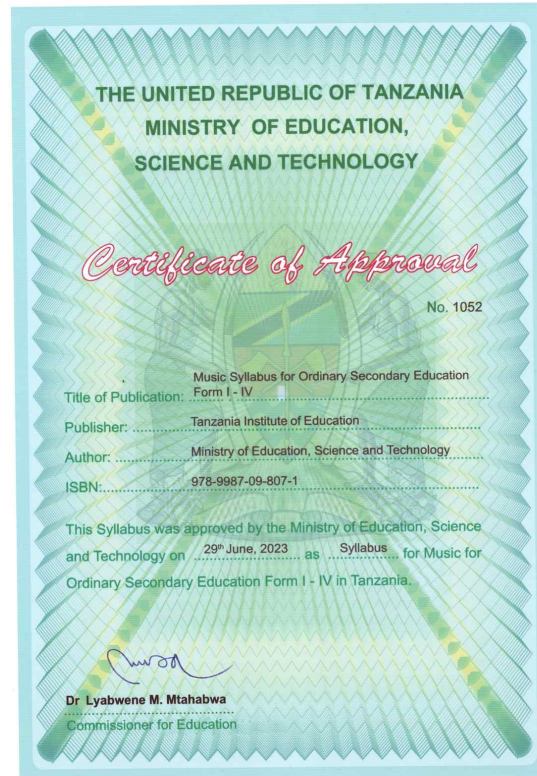


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**MUSIC SYLLABUS FOR ORDINARY SECONDARY EDUCATION
FORM I–IV
2023**

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Abbreviations and acronyms

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

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1.0 Introduction

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

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

2.0 Main Objectives of Education in Tanzania

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

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

- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the constitution of the united Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

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

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

4.0 General Competences for Ordinary Secondary Education

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

- (a) Use the knowledge and skills acquired in the Primary Education stage to strengthen and expand academic understanding;
- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and technical knowledge;
- (d) Use language skills including Tanzanian Sign Language (TSL), Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable the student to be self-employed, employable and manage life and environment

5.0 Main and Specific Competences

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

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

Main competences	Specific competences
1.0. Demonstrate mastery of concepts, theories and principles of music	1.1 Demonstrate an understanding of the concepts, theories and principles of music 1.2. Demonstrate an understanding of the principles of reading and writing music

Main competences	Specific competences
2.0. Create and perform music	2.1. Sing local and foreign songs 2.2. Play local and foreign musical instruments 2.3. Demonstrate an understanding of ethical conduct in the music industry
3.0. Demonstrate mastery of the use of ICT in music	3.1. Use ICT programmes to write music 3.2. Use ICT in music production 3.3. Use ICT to store works of music 3.4. Use ICT to market works of music
4.0. Carry out a project in Music	4.1. Conduct a research project on business opportunities in music

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

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Music;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st Century; and

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

6.2 The Student

The student is expected to:

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

6.3 The parent

The parent/guardian is expected to:

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

7.0 Teaching and Learning Methods

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

8.0 Teaching and Learning Resources

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

9.0 Assessment

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

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

10.0 Number of Periods

The Music Syllabus for 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. Two periods of 40 minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

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

Form I

Table 3: *Detailed Contents for Form I*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of music	1.1 Demonstrate an understanding of the concepts, theories, and principles of music	Explain the concept and scope of music (<i>meaning, elements, functions, importance and relation of music to other fields</i>)	<p>Scenario: Guide the students to provide the meaning of music from a scenario</p> <p>Role play: Guide the students to identify various elements of music through role play</p> <p>Case study: From a case study, guide students to identify the functions of music and how it relates with other fields</p> <p>Snow-balling: Use snow-balling to summarise the concept of music</p>	Concept and scope of music are explained clearly	Piano, guitar, ngoma, audio and video clips of various musical and non-musical sounds	05

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the principles of reading and writing music	Describe the fundamentals of reading and writing music based on ABRSM Music Theory Grade I (<i>Rhythm, staff notation, melody and harmony, and musical terms and signs</i>)	<p>ICT- based learning: Guide students to use different software applications to read and write music</p> <p>Flash Cards: Provide flashcards of simple known melodies with missing notes for students to fill -in</p> <p>Case Study: Guide the students to analyse and present known written musical pieces based on what is covered in ABRSM Music Theory Grade I</p>	Fundamentals of reading and writing music based on ABRSM Music Theory Grade I are correctly described	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	35

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Create and perform music	2.1 Sing local and foreign songs	Sing simple melodies individually and in groups	<p>ICT- based learning: Guide the students to use different software applications to sing simple melodies</p> <p>Snow-balling: Snow-ball different students to sing simple melodies in flash-cards</p> <p>Jigsaw learning: Task the students to sing simple melodic lines in groups</p>	Simple melodies are sung correctly individually and in groups	Piano, guitar, ngoma, music scores and music sheets	15
	2.2 Play local and foreign musical instruments	Play selected local percussion instruments to accompany simple melodies and rhythms	Projects: Task students to accompany simple melodies and rhythms by using local percussion instruments	Selected local percussion instruments to accompany simple melodies and rhythms are played correctly	Ngoma, music scores and music sheets	15

Form II

Table 4: *Detailed Contents for Form II*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of music	1.1 Demonstrate an understanding of the principles of reading and writing music	Describe the fundamentals of reading and writing music based on ABRSM Music Theory Grade II (<i>Rhythm, staff notation, melody and harmony, and musical terms and signs</i>)	<p>ICT- based learning: Guide the students to use different software applications to read and write music based on ABRSM Music Theory Grade II</p> <p>Flash Cards: Provide flashcards of simple known melodies with missing notes for students to fill-in</p> <p>Case Study: Task students to present known written music based on what is covered in ABRSM Music Theory Grade II</p>	Fundamentals of reading and writing music based on ABRSM Music Theory Grade II are described correctly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the concepts, theories and principles of music	Explain theories related to the existence/source of musical sounds <i>(Including the classification of musical instruments)</i>	Exploration: Have the students explore on the different theories on the existence of musical sounds Debate: Facilitate debates on theories related to music that identify with the students' own environment	Theories related to the existence/source of musical sounds are explained clearly	Piano, guitar, ngoma, audio and video clips of various musical and non-musical sounds	04
2.0 Create and perform music	2.1 Sing local and foreign songs	(a) Compose short songs in Kiswahili	ICT-based learning: Task the students to use different music applications to compose short songs with Kiswahili lyrics	Short songs in Kiswahili are composed correctly	Piano, guitar, ngoma, music scores and music sheets	12
		(b) Sing short songs individually and in groups	Snow-balling: Provide flash-cards with short songs and snow-ball students to sing individually	Short songs are sung correctly individually and in groups	Piano, guitar, ngoma, music scores and music sheets	13

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Play local and foreign musical instruments	Play selected foreign percussion instruments to accompany short songs	Projects: Task students to accompany short songs and rhythms by using foreign percussion instruments	Selected foreign percussion instruments are played correctly to accompany short songs	Piano, music scores and music sheets	15

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the use of ICT in music	3.1 Use ICT in musical production	(a) Describe a music recording studio	Visits/Tour: Facilitate a visit to a nearby music studio for students to observe and map the studio design and equipment used	A music recording studio is described properly	Pictures/ chart/ diagrams and videos of music studios and studio equipment	08
		(b) Identify equipment used in music recording	Flash-card: Provide students with mingled flashcards of studio equipment for them to sort from source, input to output gears Group discussions: Have the students discuss on the input and output studio equipment	Equipment used in music recording are identified correctly		

Form III

Table 5: Detailed Contents for Form III

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of music	1.1 Demonstrate an understanding of the principles of reading and writing music	Describe the fundamentals of reading and writing music based on ABRSM Music Theory Grade III (<i>Rhythm, staff notation, melody and harmony, and musical terms and signs</i>)	<p>ICT- based learning: Guide the students to use different software applications to read and write music based on ABRSM Music Theory Grade III</p> <p>Flash Cards: Provide flashcards of simple known melodies with missing notes for students to fill -in</p> <p>Case Study: Guide the students to present known written musical pieces based on what is covered in ABRSM Music Theory Grade III</p>	Fundamentals of reading and writing music based on ABRSM Music Theory Grade III are described clearly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	12

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding concepts, theories and principles of music	Explain theories related to the existence of music in particular Tanzanian communities	<p>Brainstorming: Have the students brainstorm on different literatures related to the existence of music in Tanzanian communities</p> <p>Debate: Facilitate debates on theories related to the existence of music that identify with the students' own environment</p>	Theories related to the existence of music in particular Tanzanian communities are explained clearly	Audio and video clips of various Tanzanian music performances	04
2.0 Create and perform music	2.1 Sing local and foreign songs	(a) Compose short songs in two-part harmony in English	<p>ICT-based learning: Task the students to use different music applications to compose short songs in two-part harmony with English lyrics</p>	Short songs in two-part harmony in English are composed correctly	Piano, guitar, ngoma, music scores and music sheets	08

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Sing short songs in two-part harmony	<p>Snow-balling: Snow-ball different students to sing simple two-part tunes written in flash-cards in groups</p> <p>Jigsaw learning: Task the students to sing simple two-part lines in groups</p>	Short songs in two-part harmony are sung correctly	Piano, guitar, ngoma, music scores and music sheets	09
	2.2 Play local and foreign musical instruments	Play selected local and foreign string instruments to accompany short songs	<p>Student music clubs: In manageable groups, task students to accompany songs using local and foreign string instruments</p>	Selected local and foreign string instruments are played correctly to accompany short songs	Zeze, guitar, music scores and music sheets	07

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Demonstrate an understanding of ethical conduct in the music industry	Describe the basic tenets of the ethics, norms and values governing the music industry in Tanzania	Scenario: Guide students to analyse different ethical scenarios in issues pertaining to music policies	Basic tenets of the ethics, norms and values governing the music industry	BASATA and COSOTA guidelines and audio/ video clips of Tanzanian music	02
			<p>Case Study: Avail to students various music ethical cases and let them draw insights on how they were handled</p> <p>Debate: Facilitate a debate on the subjects of norms, values and ethical conducts in the music industry of Tanzania</p> <p>Self reflection: Guide the students to self-reflect on their ethical upbringing in relation to the popular music culture</p>	in Tanzania are described properly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the use of ICT in music	3.1 Use ICT programmes to write music	(a) Identify music notation software used in writing music	ICT - based Learning: Guide the students to explore how music is written in computer-based music software and mobile digital device applications	Music notation software used in writing music are identified correctly	Music notation software, music scores and music sheets	05
		(b) Apply music notation software to write short songs in a single staff	Group discussions: Lead students to discuss on the convenient and accessible music writing software and applications. Projects: Task students to undertake music writing projects by using computer-based software and/or mobile digital device applications	Music notation software are applied effectively to write short songs in a single staff		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Use ICT in music production	Analyse recording procedures in a music studio	<p>Visits/Tour: Facilitate a visit to a nearby music studio for students to observe the music recording procedures</p> <p>Group discussions: Have the students discuss on the music recording procedures</p> <p>ICT - Based Learning: Have the students explore on how mobile digital devices can capture and process musical sounds</p> <p>Projects: Task the students to undertake sound capturing and processing projects on musical works</p>	Recording procedures are analysed properly	A computer installed with DAW, MIDI controller, sound card, studio microphone, and studio monitors	07

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.3 Use ICT to store works of music	(a) Describe the copyright laws of Tanzania pertaining to the music industry	<p>Think-ink-pair-share: Task the students to review the copyright laws guiding the music industry of Tanzania</p> <p>Guest speaker: Invite a guest speaker to share real-life experiences in the music copyright related issues</p> <p>Projects: Guide students to prepare their own views on issues pertaining copyright infringement in Tanzania</p>	Copyright laws of Tanzania pertaining to the music industry are described clearly	BASATA and COSOTA guidelines and audio/video clips of Tanzanian music	05

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Archive simple works of music while observing copyright laws of Tanzania	<p>Project: Task students to create a digital musical archive while observing the copyright laws of Tanzania</p> <p>ICT - based learning: Guide students to visit various digital online archival platforms</p>	Simple works of music are archived properly while observing copyright laws of Tanzania	BASATA and COSOTA guidelines, recorded music, music sheets and written music pieces	
	3.4 Use ICT to market works of music	Use social media platforms to promote works of music	<p>ICT -based learning: Guide students to survey and identify online music streaming sites</p> <p>Student Business clubs: Have the students engage in online music promotional and marketing clubs</p>	Social media platforms are used effectively to promote works of music	Recorded audio/video music, music sheets and music scores	04

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Carry out a project in Music	4.1 Conduct a research project on business opportunities in music	Design and carry out a research project on business opportunities in music	<p>Case Study: Avail some cases on the previous and modern music marketing strategies for students to review</p> <p>Project: Facilitate research projects on the current music market trends, technologies and opportunities</p> <p>Group discussion: Have the students engage in discussions on the current music market trends</p> <p>Self-reflection: Guide students to self-reflect on how they spend or earn through musical products</p>	A project on business opportunities in music is designed and carried out successfully	Videos related to successful music business ventures, and industry reports and market research	05

Form IV

Table 6: *Detailed Contents for Form IV*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of concepts, theories and principles of music	1.1 Demonstrate an understanding of the principles of reading and writing music	Describe the fundamentals of reading and writing music based on ABRSM Music Theory Grade IV (<i>Rhythm, scales and key signatures, melody and harmony, and musical terms and signs</i>)	<p>ICT- based learning: Guide students to use different software applications to read and write music based on ABRSM Music Theory Grade IV</p> <p>Flash Cards: Provide flashcards of simple known melodies with missing notes for students to fill -in</p> <p>Case Study: Guide students to analyse and present known written musical pieces based on what is covered in ABRSM Music Theory Grade IV</p>	Fundamentals of reading and writing music based on ABRSM Music Theory Grade IV are described correctly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	17

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Create and perform music	2.1 Sing local and foreign songs	(a) Compose short songs in three-part harmony in any language	<p>ICT - based learning: Task students to use different music applications to compose short songs in three- part harmony in any language</p> <p>Snow-balling: Provide simple melodies in flash-cards and snow-ball students to sing in three-part harmony</p>	Short songs in three-part harmony are composed correctly in any language	Piano, guitar, ngoma, music scores and music sheets	24
		(b) Compose short songs in four-part harmony in any language	<p>Projects: Task students to compose short songs in four-part harmony and present them in class</p>	Short songs in four-part harmony are composed correctly in any language		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Sing short songs in three-part harmony	Student music clubs: In manageable groups, task students to sing short songs in three-part harmony	Short songs in three-part harmony are sung correctly	Videos/audios of three-part harmony songs, piano, guitar, music scores and music sheets	
		(d) Sing short songs in four-part harmony	Student music clubs: In manageable groups, task students to sing songs in four -part harmony	Short songs in four-part harmony are sung correctly	Videos/audios of four-part harmony songs, piano, guitar, music scores and music sheets	
	2.2 Play local and foreign musical instruments	Play selected local and foreign wind instruments to accompany short songs	Projects: Task students to accompany short songs and rhythms by using local and foreign wind instruments	Selected local and foreign wind instruments are played correctly to accompany short songs	Baragumu, filimbi, saxophone, trumpet, music scores and music sheets	09

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the use of ICT in music	3.1 Use ICT programmes to write music	Apply music notation software to write short songs in two staff	ICT - based Learning: Task the students to write short songs using various software	Music notation software are applied properly to write short songs in two staff are applied properly	Music notation software, music scores and music sheets	05
	3.2 Use ICT in musical production	(a) Apply recording procedures to produce simple works of music	Projects: Task the students to undertake music recording using DAW	Recording procedures are applied successfully to produce simple works of music	A computer installed with DAW, MIDI controller, sound card, studio microphone and studio monitors	13
		(b) Describe procedures of establishing a music production business	Music business clubs: Task the students to establish business club for music production Projects: Guide students to undertake music production projects	Procedures of establishing a music production business are described clearly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.3 Use ICT to market works of music	Use online marketing strategies in the Tanzanian music industry (<i>distribution, royalties and pricing</i>)	<p>ICT -based learning: Guide students to identify online music streaming sites found in Tanzania to gain insights on music promotion and marketing strategies</p> <p>Student Business clubs: Have the students formulate an online platform with royalty collection system, music promotion and marketing</p>	Online marketing strategies are used successfully	BASATA and COSOTA guidelines on music distribution, royalties and pricing, recorded audio/video music, music sheets and written music pieces	02
4.0 Carry out a project in Music	4.1 Conduct a research project on business opportunities in music	Complete and submit a report on the research project started in Form Three	Project: Facilitate research projects on the current music market trends, technologies and opportunities	A report on the research project started in Form Three is completed and submitted successfully	Videos related to successful music business ventures, and industry reports and market research	02

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