effect and dynamic processors for pre-recorded music	Effect and dynamic processors for pre-recorded music are successfully applied		
	1.2 Demonstrate mastery of sound reinforcement	(a) Apply basic elements of sound check, live mixing techniques and formats (<i>analog mixing console</i>)	Basic elements of sound check, live mixing techniques and formats (<i>analog mixing console</i>) are successfully applied	Live audio recording equipment, a computer installed with DAW, and mixing console	319

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Perform live mixing for stage monitoring and side fills speakers	Live mixing for stage monitoring and side fills speakers is successfully performed		
		(c) Operate monitors from the FOH console	Monitors from the FOH console are successfully operated		
		(d) Operate a medium size analog PA system for indoor and outdoor events	Medium size analog PA system for indoor and outdoor events are properly operated	Indoor and outdoor audio equipment, a computer installed with DAW and mixing console	
	1.3 Archive works of music	(a) Register musical products under governing bodies	Musical products are successfully registered under governing bodies	BASATA and COSOTA registration guidelines and produced works of music	116

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Use various media to archive musical works while observing copyright and neighbouring laws	Musical works are successfully archived using various media while observing copyright and neighbouring laws		

Form IV

Table 6: *Detailed Contents for Form IV*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of music production and sound reinforcement	1.1 Demonstrate mastery of music production	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on the ABRSM Music Theory Grade IV	Technical knowledge of music (<i>reading music scores</i>) based on the ABRSM Music Theory Grade IV is clearly demonstrated	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	464
		(b) Demonstrate musical skills in playing piano/keyboard based on the ABRSM Practical syllabus (Piano) Grade IV	Musical skills in playing piano/keyboard based on the ABRSM Practical syllabus (Piano) Grade IV are clearly demonstrated	Piano, ABRSM practical syllabus for piano, music scores and music sheets	
		(c) Create music using DAW for audio and MIDI recording	Music is successfully created using DAW for audio and MIDI recording	Audio recording equipment, a computer installed with DAW and MIDI controller	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Arrange music using DAW for audio and MIDI regions	Music is successfully arranged using DAW for audio and MIDI regions		
	1.2. Demonstrate mastery of sound reinforcement	(a) Apply live mixing techniques for studio and live performances (<i>digital mixing console</i>)	Live mixing techniques for studio and live performances (<i>digital mixing console</i>) are effectively applied	Studio and live audio equipment, a computer installed with DAW and mixing console	493
		(b) Operate a medium size studio and digital PA system for indoor and outdoor events (<i>point-source system not a line array system</i>)	A medium size studio and digital PA system for indoor and outdoor events (<i>point-source system not a line array system</i>) are successfully operated	Indoor and outdoor audio equipment, a computer installed with DAW and safety gears such as gloves, safety boots etc.	
		(c) Apply effect and dynamic processors for live mixing	Effect and dynamic processors for live mixing are effectively applied		

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
	1.3. Use ICT to market works of music	Use ICT to market musical products	ICT is used successfully to market musical products	BASATA and COSOTA guidelines on music distribution, royalties and pricing, and produced works of music	58

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