

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



**MUSIC PERFORMANCE 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
ICT	Information and Communications Technology
OSHA	Occupational Safety and Health Authority
TIE	Tanzania Institute of Education

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Dr Aneth A. Komba

Director General

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1.0 Introduction

Music performance is an elective trade for a Form I-IV student in the Vocational Ordinary Secondary Education pathway. The purpose of studying Music Performance is to enable a student express himself or herself creatively and communicate emotions and ideas through music. 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 Performance syllabus is designed to guide the teaching and learning of Music Performance 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 technical knowledge;
- (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. Perform different styles of music	1.1. Demonstrate mastery of principles and techniques of playing musical instruments and singing 1.2. Play musical instruments and sing 1.3. Archive works of music 1.4. 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 Performance as follows:

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Music Performance;
- (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 Performance 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 Performance 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 competences, learning activities, assessment criteria, suggested resources, and number of periods as presented in Tables 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 Perform different styles of music	1.1 Demonstrate mastery of principles and techniques of playing musical instruments and singing	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade I	Technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade I is demonstrated clearly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	638
		(b) Demonstrate mastery of basic techniques in singing (<i>diction, posture, proper breathing, dynamics, tone quality, voice balancing, stage presence</i>)	Mastery of basic techniques in singing is demonstrated clearly	Piano, guitar, ngoma, audio and video clips related to singing techniques	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Demonstrate mastery of ethical, health and safety issues in music performance	Mastery of ethical, health and safety issues in music performance is demonstrated clearly	OSHA, BASATA and COSOTA guidelines, and audio/ video clips related to various music performances	
		(d) Demonstrate mastery of basic techniques in playing musical instruments (<i>piano</i> and <i>ngoma</i>)	Mastery of basic techniques in playing musical instruments (<i>piano</i> and <i>ngoma</i>) is demonstrated clearly	Piano, ngoma, audio/ video materials related to piano and ngoma playing, music scores and music sheets	
	1.2. Play musical instruments and sing	(a) Play musical pieces on the piano, focusing on keys with up to one accidental	Musical pieces are played correctly on piano focusing on keys with up to one accidental	Piano, audio/video materials related to piano playing, music scores and music sheets	377
		(b) Apply simple time signatures in playing ngoma for different musical styles	Simple time signatures are applied correctly in playing ngoma for different musical styles	Ngoma, audio/video materials related to ngoma playing, music scores and music sheets	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Sing different songs (<i>patriotic, traditional and contemporary</i>) in keys with up to one accidental with piano and ngoma accompaniment	Different songs (<i>patriotic, traditional and contemporary</i>) in keys with up to one accidental are correctly sung with piano and ngoma accompaniment	Piano, ngoma, audio /video materials of patriotic, traditional and contemporary songs	

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Perform different styles of music	1.1 Demonstrate mastery of principles and techniques of playing musical instruments and singing	Demonstrate technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade II	Technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade II is demonstrated clearly	ABRSM music theory guideline, music scores, music sheets, piano, guitar and ngoma	348
	1.2. Play musical instruments and sing	(a) Play musical pieces on the piano, focusing on keys with up to three accidentals	Musical pieces on piano focusing on keys with up to three accidentals are played correctly	Piano, audio/video materials related to piano playing, music scores and music sheets	667
		(b) Apply compound time signatures in playing ngoma for different musical styles	Compound time signatures are applied correctly in playing ngoma for different musical styles	Ngoma, audio/video materials related to ngoma playing, music scores and music sheets	
		(c) Sing different songs (<i>patriotic, traditional and contemporary</i>) in keys with up to three accidentals with piano and ngoma accompaniment	Different songs (<i>patriotic, traditional and contemporary</i>) in keys with up to three accidentals are correctly sung with piano and ngoma accompaniment	Piano, ngoma, audio/video materials of patriotic, traditional and contemporary songs	

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Perform different styles of music	1.1 Demonstrate mastery of principles and techniques of playing musical instruments and singing	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade III	Technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade III is demonstrated clearly	ABRSM music theory guideline, music scores and music sheets	464
		(b) Demonstrate mastery of basic techniques in playing guitar	Mastery of basic techniques in playing guitar is demonstrated correctly	Guitar, music scores, music sheets and video materials of basic techniques in playing guitar	
	1.2 Play musical instruments and sing	(a) Play musical pieces on guitar focusing on keys with up to one accidental	Musical pieces are played correctly on guitar focusing on keys with up to one accidental	Guitar, music scores, music sheets and video materials of basic techniques in playing guitar	435

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Sing different songs (<i>patriotic, traditional and contemporary</i>) in keys with up to one accidental with guitar accompaniment	Different songs (<i>patriotic, traditional and contemporary</i>) in keys with up to one accidental are correctly sung with guitar accompaniment		
	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 audio/video songs to be archived	116
		(b) Use various media to archive works of music while observing copyright and neighbouring laws	Works of music are successfully archived using various social 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. Perform different styles of music	1.1 Demonstrate mastery of principles and techniques of playing musical instruments and singing	(a) Demonstrate technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade IV	Technical knowledge of music (<i>reading music scores</i>) based on ABRSM Music Theory Grade IV is demonstrated clearly	ABRSM music theory guideline, music scores, music sheets	319
		(b) Demonstrate mastery of stage performance techniques	Mastery of stage performance techniques is demonstrated effectively	Guitar, piano, ngoma music scores, videos of various live music performances	
	1.2. Play musical instruments and sing	(a) Play musical pieces on guitar focusing on keys with up to three accidentals	Musical pieces are played correctly on guitar focusing on keys with up to three accidentals	Guitar, music scores, music sheets and video materials related to guitar playing	580

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested Resources	Number of Periods
		(b) Sing while playing your own song on guitar and piano	Own song is sung while played on guitar and piano correctly	Guitar, piano, music scores, music sheets	
		(c) Sing different songs in keys with up to three accidentals in an ensemble performance	Different songs in keys with up to three accidentals are sung correctly in an ensemble performance	Guitar, piano, ngoma, musical scores, music sheets and audios/videos of various singing performances	
		(d) Play musical instruments (<i>piano, ngoma and guitar</i>) in an ensemble performance	Musical instruments (<i>piano, ngoma and guitar</i>) are played correctly in an ensemble performance	Guitar, piano, ngoma, musical scores, music sheets and audios/videos of various instrumental performances	
	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, recorded audio/video music and musical scores	116

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