

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



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

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Abbreviations and Acronyms

BRELA	Business Registration and Licensing Agency
COSOTA	Copyright Society of Tanzania
FTNA	Form Two National Assessment
ICs	Integrated Circuits
ICT	Information and Communication Technology
MRV	Material Requisition Voucher
NAC	National Arts Council
NGO	Non-Governmental Organization
SAE	Society of Automotive Engineers
TIE	Tanzania Institute of Education
TaSUBa	Institute of Arts and Culture Bagamoyo
OSHA	Occupational Safety Health Agency
VETA	Vocational Education and Training Authority

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: 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.

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.

Performance criteria: indicate the expected end results or outcome in the 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.

Knowledge Assessment: This is essential knowledge needed to demonstrate competences that are associated with performing a given task.

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

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For and on behalf of:

Vocational Education and Training Authority



CPA. Antony M. Kasore
Director General

1.0. Introduction

Music Performance is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning Music Performance is essential because the number of music fans in Tanzania is significantly increasing. The Music fans may emanate from entertainment, educational, religious or spiritual grounds based on different music genres, flavor, preferences and the need for gratification. By teaching Music Performance, students will develop knowledge and practical skills to present, perform, and contribute their potentialities to the creative industry. Music Performance includes music composition, vocal arrangement, musical instruments selection, music recording, and ensuring the proper use of musical instruments that include piano, drum set, percussion, string, wind and blowing. This will foster economic development, create jobs, promote environmental sustainability, and preserve cultural heritage.

Upon completion of the program, students will possess both theoretical and practical competencies of Music Performance including basic music composition, identification of music instruments, advanced music production system and live music performance troubleshooting. This means that these students will be capable of using music instruments and audio equipment to troubleshoot music facilities and audio digital technological systems and implementing sustainable practices in the creative industry. Students of this category will adhere to intellectual properties and copyright regulations. They will also be equipped with the business skills necessary for managing music performance enterprise and thereby ensure high-quality standards of services.

A graduate of this occupation may be employed in both government and private sectors such as ministries/departments, training institutions, research institutions, as well as music industries dealing with music recording studios, films, televisions, radio stations, entertainment, public awareness, music and sound equipment sales, and self-employment.

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

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 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 Competencies 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) Demonstrate the principles of workshop management to maintain occupational health, safety rules and regulation.
- (b) Demonstrate the basic principles of maintaining, using and storing tools and equipment to music and audio Digital system
- (c) Apply the knowledge and technical skills developed to interpret, and rectify different components of and systems.
- (d) Apply the knowledge and technical skills developed to service Music Performance systems.

5.0. Main and Specific Competences

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

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

Modules (Main Competence)		Units (Specific competences)	
1.0	Maintaining safety of the workshop and surroundings	1.1	Maintaining workshop safety
		1.2	Handling accidents and incidents
		1.3	Handling fire accidents
		1.4	Performing First aid
2.0	Performing preventive maintenance of musical instruments	2.1	Conducting routine inspection and cleaning of musical instruments
		2.2	Regular repair and replacement of defective musical instruments
3.0	Reading and writing music	3.1	Creating rhythm
		3.2	Writing music in staff notation
		3.3	Creating melody and harmony
4.0	Performing songs	4.1	Composing melody
		5.1	Creating triads
5.0	Playing rhythm and scales	5.1	Practicing rhythm
		5.2	Writing scales
6.0	Playing musical instruments	6.1	Playing local musical instruments
		6.2	Playing foreign musical instruments
7.0	Singing in Solo, Choir and Ensemble	7.1	Analyzing vocal production
		7.2	Singing songs without instrumental accompaniment
		7.3	Singing songs with instrumental accompaniment
8.0	Understanding music theory and composition	8.1	Exploring harmony and chord progressions
		8.2	Mastering time signatures and rhythms
		8.3	Analyzing key signatures and tonality
		8.4	Writing counterpoint
9.0	Mastering Saxophone Performance	9.1	Developing Saxophone Fundamentals
		9.2	Enhancing Articulation and Dynamics
		9.3	Performing Repertoire and Improvising
10.0	Developing Trumpet Performance Skills	10.1	Building Trumpet Basics and Tone Production
		10.2	Expanding Range and Flexibility
		10.3	Performing with Expression
11.0	Mastering Piano Techniques	11.1	Practicing Technical Mastery
		11.2	Expressing Through Dynamics and Pedaling
		11.3	Performing Repertoire and Sight-Reading
12.0	Performing Drum set	12.1	Practicing Rhythm and Coordination
		12.2	Building Dynamics and Groove
		12.3	Applying Skills to Drum Set Performance
13.0	Developing Guitar Performance Skills	13.1	Practicing Chords and Strumming
		13.2	Exploring Lead Guitar and Improvisation
		13.3	Developing finger style and solo performing
14.0	Managing Music Business and Music Industry	14.1	Copyright and Music Law
		14.2	Marketing and Promotion
		14.3	Concert and Event Management
15.0	Managing safe work environment	15.1	Managing hazards
		15.2	Carrying out risk assessment

16.0	Managing music instruments maintenance workshop	16.1	Planning music instruments maintenance workshop
		16.2	Continuous maintenance of music instruments workshop
17.0	Practicing music theory and composition	17.1	Mastering time signatures and rhythms
		17.2	Analyzing pitch in music
		17.3	Exploring harmony and chord progressions
		17.4	Analyzing key signatures and tonality
		17.5	Writing counterpoint
18.0	Applying performance Skills	18.1	Applying stage presence
		18.2	Planning ensemble communication
		18.3	Maintaining post music performance
19.0	Managing music business and industry	19.1	Preserving copyright and music Law
		19.2	Marketing and promotion
		19.3	Coordinating concert and event management

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

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and develop 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 centered instructional strategies that 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 behaviors;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill 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 include but are not limited to demonstration, brainstorming, think-ink-pair-share, group discussion, practical work, experimentation, field visits, scenarios, targeted questions, hands-on activity, and microteaching. However, a teacher is advised to plan and use other appropriate methods based on his or her 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-centered methods. Vocational teachers act as facilitators, incorporating both school-based 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 collaboratively 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 Music 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 the Form Two national examination, 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 Form IV National Examination shall be 40% as indicated in Table 2.

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 or workshop. 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 the 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	

Assessment Category	Weight (%)	National Examination
Form Three Terminal Examination	5.0	40
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	
Total	60	

10.0. Number of Periods

The Music 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.

11.0. Teaching and Learning Contents

The contents of the Syllabus are organized 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 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	Product / Services Assessment	Knowledge Assessment		
1.0 Maintaining safety of music workshop and surroundings	1.1 Maintaining music workshop safety	(a) Maintaining music workshop working environment	<p>Brainstorm: Guide the students to share their knowledge on how to maintain the safety of workshop</p> <p>Demonstration: Demonstrate to the students how to prepare workshop cleaning materials and safety gears</p> <p>Practical work: Guide the student on how to handle tools, equipment and machines safely.</p> <p>Discussion : Organize the students in manageable groups to discuss various mechanisms related to the</p>	<p>Make periodic inspection of workshop area and equipment. Identify hazard materials. Hand mechanical and electrical equipment</p>	<p>Demonstrate the ability to maintain safety of workshop and surroundings.</p> <p>Machines, equipment, chemicals, accidents and incidents, handled according to workshop rules and regulations</p>	<p>Knowledge evidence: Detailed knowledge of:</p> <ul style="list-style-type: none"> • Method used: The student should explain how to maintain music workshop and working environment. <p>Principal: The student should explain principles involved in maintaining music workshop safety and working environment.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of music workshop safety • Types of waste in music workshop • Types of music workshop hazards • Importance of maintaining music workshop <p>Circumstantial knowledge</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Fire extinguisher • First aid kit • Gloves • Nose/dust masks • Dust bin • Dustpan • Cleaning materials • Hoe • Bush knife • Brooms • Safety gears • Vacuum cleaner • Methylated spirits 	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	Product / Services Assessment	Knowledge Assessment		
			safety of workshop kept.			Detailed knowledge about: <ul style="list-style-type: none"> • COSOTA and BASATA rules and regulations Music workshop rules and regulations 		
		(b) Maintaining music workshop safety rules and regulations	Brainstorm: Guide the students to define workshop working environment Demonstration: Demonstrate to the students on how to maintain music workshop working environment. Discussion : Organize the students in manageable groups to share their experiences on how to identify unmaintained working environment around school workshop.	The student should be able to: <ul style="list-style-type: none"> • Select relevant safety gears • Maintain workshop safety • Identify causes of health and safety hazards in a workshop and its surrounding • Draw safety signs • Maintain safe working environment • Clean workshop surroundings 	Demonstrate the ability to maintain safety of workshop and surroundings. -Machines equipment, chemicals, accidents and incidents handled according to workshop rules and regulations.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Dispose different types of maintaining music workshop safety rules and regulations • Clean workshop, tools, equipment and machines safely • Store different types of tools and equipment used in the music occupation Principles: The student should explain principles of: <ul style="list-style-type: none"> • Identifying different types of maintaining music workshop safety rules and regulations 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Fire extinguishers. • First aid kit • Gloves • Nose/dust masks • Dust bin • Dust pan • Cleaning materials • Hoe • Bush knife • Brooms • Safety gears • Vacuum cleaner • Methylated spirits 	

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	Product / Services Assessment	Knowledge Assessment		
				<p>, tools, and equipment,</p> <ul style="list-style-type: none"> • Store tools, equipment, and safety gear • Dispose different types of wastes as per OHS 		<ul style="list-style-type: none"> • Checking and testing different types of tools used in music workshop. <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> • Importance of maintaining music safety rules and regulations. <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Observe Safety precautions while maintaining music workshop safety rules and regulations. • Safe handling of tools and equipment • Waste disposal method 		
		(c) Maintaining personal safety.	<p>Brainstorm: Guide the students to define personal safety Practical work: Guide the student on how</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant safety gears • Take precautions against 	Demonstrate the ability to maintain safety of workshop and surroundings based on personal safety.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify risks • Select and use safety gear 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Dust bins • Gloves • Overalls • Cleaning materials 	

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	Product / Services Assessment	Knowledge Assessment		
			<p>to maintain personal safety.</p> <p>Discussion : Organize the students in manageable groups to identify different personal safety gears</p>	<p>health and safety hazards</p> <ul style="list-style-type: none"> • Interpret different safety signs in a workshop • Maintain personal safety • Store tools, equipment, and safety gear • Use safety gears • Dispose different types of wastes as per OHS 	<p>Machines, equipment, chemicals, accidents and incidents handled according to workshop rules and regulations.</p>	<p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> • Identifying awareness and prevention of maintaining personal safety • Identifying and assessing the personal safety present in various environments is critical. <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> • Importance of maintaining personal safety <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> • Observe Safety precautions while maintaining personal safety. • Safe handling of tools and equipment 	<ul style="list-style-type: none"> • Hoe • Broom • Brush • Safety gears • Dust covers • Dust mask 	
		(d) Handling music instruments and equipment	<p>Brainstorm: Guide the students to define and illustrate how to handle music</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant music instruments 	<p>Demonstrate the ability to effectively handle music instruments and equipment, and surroundings</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Fire extinguisher. • First aid kit 	

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	Product / Services Assessment	Knowledge Assessment		
			instruments and equipment Practical work: Guide the students to demonstrate how to maintain music workshop working environment. Discussion : Organize the students in manageable groups to identify unmaintained working environment around school workshop.	and equipment <ul style="list-style-type: none"> • Take precautions against destroying music instruments and equipment • Interpret different safety signs in a music facilities workshop • Maintain personal safety by observing electrical connected music and equipment regulations 	based on personal safety. Machines, equipment, chemicals, accidents and incidents handled according to workshop rules and regulations	<ul style="list-style-type: none"> • Identify musical instruments and equipment. • Handle musical instruments and equipment. • Set up and care musical instrument. • Connect and calibrate musical instruments. • Operate musical equipment. Principles: The student should explain principles of: <ul style="list-style-type: none"> • Identifying awareness and prevention of handling music instruments and equipment. • Identifying and assessing the music instruments and equipment. Theories: The student should explain:- Importance of handling music instruments and equipment Circumstantial knowledge Detailed knowledge about:	<ul style="list-style-type: none"> • Gloves • Nose/dust masks • Dust bin • Dust pan • Cleaning materials • Hoe • Bush knife • Brooms • Safety gears • Vacuum cleaner • Methylated spirits 	

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	Product / Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Observe Safety precautions while Handling music instruments and equipment Safe handling of tools and equipment. 		
		(e) Maintaining personal surrounding hygiene.	<p>Brainstorm: Lead the students to define what maintaining personal surrounding hygiene is all about. Practical work: Guide the student to engage in hands-on activities to show how to maintain personal surrounding hygiene. Activity: Organize the students in manageable groups to identify different strategies of maintaining</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select relevant safety gears Handle mechanical hazards Identify causes of health and safety hazards in a workshop and its surroundings Take precautions against health and safety hazards 	<p>Demonstrate the ability to maintain safety of workshop and surroundings based on personal hygiene.</p> <p>Machines, equipment, chemicals, accidents and incidents handled according to workshop rules and regulations.</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should describe how to:</p> <ul style="list-style-type: none"> Evaluate the cleanliness level of the area Identify high-touch areas that require frequent sanitation <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Advantages of maintaining personal surrounding hygiene. Importance of maintaining personal surrounding hygiene <p>Circumstantial knowledge Detailed knowledge about:</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Fire extinguishers. First aid kit Gloves Nose/dust masks Dust bin Dust-pan Cleaning materials Hoe Bush knife Brooms Safety gears Vacuum cleaner Methylated spirits 	

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	Product / Services Assessment	Knowledge Assessment		
			surrounding hygiene.			<ul style="list-style-type: none"> Observe Safety precautions while maintaining personal surrounding hygiene Safe handling of tools and equipment Use of Proper Waste disposal methods. 		
	1.2 Handling accidents and incidents	(a) Handling mechanical hazards.	<p>Brainstorm: Guide the students to state how to handle mechanical hazards</p> <p>Practical work: Guide the students to show how to handle tools, equipment, and machines safely.</p> <p>Discussion : Organize the students in manageable groups to identify mechanical hazards</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select relevant safety gears Handle mechanical hazards Identify causes of health and safety hazards in a workshop and its surroundings Take precautions against health and 	<p>Demonstrate the ability to maintain safety on mechanical hazards.</p> <p>Machines, equipment, chemicals, accidents and incidents handled according to workshop rules and regulations.</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Identify mechanical hazard materials Handle mechanical hazards materials Use safety gears Use colour code and safety signs <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Advantages of handling mechanical hazards. Importance of handling mechanical hazards. <p>Circumstantial knowledge Detailed knowledge about:</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit Mechanical equipment. Fire extinguisher Power machines Overalls/overcoats/apron Gloves Safety boots Safety clear glasses First aid kit First aid poster Mask Workshop rules and 	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	Product / Services Assessment	Knowledge Assessment		
				safety hazards		<ul style="list-style-type: none"> Observe Safety precautions while handling mechanical hazards. Safe handling of tools and equipment Use of Proper Waste disposal methods. 	<ul style="list-style-type: none"> regulations guidelines Service manual Lint brush Dusters Brooms Dust Pans Dust bins 	
		(b) Handling chemical hazards.	<p>Brainstorm: Provide the students with opportunities to define chemical hazards</p> <p>Practical work: Guide the students demonstrate how to handle chemical hazards.</p> <p>Discussion : Organise the students in manageable groups to identify chemical hazards in school premises</p>	<ul style="list-style-type: none"> hazards in a workshop and its surroundings Interpret different safety signs in a workshop related to physical hazards Draw safety signs related to physical hazards Maintain safe working 	<p>Demonstrate the ability to maintain safety on chemical hazards.</p> <p>Machines, equipment, chemicals, accidents and incidents handled according to workshop rules and regulations.</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should illustrate how to:</p> <ul style="list-style-type: none"> Identify chemical hazard materials Handle chemical hazards materials Use safety gears Use color code and safety signs Handle an accident victim Protect unconscious victim Protect a fire victim Classify chemical hazards Outline effects of chemical hazards. Describe importance of using safety gears 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit Mechanical equipment. Fire extinguisher Power machines Overalls/overcoats/apron Gloves Safety boots Safety clear glasses First aid kit First aid poster Mask Workshop rules and 	

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	Product / Services Assessment	Knowledge Assessment		
				environment <ul style="list-style-type: none"> Clean workshop, tools, equipment and workshop surroundings 		while dealing with chemicals manufacturer's instruction before operating machine	regulations guidelines <ul style="list-style-type: none"> Service manual Lint brush. Dusters. Brooms Dust Pans. Dust bins. 	
		(c) Handling electrical hazards.	Brainstorm: Guide the students to define electrical hazards Practical work: Guide student on how to handle electrical hazards. Discussion: Organize the students in manageable groups to identify electrical hazards in school premises	The student should be able to: <ul style="list-style-type: none"> Select relevant safety gears Maintain workshop safety Identify causes of health and safety electrical hazards in a workshop and its surroundings Interpret different 	Identifying, assessing, and mitigating risks associated with electrical systems. Consider the environment and type of electrical infrastructure one is dealing with.	Knowledge evidence: Detailed knowledge of: Method used: The student should show how to: <ul style="list-style-type: none"> Identify electrical hazard materials Handle electrical hazard materials Use safety gears Use colour code and safety signs Handle an accident victim Protect unconscious victim Protect a fire victim Classify electrical hazards Identify effects of electrical hazards. 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Tool kit Mechanical equipment. Fire extinguisher Power machines Overalls/overcoats/apron Gloves Safety boots Safety clear glasses First aid kit First aid poster Mask 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				safety signs in a workshop related electrical hazards <ul style="list-style-type: none"> • Draw safety signs related to electrical hazards • Use safety gears • Maintain personal safety • Dispose different types of electrical wastes as per OHS 			<ul style="list-style-type: none"> • Workshop rules and regulations guidelines • Service manual • Lint brush • Dusters • Brooms • Dust • Pans • Dust bins 	
		(d) Handling ergonomic hazards	Brainstorm: Guide the students to define ergonomic hazards Practical work: Guide the students on how to handle ergonomic	The student should be able to: <ul style="list-style-type: none"> • Identify common ergonomic hazards • Perform an ergonomic assessment 	Demonstrate the ability to maintain safety on ergonomic hazards. Machines, equipment, and ergonomic accidents handled on the basis of	Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to: <ul style="list-style-type: none"> • Identify ergonomic hazard materials • Handle ergonomic hazard materials • Use safety gears 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Tool kit • Mechanical equipment. • Fire extinguisher • Power machines 	

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	Product / Services Assessment	Knowledge Assessment		
			hazards Activity: Organise the students in manageable groups to identify different ways of handling ergonomic hazards	<ul style="list-style-type: none"> Evaluate the severity and impact of ergonomic hazards Apply effective control measures Monitor and evaluate the effectiveness of ergonomic interventions Maintain proper documentation of ergonomic assessments, corrective actions, and follow-up evaluation. 	workshop rules and regulations	<ul style="list-style-type: none"> Use colour code and safety signs Handle an accident victim Protect unconscious victim Protect a fire victim Classify ergonomic hazards describe effects of ergonomic hazards. 	<ul style="list-style-type: none"> Overalls/overcoats/apron Gloves Safety boots Safety clear glasses First aid kit First aid poster Mask Workshop rules and regulations guidelines Service manual Lint brush. Dusters. Brooms Dust Pans. Dust bins. 	
		(e) Maintaining safety gears	Brainstorm: Lead the students to define safety gear Practical work: Guide the student on how	The student should be able to: <ul style="list-style-type: none"> Select relevant safety gears 	Demonstrate the ability to respond effectively when maintaining safety gear Machines, equipment, safety	Knowledge evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> Recognise safety gears Handle safety gears Use safety gears 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Tool kit Mechanical equipment. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			to maintain safety gears. Activity: Organize the students in manageable groups to identify different personal safety gears	<ul style="list-style-type: none"> • Maintain workshop safety gears • Interpret different safety gears signs • Draw different safety gears signs • Clean workshop, tools, equipment, and workshop surroundings • Store tools, equipment and safety gear • Use safety gears 	gears, and accidents handled according to workshop rules and regulations	<ul style="list-style-type: none"> • Describe the importance of safety gears • Observe safety precautions in the course of using safety gears • Deal with waste disposal used safety gears. 	<ul style="list-style-type: none"> • Fire extinguisher • Power machines • Overalls/overcoats/apron • Gloves • Safety boots • Safety clear glasses • First aid kit • First aid poster • Mask • Workshop rules and regulations guidelines • Service manual • Lint brush. • Dusters. • Brooms • Dust • Pans. • Dust bins. 	
	1.3 Handle fire accidents	(a) Handle fire fighting equipment and material	Brainstorm: Guide the students to describe how to handle fire accidents Practical work:	The student should be able to: <ul style="list-style-type: none"> • Select tools, equipment and safety gears 	Demonstrate the ability to handle fire fighting equipment and materials	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> • Identify different types of fire extinguisher 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Fire extinguishers 	93

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Guide the student on how to handle fire accident tools, equipment, and machines safely.</p> <p>Discussion: Organise the students in manageable groups to identify fire fighting equipment and materials</p>	<ul style="list-style-type: none"> • Apply right class of fire extinguisher • Use right class of firefighting materials • Check and test fire extinguishers • Observe safety precautions • Clean-up tools, equipment and workplace • Store tools, equipment, and safety gears 	<p>Machines, equipment, safety gears, and accidents handled according to workshop rules and regulations</p>	<ul style="list-style-type: none"> • Apply the right type of fire extinguishers • Use right type of firefighting materials 	<ul style="list-style-type: none"> • Firefighting materials • First aid kit • Gloves • Safety shoes/boots • Overall/apron • Safety clear glasses. 	
		(b) Handle different types of fire	<p>Brainstorm: Guide the students to explain different types of fire</p> <p>Practical work: Guide the student on how to handle</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools, equipment, and safety gears 	<p>Demonstrate the ability to respond effectively when handling different types of fire</p> <p>Machines, equipment, chemicals, and accidents handled</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to identify different types of fire Principles: The student should apply principles of:</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Fire extinguishers • Firefighting materials • First aid kit • Gloves 	

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	Product / Services Assessment	Knowledge Assessment		
			<p>different types of fire.</p> <p>Discussion : Put the students in manageable groups to identify different types of fire</p>	<ul style="list-style-type: none"> Identify common classes of fire React correctly and safely when dealing with different types of fire Handle different types of fire Observe safety precautions when dealing with different types of fire Clean-up tools, equipment , and work place Store tools, equipment 	<p>by observing workshop rules and regulations.</p>	<ul style="list-style-type: none"> Identifying different types of fire Checking and testing different types of fire <p>Theories: The student should describe:</p> <ul style="list-style-type: none"> The importance of handling different types of fire Types and common classes of fire <p>Circumstantial knowledge Detailed knowledge about:</p> <ul style="list-style-type: none"> Observe safety precautions when handling fire accidents Safe handling of tools and equipment Waste disposal methods 	<ul style="list-style-type: none"> Safety boots Overall Safety clear glasses 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				, and safety gears				
	1.4 Performing first aid	(a) Providing first aid to an injured and bleeding person	<p>Brainstorm: Guide the students to identify different types of fire</p> <p>Practical work: Guide the students to critically think on how to handle different types of fire.</p> <p>Discussion : Organise the students in manageable groups to identify different types of fire</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools, equipment , and safety gears • Identify common classes of fire • React correctly and safely when dealing with different types of fire • Handle different types of fire • Observe safety precautions when 	Demonstrate the ability to provide first aid to an injured person who is bleeding	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should practice on how to provide first aid to unconscious and an injured and bleeding person</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • First aid kit • Stretcher • Light blanket • Sterilizer • Towel • Overall/apron • Note pad • Medical gloves • Safety boots/rubber sole 	96

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				dealing with different types of fire <ul style="list-style-type: none"> • Clean up tools, equipment , and work place • Store tools, equipment , and safety gears 				
		(b) Providing first aid to unconscious person	Brainstorm: Guide the students to explain how to provide first aid to unconscious person Practical work: Lead the student to perform activities related to handling different types of first aid to unconscious person	The student should be able to: <ul style="list-style-type: none"> • Select tools and equipment to provide first aid to unconscious person • Identify common classes of first aid to unconscious person 	Demonstrate the ability to perform first aid to unconscious person Machines, equipment, chemicals, and accidents handled to provide first aid to unconscious person	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to <ul style="list-style-type: none"> • Perform first aid to unconscious and injured and bleeding person 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • First aid kit • Stretcher • Light blanket • Sterilizer • Towel • Overall/apron • Note pad • Medical gloves • Safety boots/rubber sole 	

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	Product / Services Assessment	Knowledge Assessment		
			<p>Discussion : Organize the students in manageable groups discuss how to provide first aid to unconscious person</p>	<ul style="list-style-type: none"> • React correctly and safely when dealing with different types of unconscious person • Handle different types of fire • Observe safety precautions when dealing with unconscious person 				
		(c) Providing first aid to fainted person	<p>Brainstorm: Guide the students to explain how first aid is offered to a fainted person Practical work: Guide the student on how to handle different types of</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment for offering first aid to fainted person 	<p>Demonstrate the ability to provide first aid to a fainted person</p> <p>Machines, equipment, chemicals, and accidents handled to provide first</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should exemplify how to:</p> <ul style="list-style-type: none"> • Identify first aid kit • Handle first aid kit. • Use safety gears to attend fainted person 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • First aid kit • Stretcher • Light blanket • Sterilizer • Towel 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>first aid to a fainted person</p> <p>Discussion : Organize the students in manageable groups to discuss ways of giving first aid to a fainted person</p>	<ul style="list-style-type: none"> Identify common classes of first aids to a fainted person Observe safety precautions when dealing with fainted person 	<p>aid to a fainted person</p>	<ul style="list-style-type: none"> Use first aid signs to respond effectively to fainted person Protect fainted person through first aid 	<ul style="list-style-type: none"> Overall/apron Note pad Medical gloves Safety boots/rubber sole 	
		(d) Providing first aid to an electrical shocked person	<p>Brainstorm: Guide the students to explain first aid to an electrical shocked person</p> <p>Practical work: Guide the student on how to handle different types of first aid to an electrical shocked person</p> <p>Discussion :</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment to provide first aid to electrical shocked person Identify common classes of first aid to electrical shocked person 	<p>Demonstrate the ability to respond effectively to provide first aid to an electrical shocked person</p> <p>Machines, equipment, chemicals, accidents, handled to provide first aid to an electrical shocked person</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify first aid kit Handle first aid kit. Use safety gears to an electrical shocked person Use first aid signs to respond effectively to an electrical shocked person Protect by providing first aid to an electrical shocked person 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid kit Stretcher Light blanket Sterilizer Towel Overall/apron Note pad Medical gloves Safety boots/rubber sole 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to discuss how to provide first aid to electrical shocked person	<ul style="list-style-type: none"> Observe safety precautions while dealing with an electrical shocked person 				
		(e) Providing first aid to a burned person	<p>Brainstorm: Guide the students to state how first aid to a burned person is provided</p> <p>Practical work: Guide the student on how to handle different types of first aid to a burned person</p> <p>Discussion : Organise the students in manageable groups to illustrate how to manage a burned person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment to provide first aid to a burned person Identify common classes of first aid to a burned person Observe safety precautions when dealing with a burned person 	<p>Demonstrate the ability to provide first aid to a burned person</p> <p>Machines, equipment, chemicals and accidents handled first aid to a burned person</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Identify first aid kit Handle first aid kit. Use safety gears to provide first aid to a burned person Use first aid signs to respond effectively to a burned person Protect by providing first aid to a burned person 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid kit Stretcher Light blanket Sterilizer Towel Overall/apron Note pad Medical gloves Safety boots/rubber sole 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
		(f) Providing first aid to a heart attacked person	<p>Brainstorm: Guide the students to explain first aid to a heart attacked person</p> <p>Practical work: Guide student on how to handle different types of first aid to a heart attacked person</p> <p>Discussion : Organize the students in manageable groups to share how to deal with a heart attacked person</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment to provide first aid to a heart attacked person • Identify common classes of first aids to a heart attacked person • Observe safety precautions when dealing with a heart attacked person 	<p>Demonstrate the ability to apply knowledge in relation to first aid to a heart attacked person</p> <p>Machines, equipment, chemicals, and accidents handled to provide first aid to a heart attacked person</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should show how to:</p> <ul style="list-style-type: none"> • Identify first aid kit • Handle first aid kit. • Use safety gears to provide first aid to a heart attacked person • Use first aid signs to respond effectively to a heart attacked person • Protect by providing first aid to a heart attacked person 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • First aid kit • Stretcher • Light blanket • Sterilizer • Towel • Overall/apron • Note pad • Medical gloves • Safety boots/rubber sole 	
2.0 Performing preventive maintenance of musical	2.1 Conducting routine inspection and cleaning of musical	(a) Inspection and cleaning of string instruments	<p>Brainstorm: Guide students to explain inspection and cleaning of string instruments</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select tools and equipment for 	<p>Demonstrate the ability to inspect and clean string instruments</p> <p>Machines, equipment,</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to:</p> <ul style="list-style-type: none"> • Inspect and clean string instruments 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Tool kit. • Oil can 	180

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
instruments	instruments		<p>Practical work: Guide the student on how to handle different types of inspection and cleaning of string instruments</p> <p>Discussion: Organize the students in manageable groups to inspect and clean string instruments</p>	<p>inspection and cleaning of string instruments</p> <ul style="list-style-type: none"> Identify common classes of inspection and cleaning of string instruments Observe safety precautions when dealing with inspection and cleaning of string instruments 	<p>chemicals, and accidents handled to provide inspection and cleaning of string instruments</p>	<ul style="list-style-type: none"> Identify string instruments cleaning tools Use ergonomic regulations on inspection and cleaning of string instruments Use safety gears on cleaning of string instruments Identify effects of ergonomic hazards on cleaning string instruments 	<ul style="list-style-type: none"> Service manual Preventive maintenance schedule Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	
		(b) Inspection and cleaning of wind instruments	<p>Brainstorm: Guide the students to explain inspection and cleaning of wind instruments</p> <p>Practical work: Guide the student on how to handle different types of inspection and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment for inspection and cleaning of wind instruments 	<p>Demonstrate the ability to i provide inspection and cleaning of wind instruments</p> <p>Machines, equipment, chemicals, and accidents handled to provide inspection and</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to:</p> <ul style="list-style-type: none"> Provide inspection and cleaning of wind instruments Identify wind instrument cleaning tools Use ergonomic regulations on 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit. Oil can Service manual Preventive maintenance schedule 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			cleaning of wind instruments Discussion : Organize the students in manageable groups to inspect and clean wind instruments	<ul style="list-style-type: none"> Identify common classes inspection and cleaning of wind instruments Observe safety precautions when dealing with inspection and cleaning of wind instruments 	cleaning of wind instruments	Inspection and cleaning of wind instruments <ul style="list-style-type: none"> Use safety gears on cleaning of wind instruments Outline effects of ergonomic hazards on cleaning wind instruments 	<ul style="list-style-type: none"> Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	
		(c) Inspection and cleaning of percussion instruments	Brainstorm: Guide the students to be aware of inspection and cleaning of percussion instruments Practical work: Guide the student on how to handle	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment for inspection and cleaning of percussion 	Demonstrate the ability to inspect and clean percussion instruments Machines, equipment, chemicals, and accidents handled to provide inspection and	Knowledge evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> Describe inspection procedure of cleaning of percussion instruments Identify percussion instruments cleaning tools 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Tool kit. Oil can Service manual Preventive maintenance 	

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	Product / Services Assessment	Knowledge Assessment		
			<p>different types of inspection and cleaning of percussion instruments</p> <p>Activity: Organise the students in manageable groups to inspect and clean wind instruments</p>	<p>instruments</p> <ul style="list-style-type: none"> Identify common classes inspection and cleaning of percussion instruments Observe safety precautions while dealing with Inspection and cleaning of percussion instruments 	<p>cleaning of percussion instrument</p>	<ul style="list-style-type: none"> Use ergonomic regulations on inspection and cleaning of percussion instruments Apply safety gears on cleaning of percussion instruments Outline effects of ergonomic hazards on cleaning percussion instruments 	<p>ance schedule</p> <ul style="list-style-type: none"> Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	
		(d) Inspection and cleaning of keyboard musical instruments	<p>Brainstorm: Guide the students to describe inspection and cleaning of keyboard</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment for offering 	<p>Demonstrate the ability to respond effectively to inspection and cleaning of keyboard musical instruments</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should: Exemplify how to clean keyboard musical instruments</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit. Oil can Service manual 	

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	Product / Services Assessment	Knowledge Assessment		
			<p>musical instruments</p> <p>Practical work: Guide the students on how to handle different types of inspection and cleaning of keyboard musical instruments</p> <p>Discussion : Organise the students in manageable groups to discuss various approaches involved in inspecting and cleaning keyboard musical instruments</p>	<p>inspection and cleaning of percussion instruments</p> <ul style="list-style-type: none"> Identify common classes inspection and cleaning of percussion instruments Observe safety precautions when dealing with inspection and cleaning of keyboard musical instruments 	<p>Use machines, equipment, and chemicals to handle inspection and cleaning of keyboard musical instrument</p>	<ul style="list-style-type: none"> Identify keyboard musical instruments cleaning tools Use ergonomic regulations on inspection and cleaning of keyboard musical instruments Use safety gears on cleaning of keyboard musical instruments State the effects of ergonomic hazards on cleaning keyboard musical instruments 	<ul style="list-style-type: none"> Preventive maintenance schedule Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	

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	Product / Services Assessment	Knowledge Assessment		
	2.2 Regular repair and replacement of defective musical instruments	(a) Regular repair and replacement of defective string instruments	<p>Brainstorm: Guide the students to clarify regular repair and replacement of defective string instruments</p> <p>Practical work: Guide the student on how to handle different types of regular repair and replacement of defective string instruments</p> <p>Discussion: Organise the students in manageable groups to discuss about strategies towards regular repair and replacement of defective string instruments</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment to provide regular repair and replacement of defective string instruments Identify common classes to regular repair and replace of defective string instruments Observe safety precautions in the course of dealing with regular repair and 	<p>Demonstrate the perceived aptitude to provide regular repair and replacement of defective string instruments</p> <p>Use machines, equipment, chemicals and accidents to handled regular repair and replacement of defective string instruments</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Define regular repair Identify defective string instruments Apply regular repair procedure of replacing defective string instruments Use safety gears on regular repair and replacement of defective string instruments Outline effects of ergonomic hazards on replacement of defective string instruments 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit Oil can Service manual Preventive maintenance schedule Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	195

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
				replacement of defective string instruments				
		(b) Regular repair and replacement of defective wind instruments	<p>Brainstorm: Guide the students on conceptualization of regular repair and replacement of defective wind instruments</p> <p>Practical work: Guide the student on how to handle different types of Regular repair and replacement of defective wind instruments</p> <p>Discussion : Organise the students in manageable groups to share about regular repair and replacement of</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment to provide Regular repair and replacement of defective wind instruments Identify common classes to regular repair and replace of defective wind instruments Observe safety 	<p>Demonstrate the ability to provide regular repair and replacement of defective wind instruments</p> <p>Use machines, equipment, and chemicals to handle regular repair and replacement of defective wind instruments</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should</p> <ul style="list-style-type: none"> Identify defective wind instruments Describe regular repair procedure of replacing defective wind instruments Use safety gears on regular repair and replacement of defective wind instruments Identify the effects of ergonomic hazards on replacement of defective wind instruments 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit. Oil can Service manual Preventive maintenance schedule Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			defective wind instruments are undertaken	precautions when dealing with regular repair and replacement of defective wind instruments				
		(c) Regular repair and replacement of defective percussion instruments	<p>Brainstorm: Guide the students to describe about regular repair and replacement of defective percussion instruments</p> <p>Practical work: Guide the student on how to handle different types of regular repair and replacement of defective percussion instruments</p> <p>Discussion :</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Select tools and equipment for regular repair and replacement of defective percussion instruments Identify common classes to regular repair and replacement of 	<p>Demonstrate the ability to provide regular repair and replacement of defective percussion instruments</p> <p>Use machines, equipment, chemicals, and accidents to provide regular repair and replacement of defective percussion instruments</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Identify defective percussion instruments Apply regular repair procedure of replacing defective percussion instruments Use safety gears on regular repair and replacement of defective percussion instruments Describe the effects of ergonomic hazards on 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Tool kit. Oil can Service manual Preventive maintenance schedule Gloves Safety boot/rubber shoes Safety clear Glasses Note pad 	

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	Product / Services Assessment	Knowledge Assessment		
			Organise the students in manageable groups to discuss the strategies for dealing with regular repair and replacement of defective percussion instruments	defective percussion instruments <ul style="list-style-type: none"> Observe safety precautions when dealing with regular repair and replacement of defective percussion instruments 		replacement of defective percussion instruments		
		(d) Regular repair and replacement of defective keyboard instruments	Brainstorm: Guide the students on how to explain regular repair and replacement of defective keyboard instruments Practical work: Guide the student to identify procedures for handling	The student should be able to: <ul style="list-style-type: none"> Select tools and equipment to provide Regular repair and replacement of defective keyboard instruments 	Demonstrate the ability to perform regular repair and replacement of defective keyboard instruments Use machines, equipment, and chemicals to handle regular repair and replacement of defective	Knowledge evidence: Detailed knowledge of: Method used: The student should use: <ul style="list-style-type: none"> Defective keyboard instruments Regular repair procedures, such as replacing defective keyboards instruments Safety gears on regular repair and replacement of 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Tool kit. Oil can Service manual Preventive maintenance schedule Gloves Safety boot/rubber shoes 	

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	Product / Services Assessment	Knowledge Assessment		
			different types of regular repair and replacement of defective keyboard instruments Activity: Organize the students in manageable groups to practice how regular repair and replacement of defective keyboard instruments operate	<ul style="list-style-type: none"> Identify common classes to regular repair and replace of defective keyboard instruments Observe safety precautions when dealing with regular repair and replacement of defective keyboard instruments 	keyboard instruments	defective keyboard instruments	<ul style="list-style-type: none"> Safety clear Glasses Note pad 	
3.0 Reading and writing music	3.1 Creating rhythm	(a) Recognizing time values of notes and their rests	Brainstorm: Guide the students to recognize time values of notes and their rests Practical work: Guide student on how to handle	The student should be able to: <ul style="list-style-type: none"> Recognize time values of notes and their rests 	Demonstrate the ability to recognize time values of notes and their rests Use staff notations to recognize time	Knowledge Evidence: Detailed knowledge of: Method used: The student should demonstrate how to: <ul style="list-style-type: none"> Identify time values of notes and their rests 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Note book Ruler. Pen. Pencil. Eraser. 	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	Product / Services Assessment	Knowledge Assessment		
			<p>different ways of recognizing time values of notes and their rests</p> <p>Discussion : Organize the students in manageable groups to recognise time values of notes and their rests</p>	<ul style="list-style-type: none"> Select time values of notes and their rests Arrange time values of notes and their rests 	values of notes and their rests	<ul style="list-style-type: none"> Recognise time values of notes and their rests 	<ul style="list-style-type: none"> Sharpener. Computer. Printer. Scanner. File folder. Piano/keyboard 	
		(b) Writing music in bar lines and time signature	<p>Brainstorm: Lead the students to write music in bar lines and time signature</p> <p>Practical work: Supervise the student to practice how to handle different types of writing music in bar lines and time signature</p> <p>Discussion : Place the students in manageable groups to write</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Write music in bar lines and time signature Select written music in bar lines and time signature <p>Arrange written music in bar lines and time signature</p>	<p>Demonstrate the ability to write music in bar lines and time signature</p> <p>Use staff notations to write music in bar lines and time signature</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Define music in bar lines Identify time signature Write music in bar lines and time signature Describe the effects of unwritten music in bar lines and time signature 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Notebook Ruler. Pen. Pencil. Eraser. Sharpener. Computer. Printer. Scanner. File folder. Piano/keyboard 	

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	Product / Services Assessment	Knowledge Assessment		
			music in bar lines and time signature					
		(c) Describe music with dotted and tied notes	<p>Brainstorm: Guide the students to describe music with dotted and tied notes</p> <p>Practical work: Guide student on how to arrange music with dotted and tied notes</p> <p>Discussion : Put the students in manageable groups to describe music with dotted and tied notes</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Describe music with dotted and tied notes Arrange music with dotted and tied notes 	<p>Demonstrate the ability to describe music with dotted and tied notes</p> <p>Use music instruments to arrange music with dotted and tied notes</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Define music with dotted and tied notes Identify dotted and tied notes Demonstrate how music with dotted and tied notes operates 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Notebook Ruler. Pen. Pencil. Eraser. Sharpener. Computer. Printer. Scanner. File folder. Piano/keyboard 	
		(d) Composing simple rhythm	<p>Brainstorm: Guide the students to compose simple rhythm</p> <p>Practical work: Guide the students on how to handle</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Compose simple rhythms 	<p>Demonstrate the ability to compose simple rhythm</p> <p>Use music instruments to arrange simple rhythm</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Define simple rhythm Identify simple rhythm State principles involved in 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Note book Ruler. Pen. Pencil. Eraser. Sharpener. 	

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	Product / Services Assessment	Knowledge Assessment		
			different types of rhythms Discussion: Organise the students in manageable groups to compose simple rhythm			composing simple rhythm • Explain the effects of music without rhythm	<ul style="list-style-type: none"> • Computer. • Printer. • Scanner. • File folder. • Piano/keyboard 	
	3.2 Writing music in staff notation	(a) Drawing staff	Brainstorm: Guide the students to draw staff Practical work: Guide the students on how to draw staff Activity: Organize the students in manageable groups to draw staff	The student should be able to: <ul style="list-style-type: none"> • Make horizontal straight lines Draw five lines with four equal spaces 	Demonstrate the ability to draw staff Use pencil, ruler and paper to draw staff	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> • Define staff • Show procedures of drawing staff • Outline effects of drawing unpropositional staff 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Notebook • Ruler. • Pen. • Pencil. • Eraser. • Sharpener. • Computer. • Printer. • Scanner. • File folder. • Piano/keyboard 	180
		(b) Drawing clefs	Brainstorm: Lead the students to draw clefs Practical work:	The student should be able to: Make clefs lines	Demonstrate the ability to draw clefs	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> • Define and identify clefs 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Notebook • Ruler 	

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	Product / Services Assessment	Knowledge Assessment		
			Guide the students on how to draw clefs Activity: Organize the students in manageable groups to draw clefs		Use pencil, ruler and paper to draw clefs	<ul style="list-style-type: none"> Use relevant procedures to draw clefs Show the implications of drawing proportional clefs 	<ul style="list-style-type: none"> Pen Pencil Eraser Sharpener Computer Printer Scanner File folder Piano/keyboard 	
		(c) Writing major scales and their relative minors (C, G, F and D)	Brainstorm: Guide the students to identify the principles of writing major scales and their relative minors (C, G, F and D) Practical work: Guide the student on how to write major scales and their relative minors (C, G, F and D) Discussion: Organise the students in manageable groups to share how to write major scales and	The student should be able to: Write major scales and their relative minors (C, G, F and D)	Demonstrate the ability to write major scales and their relative minors (C, G, F and D) Use pencil, ruler and paper to write major scales and their relative minors (C, G, F and D)	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> Define major scales and their relative minors (C, G, F and D) Identify major scales and their relative minors (C, G, F and D) Write major scales and their relative minors (C, G, F and D) Explain the impact of writing disfigured major scales and their relative minors (C, G, F and D) 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Notebook Ruler. Pen. Pencil. Eraser. Sharpener. Computer. Printer. Scanner. File folder. Piano/keyboard 	

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	Product / Services Assessment	Knowledge Assessment		
			their relative minors (C, G, F and D)					
	3.3 Creating melody and harmony	(a) Singing simple melodies using syllables	<p>Brainstorm: Guide the students to demonstrate how to sing simple melodies using syllables</p> <p>Practical work: Lead the students on how to sing simple melodies using syllables</p> <p>Discussion: Organise the students in manageable groups to sing simple melodies using syllables</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Sing simple melodies using syllables 	<p>Demonstrate the ability to sing simple melodies using syllables</p> <p>Use keyboard accompaniment to sing simple melodies using syllables</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> • Define simple melodies • Identify different syllables • Sing simple melodies syllables • Compose simple melodies 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Notebook • Ruler. • Pen. • Pencil. • Eraser. • Sharpener. • Computer. • Printer. • Scanner. • File folder. • Piano/keyboard 	195
		(b) Composing simple melodies	<p>Brainstorm: Guide the students to illustrate how simple melodies are composed</p> <p>Practical work: Facilitate the student on how</p>	<p>The student should be able to: Compose simple melodies</p>	<p>Demonstrate the ability to compose simple melodies</p> <p>Use keyboard accompaniment to compose simple melodies</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> • Define simple melodies • Identify different melodies 	<p>This element can be achieved at school workshop. The following tools and equipment should be made available:</p> <ul style="list-style-type: none"> • Notebook 	

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	Product / Services Assessment	Knowledge Assessment		
			to compose simple melodies Discussion : Put the students in manageable groups to compose simple melodies			<ul style="list-style-type: none"> Describe simple rhythm 	<ul style="list-style-type: none"> Ruler Pen Pencil Eraser Sharpener Computer Printer Scanner File folder Piano/keyboar 	
		(c) Writing primary triads	Brainstorm: Guide the students to write primary triads Practical work: Facilitate students on how to write primary triads Discussion: Put the students in manageable groups to write primary triads	The student should be able to: <ul style="list-style-type: none"> Write primary triads 	Demonstrate the ability to write primary triads Use pencil and paper to write primary triads	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> Define primary triads Identify different primary triads Illustrate primary triads Arrange primary triads Demonstrate how to write primary triads 	The following tools and safety gears are to be available: <ul style="list-style-type: none"> Note book Ruler Pen Pencil Eraser Sharpener Computer Printer Scanner File folder Piano/keyboard 	
		(d) Writing music terms and signs	Brainstorm: Guide the students to write	The student should be able to:	Demonstrate the ability to write music terms and signs	Knowledge Evidence: Detailed knowledge of: Method used: The student should :	The following tools 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	Product / Services Assessment	Knowledge Assessment		
			<p>music terms and signs</p> <p>Practical work: Guide the student on how to write music terms and signs</p> <p>Discussion : Organise the students in manageable groups to share ideas on how write music terms and signs</p>	<ul style="list-style-type: none"> • Write music terms and signs 	<p>Use pencil, ruler, and paper to write music terms and signs</p>	<ul style="list-style-type: none"> • Define music terms • Specify different music signs • Describe music terms and signs • Arrange music terms and signs 	<ul style="list-style-type: none"> • Notebook • Ruler • Pen • Pencil • Eraser • Sharpener • Computer • Printer • Scanner • File folder • Piano • keyboard • 	

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		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
1.0 Performing songs	1.1 Composing song	(a) Creating a song idea	<p>Brainstorm: Guide the students to identify ways of creating a song idea</p> <p>Practical work: Guide the student provide the procedures for creating a song</p> <p>Discussion : Organise the students in manageable group to create a song idea</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Write music in bar lines and time signature • Select written music in bar lines and time signature • Arrange written music in bar lines and time signature 	<p>Demonstrate the ability to create a song</p> <p>Use staff notation, paper, pencil ruler, keyboard/piano, to create a song idea</p>	<p>Detailed knowledge of: Method used: The trainee should demonstrate how to:</p> <ul style="list-style-type: none"> • create a song idea • Use staff notation to create a song idea • Create a song melody <p>Principles: The student should show the processes of organizing a song idea and setting notes on staff</p> <p>Theories: The student should explain importance of organizing a song idea, setting notes on staff and creating melody</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler • Pen • Pencil • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	150
		(b) Creating a song melody .	<p>Brainstorm: Guide the students to define song melody</p> <p>Practical work:</p>	<p>The student should be able to:</p>	<p>Demonstrate the ability to create a song melody</p>	<p>Detailed knowledge of: Method used: The student should explain how to:</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			<p>Guide the student to illustrate the processes around creating a song melody</p> <p>Discussion : Put the students in manageable groups to generate and present a song idea</p>	<ul style="list-style-type: none"> • Create a song melody • Select a song melody • Arrange melody created on a staff 	<p>Use staff notation, paper, pencil ruler, keyboard/piano to create a song melody</p>	<ul style="list-style-type: none"> • Read and write music notations • Use music sheet • Create a song melody <p>Principles: The student should identify procedures for:</p> <ul style="list-style-type: none"> • Organizing music notations • Setting notes on staff <p>Theories: The student should describe the importance of organizing music notes, setting notes on staff and creating melody</p>	<ul style="list-style-type: none"> • Ruler • Pen • Pencil • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	
	1.2 Creating triads	(a) Creating major triads	<p>Brainstorm: Facilitate the students to illustrate how to create major triads</p> <p>Practical work: Guide the student on ways of creating a major triads</p> <p>Activity:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Creating major triads. • Select different types of major triads. 	<p>Demonstrate the ability to create a major triads.</p> <p>Use staff notation, paper, pencil ruler, and keyboard/piano to create major triads.</p>	<p>Detailed knowledge of: Method used: The student should demonstrate how to:</p> <ul style="list-style-type: none"> • Create major triads. • Use major triads • Identify major triads. 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler. • Pen. • Pencil. • Piano/keyboard • Guitar • Trumpet 	156

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			Place the students in manageable groups to present major triads	<ul style="list-style-type: none"> • Arrange major triads on a staff 		<p>Principles: The student should identify procedures involved in organizing major triads and setting major triads on staff</p> <p>Theories: The student should describe the importance of: Organizing major triads, setting triads on staff and creating major triads</p>	<ul style="list-style-type: none"> • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	
		(b) Creating minor triads	<p>Brainstorm: Lead the students to define minor triad</p> <p>Practical work: Guide the student on how to create a minor triad</p> <p>Discuss : Organise the students in manageable groups to generate and present minor triads</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Create minor triads. • Select different types of minor triads. • Arrange minor triads on a staff 	<p>Demonstrate the ability to create a minor triad.</p> <p>Use staff notation, paper, pencil ruler, piano, and keyboard to create minor triads.</p>	<p>Detailed knowledge of:</p> <p>Method used: The student should demonstrate how to:</p> <ul style="list-style-type: none"> • Create minor triads. • Use minor triads • Arrange minor triads <p>Principles: The student should explain principles involved in organizing minor triads setting minor triads on staff</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler. • Pen. • Pencil. • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
						Theories: The student should identify the importance of organizing, setting, and creating minor and major triads	<ul style="list-style-type: none"> • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	
		(c) Creating arpeggio	Brainstorm: Guide the students to define arpeggio Practical work: Guide the student on how to create arpeggio Activity: Organize the students in manageable groups to present arpeggio	The student should be able to: <ul style="list-style-type: none"> • Creating arpeggio • Select different arpeggios in different keys • Arrange arpeggio on a staff 	Demonstrate the ability to create a arpeggio. Use staff notation, paper, pencil ruler, keyboard/piano, to create arpeggio	Detailed knowledge of: Method used: The student should show how to: <ul style="list-style-type: none"> • Create arpeggio. • Use different arpeggios • Apply theoretical and practical basis Principles: The student should illustrate processes of organizing arpeggios and setting arpeggios on staff Theories: The student should describe the importance of organizing, setting, and creating arpeggio	The following tools and safety gears are to be available: <ul style="list-style-type: none"> • Papers • Ruler. • Pen. • Pencil. • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
						<ul style="list-style-type: none"> Importance of creating arpeggios. 		
2.0 Playing rhythm and scales	2.1 Practicing rhythm	(a) Writing music in simple and compound time	<p>Brainstorm: Guide the students to develop an understanding on how to write music in simple and compound time</p> <p>Practical work: Lead the student on how to create arpeggio</p> <p>Discussion: Organize the students in manageable groups to write music in simple and compound time</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> write music in simple and compound time Select different types of simple and compound time Arrange music in simple and compound time a staff 	<p>Demonstrate the ability to write music in simple and compound time</p> <p>Use staff notation, paper, pencil ruler, keyboard/piano to write music in simple and compound time</p>	<p>Detailed knowledge of: Method used: The student should give examples how to:</p> <ul style="list-style-type: none"> write music in simple and compound time Use different music in simple and compound time identify music in simple and compound time <p>Principles: The student should illustrate the procedures involved in :</p> <ul style="list-style-type: none"> Organizing music in simple and compound time Setting music in simple and compound time on staff 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Papers Ruler. Pen. Pencil. Piano/keyboard Guitar Trumpet Saxophone Flute Clarinet Bugle Animal Horn Trombone Whistle Computer. Printer. Scanner. Sound recorder. 	150

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
						Theories: The student should describe the importance of organizing, writing, and setting music in simple and compound time		
		(b) Writing rhythms with triplets	<p>Brainstorm: Guide the students to define rhythms with triplets</p> <p>Practical work: Guide the student on how to write rhythms with triplets</p> <p>Discussion : Organise the students in manageable groups to write rhythms with triplets</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Write rhythms with triplets • Select different types of rhythms with triplets • Arrange rhythms with triplets 	<p>Demonstrate the ability to write rhythms with triplets</p> <p>Use staff notation, paper, pencil ruler, keyboard/piano to write rhythms with triplets</p>	<p>Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Write rhythms with triplets • Use different rhythms with triplets • Identify rhythms with triplets <p>Principles: The student should explain processes of:</p> <ul style="list-style-type: none"> • Organizing rhythms with triplets • Setting rhythms with triplets on staff <p>Theories: The student should describe the importance of</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler. • Pen. • Pencil. • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
						organizing and setting rhythms with triplets.		
		(c) Grouping notes in simple and compound time	<p>Brainstorm: Guide the students to define group notes in simple and compound time</p> <p>Practical work: Lead the student on how to group notes in simple and compound time</p> <p>Discussion : Put the students in manageable groups to discuss how grouped notes in simple and compound time are developed</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Group notes in simple and compound time • Select different types of grouping notes • Arrange notes to be grouped. 	<p>Demonstrate the ability to group notes in simple and compound time</p> <p>Use staff notation, paper, pencil ruler to group notes in simple and compound time</p>	<p>Detailed knowledge of: Method used: The students should explain how to:</p> <ul style="list-style-type: none"> • Group notes in simple and compound time • Use different music to group notes in simple and compound time <p>Principles: The student should explain steps of:</p> <ul style="list-style-type: none"> • Organising notes into groups • Setting group notes in simple and compound time on staff <p>Theories: The student should clearly illustrate the importance of organising,</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler • Pen • Pencil • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
						writing, and setting group notes in simple and compound time		
	2.2 Writing scales	(a) Writing major and minor scales	<p>Brainstorm: Guide the students to illustrate how to write major and minor scales</p> <p>Discussion : Organize the students in manageable groups to write major and minor scales</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Write major and minor scales • Select different types of major and minor scales • Arrange major and minor scales 	<p>Demonstrate the ability to write major and minor scales</p> <p>Use staff notation, paper, pencil ruler, to write major and minor scales</p>	<p>Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Write major and minor scales • Use different scales to introduce major and minor scales <p>Principles: The student should list processes of:</p> <ul style="list-style-type: none"> • Organising major and minor scales • Setting major and minor scale on staff • Theories: The student should explain the importance of organising, setting, and writing major and minor scale 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler. • Pen. • Pencil. • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	162

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
		(b) Writing harmonic and melodic minor scales	<p>Brainstorm: Facilitate the students to gain insights into harmonic and melodic minor scales</p> <p>Practical work: Guide the student on how to write harmonic and melodic minor scales</p> <p>Discussion : Place the students in manageable groups to discuss how to write harmonic and melodic minor scales</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Write harmonic and melodic minor scales • Select different types of harmonic and melodic minor scales • Arrange harmonic and melodic minors cales 	<p>Demonstrate the ability to write harmonic and melodic minor scales</p> <p>Use staff notation, paper, pencil and ruler to write harmonic and melodic minor scales</p>	<p>Detailed knowledge of: Method used: The student should show how to:</p> <ul style="list-style-type: none"> • Write harmonic and melodic minor scales • Use different scales to construct harmonic and melodic minor scales <p>Principles: The student should explain procedures of:</p> <ul style="list-style-type: none"> • Organising harmonic and melodic minor scales • Setting harmonic and melodic minor scales on staff <p>Theories: The student should explain the importance of organising, setting, and writing harmonic and melodic minor scale</p>	<p>This element can be The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Papers • Ruler. • Pen. • Pencil. • Piano/keyboard • Guitar • Trumpet • Saxophone • Flute • Clarinet • Bugle • Animal Horn • Trombone • Whistle • Computer. • Printer. • Scanner. • Sound recorder. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
3.0 Playing musical instruments	3.1 Playing local musical instruments	(a) Identifying local musical instrument	<p>Brainstorm: Guide the students to define local musical instruments.</p> <p>Practical work: Lead the student to develop an understanding of how to identify local musical instruments.</p> <p>Discussion : Organise the students in manageable groups to identify local musical instruments.</p> <p>Present a sequence of local instruments in various formats and engage the students to correctly identify them.</p> <p>Allow students to see and possibly</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Identify local musical instruments. • Select different types of local musical instruments. • Arrange local musical instruments. • Study local musical instruments by reflecting on their history, cultural importance, materials, shapes and usage 	<p>Demonstrate the ability to identify local musical instrument.</p> <p>Use zeze, ngoma, djembe, flute, and kalimba to identify local musical instrument.</p> <p>Knowledge of instrument names, their ability to describe characteristics of each instrument (sound, appearance, material), and their understanding of the cultural context.</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> • Identify local musical instrument • Identify the instrument using its characteristics while linking them back to the cultural and functional purposes. • Use descriptive terminology based on materials, sounds, and design to explain the physical features. • Describe the method of playing the instrument with clarity 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Zeze • Drums (Ngoma) • Tuned Drums • Sitar (Kinanda) • Bongo Drums • Guitar • Kalimba (Mbira) • Djembe 	153

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			touch the instruments and listen to them being played					
		(b) Playing ngoma individually	<p>Brainstorm: Guide the students to illustrate how to play ngoma individually</p> <p>Practical work: Guide the student on how to play ngoma individually</p> <p>Discussion: Organize the students in manageable groups to play ngoma</p> <p>Present a sequence of local instruments in various formats and the students must collaborate to correctly identify them. Allow students to see and possibly touch the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Play ngoma individually • Select different types of ngoma played individually • Study the local musical instruments by reflecting on their history, cultural importance, materials, shapes, usage and instrument • maintain consistent pacing. • match rhythm patterns of 	<p>Demonstrate the ability to play ngoma individually</p> <p>Use ngoma, djembe, tumba and kalimba to identify ngoma played individually</p> <p>Knowledge of instrument names, their ability to describe characteristics of each instrument (sound, appearance, material), and their understanding of the cultural context.</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should describe how to:</p> <ul style="list-style-type: none"> • use ngoma as both a musical and cultural tool in various African societies • use ngoma in ceremonies, rituals, and celebrations • improvise within traditional frameworks • combine different rhythms or create personal 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Drums (Ngoma) • Tuned Drums • Tumba • Bongo Drums • Guitar • Kalimba (Mbira) • Djembe 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			instruments, listen to them being played	specific songs or pieces.		interpretations.		
	3.2 Playing foreign musical instruments	(a) Classifying foreign musical	<p>Brainstorm: Guide the students to demonstrate how to classify foreign musical</p> <p>Practical work: Guide the student to demonstrate how to classify foreign musical instruments</p> <p>Discussion : Organize the students in manageable groups to classify foreign musical instruments</p> <p>Present a sequence of foreign musical instruments in various formats and provide the students opportunities to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Classify foreign musical instruments Select different types of foreign musical instruments Study the foreign musical instruments by learning about their history, cultural importance, materials, shapes, and usage. 	<p>Demonstrate the ability to identify foreign musical instrument.</p> <p>Use musical instruments: blowing instruments, piano, keyboard, and percussion to classify foreign musical instruments</p> <p>Knowledge of instrument names, their ability to describe characteristics of each instrument (sound, appearance, material), and their understanding of</p>	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should :</p> <ul style="list-style-type: none"> Define foreign musical instruments Identify foreign musical instruments by using its characteristics and linking them to the functional purposes. Outline descriptive terminology based on materials, sounds, and design to explain the physical features. Describe the method of playing the foreign musical 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Musical Instruments: Piano/keyboard Percussion, String instruments, Blowing instruments. Sound Equipment Audio equipment, Sound recorder, Stage facilities, Digital Tools: Computer, printer, Music analysis software. Vocal Aids: Pitch pipe, metronome Stationery: Notebooks, 	162

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			correctly identify them. Allow students to see and possibly touch the instruments and listen to them being played		the foreign context.	instruments with clarity	pens, score analysis materials. • Floor mat	
		(b) Playing the piano focusing on keys with up to two accidentals	<p>Brainstorm: Guide the students to illustrate how to play the piano focusing on keys with up to two accidentals</p> <p>Practical work: Guide the student on how to practice and play the piano separately and then together</p> <p>Discussion : Organise the student in manageable group to discuss how to play piano while focusing on keys</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Play the piano focusing on keys with up to two accidentals • Compose short pieces starting with a melody and adding simple left-hand accompaniment. • Train sight reading and ear to sing scales and intervals from the chosen 	<p>Demonstrate the ability to play the piano focusing on keys with up to two accidentals.</p> <p>Recognise the key signatures of pieces with one or two sharps/flats.</p> <p>Demonstrate how accidentals interact with tonal patterns and chords within these keys.</p> <p>Use piano to play while focusing on keys with up to two accidentals</p>	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should :</p> <ul style="list-style-type: none"> • Explain how to play the piano focusing on keys with up to two accidentals • Describe the methods of playing piano focusing on keys with up to two accidentals with clarity • State different scales used in playing the piano focusing on keys with up to two accidentals 	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Piano/keyboard • Percussion • String instruments • Blowing instruments. • Sound Equipment • Audio equipment • Sound recorder, • Stage facilities, • Digital Tools: Computer, printer, • Music analysis software. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			with up to two accidentals.	keys and identify melodies in these keys, including accidentals.		<p>Principles: The student should identify processes of Organizing and setting piano focusing on keys with up to two accidentals</p> <p>Theories: The student should outline The importance of organising and setting piano while focusing on key with up to two accidentals</p>	<ul style="list-style-type: none"> • Vocal Aids: Pitch pipe, metronome • Stationery: Notebooks, pens, score analysis materials. • Floor mat 	
4.0 Solo, choral singing and ensemble singing	4.1 Analyzing vocal production	(a) Describing vocal anatomy	<p>Brainstorm: Guide the students to define e vocal anatomy.</p> <p>Practical work: Guide the students on how to describe vocal anatomy.</p> <p>Discussion : Organize the students in manageable groups to discuss the concept of vocal anatomy.</p>	<p>the student should be able to:</p> <ul style="list-style-type: none"> • Describe vocal anatomy • Identify the anatomical components involved in vocal production • Recognize and describe the key parts 	Demonstrate the ability to describe vocal anatomy and physiology: how well the singers use their body to produce sound, the efficiency of breath control, and; how well the vocal cords, resonators, and articulator work together.	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used: The student should :</p> <ul style="list-style-type: none"> • describe vocal anatomy. • Sing in a right way. • Sing by using different types of scales • Analyze vocal production <p>Principles: The student should list</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> • Piano/keyboard • Breath control. • Vocal technique • Resonance training • Pitch and intonation • Vocal health • Sound recorder, • Stage facilities, • Vocal Aids: Pitch pipe, metronome 	123

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			Combine both theoretical knowledge and practical application in a way that enhances understanding.	of the vocal anatomy, such as the lungs, diaphragm, vocal cords, larynx, pharynx, oral cavity, and resonators.		processes of organising and setting vocal anatomy Theories: The student should describe the importance of vocal anatomy	<ul style="list-style-type: none"> Stationery: Notebooks, pens, score analysis materials. 	
	4.2 Singing songs without instrumentals accompaniment	(b) Solo singing without instrumental accompaniment	<p>Brainstorm: Guide the students to sing without instrumental accompaniment</p> <p>Practical work: Facilitate the student on solo singing without instrumental accompaniment.</p> <p>Discussion : Organise the students in manageable groups to sing without instrumental accompaniment</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Solo singing without instrumental accompaniment Analyze and sing without instrumental accompaniment. Practice appropriate vocal exercises and warm-ups. Sing accurately in solo and ensemble 	<p>Demonstrate the ability to sing in solo without instrumental accompaniment</p> <p>Demonstrate accurate vocal technique in individual and ensemble settings.</p> <p>Sing songs in local and foreign languages without instrumental support.</p>	<p>Knowledge Evidence: Detailed knowledge of:</p> <p>Method used:</p> <p>The student should explain:</p> <ul style="list-style-type: none"> Solo singing without instrumental accompaniment methods of solo singing without instrumental accompaniment <p>Principles: The student should show processes of Organising and setting solo singing without</p>	<p>The following tools and safety gears are to be available:</p> <ul style="list-style-type: none"> Vocal tuner Metronome stage facilities. 	123

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			(a cappella singing). A particular focus should be placed on key areas like pitch accuracy, vocal technique, expression, and confidence.	settings without accompaniment. <ul style="list-style-type: none"> Apply knowledge of vocal health in singing practices. 		instrumental accompaniment Theories: The student should describe the importance of Solo singing without instrumental accompaniment		
		(c) Ensemble singing without instrumental accompaniment	Practical work: Guide the student on how to ensemble singing without instrumental accompaniment. Activity: Organize the students in manageable groups to sing without instrumental accompaniment (a cappella singing). Focus on key areas like pitch accuracy, vocal technique, expression, and confidence.	The student should be able to: <ul style="list-style-type: none"> Ensemble singing without instrumental accompaniment Analyze and sing without instrumental accompaniment. Practice appropriate vocal exercises and warm-ups. Sing accurately in ensemble settings 	Demonstrate the ability to ensemble singing without instrumental accompaniment Demonstrate accurate vocal techniques in individual and ensemble settings. - Sing songs in local and foreign languages without instrumental support.	Knowledge Evidence: Detailed knowledge of: Method used: : The student should <ul style="list-style-type: none"> Show ensemble singing without instrumental accompaniment Identify methods of Ensemble singing without instrumental accompaniment Principles: The student should illustrate the procedures of Organising and setting ensemble singing without	The following tools and music instruments are to be available: <ul style="list-style-type: none"> Vocal tuner Metronome stage facilities. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
				without accompaniment. <ul style="list-style-type: none"> Apply knowledge of vocal health in singing practices. 		instrumental accompaniment Theories: The student should explain the importance of Ensemble singing without instrumental accompaniment		
	4.3 Singing songs with musical accompaniment	(a) Solo singing with instrumental accompaniment	Brainstorm: Guide the students to sing with instrumental accompaniment Practical work: Guide the student on how to sing solo with instrumental accompaniment. Activity: Organize the students in manageable groups to sing with instrumental accompaniment (a cappella singing).	The student should be able to: <ul style="list-style-type: none"> Singing with instrumental accompaniment Analyze and sing with instrumental accompaniment. Practice appropriate vocal exercises and warm-ups. Sing accurately in ensemble settings with 	Demonstrate the ability to sing with instrumental accompaniment Demonstrate accurate vocal technique in individual and ensemble settings. Sing songs in local and foreign languages with instrumental support.	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> Demonstrate how to sing solo with instrumental accompaniment Explain the methods of Solo singing with instrumental accompaniment Principles: The student should show the steps of organizing and setting solo singing with	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano. Keyboard Percussions. Wind and blowing instruments. 	126

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
			Focus on key areas like pitch accuracy, vocal technique, expression, and confidence. Use balanced approach that integrates vocal technique, musical understanding, and performance skills.	accompaniment. <ul style="list-style-type: none"> Apply knowledge of vocal health in singing practices. 		instrumental accompaniment Theories: The student should explain the importance of solo singing with instrumental accompaniment	<ul style="list-style-type: none"> String instruments 	
		(b) Ensemble singing with instrumental accompaniment	Practical work: Guide the student on how to ensemble singing with instrumental accompaniment. Activity: Organize the students in manageable groups to sing with instrumental accompaniment. Involve nurturing both individual vocal skills and the ability to blend harmoniously with the group and accompany musicians.	The student should be able to: <ul style="list-style-type: none"> Ensemble singing with instrumental accompaniment Analyze and sing with instrumental accompaniment. Practice appropriate vocal exercises and warm-ups. Sing accurately in ensemble settings with 	Demonstrate the ability to sing in ensemble with instrumental accompaniment Demonstrate accurate vocal technique in individual and ensemble settings. - Sing songs in local and foreign languages with instrumental support. Perform songs with instrumental accompaniment, ensure harmony between voice and	Knowledge Evidence: Detailed knowledge of: Method used: The student should <ul style="list-style-type: none"> Explain how to ensemble singing with instrumental accompaniment Identify methods used to ensemble singing with instrumental accompaniment Principles: The student should identify diverse processes of Organising and setting ensemble singing with	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Piano/keyboard, percussion, string instruments, wind and blowing instruments. Sound equipment; Audio equipment, sound recorder, stage facilities, microphones. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria		Underpinning Knowledge	Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Products / Services Assessment			
				accompaniment. <ul style="list-style-type: none"> Apply knowledge of vocal health in singing practices. 	instruments. - Execute exercises that reflect on understanding of vocal anatomy and technique.	instrumental accompaniment Theories: The student should list the importance of ensemble singing with instrumental accompaniment	<ul style="list-style-type: none"> Digital tools: Computer, printer, music analysis software. Vocal Aids: Pitch pipe, metronome 	

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 Understanding music theory and composition	1.1 Exploring harmony and chord progressions	(a) Reading basic chords progressions	<p>Brainstorm: Guide students to read basic chords progressions</p> <p>Practical work: Guide student on how to read basic chords progressions</p> <p>Activity: Organize the students in manageable groups to read basic chords progressions</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Read basic chords progressions 	<p>Demonstrate the ability to read basic chords progressions</p> <p>Use keyboard/piano and guitar to read basic chords progressions</p>	<p>Knowledge Evidence: Detailed knowledge of: Method used:</p> <p>The student should:</p> <ul style="list-style-type: none"> Define music chords Identify different music chords Describe music chords progressions Arrange different music chords 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments. String instruments 	36
		(b) Building tension and resolution	<p>Brainstorm: Guide students to build tension and resolution</p> <p>Practical work: Guide student on how to build tension and resolution</p> <p>Activity:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Build tension and resolution 	<p>Demonstrate the ability to build tension and resolution</p> <p>Use keyboard, piano, and guitar to build</p>	<p>Method used:</p> <p>The student should:</p> <ul style="list-style-type: none"> Define tension Identify various tensions and resolutions Describe how to build tensions and resolutions 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound 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		
			Organize the students in manageable groups to build tension and resolution		tension and resolution	<ul style="list-style-type: none"> Create tension and resolution 	<ul style="list-style-type: none"> Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
		(c)Reading extended chords (9th, 11th, 13th)	<p>Brainstorm: Guide the students to read extended chords (9th, 11th, 13th)</p> <p>Practical work: Lead the students to demonstrate how to read extended chords (9th, 11th, 13th)</p> <p>Activity: Organize the students in manageable groups to read extended chords (9th, 11th, 13th)</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Reading extended chords (9th, 11th, 13th) 	<p>Demonstrate the ability to read extended chords (9th, 11th, 13th)</p> <p>Use keyboard piano to read extended chords (9th, 11th, 13th)</p>	<p>Method used: The student should :</p> <ul style="list-style-type: none"> Define extended chords Clarify extended chords (9th, 11th, 13th) Describe reading extended chords (9th, 11th, 13th) Demonstrate fingers placement on keyboard and piano notes 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	

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		
		(d) Playing extended chords in various keys	<p>Brainstorm: Guide the students to Play extended chords in various keys</p> <p>Practical work: Guide the students to engage in playing extended chords in various keys</p> <p>Discussion: Organise the students in manageable groups to play extended chords in various keys</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Play extended chords in various keys 	<p>Demonstrate the ability to play extended chords in various keys</p> <p>Use keyboard/piano to play extended chords in various keys</p>	<p>Method used: The student should:</p> <ul style="list-style-type: none"> Define extended chords Identify extended chords in various keys Describe extended chords in various keys Demonstrate fingers placement on keyboard notes 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
		(e) Practicing extended chords in different progressions	<p>Practical work: Guide student on how to practice extended chords in different progressions</p> <p>Activity: Organise the students in manageable groups to practice extended</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Practice extended chords in different progression 	<p>Demonstrate the ability to practice extended chords in different progressions</p>	<p>Method used: The student should:</p> <ul style="list-style-type: none"> Define extended chords in different progressions Identify extended chords in different progressions 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer 	

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		
			chords in different progressions		Use keyboard/piano to practice extended chords in different progressions	<ul style="list-style-type: none"> Describe extended chords in different progression Demonstrate fingers placement on keyboard/piano to present different progression notes 	<ul style="list-style-type: none"> Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
		(f) Constructing basic chords (major, minor, diminished, augmented)	<p>Practical work: Guide the student on how to construct basic chords (major, minor, diminished, augmented)</p> <p>Discussion : Organise the students in manageable groups to construct basic chords (major, minor, diminished, augmented)</p>	<p>The student should be able to:</p> <p>Construct basic chords (major, minor, diminished, augmented)</p>	<p>Demonstrate the ability to construct basic chords (major, minor, diminished, augmented)</p> <p>Use keyboard/piano to construct basic chords (major, minor, diminished, augmented)</p>	<p>Method used: The student should :</p> <ul style="list-style-type: none"> Define basic chords (major and minor) Identify basic chords diminished and , augmented Describe basic chords (major, minor, diminished, augmented) Demonstrate fingers placement on keyboard/piano to construct basic chords (major, minor, diminished, augmented) 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments 	

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"> String instruments 	
	1.2 Mastering time signatures and rhythms	(a) Applying irregular time signatures (5/4, 7/4)	<p>Practical work: Guide the students on how to apply irregular time signatures (5/4, 7/4)</p> <p>Activity: Organize the students in manageable group to demonstrate how irregular time signatures (5/4, 7/4) are undertaken</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Apply irregular time signatures (5/4, 7/4) 	<p>Demonstrate the ability to apply irregular time signatures (5/4, 7/4)</p> <p>Use keyboard/piano to apply irregular time signatures (5/4, 7/4)</p>	<p>Method used: The student should illustrate how to:</p> <ul style="list-style-type: none"> Define irregular time signatures (5/4, 7/4) Identify irregular time signatures (5/4, 7/4) 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	36
		(b) Practicing complex rhythmic patterns (different types of syncopated rhythms)	<p>Brainstorm: Guide the students to practice complex rhythmic patterns (different types of syncopated rhythms)</p> <p>Practical work: Guide the students how to practice complex rhythmic patterns</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Practice complex rhythmic patterns (different 	<p>Demonstrate the ability to practice complex rhythmic patterns (different types of syncopated rhythms)</p>	<p>Method used: The student should describe how to:</p> <ul style="list-style-type: none"> Define complex rhythmic patterns Identify (different types of syncopated rhythms) 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound 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		
			(different types of syncopated rhythms) Activity: Organize the students in manageable groups to practice complex rhythmic patterns (different types of syncopated rhythms)	types of syncopated rhythms)	Use keyboard/piano to practice complex rhythmic patterns (different types of syncopated rhythms)	<ul style="list-style-type: none"> Practice complex rhythmic patterns (different types of syncopated rhythms) 	<ul style="list-style-type: none"> Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
	1.3 Analysing key signatures and tonality	(a) Applying major, minor, and modal scales (up to 6 sharps and flats)	<p>Brainstorm: Guide the students to define major, minor, and modal scales (up to 6 sharps and flats)</p> <p>Practical work: Guide the student on how to apply major, minor, and modal scales (up to 6 sharps and flats)</p> <p>Discussion: Organize the students in manageable groups to apply major, minor, and modal scales (up to 6 sharps and flats)</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Apply major, minor, and modal scales (up to 6 sharps and flats) 	<p>Demonstrate the ability to apply major, minor, and modal scales (up to 6 sharps and flats)</p> <p>Use keyboard/piano to apply major, minor, and modal scales (up to 6 sharps and flats)</p>	<p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Define major, minor, and modal scales Identify major, minor, and modal scales (up to 6 sharps and flats) <p>Use major, minor, and modal scales (up to 6 sharps and flats)</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	36

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) Constructing chromatic scale	<p>Brainstorm: Guide students to construct chromatic scale</p> <p>Activity: Organise the students in manageable groups to construct chromatic scale</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Construct chromatic scale 	<p>Demonstrate the ability to construct chromatic scale</p> <p>Use keyboard/piano to construct chromatic scale</p>	<p>Method used:</p> <p>The student should explain how to:</p> <ul style="list-style-type: none"> Define chromatic scale Identify chromatic scale Describe Pitches and Octave Construct chromatic scale 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
		(c) Modulating between keys	<p>Practical work: Guide the student on how to modulate between keys</p> <p>Activity: Organise the students in manageable groups to modulate between keys</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Practice modulating between different keys 	<p>Demonstrate the ability to modulate between keys</p> <p>Use keyboard/piano to modulating between keys</p>	<p>Method used:</p> <p>The student should explain how to:</p> <ul style="list-style-type: none"> Define Modulation between keys Identify (different types of syncopated rhythms) 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities 	

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"> Demonstrate modulation between different keys 	<ul style="list-style-type: none"> Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments. String instruments 	
	1.4 Writing counterpoint	(a) Writing in multipart voices and voice leading	<p>Practical work: Guide the student on how to write in multipart voices and voice leading</p> <p>Activity: Organise the students in manageable groups to write in multipart voices and voice leading</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Writing in multipart voices and voice leading 	<p>Demonstrate the ability to write in multipart voices and voice leading</p> <p>Use vocal, wind, blowing, key board and piano to write in multipart voices and voice leading</p>	<p>Method used: The student should</p> <ul style="list-style-type: none"> Define multipart voices and voice leading Identify multipart voices and voice leading 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	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		
		(b) Practicing compound intervals and double diminished Cadencies (perf, imperf, plagal, deceptive,)	<p>Practical work: Guide the student on how to practice compound intervals and double diminished Cadencies (perf, imperf, plagal, deceptive,)</p> <p>Activity: Organize the students in manageable group to modulating between keys</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Practice compound intervals and double diminished cadencies (perf, imperf, plagal, deceptive,) 	<p>Demonstrate the ability to practice compound intervals and double diminished cadencies (perf, imperf, plagal, deceptive,)</p> <p>Use vocal, wind, blowing, keyboard/piano to practice compound intervals and double diminished cadencies (perf, imperf, plagal, deceptive,)</p>		<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments String instruments 	
2.0 Mastering Saxophone Performance	2.1 Developing Saxophone Fundamentals	(a) Practicing proper posture and hand positioning	<p>g</p> <p>Practical work: Guide student on how to practice proper posture and hand positioning</p> <p>Activity: Organise the students in manageable</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Practice proper posture and hand positioning 	<p>Demonstrate the ability to practice proper posture and hand positioning</p> <p>Use Saxophone</p>	<p>Method used: The student should demonstrate how to:</p> <ul style="list-style-type: none"> Define proper posture and hand positioning on Saxophone Identify proper posture and hand 	<p>The following music instruments and sound equipment are to be available</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment 	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		
			groups to practice proper posture and hand positioning		wind and blowing to practice proper posture and hand positioning	positioning on Saxophone <ul style="list-style-type: none"> Practice proper posture and hand positioning on Saxophone, blowing and wind instruments 	<ul style="list-style-type: none"> Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments. Saxophone String instruments 	
		(b)Applying breathing techniques and embouchure development	<p>Brainstorm: Guide the students to illustrate breathing techniques and embouchure development</p> <p>Practical work: Guide the student on how to apply breathing techniques and embouchure development</p> <p>Activity: Organise the students in manageable groups to demonstrate various breathing techniques and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Apply breathing techniques and embouchure development 	Demonstrate the ability to apply breathing techniques and embouchure development Use vocal, wind, blowing, key board and piano to Applying breathing techniques and embouchure development		The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. 	

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		
			embouchure development				<ul style="list-style-type: none"> String instruments 	
		(c) Producing clear tone across octaves	Practical work: Guide the student to show how to produce clear tone across octaves	The student should be able to: Produce clear tone across octaves	Demonstrate the ability to produce clear tone across octaves Use vocal, wind, blowing, key board and piano to produce clear tone across octaves	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to produce clear tone across octaves Principles: The student should apply principles involved in producing clear tone across octaves Theories: The student should <ul style="list-style-type: none"> Define clear tone across octaves Describe clear tone across octaves Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> COSOTA and BASATA Music rules and regulations 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
	2.2 Enhancing Articulation and Dynamics	(a) Practicing tonguing	Brainstorm: Guide the students to identify tonguing practicing techniques	The student should be able to:	Demonstrate the ability to practice tonguing	Knowledge evidence: Detailed knowledge of: Method used: The student should	The following music instruments and sound equipment are to be available:	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		
		techniques for legato, staccato, and marcato	for legato, staccato, and marcato Activity: Organise the students in manageable groups to practice tonguing techniques for legato, staccato, and marcato	<ul style="list-style-type: none"> Practice tonguing techniques for legato, staccato, and marcato 	techniques for legato, staccato, and marcato Use keyboard/piano, wind and blowing instruments to practice tonguing techniques for legato, staccato, and marcato	demonstrate how to practice tonguing techniques for legato, staccato, and marcato Principles: The student should identify principles involved in practicing tonguing techniques Theories: The student should <ul style="list-style-type: none"> Define tonguing techniques Describe legato, staccato, and marcato Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
		(b) Controlling dynamics (piano, forte, crescendos, and	Practical work: Guide the student to show how to control dynamics (piano, forte, crescendos, and decrescendos)	The student should be able to: Control dynamics (piano, forte, crescendos, and decrescendos)	Demonstrate the ability to control dynamics (piano, forte, crescendos, and decrescendos)	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to control dynamics (forte, crescendos, and decrescendos) Principles: The student should explain principles	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound 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		
		decre cendos)	Activity: Organise the students in manageable groups demonstrate step-by-step how to control dynamics (piano, forte, crescendos, and decrescendos)		Use keyboard, piano, wind and blowing instruments to control dynamics (piano, forte, crescendos, and decrescendos)	involved in controlling dynamics (forte, crescendos, and decrescendos) Theories: The student should: <ul style="list-style-type: none"> Define dynamics Describe forte, crescendos, and decrescendos Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments. String instruments 	
		(c) Using vibrato effectively for expression	Brainstorm: Guide students to use vibrato effectively for expression Practical work: Guide student on how to use vibrato effectively for expression Activity: Organize the students in manageable group to use vibrato effectively for expression	The student should be able to: Use vibrato effectively for expression	Demonstrate the ability to use vibrato effectively for expression Use keyboard, piano, wind and blowing instruments to use vibrato effectively for expression	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use vibrato effectively for expression Principles: The student should identify principles involved in using vibrato effectively for expression Theories: The student should -Define and describe vibrato	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard 	

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		
						effectively for expression Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules	<ul style="list-style-type: none"> • Percussions • Wind and blowing instruments. • String instruments 	
	2.3 Performing Repertoire and Improvising	(a) Exploring jazz scales and modes (e.g., Dorian, Mixolydian)	<p>Practical work: Guide the student on how to explore jazz scales and modes (e.g., Dorian, Mixolydian)</p> <p>Activity: Organise the students in manageable groups to explore jazz scales and modes (e.g., Dorian, Mixolydian)</p>	<p>The student should be able to:</p> <p>Explore different jazz scales and modes</p>	<p>Demonstrate the ability to explore jazz scales and modes</p> <p>Use keyboard, piano, wind and blowing instruments to explore jazz scales and modes</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to explore jazz scales and modes</p> <p>Principles: The student should explain principles involved in exploring jazz scales and modes</p> <p>Theories: The student should : -</p> <ul style="list-style-type: none"> • Define and identify jazz • Describe scales and modes <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/keyboard • Percussions. • Wind and blowing instruments. • String instruments 	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		
		(b) Performing classical and jazz saxophone repertoire.	<p>Brainstorm: Guide the students to provide their views around how to perform classical and jazz saxophone repertoire.</p> <p>Activity: Organise the students in manageable groups to perform classical and jazz saxophone repertoire.</p>	<p>The student should be able to:</p> <p>Perform classical and jazz saxophone repertoire.</p>	<p>Demonstrate the ability to perform classical and jazz saxophone repertoire</p> <p>Use keyboard, piano, wind and blowing instruments to perform classical and jazz saxophone repertoire</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should show how to perform classical and jazz saxophone repertoire</p> <p>Principles: The student should describe principles involved in jazz saxophone repertoire</p> <p>Theories: The student should : -</p> <ul style="list-style-type: none"> • Define classical jazz • Describe saxophone repertoire <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/keyboard • Percussions • Wind and blowing instruments • String instruments 	
		(c) Improvising over simple	<p>Brainstorm: Guide the students to differentiate various ways to improvise over</p>	<p>The student should be able to:</p>	<p>Demonstrate the ability to improvise over</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate</p>	<p>The following music instruments and sound equipment are to be available:</p>	

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		
		chord progressions.	simple chord progressions Practical work: Guide the student to show how to improvise over simple chord progressions	Improvise over simple chord progressions	simple chord progressions Use keyboard, piano, wind, and blowing instruments to improvise over simple chord progressions	how to improvise over simple chord progressions Principles: The student should describe principles involved in improvising over simple chord progressions Theories: The student should - <ul style="list-style-type: none"> Define improvisation Describe simple chord progressions Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules	<ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
3.0 Developing Trumpet Performance Skills	3.1 Building Trumpet Basics and Tone	(a) Practicing proper embouchure and mouthpiece placement.	Brainstorm: Guide the students to illustrate how to practice proper embouchure and mouthpiece placement. Practical work: Guide the student on how to practice proper	The student should be able to: Practice proper embouchure and mouthpiece placement	Demonstrate the ability to practice proper embouchure and mouthpiece placement Use keyboard, piano, wind	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to practice proper embouchure and mouthpiece placement Principles: The student should list principles involved in practicing	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities 	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		
			embouchure and mouthpiece placement.		and blowing instruments to practice proper embouchure and mouthpiece placement	proper embouchure and mouthpiece placement Theories: The student should explain: - <ul style="list-style-type: none"> Define embouchure Describe embouchure and mouthpiece placement Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA rules	<ul style="list-style-type: none"> Sound recorder Audio equipment Analogue and digital music equipment Percussions Wind and blowing instruments 	
		(b) Playing long-tone exercises for tone consistency .	Brainstorm: Guide students to describe how to play long-tone exercises for tone consistency Practical work: Organise the students in manageable groups to play long-tone exercises for tone consistency	The student should be able to: Playing long-tone exercises for tone consistency	Demonstrate the ability to play long-tone exercises for tone consistency Use keyboard, piano, wind and blowing instruments to play long-tone exercises for tone consistency	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to play long-tone exercises for tone consistency Principles: The student should explain principles involved in playing long-tone exercises for tone consistency Theories: The student should : - <ul style="list-style-type: none"> Define long-tone 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions 	

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"> Describe playing long-tone consistency Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules	<ul style="list-style-type: none"> Wind and blowing instruments. String instruments 	
		(c) Supporting breath control for endurance.	Brainstorm: Guide the students to define various support breath control for endurance Practical work: Organise the students in manageable groups to support breath control for endurance	The student should be able to: Support breath control for endurance	Demonstrate the ability to support breath control for endurance Use wind, and blowing instruments to support breath control for endurance	Knowledge evidence: Detailed knowledge of: Method used: The student should explain demonstrate how to support breath control for endurance Principles: The student should use principles involved in supporting breath control for endurance Theories: The student should: - <ul style="list-style-type: none"> Define breath control Describe breath control for endurance Circumstantial knowledge Detailed knowledge about:	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments String instruments 	

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		
						COSOTA and BASATA Music rules		
	3.2 Expanding Range and Flexibility	(a) Playing lip slurs and interval exercises.	Brainstorm: Guide students to describe how to play lip slurs and interval exercises. Practical work: Guide the student on how to play lip slurs and interval exercises.	The student should be able to: Playing lip slurs and interval exercises.	Demonstrate the ability to play lip slurs and interval exercises. Use wind and blowing instruments to play lip slurs and interval exercises.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to play lip slurs and interval exercises. Principles: The student should indicate principles involved in playing lip slurs and interval exercises. Theories: The student should explain illustrate how to: - • Define lip slurs • Describe lip slurs and interval. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	The following music instruments and sound equipment are to be available: • Musical instruments • Computer • Printer • Sound equipment • Stage facilities. • Sound recorder • Audio equipment • Analogue and digital music equipment • Percussions • Wind and blowing instruments • String instruments	45
		(b) Practicing flexibility drills across different registers.	Brainstorm: Guide students to define registers Practical work: Organize the students in manageable group to	The student should be able to: Practice flexibility	Demonstrates the ability to practice flexibility drills across	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to practice	The following music instruments and sound equipment are to be available: • Musical instruments	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			practice flexibility drills across different registers	drills across different registers	different registers Use, wind and blowing instruments to practice flexibility drills across different registers	flexibility drills across different registers Principles: The student should identify principles involved in practicing flexibility drills across different registers Theories: The student should : - <ul style="list-style-type: none"> Define registers Describe flexibility drill across registers Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
		(c) Performing arpeggios and scales with precision.	Brainstorm: Guide the students to demonstrate how perform arpeggios and scales with precision Activity: Organise the students in manageable groups to perform arpeggios and scales with precision	The student should be able to: Perform arpeggios and scales with precision.	Demonstrate the ability to perform arpeggios and scales with precision. Use keyboard/piano instruments to performing arpeggios and	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform arpeggios and scales with precision. Principles: The student should describe principles involved in performing arpeggios and scales with precision.	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio 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		
					scales with precision.	<p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> Define arpeggios Describe arpeggios and scales with precision. <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules</p>	<ul style="list-style-type: none"> Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
	3.3 Performing with Expression	(a) Playing with phrasing and musicality in classical and jazz pieces.	<p>Brainstorm: Guide the students to define phrasing and describe classical and jazz pieces. Activity: Organise the students in manageable groups to play with phrasing and musicality in classical and jazz pieces.</p>	<p>The student should be able to:</p> <p>Play with phrasing and musicality in classical and jazz pieces.</p>	<p>Demonstrate the ability to play with phrasing and musicality in classical and jazz pieces. .</p> <p>Use keyboard/piano instruments to play with phrasing and musicality in classical and jazz pieces.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to play with phrasing and musicality in classical and jazz pieces. Principles: The student should use principles involved in playing with phrasing and musicality in classical and jazz pieces. Theories: The student should : -</p> <ul style="list-style-type: none"> Define phrasing Describe classical and jazz pieces. <p>Circumstantial knowledge</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	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		
						Detailed knowledge about: COSOTA and BASATA Music rules		
		(b) Using mutes for dynamic changes (straight, cup, and harmony).	Brainstorm: Guide the students to illustrate how to use mutes for dynamic changes (straight, cup, and harmony). Activity: Organise the students in manageable groups to use mutes for dynamic changes (straight, cup, and harmony).	The student should be able to: Use mutes for dynamic changes (straight, cup, and harmony).	Demonstrate the ability to use mutes for dynamic changes (straight, cup, and harmony). Use keyboard, piano, wind, and string instruments to make mutes for dynamic changes (straight, cup, and harmony).	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use mutes for dynamic changes (straight, cup, and harmony). Principles: The student should describe principles involved in using mutes for dynamic changes (straight, cup, and harmony). Theories: The student should : - <ul style="list-style-type: none"> • Define mutes • Describe mutes for dynamic changes Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Sound equipment • Stage facilities • Sound recorder • Audio equipment • Analogue and digital music equipment • Piano/keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(c) Improvising with the blues scale.	Brainstorm: Guide the students to share their views on how improvise with	The student should be able to:	Demonstrate the ability to improvise with the blues scale	Knowledge evidence: Detailed knowledge of: Method used: The student should describe	The following music instruments and sound equipment 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		
			blues scale Activity: Organise the students in manageable groups to demonstrate how improvising with blues scale is carried out.	Improvise with the blues scale.	Use keyboard, piano, string, and wind instruments to improvise with the blues scale	how to improvise with the blues scale Principles: The student should outline principles involved in improvising with the blues scale Theories: The student should : - <ul style="list-style-type: none"> Define blues scales Describe improvisation with the blues scale. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules	<ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
0 Mastering Piano Techniques	4.1 Practicing Technical Mastery	(a) Playing scales and arpeggios in major and minor keys (five to six sharps and flats in two octaves).	Brainstorm: Guide the students share their ideas on how to play scales and arpeggios in major and minor keys (five to six sharps and flats in two octaves). Practical work: Organise the students in manageable groups to play scales and arpeggios in major and minor keys (five to six	The student should be able to: Play scales and arpeggios in major and minor keys (five to six sharps and flats in two octaves).	Demonstrate the ability to play scales and arpeggios in major and minor keys (five to six sharps and flats in two octaves). Use keyboard, piano, string, and wind	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to play scales and arpeggios in major and minor keys (five to six sharps and flats in two octaves). Principles: The student should explain principles involved in playing scales and arpeggios in	This element can be achieved at school workshop. The following tools and equipment should be made available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment 	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		
			sharps and flats in two octaves).		instruments to play scales and arpeggios in major and minor keys (five to six sharps and flats in two octaves).	major and minor keys (five to six sharps and flats in two octaves). Theories: The student should: - <ul style="list-style-type: none"> Define scales and arpeggios in major and minor keys Describe playing scales and arpeggios in major and minor keys. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Analogue and digital music equipment Piano/keyboard Percussions Wind and blowing instruments String instruments 	
		(b) Strengthening finger independence through exercises.	Brainstorm: Guide the students to define finger independence . Practical work: Guide the students on how to strengthen finger independence through exercises.	The student should be able to: Strengthen finger Independence through exercises.	Demonstrate the ability to strengthen finger independence through exercises. Use keyboard, piano, string, and wind instruments to	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to strengthen finger independence through exercises. Principles: The student should outline principles involved in strengthening finger	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio 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		
					strengthen finger independence through exercises.	independence through exercises. Theories: The student should : - <ul style="list-style-type: none"> Define finger independence Describe ways of strengthening finger independence through exercises. . Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
		(c) Practicing broken chords and inversions. (7 th , 9 th , 11 th)	Brainstorm: Guide the students to demonstrate how broken chords and inversions are practiced. (7 th , 9 th , 11 th) Practical work: Organise the students in manageable groups to practice broken chords and inversions. (7 th , 9 th , 11 th)	The student should be able to: Practice broken chords and inversions. (7 th , 9 th , 11 th)	Demonstrate the ability to practice broken chords and inversions. (7 th , 9 th , 11 th) Use keyboard, piano, string and wind instruments to practice broken chords and inversions. (7 th , 9 th , 11 th)	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to practice broken chords and inversions. (7 th , 9 th , 11 th) Principles: The student should identify principles involved in practicing broken chords and inversions. (7 th , 9 th , 11 th) Theories: The student should : -	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard 	

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"> Define broken chords and inversions. Describe broken chords and inversions. (7th, 9th, 11th). <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<ul style="list-style-type: none"> Percussions. Wind and blowing instruments. String instruments 	
	4.2 Expressing Through Dynamics and Pedaling	(a) Using sustain and soft pedals effectively.	<p>Brainstorm: Guide the students to define sustain and soft pedals .</p> <p>Practical work: Organise the students in manageable group to demonstrate how to use sustain and soft pedals effectively.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Use sustain and soft pedals effectively. 	<p>Demonstrate the ability to use sustain and soft pedals effectively.</p> <p>Use piano employ sustain and soft pedals effectively.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should show how to use sustain and soft pedals effectively. Principles: The student should identify principles involved in using sustain and soft pedals effectively. Theories: The student should be able: -</p> <ul style="list-style-type: none"> Define sustain and soft pedals 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. 	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"> State utilization of sustain and soft pedals Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Wind and blowing instruments. String instruments 	
		(b) Shaping phrasing with dynamics and articulation.	Brainstorm: Guide the students to seek an understanding of phrasing with dynamics and articulation Practical work: Guide the student on how to shape phrasing with dynamics and articulation. Activity: Organise the students in manageable groups to shape phrasing with dynamics and articulation.	The student should be able to: Shape phrasing with dynamics and articulation.	Demonstrate the ability to shape phrasing with dynamics and articulation. Use keyboard, piano, string and wind instruments to shape phrasing with dynamics and articulation.	Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to shape phrasing with dynamics and articulation. Principles: The student should indicate principles involved in shaping phrasing with dynamics and articulation. Theories: The student should : - <ul style="list-style-type: none"> Define phrasing Describe phrasing with dynamics and articulation. Circumstantial knowledge	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	

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		
						Detailed knowledge about: COSOTA and BASATA Music rules and regulations		
		(c) Interpreting mood and style across genres.	Brainstorm: Guide students to interpret mood and style across genres. Practical work: Guide student on how to interpret mood and style across genres.	The student should be able to: Interpret mood and style across genres.	Demonstrate the ability to interpret mood and style across genres. Use keyboard, piano, string, and wind instruments to interpret mood and style across genres.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to interpret mood and style across genres. Principles: The student should use principles involved in interpreting mood and style across genres. Theories: The student should: - <ul style="list-style-type: none"> • Define mood • Identify and describe mood and style across genres. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
	4.3 Performing Repertoire	(a) Playing classical, jazz, and	Brainstorm: Guide students to play classical, jazz, and contemporary pieces	The student should be able to:	Demonstrate the ability to play classical, jazz, and	Knowledge evidence: Detailed knowledge of: Method used: The student should explain	The following music instruments and sound equipment 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
				Process Assessment	Services Assessment	Knowledge Assessment		
	and Sight- Reading	contemporary pieces	Practical work: Guide the student to demonstrate on how to play classical, jazz, and contemporary pieces style across genres.	Play classical, jazz, and contemporary pieces	contemporary pieces Use keyboard, piano, string, and wind instruments to play classical, jazz, and contemporary pieces	how to: play classical, jazz, and contemporary pieces Principles: The student should describe principles involved in playing classical, jazz, and contemporary pieces. Theories: The student should : - <ul style="list-style-type: none"> Define classical, jazz, and contemporary pieces Identify classical, jazz, and contemporary pieces. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Musical instruments Computer Printer Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
		(b) Applying sight-reading.	Brainstorm: To gain insights into the concept of sight-reading. Practical work: Guide the student on how to apply sight-reading.	The student should be able to: Apply sight-reading.	Demonstrate the ability to apply sight-reading. Use keyboard, piano, string, and wind	Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to apply sight-reading. Principles: The student should explain principles	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer 	

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		
					instruments to apply sight-reading.	involved in apply sight-reading. Theories: The student should : <ul style="list-style-type: none"> Define sight-reading. Describe sight-reading. Demonstrate sight reading Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA on Music rules and regulations	<ul style="list-style-type: none"> Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
		(c) Memorizing pieces for solo performance.	Brainstorm: Guide the students to identify pieces for solo performance. Practical work: Organise the students in manageable group to memorize pieces for solo performance	The student should be able to: Memorize pieces for solo performance.	Demonstrate the ability to memorize pieces for solo performance. Use keyboard, piano, string, and wind instruments to memorize pieces for solo performance.	Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to memorize pieces for solo performance. Principles: The student should mention principles involved in memorizing pieces for solo performance. Theories: The student should : - <ul style="list-style-type: none"> Define memorize 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio 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		
						<ul style="list-style-type: none"> Demonstrate different methods of memorizing pieces for solo performance Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	
5.0 Performing Drum set	5.1 Practicing Rhythm and Coordination	(a) Performing mastering for rock, jazz, and Latin rhythms.	Brainstorm: Guide the students to share their experiences on how perform mastering for rock, jazz, and Latin rhythms Practical work: Organise the students in manageable groups to perform mastering for rock, jazz, and Latin rhythms.	The student should be able to: Performing mastering for rock, jazz, and Latin rhythms	Demonstrate the ability to perform mastering for rock, jazz, and Latin rhythm Use audio, analogue and digital music equipment to perform mastering for rock, jazz, and Latin rhythms.	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to perform mastering for rock, jazz, and Latin rhythms. Principles: The student should explain principles involved in performing mastering for rock, jazz, and Latin rhythms. Theories: The student should - <ul style="list-style-type: none"> Define mastering Describe rock, jazz, and Latin rhythms. Perform mastering for rock, jazz, and Latin rhythms. 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. 	54

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		
						Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> String instruments 	
		(b)Applying hand-foot coordination through rudiments.	Brainstorm: Guide the students to define hand-foot coordination Practical work: Organise the students in manageable groups to share how to apply hand-foot coordination through rudiments	The student should be able to: Applying hand-foot coordination through rudiments.	Demonstrate the ability to apply hand-foot coordination through rudiments Use keyboard, piano, string, and wind instruments to apply hand-foot coordination through rudiments	Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to apply hand-foot coordination through rudiments. Principles: The student should state principles involved in applying hand-foot coordination through rudiments Theories: The student should be able to: - <ul style="list-style-type: none"> Define hand-foot coordination Describe hand-foot coordination through rudiments Circumstantial knowledge Detailed knowledge about:	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Wind and blowing instruments. String instruments 	

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		
						COSOTA and BASATA Music rules and regulations		
		(c) Practicing syncopation and poly rhythms	<p>Brainstorm: Guide the students to share their knowledge on how to practice syncopation and poly rhythms.</p> <p>Practical work: Lead the student to provide procedures for practicing syncopation and poly rhythms.</p>	<p>The student should be able to:</p> <p>Practice syncopation and poly rhythms</p>	<p>Demonstrate the ability to practice syncopation and poly rhythms.</p> <p>Use keyboard, piano, string, and wind instruments to practice syncopation and poly rhythms</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to practice syncopation and poly rhythms Principles: The student should explain principles involved in practicing syncopation and poly rhythms. Theories: The student should : -</p> <ul style="list-style-type: none"> • Define syncopation and poly rhythms • Identify different methods of practicing syncopation and poly rhythms. <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Pencil • Notebook • Sound equipment • Stage facilities • Sound recorder • Audio equipment • Analogue and digital music equipment • Piano/keyboard • Percussions • Wind and blowing instruments • String instruments 	

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		
	5.2 Building Dynamics and Groove	(a) Playing dynamics (soft, loud, accents).	Brainstorm: Guide the students to share various strategies for playing dynamics (soft, loud, accents). Practical work: Organise the students in manageable groups to play dynamics (soft, loud, accents).	The student should be able to: Play dynamics (soft, loud, accents)	Demonstrate the ability to play dynamics (soft, loud, accents). Use keyboard, piano, string, and wind instruments to play dynamics (soft, loud, accents).	Knowledge evidence: Detailed knowledge of: Method used: The student should write how to play dynamics (soft, loud, accents). Principles: The student should use principles involved in playing dynamics (soft, loud, accents) Theories: The student should : <ul style="list-style-type: none"> Define play dynamics List different methods of playing dynamics (soft, loud, accents) Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment <ul style="list-style-type: none"> Piano/keyboar d Percussions. Wind and blowing instruments. String instruments 	54
		(b) Using grooves on rock, funk, and jazz.	Brainstorm: Lead students to identify different ways of using grooves on rock, funk, and jazz. Practical work:	The student should be able to: Use grooves on rock, funk, and jazz.	Demonstrate the ability to use grooves on rock, funk, and jazz.	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to use grooves on rock, funk, and jazz.	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer 	

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		
			Organise the students in manageable groups to demonstrate various procedures for using grooves on rock, funk, and jazz		Employ percussion, drums, keyboard, piano, string, and wind instruments to use grooves on rock, funk, and jazz.	<p>Principles: The student should explain principles involved in using grooves on rock, funk, and jazz.</p> <p>Theories: The student should : -</p> <ul style="list-style-type: none"> • Define grooves • Identify different methods of using grooves on rock, funk, and jazz. <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<ul style="list-style-type: none"> • Printer • Pencil • Notebook • Sound equipment • Stage facilities • Sound recorder • Audio equipment. • Analogue and digital music equipment • Piano/keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(c) Creating fills for smooth transitions between sections.	<p>Brainstorm: Guide the students to define fills .</p> <p>Practical work: Guide the student on how to create fills for smooth transitions between sections.</p>	<p>The student should be able to:</p> <p>Create fills for smooth transitions between sections.</p>	<p>Demonstrate the ability to create fills for smooth transitions between sections.</p> <p>Use keyboard, piano, string, and wind instruments to create fills for smooth</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to create fills for smooth transitions between sections.</p> <p>Principles: The student should identify principles involved in creating fills for smooth transitions between sections.</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Pencil • Notebook • Sound equipment • Stage facilities • Sound recorder • Audio 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		
					transitions between sections.	<p>Theories: The student should Describe fills for smooth transitions between sections</p> <p>Circumstantial knowledge</p> <p>Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<ul style="list-style-type: none"> • Analogue and digital music equipment • Piano/keyboard • Percussions • Drums • Wind and blowing instruments • String instruments 	
	5.3 Applying Skills to Drum Set Performance	(a) Playing metronome and click tracks.	<p>Brainstorm: Guide the students to share their understanding around play metronome and click tracks.</p> <p>Practical work: Organise the students in manageable groups to play metronome and click tracks.</p>	<p>The student should be able to:</p> <p>Play metronome and click tracks.</p>	<p>Demonstrate the ability to create fills for playing metronome and click tracks</p> <p>Use keyboard, piano, string and wind instruments to play metronome and click tracks.</p>	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should illustrate how to play metronome and click tracks.</p> <p>Principles: The student should explain principles involved in playing metronome and click tracks.</p> <p>Theories: The student should : -</p> <ul style="list-style-type: none"> • Define metronome • Describe metronome and click tracks. sections <p>Circumstantial knowledge</p> <p>Detailed knowledge about:</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Pencil • Notebook • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/keyboard • Percussions. • Drums • Wind and blowing instruments. 	57

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		
						COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> String instruments 	
		(b) Accompanying a band in diverse genres.	<p>Brainstorm: Guide the students to define genres in the context of music.</p> <p>Practical work: Organise the students in manageable groups to illustrate how to accompany a band in diverse genres.</p>	<p>The student should be able to:</p> <p>Accompany a band in diverse genres.</p>	<p>Demonstrate the ability to accompany a band in diverse genres.</p> <p>Use keyboard, piano, string, and wind instruments to accompany a band in diverse genres.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain the procedures of accompanying a band in diverse genres. Principles: The student should clarify principles involved in accompanying a band in diverse genres. Theories: The student should : -</p> <ul style="list-style-type: none"> Define genres. Describe band in diverse genres. <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions. Drums Wind and blowing instruments. String instruments 	
		(c) Performing Solo drum set.	<p>Brainstorm: Guide students to perform solo drum set</p> <p>Practical work:</p>	<p>The student should be able to:</p> <p>Perform solo drum</p>	<p>Demonstrate the ability to perform solo drum set.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform solo drum set.</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments 	

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		
			Guide student on how to perform solo drum set Activity: Organize the students in manageable group to perform solo drum set	set	Use percussion, drum set, keyboard, piano, string and wind instruments to performing Solo drum set	Principles: The student should use principles involved in performing solo drum set. Theories: The student should : - <ul style="list-style-type: none"> Define Solo Describe how to perform solo drum set. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio equipment Analogue and digital music equipment Piano/keyboard Percussions Drums Wind and blowing instruments String instruments 	
6.0 Developing Guitar Performance Skills	6.1 Practicing Chords and Strumming	(a) Mastering open and barre chords.	Brainstorm: Guide the students to describe strategies put forward to master open and barre chords. Practical work: Guide the student on how to master open and barre chords.	The student should be able to: Master open and barre chords.	Demonstrate the ability to master open and barre chords. Use guitar, percussion, drum set, keyboard, piano, string, and wind instruments to master open	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to master open and barre chords Principles: The student should use principles involved in mastering open and barre chords. Theories: The student should define and describe open and barre chords.	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio equipment 	51

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		
					and barre chords.	Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> • Analogue and digital music equipment • Piano/keyboard • Percussions • Drums • Wind and blowing instruments • String instruments 	
		(b) Practicing strumming patterns for pop, rock, and reggae.	<p>Brainstorm: Guide students to practice strumming patterns for pop, rock, and reggae</p> <p>Practical work: Guide student on how to practice strumming patterns for pop, rock, and reggae.</p>	<p>The student should be able to:</p> <p>Practice strumming patterns for pop, rock, and reggae. Demonstrate by practicing strumming patterns for pop, rock, and reggae.</p>	<p>Demonstrate the ability to practice strumming patterns for pop, rock, and reggae.</p> <p>Use percussion, drum set, keyboard, piano, string and wind instruments to practice strumming patterns for pop, rock, and reggae.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to practice strumming patterns for pop, rock, and reggae. Principles: The student should point out principles involved in practicing strumming patterns for pop, rock, and reggae. Theories: The student should : -</p> <ul style="list-style-type: none"> • Define strumming • Describe strumming patterns for pop, rock, and reggae. <p>Circumstantial knowledge Detailed knowledge about:</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Pencil • Notebook • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/keyboard • Percussions • Drums • Wind and blowing instruments 	

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		
						COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> String instruments 	
		(c) Playing transitioning smoothly between chords in songs.	<p>Brainstorm: Guide the students to share their perspectives about play transitioning smoothly between chords in songs.</p> <p>Practical work: Organize the students in manageable group to play transitioning smoothly between chords in songs.</p>	<p>The student should be able to:</p> <p>Play transitioning smoothly between chords in songs.</p>	<p>Demonstrate the ability to play transitioning smoothly between chords in songs.</p> <p>Use percussion, drum set, keyboard, piano, string, and wind instruments to play transitioning smoothly between chords in songs.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to play transitioning smoothly between chords in songs.</p> <p>Principles: The student should show principles involved in playing transitioning smoothly between chords in songs.</p> <p>Theories: The student should: -</p> <ul style="list-style-type: none"> Define transitioning Describe transitioning smoothly between chords in songs. <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions. Drums Wind and blowing instruments. String instruments 	

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		
	6.2 Exploring Lead Guitar and Improvisation	(a) Playing scales (pentatonic, major, and minor).	<p>Practical work: Guide the student on how to play scales (pentatonic, major, and minor).</p> <p>Discussion: Organize the students in manageable groups to play scales (pentatonic, major, and minor).</p>	<p>The student should be able to:</p> <p>Playing scales (pentatonic, major, and minor).</p>	<p>Demonstrate the ability to play scales (pentatonic, major, and minor).</p> <p>Use percussion, drum set, keyboard, piano, string, and wind instruments to play scales (pentatonic, major, and minor).</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to play scales (pentatonic, major, and minor). Principles: The student should apply principles involved in playing scales (pentatonic, major, and minor). Theories: The student should -</p> <ul style="list-style-type: none"> Define scales Describe scales (pentatonic, major, and minor). <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/keyboard Percussions Drums Wind and blowing instruments String instruments 	51
		(b) Applying lead techniques (hammer-on, pull-offs, slides).	<p>Practical work: Guide the student on how to apply lead techniques (hammer-on, pull-offs, slides).</p>	<p>The student should be able to:</p> <p>Apply lead techniques (hammer-on, pull-</p>	<p>Demonstrate the ability to apply lead techniques (hammer-on, pull-offs, slides).</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to apply lead techniques (hammer-on, pull-offs slides).</p>	<p>This element can be achieved at school workshop. The following tools and equipment should be made available:</p> <ul style="list-style-type: none"> Musical instruments 	

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		
			Discussion: Organize the students in manageable groups to discuss how to apply lead techniques (hammer-on, pull-offs, slides).	offs, slides)	Use percussion, drum set, keyboard, piano, string and wind instruments to apply lead techniques (hammer-on, pull-offs, slides).	Principles: The student should outline principles involved in applying lead techniques (hammer-on, pull-offs slides). Theories: The student should define lead techniques songs. Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> • Computer • Printer • Pencil • Notebook • Sound equipment • Stage facilities • Sound recorder • Audio equipment • Analogue and digital music equipment • Piano/keyboard • Percussions. • Drums • Wind and blowing instruments • String instruments 	
		(c) Improvising over common chord progressions.	Brainstorm: Guide students to identify ways to improvise over common chord progressions Practical work: Guide student on how to improvise over common chord progressions Activity: Organize the students in manageable groups to play transitioning smoothly	The student should be able to: Improvise over common chord progressions.	Demonstrate the ability to improvise over common chord progressions Use percussion, drum set, keyboard, piano, string and wind instruments to improvise over common chord	Knowledge evidence: Detailed knowledge of: Method used: The student should state how to improvise over common chord progressions Principles: The student should illustrate principles involved in improvising over common chord progressions smoothly between chords in songs.	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Pencil • Notebook • Sound equipment. • Stage facilities. • Sound recorder. • Audio 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		
			between chords in songs.		progressions between chords in songs.	<p>Theories: The student should -</p> <ul style="list-style-type: none"> Define chord progressions Describe ways of improvisation over common chord progressions <p>Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations</p>	<ul style="list-style-type: none"> Analogue and digital music equipment Piano/keyboard Percussions. Drums Wind and blowing instruments. String instruments 	
	6.3 Developing Finger style and Solo Performance	(a) Practicing fingerpicking patterns for folk and classical styles.	<p>Brainstorm: Guide students to identify finger picking patterns for folk and classical styles</p> <p>Practical work: Guide students on how to practice finger picking patterns for folk and classical styles</p> <p>Activity: Organize students in manageable groups to practice finger picking patterns for folk and classical styles</p>	<p>The student should be able to:</p> <p>practice finger picking patterns for folk and classical styles</p>	Demonstrate the ability to practice finger picking patterns for folk and classical styles	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: practice finger picking patterns for folk and classical styles</p> <p>Principles: The student should explain principles involved in practicing finger picking patterns for folk and classical styles</p> <p>Theories: The student should be able to: -</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/Keyboard 	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		
						<ul style="list-style-type: none"> Describe finger picking patterns Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Percussions. Drums Wind and blowing instruments. String instruments 	
		(b) Combining melody and chords in solo arrangements.	Practical work: Guide student on how to improvise over common chord progressions Discussion: Organise the students in manageable groups to play transitioning smoothly between chords in songs.	The student should be able to: Improvise over common chord progressions.	Demonstrate the ability to improvise over common chord progressions Use percussion, drum set, keyboard, piano, string, and wind instruments to improvise over common chord progressions between chords in songs.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to improvise over common chord progressions Principles: The student should mention principles involved in improvising over common chord progressions smoothly between chords in songs. Theories: The student should be able to: - <ul style="list-style-type: none"> Define chord progressions Describe improvisation over common chord progressions 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Drums Wind and blowing instruments. String instruments 	

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		
						Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations		
		(c) Performing solo guitar pieces	Brainstorm: Guide students to define p solo guitar pieces Practical work: Guide student on how to perform solo guitar pieces Discussion : Organise the students in manageable groups to perform solo guitar pieces	The student should be able to: Performing solo guitar pieces	Demonstrate the ability to perform solo guitar pieces Use percussion, drum set, keyboard, piano, string and wind instruments to perform solo guitar pieces	Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to perform solo guitar pieces Principles: The student should list principles involved in performing solo guitar pieces Theories: The student should : <ul style="list-style-type: none"> • Define guitar pieces • Describe solo guitar pieces Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Computer • Printer • Pencil • Notebook • Sound equipment • Stage facilities • Sound recorder • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions • Drums • Wind and blowing instruments • String instruments 	

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		
7.0 Music Business and Industry	7.1 Copyright and Music Law	(a) Applying copyright laws	<p>Brainstorm: Guide the students to understand how to apply copyright laws</p> <p>Practical work: Guide student on how to apply copyright laws</p> <p>Discussion: Organize the students in manageable group to apply copyright laws</p>	<p>The student should be able to:</p> <p>Apply copyright laws</p>	<p>Demonstrate the ability to apply copyright laws</p> <p>Use legal documents, books policies and contracts to apply copyright laws</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to apply copyright laws Principles: The student should give examples of principles involved in applying copyright laws Theories: The student should : -</p> <ul style="list-style-type: none"> • Define copyright laws • Describe application copyright laws <p>Circumstantial knowledge Detailed knowledge about: COSOTA, BRELA and BASATA Music rules and regulations</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Legal document • Certificate, deed, bond, contract, will • Legislative act, court writ or process • International law and agreements (treaties, conventions, international and regional agreements) • Statutory law • Criminal law • Contract law • Investment law • Environmental law • Presidential and ministerial decrees • Policies • Computer • Printer • Scanner 	45
		(b) Applying Licensing and royalties	<p>Brainstorm: Guide the students to apply licensing and royalties</p>	<p>The student should be able to:</p>	<p>Demonstrate the ability to apply licensing and royalties</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should describe</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Legal document 	

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>Discussion : Guide the students to discuss how to apply licensing and royalties</p>	Apply licensing and royalties	Use legal documents, books policies and contracts to apply copyright laws	<p>how to apply licensing and royalties Principles: The student should identify principles involved in performing solo guitar pieces Theories: The student should : -</p> <ul style="list-style-type: none"> Define licensing and royalties Describe licensing and royalties <p>Circumstantial knowledge Detailed knowledge about: COSOTA, BRELA and BASATA Music rules and regulations</p>	<ul style="list-style-type: none"> Certificate, deed, bond, contract, will Legislative act, court writ or process International law and agreements (treaties, conventions, international and regional agreements) Statutory law Criminal law Contract law Investment law Environmental law Presidential and ministerial decrees Policies Computer Printer Scanner 	
	7.2 Marketing and Promotion	(a) Performing branding and self-promotion	<p>Brainstorm: Guide the students to provide their views on the strategies for performing branding and self-promotion Discussion: Organise the students in manageable groups to discuss ways of</p>	<p>The student should be able to: Perform branding and self-promotion</p>	Demonstrate the ability to perform branding and self-promotion	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform branding and self-promotion Principles: The student should give examples of principles involved in</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Computer Colour Printer Scanner Still Camera Video Camera Sound recorder Pencil 	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		
			performing branding and self-promotion			perform branding and self-promotion Theories: The student should : <ul style="list-style-type: none"> Define branding and self-promotion Describe branding and self-promotion Circumstantial knowledge Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> Notebook Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano. Keyboard Percussions. Drums Wind and blowing instruments. String instruments Legal document Certificate, deed, bond, contract, will 	
		(b)Using social media for music promotion	Brainstorm: Guide students to illustrate how social media are used for music promotion Discussion: Organize the students in manageable groups to discuss how use social media are used for music promotion	The student should be able to: Use social media for music promotion	Demonstrate the ability to use social media for music promotion Us computer, Colour printer, scanner, still camera, video camera, sound recorder to perform	Knowledge evidence: Detailed knowledge of: Method used: The student should show how to use social media for music promotion Principles: The student should describe principles involved in using social media for music promotion Theories: The student should be able to: -	The following tools and equipment are to be available: <ul style="list-style-type: none"> Musical instruments Smart Phone Computer Printer Pencil Notebook Sound equipment Stage facilities Sound recorder Audio 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		
					branding and self-promotion	<ul style="list-style-type: none"> Define social media and promotion Describe procedures for using social media for music promotion <p>Circumstantial knowledge Detailed knowledge about: COSOTA, BRELA, TCRA and BASATA Music rules and regulations</p>	<ul style="list-style-type: none"> Analogue and digital music equipment Piano Keyboard Percussions Drums Wind and blowing instruments. String instruments 	
	7.3 Concert and Event Management	(a) Organizing live performance	<p>Brainstorm: Lead students to define live performance</p> <p>Practical work: Guide the student on how to organize live performances</p> <p>Activity: Organize the students in manageable groups to demonstrate how to organize live performance</p>	<p>The student should be able to:</p> <p>Organize live performances</p>	<p>Demonstrate the ability to organize live performances</p> <p>Use computer, printer, smart phone, and music instruments to organize live performances</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to Organise live performance Principles: The student should point out principles involved in organizing live performances Theories: The student should</p> <ul style="list-style-type: none"> Define live performance Describe live performance <p>Circumstantial knowledge</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Computer Smart phone Printer Pencil Notebook Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. 	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		
						Detailed knowledge about: COSOTA and BASATA Music rules and regulations	<ul style="list-style-type: none"> • Drums • Wind and blowing instruments. • String instruments 	
		(b)Managing concert logistics and budgets	Brainstorm: Guide the students to describe how to manage concert logistics and budgets Demonstration: Demonstrate to students on how to prepare production calendar, list of equipment ,technical team, and budget sheet Discussion: Organise the students in manageable groups to prepare production calendar, list of equipment ,technical team and budget sheet	The student should be able to: Prepare production calendar, list of equipment, technical team and budget sheet	Demonstrate the ability to prepare production calendar, list of equipment ,technical team and budget sheet Use computer, printer, smart phone, music instruments to prepare production calendar, list of equipment ,technical team and budget sheet	Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to prepare production calendar, list of equipment ,technical team and budget sheet Principles: The student should explain principles involved in preparing production calendar, list of equipment ,technical team and budget sheet Theories: The student should: - <ul style="list-style-type: none"> • Define concert logistics • Describe concert logistics and budget Circumstantial knowledge Detailed knowledge about: Planning, budgeting and procurement, and rules and regulations	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> • Computer • Printer • Smartphone • Pencil • Notebook • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Drums • Wind and blowing instruments • String instruments 	

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	Product / Services Assessment	Knowledge Assessment		
1.0 Managing safe work environment	1.1 Managing hazards	(a) Controlling music instruments hazards.	<p>Brainstorm : Guide the students to define music instruments hazards.</p> <p>Practical work: Guide the student on how to control music instruments hazards.</p> <p>Discussion: Organize the student in manageable groups to identify strategies used to control music instrument hazards.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select relevant music instrument hazards. • Maintain music workshop safety • Identify causes of health and safety hazards in a workshop and its surrounding • Draw safety signs • Maintain safe working environment • Clean workshop, tools, equipment and workshop surroundings • Store tools, equipment, and safety gear • Dispose different types of wastes as per OHS 	<p>Demonstrate the ability to control music instrument hazards.</p> <p>Machines, equipment, chemicals, incidents and accidents handled according to workshop rules and regulations</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Identify different types of controlling music instruments hazards. <p>Principles: The student should give examples of principles involved in:</p> <ul style="list-style-type: none"> • Identifying different types of controlling music instrument hazards. • Checking and testing different types of controlling music instrument hazards. <p>Theories: The student should describe the importance of handling different types of music instruments hazards.</p> <ul style="list-style-type: none"> • Identify types and common classes of fire <p>Circumstantial knowledge Detailed knowledge about:</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> • Electrical equipment • Tools kit • Measuring tools • First aid kit • Fire extinguishers • Service manuals • OSHA rules and regulations • Service schedule • Gloves • Mask • Safety clear glasses 	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	Product / Services Assessment	Knowledge Assessment		
						Observe safety precautions while: <ul style="list-style-type: none"> Controlling music instruments hazards. Safe handling of tools and equipment Waste disposal method 		
		(b) Controlling performing area facilities hazards.	Practical work: Guide the student on how to control performing area facilities hazards. Discuss : Organise the student in manageable groups to exchange ideas around different mechanisms for the control of performing area	The student should be able to: <ul style="list-style-type: none"> Select relevant performing area facilities hazards. Maintain performing area facilities. Identify causes of health and safety hazards in a performing area and its surrounding Draw safety signs Maintain safe working environment Clean tools, equipment, and performing area. Store tools, equipment and safety gear 	Demonstrate the ability to effectively control performing area facilities hazards. Machines, equipment, chemicals, accidents, and incidents handled to perform area facilities hazards.	Knowledge evidence: Detailed knowledge of: Method used: The student should describe how to: <ul style="list-style-type: none"> Identify different types of performing area facilities hazards. Principles: The student should outline principles of: <ul style="list-style-type: none"> Identifying different types of performing area facilities hazards. Checking different types of performing area facilities hazards. Theories: The student should explain the importance of handling different types of performing area facilities hazards. Circumstantial knowledge Detailed knowledge about:	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> Electrical equipment Tools kit Measuring tools First aid kit Fire extinguishers Service manuals OSHA rules and regulations Service schedule Gloves Mask Safety clear glasses 	

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	Product / Services Assessment	Knowledge Assessment		
			facilities hazards.	<ul style="list-style-type: none"> Dispose different types of wastes as per OHS 		Observe safety precautions while <ul style="list-style-type: none"> performing area facilities hazards. Safe handling of tools and equipment Waste disposal method 		
	1.2 Carrying out risk assessment	(a) Managing risk assessment	<p>Brainstorm : Guide the students to define risk assessment</p> <p>Practical work: Guide the student on how to manage risk assessment</p> <p>Discussion : Organize the students in manageable groups to discuss how to manage risk assessment.</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Maintain risk assessment Identify causes of safety hazards in managing risk assessment Draw safety signs Maintain safe working environment Clean tools and equipment Store tools and equipment Dispose different types of wastes as per OHS 	Demonstrate the ability to effectively manage risk assessment Machines, equipment, chemicals, and incidents handled to manage risk assessment	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should illustrate how to:</p> <ul style="list-style-type: none"> Identify different types of risk management <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> Recognizing risk management Checking different types of risk. <p>Theories: The student should Mention the importance of handling different types of risk</p> <p>Circumstantial knowledge Detailed knowledge about: Observe safety precautions while</p>	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> Electrical equipment Tools kit Measuring tools First aid kit Fire extinguishers Service manuals OSHA rules and regulations Service schedule Gloves Mask Safety clear glasses 	78

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	Product / Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> managing risk assessment Safe handling of tools and equipment Waste disposal method 		
		(b) Managing music instruments safety rules.	<p>Brainstorm : Guide the students to illustrate music instruments safety rules.</p> <p>Practical work: Guide the student on how to manage music instruments safety rules.</p> <p>Discussion: Organize the students in manageable groups to discuss ways of managing music</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Maintain music instruments safety rules. Identify causes of safety hazards in managing music instruments safety rules. Draw safety signs Maintain safe working environment Clean tools and equipment Store tools and equipment Dispose different types of wastes as per OHS 	<p>Demonstrate the ability to y manage music instruments safety rules.</p> <p>Machines, equipment, chemicals, , and incidents handled to manage music instruments safety rules.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> Identify different types of music instruments safety rules. <p>Principles: The student should illustrate principles of:</p> <ul style="list-style-type: none"> Identifying music instrument safety rules. Checking different types of risk. <p>Theories: The student should describe the importance of handling different types of managing music instrument safety rules.</p> <p>Circumstantial knowledge Detailed knowledge about: Observe Safety precautions while</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Electrical equipment Tools kit Measuring tools First aid kit Fire extinguishers Service manuals OSHA rules and regulations Service schedule Gloves Mask Safety clear glasses 	

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	Product / Services Assessment	Knowledge Assessment		
			instruments safety rules.			<ul style="list-style-type: none"> Managing music instruments safety rules. Safe handling of tools and equipment Waste disposal method 		
2.0 Managing music instruments maintenance workshop	2.1 Planning music instruments maintenance workshop	(a) Establishing requirements for music instruments workshop	<p>Brainstorm : Guide the students to define music instruments workshop</p> <p>Practical work: Guide the student on how to establish requirements for music Instruments workshop</p> <p>Discussion : Organise the students in manageable in groups to establish requirement</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Establish requirements for music instruments workshop Identify causes of safety hazards in establishing requirements for music instruments workshop Draw safety signs Maintain safe working environment Clean tools and equipment Store tools and equipment Dispose different types of wastes as per OHS 	<p>Demonstrate the ability to establish requirements for music instruments workshop.</p> <p>Machines, equipment, chemicals, and incidents handled to manage music instruments safety rules.</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should identify different types of requirements for music instruments workshop Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> Identifying music instruments safety rules. Checking different types of requirements for music instruments workshop <p>Theories: The student should describe the - -Importance of handling different types of establishing requirements for music instruments workshop. Circumstantial knowledge Detailed knowledge about: Observe Safety precautions while</p>	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Electrical equipment Tools kit Measuring tools First aid kit Fire extinguishers Service manuals OSHA rules and regulations Service schedule Gloves Mask Safety clear glasses 	120

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	Product / Services Assessment	Knowledge Assessment		
			s for music Instruments workshop			<ul style="list-style-type: none"> Establishing requirements for music Instruments workshop Safe handling of tools and equipment Waste disposal method 		
		(b) Planning music Instruments workshop layout.	Brainstorm : <ul style="list-style-type: none"> Guide the students to define music instrument s workshop layout. 	The student should be able to: <ul style="list-style-type: none"> Solo singing with instrumental accompaniment Analyze and sing with instrumental accompaniment. Practice appropriate vocal exercises and warm-ups. Sing accurately in solo and ensemble settings with accompaniment. Apply knowledge of vocal health in singing practices. 	Demonstrate the ability to plan music instrument workshop layout	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> sing solo with instrumental accompaniment Principles: The student should explain processes of: <ul style="list-style-type: none"> Organizing Solo singing with instrumental accompaniment Setting Solo singing with instrumental accompaniment Theories: The student should explain the importance of Solo singing with instrumental accompaniment	The following tools, safety gears and equipment are to be available: <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano. Keyboard Percussions. Wind and blowing instruments. 	

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	Product / Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> String instruments 	
		(c) Making repair	<p>Practical work: Guide the student on how to make repair</p> <p>Activity: Organise the student in manageable groups to make repair</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Make repair Identify causes of safety hazards in making repair instruments workshop Maintain safe working place while making repair Clean tools and equipment Store tools and equipment 	Demonstrate the ability to respond effectively while establishing requirements for making repair	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should demonstrate how to make repair Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> Making repair Checking different types of requirements for instruments workshop layout. <p>Theories: The student should outline the importance of handling different types of planning music instruments workshop layout.</p> <p>Circumstantial knowledge Detailed knowledge about: Observe safety precautions while</p> <ul style="list-style-type: none"> Establishing requirements for music Instruments workshop layout Safe handling of tools and equipment Waste disposal method 	<p>The following tools, safety gears and equipment are to be available:</p> <ul style="list-style-type: none"> Electrical equipment Tools kit Measuring tools First aid kit Fire extinguishers Service manuals OSHA rules and regulations Service schedule Gloves Mask Safety clear glasses 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
3.0 Practicing music theory and composition	3.1 Mastering time signatures and rhythms	(a) Applying breve note	<p>Brainstorm : Guide the students to define the concept “breve note Practical work: Guide the student on how to apply breve note</p> <p>Discussion : Organise the student in manageable groups to share their knowledge about the approaches of applying breve note</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Apply breve note • Identify importance of breve note 	Demonstrate the ability to apply breve note	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should define breve note Principles: The student should identify principles of:</p> <ul style="list-style-type: none"> • applying breve note • Checking different types of requirements for instruments workshop layout. <p>Theories: The student should explain the</p> <ul style="list-style-type: none"> • importance of applying breve note <p>Circumstantial knowledge Detailed knowledge about: Observe safety precautions while</p> <ul style="list-style-type: none"> • Establishing requirements for breve note. 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Sound equipment • Stage facilities • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	105
		(b) Applying Double dotted notes	<p>Brainstorm :</p>	<p>The student should be able to:</p>	Demonstrate the ability to establish	<p>Knowledge evidence: Detailed knowledge of:</p>	The following music instruments and sound	

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			<p>Guide the students to describe the concept “double dotted notes”</p> <p>Practical work: Guide the student on how to demonstrate various mechanisms of applying double dotted notes</p>	<ul style="list-style-type: none"> Apply double dotted notes Identify importance of breve note Apply the use of double dotted notes 	requirements of applying double dotted notes	<p>Method used: The student should explain how to apply double dotted notes</p> <p>Principles: The student should explain principles of:</p> <ul style="list-style-type: none"> applying double dotted notes checking simple way of applying double dotted notes <p>Theories: The student should explain:- the importance of applying double dotted notes.</p> <p>Circumstantial knowledge Detailed knowledge about: Observe Safety precautions while</p> <ul style="list-style-type: none"> Establishing requirements for double dotted notes. 	<p>equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Wind and blowing instruments. String instruments 	
		(c) Applying Duplets	<p>Brainstorm : Guide the students to define duplets</p> <p>Practical work:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Apply double dotted notes Identify importance of breve note 	Demonstrate the ability to establish requirements of applying double dotted notes	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use double dotted notes</p> <p>Principles: The student should explain principles of:</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments 	

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			<p>Guide the student on how to apply double dotted notes</p> <p>Discussion: Organize the students in manageable groups to discuss how to apply double dotted notes</p>	<ul style="list-style-type: none"> Apply the use of double dotted notes 		<ul style="list-style-type: none"> applying double dotted notes Checking simple way of applying double dotted notes <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> Importance of applying double dotted notes. <p>Circumstantial knowledge Detailed knowledge about: Observe Safety precautions while</p> <ul style="list-style-type: none"> Establishing requirements for double dotted notes. 	<ul style="list-style-type: none"> Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Wind and blowing instruments. String instruments 	
		(d) Learning irregular time signatures	<p>Brainstorm : Guide the students to define irregular time signatures</p> <p>Practical work:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Learn irregular time signatures Analyze and learn irregular time signatures Apply knowledge of irregular time signatures 	Demonstrate the ability to learn irregular time signatures	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to learn irregular time signatures</p> <p>Principles: The student should list the processes of organizing irregular time signatures</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Guide the student on how to learn irregular time signatures</p> <p>Discussion : Organise the students in manageable groups to discuss ways which can enhance learning irregular time signatures</p>			<p>Theories: The student should explain the importance of learning irregular time signatures.</p>	<ul style="list-style-type: none"> • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • • percussions. • Wind and blowing instruments. • String instruments 	
		(a) Practicing complex rhythmic patterns (different types of syncopated rhythms)	<p>Brainstorm : Guide the students to outline the criteria to follow when practicing complex rhythmic patterns</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Practice complex rhythmic patterns • Apply knowledge of practicing complex rhythmic patterns 	Demonstrate the ability to practice complex rhythmic patterns	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to practice complex rhythmic patterns Principles: The student should indicate procedures of</p> <ul style="list-style-type: none"> • organising and setting complex rhythmic patterns 	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment • Stage facilities • Sound recorder 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Practical work: Guide the student on how to practice complex rhythmic patterns.</p> <p>Discussion : Organise the students in manageable groups to practice complex rhythmic patterns</p>			<p>Theories: The student should mention the importance of practicing complex rhythmic patterns</p>	<ul style="list-style-type: none"> • Audio equipment • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
	3.2 Analyzing pitch in music	(b) Arranging double Sharps and Flats	<p>Brainstorm : Guide the students to arrange double sharps and flats</p> <p>Discussion: Organize the student in manageable group to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Arrange double sharps and flats • Apply knowledge of arranging double sharps and flats 	Demonstrate the ability to f arrange double sharps and flats	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should :</p> <ul style="list-style-type: none"> • Arrange double sharps and flats • Identify methods of arranging double sharps and flats <p>Principles: The student should explain procedures of:</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. 	105

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	Product / Services Assessment	Knowledge Assessment		
			arrange double sharps and flats.			<ul style="list-style-type: none"> Organizing double sharps and flats Setting double sharps and flats on a staff <p>Theories: The student should explain the importance of arranging double sharps and flats</p>	<ul style="list-style-type: none"> Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Wind and blowing instruments. String instruments 	
		(c) Applying enharmonic equivalents	<p>Brainstorm : Guide the students to share their ideas on how apply enharmonic equivalents</p> <p>Practical work: Guide the student on how to</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Apply enharmonic equivalents Use pitch in enharmonic equivalents 	Demonstrate the ability to apply enharmonic equivalents	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should arrange enharmonic equivalents Principles: The student should identify processes of arranging enharmonic equivalents Theories: The student should identify different notes in enharmonic equivalents</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. Sound recorder. Audio equipment. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			apply enharmonic equivalents Discuss: Organise the student in manageable groups to discuss how to apply enharmonic equivalents				<ul style="list-style-type: none"> • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
	3.3 Exploring harmony and chord progressions	(d) Playing chord progressions	Brainstorm : Guide the students to play chord progressions Practical work: Guide the student on how to play chord progressions Discuss:	The student should be able to: <ul style="list-style-type: none"> • Playing chord progressions • Apply knowledge of chord progressions 	Demonstrate the ability to respond effectively in case of playing chord progressions	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Play chord progressions • Use method of playing chord progressions. • Principles: The student should explain processes of organizing and setting extended chords in various keys Theories: The student should explain the	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio 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	Product / Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to learn how to play chord progressions .			importance of playing extended chords in various keys.	<ul style="list-style-type: none"> • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(e) Playing extended chords in various keys	Brainstorm : Guide the students to play extended chords in various keys. Practical work: Guide the student on how to play extended chords in various keys	The student should be able to: <ul style="list-style-type: none"> • Playing extended chords in various keys • Apply knowledge of extended chords in various keys 	Demonstrate the ability to play extended chords in various keys	Knowledge Evidence: Detailed knowledge of: Method used: The student should <ul style="list-style-type: none"> • Illustrate how to play extended chords in various keys • Outline methods of playing extended chords in various keys. Principles: The student should explain processes of organizing and setting extended chords in various keys Theories: The student should explain the importance of playing	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						extended chords in various keys.	<ul style="list-style-type: none"> • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(f) Playing extended chords in different progressions	<p>Practical work: Guide the student on how to play extended chords in different progressions</p> <p>Discussion : Organize the students in manageable groups to play extended chords in different progressions</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Playing extended chords in different progressions • Apply knowledge of extending chords in different progressions 	Demonstrate the ability to play extended chords in different progressions	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to:</p> <ul style="list-style-type: none"> • Play extended chords in different progressions • Identify methods of playing extended chords in different progressions. <p>Principles: The student should explain processes of:</p> <ul style="list-style-type: none"> • Organizing extended chords in different progressions • Setting extended chords in various keys. <p>Theories: The student should mention the importance of playing extended chords in different progressions.</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. 	

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	Product / Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • Wind and blowing instruments. • String instruments 	
		(g) Arranging chord extensions (9th, 11th, 13th)	<p>Brainstorm : Guide the students to arrange chord extensions</p> <p>Discussion : Organize the students in manageable groups to arrange chord extensions</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Arrange chord extensions (9th, 11th, 13th) • Apply knowledge of arranging chord extensions. 	Demonstrate the ability to arrange chord extensions.	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should demonstrate how to arrange chord extensions (9th, 11th, 13th) Principles: The student should show processes of organizing and setting chord extensions. Theories: The student should outline the importance of arrange chord extensions.</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. 	

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	Product / Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> String instruments 	
		(h) Applying extended chords in progressions	<p>Practical work: Guide the student on how to arrange chord extensions</p> <p>Discussion : Organize the students in manageable group to discuss how to arrange chord extensions</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Arrange chord extensions (9th, 11th, 13th) Apply knowledge of arranging chord extensions. 	Demonstrate the ability to arrange chord extensions.	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to arrange chord extensions (9th, 11th, 13th) Principles: The student should explain processes of organizing and setting chord extensions. Theories: The student should examine the importance of arrange chord extensions.</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Wind and blowing instruments. String instruments 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
	3.4 Analyzing key signatures and tonality	(a) Understanding modal scales up to twelve	Brainstorm : Guide the students to share their knowledge on how to arrange chord extensions Practical work: Guide the student on how to arrange chord extensions	The student should be able to: <ul style="list-style-type: none"> • Arrange chord extensions (9th, 11th, 13th) • Apply knowledge of arranging chord extensions. 	Demonstrate the ability to arrange chord extensions.	Knowledge Evidence: Detailed knowledge of: Method used: The student should illustrate how to arrange chord extensions (9th, 11th, 13th) Principles: The student should give examples of processes for organising and setting chord extensions. Theories: The student should outline the importance of arrange chord extensions.	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	105
		(a) Modulating between keys	Brainstorm : Guide the students to	The student should be able to: <ul style="list-style-type: none"> • Modulate between keys. 	Demonstrate the ability to modulate between keys.	Knowledge Evidence: Detailed knowledge of: Method used:	The following music instruments and sound	105

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	Product / Services Assessment	Knowledge Assessment		
			modulate between keys. Practical work: Guide the student on how to modulate between keys.	<ul style="list-style-type: none"> Apply knowledge of modulating between keys. 		The student should illustrate how to modulate between keys Theories: The student should describe the importance of modulating between keys.	equipment are to be available: <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Wind and blowing instruments. String instruments 	
	3.5.0 Writing counterpoint	(a) Writing in multipart voices and voice leading	Brainstorm : Guide the students to write in multipart voices and	The student should be able to: <ul style="list-style-type: none"> Write in multipart voices and voice leading Apply knowledge of write in 	Demonstrate the ability to write in multipart voices and voice leading.	Knowledge Evidence: Detailed knowledge of: Method used: The student should : <ul style="list-style-type: none"> Write in multipart voices and voice leading. 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments 	105

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	Product / Services Assessment	Knowledge Assessment		
			voice leading Practical work: Guide the student on how to write in multipart voices and voice leading Activity: Organize the student in manageable group to write in multipart voices and voice leading	multipart voices and voice leading.		<ul style="list-style-type: none"> Describe methods of writing in multipart voices and voice leading Principles: The student should explain processes of organizing and setting multipart voices and voice leading. Theories: The student should explain the importance of write in multipart voices and voice leading.	<ul style="list-style-type: none"> Sound equipment. Stage facilities. Sound recorder. Audio equipment. Analogue and digital music equipment Piano/ Keyboard Percussions. Wind and blowing instruments. String instruments 	
		(b) Constructing cadences	Brainstorm : Guide the students to construct cadences Practical work: Guide the student on how to	The student should be able to: <ul style="list-style-type: none"> Construct cadences Apply knowledge of Constructing cadences 	Demonstrate the ability to write construct cadences	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> construct cadences Principles: The student should highlight processes of constructing cadences 	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Musical instruments Sound equipment. Stage facilities. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>construct cadences</p> <p>Discussion: Organize the students in manageable groups to construct cadences</p>			<p>Theories: The student should describe the importance of constructing cadences</p>	<ul style="list-style-type: none"> • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
4.0 Applying performance Skills	4.1 Applying stage presence	(a) Maintaining body language and expression	<p>Brainstorm : Guide the students to demonstrate how to maintain body language and expression</p> <p>Practical work: Guide the student on</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Maintain body language and expression • Apply knowledge of maintaining body language and expression 	Demonstrate the ability to maintain body language and expression	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to maintain body language and expression. Principles: The student should illustrate processes of organizing body language and expression Theories: The student should explain the importance of maintaining body language and expression</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. 	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	Product / Services Assessment	Knowledge Assessment		
			how to maintain body language and expression Discussion: Organise the students in manageable groups to share how body language and expression can be maintained				<ul style="list-style-type: none"> • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(b) Maintaining confidence in performance	Brainstorm : Guide the students to describe the rationale of maintaining confidence in performance Practical work:	The student should be able to: <ul style="list-style-type: none"> • Maintain body language and expression • Apply knowledge of maintaining body language and expression 	Demonstrate the ability to maintain body language and expression	Knowledge Evidence: Detailed knowledge of: Method used: The student should demonstrate how to maintain body language and expression Principles: The student should identify steps of organizing body language and expression	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Sound equipment • Stage facilities. • Sound recorder 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			<p>Guide the student on how to maintain confidence in performance</p> <p>Discussion: Organise the students in manageable groups to discuss how to maintain confidence in performance</p>			<p>Theories: The student should outline the importance of maintaining body language and expression</p>	<ul style="list-style-type: none"> • Audio equipment. • Analogue and digital music equipment • Piano. • Keyboard • Percussions • Wind and blowing instruments. • String instruments 	
	4.2 Planning ensemble communication	(a) Understanding group dynamics in music	<p>Brainstorm : Guide the students to develop an understanding of group dynamics in music</p> <p>Practical work: Guide the student on</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Understand group dynamics in music • Apply knowledge of understanding group dynamics in music 	Demonstrate the ability to understand group dynamics in music	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should</p> <ul style="list-style-type: none"> • Conceptualize group dynamics in music. • Describe methods of understanding group dynamics in music <p>Principles: The student should point out processes of organising and</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. 	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	Product / Services Assessment	Knowledge Assessment		
			how to understand group dynamics in music Discussion : Organise the students in manageable groups to discuss how to understand group dynamics in music			understanding group dynamics in music Theories: The student should explain the importance of maintaining body language and expression	<ul style="list-style-type: none"> • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(b) Playing music in a band or orchestra	Brainstorm : Guide the students to play music in a band or orchestra Discussion: Organise the students in manageable groups to play music in a band or orchestra	The student should be able to: <ul style="list-style-type: none"> • Apply knowledge to play music in a band or orchestra 	Demonstrate the ability to play music in a band or orchestra	Knowledge Evidence: Detailed knowledge of: Method used: The student should show how to: <ul style="list-style-type: none"> • Play music in a band or orchestra. Principles: The student should explain processes of organizing and playing music in a band or orchestra Theories: The student should explain	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
						the importance of maintaining body language and expression	<ul style="list-style-type: none"> • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. • String instruments 	
		(c) Performing different styles of music	<p>Brainstorm : Guide the students to identify different styles of music</p> <p>Practical work: Guide the student on how to perform different styles of music</p> <p>Activity: Organise the students in manageable</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Apply knowledge to perform different styles of music 	Demonstrate the ability to perform different styles of music	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should illustrate how to perform different styles of music</p> <p>Principles: The student should show processes of organizing and performing different styles of music</p> <p>Theories: The student should describe the importance of performing different styles of music</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities • Sound recorder • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
			groups to perform different styles of music				<ul style="list-style-type: none"> • Wind and blowing instruments. • String instruments 	
	4.3 Maintaining post music performance	(a) Repairing music instrument	<p>Brainstorm : Guide the students to offer their views on how to repair music instrument</p> <p>Discussion: Organise the students in manageable groups to share the procedures of repairing music instrument</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Repair music instrument • Apply knowledge to repair music instrument 	Demonstrate the ability to repair music instrument	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to repair music instrument Principles: The student should outline procedures of organizing and repairing music instrument Theories: The student should mention the importance of repairing music instrument</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> • Musical instruments • Sound equipment. • Stage facilities. • Sound recorder. • Audio equipment. • Analogue and digital music equipment • Piano/ Keyboard • Percussions. • Wind and blowing instruments. 	51

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	Product / Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> String instruments 	
		(b) Storing music and sound facilities	<p>Practical work: Guide the students to demonstrate how to repair music instrument</p> <p>Discussion : Organise the students in manageable groups to share how to repair music instrument</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Store music and sound facilities Utilize knowledge to repair music instrument 	Demonstrate the ability to repair music instrument	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should describe how to repair music instrument</p> <p>Principles: The student should explain process involved in organizing and repairing music instrument</p> <p>Theories: The student should list the the importance of repairing music instrument</p>	<p>The following music instruments and sound equipment are to be available:</p> <ul style="list-style-type: none"> Tool kit Service manual Preventive maintenance schedule Gloves Safety boot/rubber shoes 	
5.0 Managing music business and industry	5.1 Copyright and music law	(a) Legal Resources	<p>Brainstorm : Guide the students to share their experiences on how to preserve copyright and music law</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Preserve copyright and music law Apply knowledge to preserve copyright and music law 	Demonstrate the ability to preserve copyright and music law	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to preserve copyright and music law</p> <p>Principles: The student should explain processes in place</p>	<p>The following tools, and equipment are to be available:</p> <ul style="list-style-type: none"> Copyright Laws and Guidelines Contracts and Agreements Regulatory Compliance 	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	Product / Services Assessment	Knowledge Assessment		
			Discussion: Organise the students in manageable groups to discuss ways of preserving copyright and music law			to organize and preserve copyright and music law Theories: The student should explain the importance of preserving copyright and music law	<ul style="list-style-type: none"> Legal Tools or Databases 	
		(b) Licensing and royalties	Brainstorm : Guide the students to share their understanding about license and royalties Discussion: Organise the students in manageable groups to discuss the overall strategies of observing license and royalties	The student should be able to: <ul style="list-style-type: none"> Understand the purpose and role of licenses and royalties. Apply knowledge to preserve copyright and music law identify examples or scenarios where licenses and royalties are applied 	Demonstrate the ability to understand licensing and royalties	Knowledge Evidence: Detailed knowledge of: Method used: The student should identify common license and royalties. Principles: The student should indicate processes of organizing and preserving copyright and music law Theories: The student should describe the importance of licensing and royalties.	The following tools, and equipment are to be available: <ul style="list-style-type: none"> Understanding Licensing Basics Royalties Management Compliance Training Negotiation Skills Case Studies and Real-world Applications Legal Resources 	

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				Process Assessment	Product / Services Assessment	Knowledge Assessment		
	5.2 Marketing and promotion	(a) Branding and self-promotion	<p>Practical work: Guide the student to practice on how to brand and promote music</p> <p>Discussion: Organise the students in manageable groups to discuss how branding and self-promotion can be undertaken</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Brand and self-promotion • Apply knowledge to brand and self-promotion 	Demonstrate the ability to brand and promote	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should describe how to</p> <ul style="list-style-type: none"> • brand and -promote. <p>Principles: The student should explain processes of organizing and preserving copyright and music law</p> <p>Theories: The student should illustrate the importance of branding and self-promotion</p>	<p>The following tools, and equipment are to be available:</p> <ul style="list-style-type: none"> • Digital Marketing Basics • Design Skills • Branding Strategies • Networking Techniques • Workshops and Seminars • Professional Presentation 	45
		(b) Using social media for music promotion	<p>Brainstorm : Guide the students to illustrate how to use social media for music promotion</p> <p>Practical work:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Use social media for music promotion • Apply knowledge to use social media for music promotion • evaluate the strategies, tools, 	Demonstrate the ability to use social media for music promotion, evaluating the success and effectiveness of your music as a product and your	<p>Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to</p> <ul style="list-style-type: none"> • use social media for music promotion. <p>Principles: The student should identify processes of using social media for music promotion</p>	<p>The following tools, and equipment are to be available:</p> <ul style="list-style-type: none"> • Understanding Social Media Platforms. • Content Creation Skills 	

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	Product / Services Assessment	Knowledge Assessment		
			Guide the student on how to use social media for music promotion Activity: Organize the student in manageable group to discuss how to use social media for music promotion	and outcomes associated	promotional strategy on social media platforms	Theories: The student should explain the importance of using social media for music promotion	<ul style="list-style-type: none"> Advertising and Paid Promotions Data Analytics and Insights Audience Engagement & Community Building Digital Marketing & Algorithms 	
	5.3 Coordinating concert and event management	(a) Organizing live performances	Brainstorm : Guide the students to illustrate on how to organize live performances Practical work: Guide the student on how to brand and	The student should be able to: <ul style="list-style-type: none"> Brand and self-promotion Apply knowledge to brand and self-promotion 	Demonstrate the ability to f brand and promote. Evaluating the concept, feasibility, execution, and potential for success of hosting live events	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to <ul style="list-style-type: none"> Brand and perform self-promotion. Principles: The student should distinguish various processes of <ul style="list-style-type: none"> organizing and preserving copyright and music law Theories: The student should explain	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> Event Management Skills Budgeting and Financial Planning Health and Safety Training Communication and Marketing 	51

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	Product / Services Assessment	Knowledge Assessment		
			self-promotion Activity: Organise the students in manageable groups to share insights into branding and self-promotion strategies			the importance of branding and doing self-promotion	<ul style="list-style-type: none"> • Technical Training • Books and Guides • Networking Opportunities 	
		(b) Managing concert logistics and budgets	Brainstorm : Guide the students to illustrate on how to manage concert logistics and budgets Practical work: Guide the student on how to manage concert logistics and budgets	The student should be able to: <ul style="list-style-type: none"> • Manage concert logistics and budgets • Apply knowledge to manage concert logistics and budgets. • Ticketing and marketing. 	Demonstrate the ability to manage concert logistics and budgets, evaluate the tools and software. Budget categories and logistics templates customizable and financial management of a concert.	Knowledge Evidence: Detailed knowledge of: Method used: The student should explain how to manage concert logistics and budgets Principles: The student should mention processes involved in organising and managing concert logistics and budgets. Theories: The student should describe the importance of managing concert logistics and budgets.	The following music instruments and sound equipment are to be available: <ul style="list-style-type: none"> • Software Training • Books and Guides • Budgeting and cost control handbooks • Workshops and Seminars • Logistics Management • Health and Safety Certifications: 	

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	Product / Services Assessment	Knowledge Assessment		
			<p>Discussion: Organise the students in manageable groups to discuss the ways or mechanisms of managing concert logistics and budgets</p>					

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