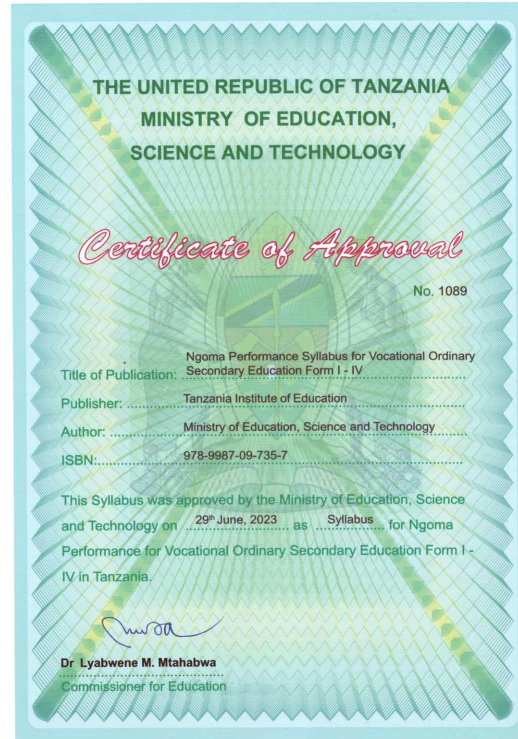


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



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

2023

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Abbreviations and Acronyms

ICT	Information and Communications Technology
ISBN	International Standard Book Number
TIE	Tanzania Institute of Education
DVD	Digital Video Disk
CD	Compact Disk

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Dr Aneth A. Komba
Director General

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1.0 Introduction

Ngoma Performance is an elective trade for Form I-IV in the Vocational Ordinary Secondary Education pathway. This trade promotes creativity and confidence to the student through expressing his or her feelings, views and ideas through body movements. The trade serves as a bridge to enable a student to appreciate their culture, understand different and diverse cultures and societies so as to enable a student to relate well with people nationally and internationally through fusion dances. This trade will also make a student physically and mentally fit by performing various dance movements and exercises that will help shape the body and mind. Moreover, the student will develop the ability to create Ngoma Performance products for self-employment.

This syllabus is designed to guide the teaching and learning of Ngoma Performance at Vocational 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 students' ngoma performance skills and develop 21st century skills which include 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 for self-employment, employment and managing life through proper use of their environment;
- (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 Training.

4.0 General Competences for Ordinary Secondary Education

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

- (a) Use the knowledge and skills developed in the Primary Education to strengthen and broaden vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things to manage their lives 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 training 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 competences	Specific competences
1.0 Perform <i>ngoma</i> in various contexts	1.1 Demonstrate mastery of principles of performing <i>ngoma</i> 1.2 Perform modern and traditional <i>ngoma</i> 1.3 Observe ethics when performing <i>ngoma</i> 1.4 Adhere to health and safety principles when performing <i>ngoma</i> 1.5 Use ICT to market <i>ngoma</i>

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

A good relationship between a teacher, a student and a parent or guardian is fundamental in 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 acquire 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 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 and work.

7.0 Teaching and Learning Resources

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

8.0 Assessment

Assessment is important in teaching and learning of Ngoma 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	Weight (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	100

9.0 Number of Periods

The Ngoma Performance Syllabus for Vocational Ordinary Secondary Education 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 (29) 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 Perform <i>ngoma</i> in various contexts	1.1 Demonstrate mastery of principles of performing <i>ngoma</i>	(a) Demonstrate mastery of principles of performing health specific exercises (<i>breathing, jumping, walking, turning and spinning</i>)	Principles of performing health specific exercises effectively demonstrated	Drums and video clips of various exercises	200
		(b) Demonstrate mastery of principles of performing <i>ngoma</i> specific exercises (<i>movements from different dance cultures within the country</i>)	Principles of performing <i>ngoma</i> specific exercises well demonstrated		
		(c) Demonstrate mastery of principles of playing drums for <i>ngoma</i> (<i>speed, timing, tone changes and variations</i>)	Principles of playing drums well demonstrated	Drums, drumming sticks and video clips of people playing drums	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Analyse principles of singing for <i>ngoma</i> (<i>volume, speed, timing singing style, singing in one voice, blending voices, proper pronunciation and interpretation of content</i>)	Principles of singing for <i>ngoma</i> well analysed	Drums, drumming sticks and stage	
	1.2 Perform modern and traditional <i>ngoma</i>	(a) Perform various forms of <i>ngoma</i> (<i>ceremonial, political, ritual, initiation and wedding</i>)	Various forms of <i>ngoma</i> well performed	Stage, drums, drumming sticks and video clips of various forms of <i>ngoma</i>	311
		(b) Perform songs accompanying different forms of <i>ngoma</i>	Songs accompanying <i>ngoma</i> well sung	Stage, drums, drumming sticks and video clips of songs accompanying forms of <i>ngoma</i>	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Perform drumming accompanying different forms of <i>ngoma</i> (<i>ceremonial, political, ritual, initiation and wedding</i>)	Drumming accompanying different forms of <i>ngoma</i> well performed	Stage, drums, drumming sticks and video clips of people drumming	
	1.3 Observe ethics when performing <i>ngoma</i>	(a) Perform <i>ngoma</i> from different communities taking into account appropriate ethical values (<i>language, content, movements and costumes</i>)	<i>Ngoma</i> from different communities taking into account appropriate ethical values well performed	Stage, drums, drumming sticks and video clips of people performing <i>ngoma</i> , costumes and props	304
	1.4 Adhere to health and safety principles when performing <i>ngoma</i>	(a) Demonstrate mastery of the principles of nutrition, good health and safety for <i>ngoma</i> dancers	Mastery of principles of nutrition, good health and safety for <i>ngoma</i> dancers demonstrated	Videos of principles of nutrition, good health and safety for <i>ngoma</i> dancers	200

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 <i>ngoma</i> in various contexts	1.1 Perform modern and traditional <i>ngoma</i>	(a) Develop and perform fusion <i>ngoma</i> adapted from various sources (<i>traditional, contemporary, Indian, Chinese, Japanese</i>)	Fusion <i>ngoma</i> adapted from various sources well developed and performed	Stage, drums, drumming sticks and video clips of people performing fusion <i>ngoma</i>	607
		(b) Create and perform a dance-drama	Dance-drama well created and performed	Stage, drums, drumming sticks and dance-drama videos	
	1.3 Observe ethics when performing <i>ngoma</i>	(a) Perform fusion <i>ngoma</i> taking into account appropriate ethical values (<i>language, content, props, movements and costumes</i>)	Fusion <i>ngoma</i> taking into account appropriate ethical values well performed	Stage, drums, drumming sticks and costumes, props, video clips of people performing fusion <i>ngoma</i>	408

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competences	Learning activities	Assessment criteria	Learning resources	Number of periods
1.0 Perform <i>ngoma</i> in various contexts	1.1 Demonstrate mastery of principles of performing <i>ngoma</i>	(a) Demonstrate mastery of basic principles of choreographic <i>ngoma</i> (levels, unities, <i>relationship</i> and <i>body parts</i>)	Basic principles of choreographic <i>ngoma</i> well demonstrated	Stage, drums, drumming sticks and video of the choreographic <i>ngoma</i>	238
		(b) Demonstrate roles of the choreographer in <i>ngoma</i> (<i>understand the mobility points of the human body, plan movement, organise rehearsals and performance, organise audition and meetings</i>)	Roles of the choreographer in <i>ngoma</i> well demonstrated	Stage, drums, drumming sticks and video of the choreographic <i>ngoma</i>	

Main competence	Specific competences	Learning activities	Assessment criteria	Learning resources	Number of periods
	1.2 Perform modern and traditional <i>ngoma</i>	(a) Create and perform a simple choreographic <i>ngoma</i> (<i>feet, hand, neck, body parts movements in isolation and vertical dancing</i>)	Simple choreographic <i>ngoma</i> well created and performed	Stage, drums, drumming sticks, costumes, props and video of people performing choreographic <i>ngoma</i>	476
		(b) Create and perform advanced choreographic <i>ngoma</i> (<i>feet, hand, hip, neck, body parts movement combined, floor dancing, vertical and horizontal dancing, locomotive and non-locomotive movements, unities and levels</i>)	Advanced choreographic <i>ngoma</i> well created and performed		
	1.3 Use ICT to market <i>ngoma</i>	(a) Use ICT to market <i>ngoma</i>	ICT for marketing <i>ngoma</i> well used		

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 <i>ngoma</i> in various contexts	1.1 Demonstrate mastery of principles of performing <i>ngoma</i>	(a) Demonstrate mastery of basic principles and skills of therapeutic <i>ngoma</i> (<i>breathing, jumping, walking, turning and spinning</i>)	Basic principles and skills of therapeutic <i>ngoma</i> well demonstrated	Stage, drums, drumming sticks, costumes, props and video of people performing therapeutic <i>ngoma</i>	1015
		(b) Demonstrate mastery of basic principles and skills of patient-specific (<i>anxiety, chronic pain, eating disorder and low self-esteem</i>) therapeutic <i>ngoma</i>	Basic principles and skills of patient-specific therapeutic <i>ngoma</i> well demonstrated	Stage, drums, drumming sticks, costumes, props and video of people performing patient-specific therapeutic <i>ngoma</i>	

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Demonstrate mastery of ethical principles and practices of a <i>ngoma</i> movement therapist (<i>self-awareness, coping, confidentiality, listening, tolerance, sympathetic and creativity</i>)	Ethical principles and practices of a <i>ngoma</i> movement therapist well demonstrated	Videos of ethical principles of a <i>ngoma</i> movement therapist	

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