

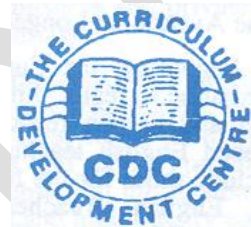


Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

MUSIC SYLLABUS

GRADE 8-9



Prepared and Published by the Curriculum Development Centre

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VISION

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

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Preface

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum .,

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Junior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the Zambia Education Curriculum Framework `2013.

Chishimba Nkossa
Permanent Secretary
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgement

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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Introduction

The Musical Arts Education syllabus aims at developing the musical instincts and expressions of young Zambians for the promotion of a creative, expressive, dynamic and unique range of musical experiences to be offered to the learners in Zambia. Musical Arts Education is expressed through three ways: Performing, Composing and Listening but these three cannot be treated as isolated areas. In this view, this syllabus has been written to ensure that performing, composing and listening are expressed as much as possible in each topic to promote holistic approach to teaching.

The activities under the three broad areas of performing, composing and listening are indicated below to guide the teacher:

Performing

- The use of the body as an instrument
- The use of the voice
- The manipulation of environmental sound sources
- The playing of musical instruments

Composing

- The spontaneous development of musical ideas through improvisation
- The communications of one musical intent through composing or arranging

Listening

- Analytical response to sound
- Analytical response to prescribed music
- Analytical response to performance

Methodology

In order to help the learners acquire the above stated skills, the following are some of the suggested teaching and learning methods that can be used:

- Demonstration
- Direct instruction
- Independent study
- Project work
- Enquiry/ exploration
- Observation
- Excursions
- Field work
- Research
- Practical
- Portfolio

- Group work
- Pair work

Time Allocation

The time allocated for this learning area is 8hours; translating in 12 periods/week.

Assessment

This syllabus recommends that two main types of assessment be undertaken. These are Continuous Assessment which is part of Formative assessment; and Summative assessment will be conducted at the end of the learning process.

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RATIONALE

Music provides learners with an opportunity for creativity and self-expression and it helps to develop an aesthetic sensitivity to music in the learners regardless of their musical talents and abilities. Music is used as a tool to transmit the Zambian cultural heritage to succeeding generations. Through Music, learners acquire the knowledge, skills different and values that will enable them to have a life hood in the community. Music also provides an avenue for learners to express themselves through singing, dancing and instrument playing by participating in festivals both locally and internationally.

In addition, Music provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills and character building. It serves to complement other educational areas in promoting the desired outcomes of education. Music helps to cultivate healthy public relations, diplomacy , inculcates the spirit of teamwork, tolerance and acceptance of other peoples' cultures. It also enhances a peaceful, healthy mind and body (balanced positive altitudes and emotions) that results in holistic wellbeing of a learner.

GENERAL OUTCOMES

The Music Syllabus aims at developing the musical instincts and expressions of young Zambians for the promotion of a creative, expressive, dynamic and unique range of musical experiences.

GRADE: 8

COMPETENCIES

- Develop musical aesthetic sensitivity to, music in the environment regardless of culture from which music is coming from.
- Demonstrate ability to compose simple music using different sound sources

GENERAL OUTCOME(S)

- Develop positive attitude and appreciation of the role of music in the community.
- Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through use of music.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.1.Musical Skills	8.1.1 Role of Music in Society	8.1.1.1. Identify the important roles music plays in the society.	- Entertainment, - Advert, sensitisation, education, spirituality.		- Appreciation of the role of music in society.
	8.1.5 Introduction to Elements of music	8.1.5.1 Identify elements of music from the presented music	- Elements of music: Rhythm, Pitch/melody, Texture/harmony, styles, timbre (Tone Colour), form, style,	- Analysis of music structures. - Acquiring the aural skills for music structures. - Composing and performing in harmony.	- Appreciation of structure in music. - Cooperation in composing and performing music.
	8.1.2 Listening	8.1.2.1 Listen to music structures			
	8.1.3 Performing	8.1.3.1 Perform music using elemental structures			
	8.1.4 Composing	8.1.4.1 compose music using elemental structures			

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GENERAL OUTCOME(S):

- Develop knowledge, skills, and values in the composing and performing a variety of rhythmic patterns using rhythmic notations
- Demonstrate knowledge and practical skills in analysing, composing and performing different melodies from the tonic sofa.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Rhythm	8.2.1.1. Metre and Time signature.	8.1.1.1 Identify pulse, metre and time signature in a given music excerpt.	- Pulse, metre and time signature		- Appreciation of pulse, meter and accent in a given music piece
	8.2.1.2. Rhythmic patterns and notations	8.1.2.1 Notate rhythms	- Notation: semi brave, minim, crotchet, quavers, dot and a tie.	<ul style="list-style-type: none"> • Sight reading of musical notes. - Notation of rhythms with given meter and time signature. - Composition of rhythmic patterns - Performing rhythmic patterns 	<ul style="list-style-type: none"> - Innovation in notating musical phrases. - Cooperation in playing rhythmic patterns.
		8.1.2.2 Play rhythms	Playing rhythms: Keyboard, Guitar, Drum		
		8.1.2.3 Sight read rhythmic notations	- Rhythmic patterns for metre duple, triple and quadruple		
8.1.2.3 Compose rhythmic phrases using notations.	- Sight reading				

Melody	8.3.1. Scales and Accidentals	8.3.1.1 Construct scales with accidentals in major and minor mode.	<ul style="list-style-type: none"> - Tonic sol-fa. - Arrangement of tones and semitones in a major and minor scales. - Accidentals: sharps, natural, Flat, double flat and double sharp. - Technical names: Tonic, supertonic, - Intervals: major, minor, perfect 	<ul style="list-style-type: none"> - Writing music notes on the grand stave or clefs. - Sing tonic sol-fa with accompanying hand-signs. - Composing simple scale patterns. - Playing sharpened and flattened notes 	<ul style="list-style-type: none"> - Show innovation in constructing scales.
		8.3.1.2 Play scales with accidentals in major and minor mode.			
	8.3.1.2 Identify technical names of notes of a scale.				
	8.3.2. Intervals.	8.3.2.1 Construct intervals and their inversions.		<ul style="list-style-type: none"> - Play intervals. 	<ul style="list-style-type: none"> - Appreciation of numeric and qualitative intervals.

GENERAL OUTCOME(S):

- Develop skills to improve harmonisation of sounds by participation in a variety of music groups physical activities.
- Acquire knowledge, skills, positive attitudes and values to play various **Zambian** traditional instrument in a music ensemble.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.4. Harmony	8.4.1 Triads 8.4.2 Chords 8.4.3 Cadences	8.4.1.1 Compose triads. 8.4.1.2 Perform triads. 8.4.2.1. Identify Chords and the Dis- Chords. 8.4.3.2 Identify cadences.	- Chords: con- chords and dis- chords. - Triads; root and inversion - Plagal, Perfect, Imperfect, Interrupted	- Harmonising given rhythms. - Composing rhythmic chords. - Performing given rhythms with chords at cadential points.	- Creativity in composing and performing triads, chords and cadences.
Timbre (Tone Colour)	8.5.1. Texture 8.5.2. Sing in a choir 8.5.3. Zambian Instruments	8.5.1.1 Identify mono, homo and polyphonic music textures. 8.5.2.1 Sight sing choral excerpts. 8.5.3.1 Make and play some Zambian instruments.	- Monophonic, homophonic and polyphonic Choral voices; soprano bass, tenor, and bass. - Classifications of Zambian instruments: membranophones , aerophones, Idiophones, and Chordophones.	- Harmonising in different types of texture. - Singing in choral pattern. - Playing and Making instruments	- Cooperation in singing choral songs. - Appreciation in making and playing musical instruments.
Style	8.5.4. Traditional 8.5.5. Contemporary 8.5.6. Sacred	8.6.1.1. Perform Zambian music.	- Traditional, contemporary, and sacred music.	- Harmonisation traditional, contemporary and sacred music forms.	- Creativity in performing Zambian musical styles.
Form	8.5.7. Binary, Ternary 8.5.8. Call and response	8.7.1.1. Perform music of varied forms	- Traditional, contemporary, and sacred music.	- Analysis of musical forms	- Appreciation of musical form.

GRADE: 9**COMPETENCIES**

- Demonstrate analytical skills when listening to music pieces
- Demonstrate ability to make music with different types of musical instruments

GENERAL OUTCOME(S)

- Appreciate the role of music in the community.
- Acquire knowledge, skills, and values through the use of music.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Musical Skills And Development	9.1.1. Technology in Music.	9.1.1.1. Use computer to compose simple melodies. 9.1.1.1. Record music	- Composition, recording, filing music.	- Using a computer to compose, analyse, listen and manage musical files.	- Appreciation of the computer in music creation and management. - Responsibility in managing and storing music files.

GENERAL OUTCOME(S):

- Acquire knowledge, skills and values in the use of a variety of rhythmic patterns and melodies
- Demonstrate knowledge and practical skills in analysing, composing and playing of rhythmic patterns made from rhythmic notations and different melodies from the tonic sofa..

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Rhythm	9.2.1 Choral conducting.	9.2.1.1 Perform choral music.	<ul style="list-style-type: none"> - Choral conducting for: duple, triple and quadruple. - Drum accompaniment for choir. 	<ul style="list-style-type: none"> - Sight singing choral excerpts. - Coordination of distinct choral voices. - Drumming for choral accompaniment. 	<ul style="list-style-type: none"> - Creativity in drumming. - Innovation in choral conducting. - Cooperation in choral performance.
		9.2.1.2 Conduct a choir.			
Pitch/ Melody	9.3.1. Choral pitch exercises.	9.3.2.1. Identify the key of the choral excerpts.	<ul style="list-style-type: none"> - Choral music scores for individual voices: soprano, alto, tenor, and bass. - Zambian traditional instruments like Kalumbu, malimba, kalimba, umutolilo etc. 	<ul style="list-style-type: none"> - Sight singing given music excerpts. - Voice projection. - Instrument playing. 	<ul style="list-style-type: none"> - Appreciation of various pitches for choral usage.
		9.3.2.2. Perform choral melody patterns at varied pitches.			
	9.3.2. Solo instrument playing				

GENERAL OUTCOME(S):

- Develop skills to improve harmonisation of sounds by participation in a variety of music groups physical activities.
- Acquire knowledge, skills, positive attitudes and values to play various Zambian traditional instrument in a music ensemble.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
Texture /Harmony	9.4.1- Choral harmony with instruments	9.4.1.1. Sing and Play an instrument to accompany choral harmony.	<ul style="list-style-type: none"> - Four-part sight singing in a: Soprano, Alto, Tenor, Bass - Voice projection and word articulations (diction) - Instrument playing. 	- Harmonic creativity.	<ul style="list-style-type: none"> - Creativity in choral excerpts - Innovation in choral styles. - Appreciation of choral diversity.
Timbre (Tone Colour)	9.5.1. Instrument Playing	9.5.1.1. Play locally available instruments skill-fully.	<ul style="list-style-type: none"> - Skill-fully playing of the instrument. 	- Instrument Playing	- Creativity in playing a given instrument.
Form	9.6.1. Binary, Ternary,	9.1.1.1. Compare form of Zambian music with other musical forms.	<ul style="list-style-type: none"> - Zambian binary and ternary and other cultures, - Choral dynamics (Binary/Ternary). 	- Analysis of Zambian musical forms and others.	- Appreciation of diverse musical forms.

Appendix 1

SCOPE AND SEQUENCE FOR MUSIC (GRADES 8 AND 9)

Theme (Topic)	GRADE 8	GRADE 9
Musical Skills	<ul style="list-style-type: none"> • Role of Music in Society • Introduction to Elements of Music • Listening • Performing • Composing 	<ul style="list-style-type: none"> • Technology in music
Rhythm	<ul style="list-style-type: none"> • Metre and Time Signature • Rhythm patterns and Notations 	<ul style="list-style-type: none"> • Choral Conducting
Melody	<ul style="list-style-type: none"> • Scales and Accidentals • Intervals 	<ul style="list-style-type: none"> • Choral Pitch exercises • Solo instrument playing
Harmony	<ul style="list-style-type: none"> • Triads • Chords • Cadences 	<ul style="list-style-type: none"> • Choral harmony with instruments
Timbre (Tone Colour)	<ul style="list-style-type: none"> • Texture • Sing in a Choir • Zambian Instruments 	<ul style="list-style-type: none"> • Instrument playing
Style	<ul style="list-style-type: none"> • Traditional • Contemporary • Sacred 	
Form	Binary Ternary Call and Response	<ul style="list-style-type: none"> • Binary • Ternary