Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

MUSIC SYLLABUS

GRADE 10-12

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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.

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 alsoequip 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 leaners 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, Reflectivedesigning, 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..as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

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

Acknowledgements

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, theDirectorate 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 technicalsupport in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE,VOCATIONAL TRAINING AND EARLY EDUCATION

Table of Contents

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 can not 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

At each level, specific objectives are formulated to ensure that each learner achieves minimum competence in the three areas above. Content is further categorized as Knowledge, skills and values in order to address concerns of the current syllabus as being mainly knowledge based.

This syllabus projects that all schools will have acquired computers and related equipment to incorporate the use of ICT. Where possible, it is encouraged to enhance the teaching of music using music software such as *Finale, Sibelius, Alfred's Music Theory* and many more as much as possible.

METHODOLOGIES

- Demonstration

- Direct instruction
- Independent Study
- Project work
- Enquiry/exploration
- Observation
- Excursions
- Field work
- Research
- Practical
- Portfolio
- Group work
- Pair work

TIME ALLOCATION
Senior Secondary   Eight (8) period per week

ASSESSMENT
Assessment is an integral part of the teaching and learning process. It helps to determine whether teaching and learning has taken place and whether outcomes have been achieved. Assessment is meant to help the learner improve. It should, however, be recognized that learners are different and thus will achieve the outcomes according to their abilities. This assessment will be both Formative and Summative. Formative assessment will be done on a daily basis as Continuous Assessment (CA), while Summative assessment will be conducted at the end of the learning process, either termly or yearly, using a formally set examination.

RATIONALE

Music provides learners with an opportunity for creativity and self-expression and it helps to develop an aesthetic sensitivity to music in them 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 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 team work, tolerance and acceptance of other peoples' cultures. It also enhances, healthy mind and body(balanced positive attitudes and emotions) that results in holistic well being 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 10

KEY COMPETENCES
- Demonstrate ability to compose, record and perform complex music using a computer
- Participating in local and international musical functions like festivals.

GENERAL OUTCOME(S)
- Develop positive altitude and appreciation of the careers in music.
- 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**
10.1 Musical skills	10.1.1 Careers in music. 10.1.2 Listening, 10.1.3 Composing 10.1.4 Performing 10.1.5 Elements of Music 10.1.6 African music history	10.1.1.1 Identify the careers/professions in music. 10.1.2.1 Listen to different musical genres and cultures. 10.1.3.1 Analyse structures in music 10.1.3.2 Create musical structures 10.1.4.1 Perform given musical styles or genres. 10.1.5.1 Analyse music 10.1.6.1 Discuss African music history .	- Careers: Studio operation, Film/movie sounds engineer, Music teachers, e.t.c. - Diverse world musical types. - Composition of diverse musical types - Performance of different types of music. - Analyse the content, style and form of music. - African music History. (central, southern eastern, western, northern.	- Appreciating the various careers in music. - Listening to diverse musical styles. - Composinga songs in range of musical styles.	• Appreciation of numerous careers in music. • Cooperation in the creation of numerous music styles.

GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values in the composing and performing 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
10.2. RHYTHM	10.2.1 Pulse, meter and time signature. 10.2.2 Rhythm Patterns	10.2.1.1 Identify regular and irregular pulse and time signature in a given piece of rhythm 10.2.1.2 10.2.1.3 Compose a variety of rhythmic patterns 10.2.2.1 Perform African rhythm.	Rhythmic notations: semi brave, minim, crotchet, quavers, a dot and a tie. -Time signatures: simple and compound in duple triple and quadruple. • Rhythmic patterns: duple, triple and quadruple.	• Sight reading rhythmic patterns. • Composing of rhythmic patterns	• Creativity in the construction of monotones with given time signatures. • Innovation in composing music phrases.
10.3MELODY	10.3.1 Melody writing 10.3.2 Modes/ Scales 10.3.3 Modulation.	10.3.2.1 Compose melodies using tonic sofa (syllables) staff notation 10.3.2.2 Compose melodies in different scales/modes 10.3.3.1 Modulate melodies from one key to another	• Tonic sofamelodiesin duple, triple quadruple quintuple. • Piano , Silimba, Kalimba • Writing melodies • Changing of melodies from one key to the other	• Sight singing • Writing melodies • Composing melodies • Modulating	• Creativity in writing melodies using tonic sofa. • Innovation in composing melodies to suit different modes. • Appreciation of different musical modes.

13

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 playvarious Zambian traditional instruments in a music ensemble.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
HARMONY	10.4.1 Four Part harmony 10.4.2. Two-Part Harmony	10.3.3.2 Compose songs in four part harmony 10.4.2.1 perform music in four part harmony 10.4.2.1 Two-Part harmony	Types of textures; monophonic, homophonic and polyphonic. Four part harmony Two-Part harmony Cadences African Music; Story songs and others songs	• Harmonising music excepts in four-part. • Analysing cadences	• Creativity in harmonising two-part harmonies. • Innovation in writing four-part melodies. • Appreciation of the use of cadences at cadential points.
TIMBRE (TONE COLOUR)	10.5.1 Voice Ranges 10.5.2 African musical instruments	10.5.1.1- Identify voice ranges. 10.5.2.1 - Identify and classify musical instruments 10.5.2.2 – Classify western musical instruments.	• Posture, Voice Techniques; Production, Projection, word articulation. • African and western musical instruments (membranophones, aero phones, chordophone's, idiophones) • Strings, keyboards, Percussions, Winds, etc.	- Singing in a choir in a co-ordinated manner. - Playing African musical instruments - Classification of musical instruments.	- Innovation in performing choral pieces. • Appreciation of the types and classes of musical instruments.
STYLE	10.5.3 African Musical Styles	10.5.3.1 - Perform African musical styles	- African music: (traditional, story songs and other songs.)	- Harmonising African melodies. - Accompanying	• Creativity in harmonising African melodies.

15

				given african melodies.	• Appreciation of given African musical styles.
FORM	10.5.4 - Binary, ternary and complex	10.5.4.1 - Perform the Binary and ternaryform in African music	- Binary and ternary musical forms in African music	- Analysis of various African musical forms. - Performing given African musical forms.	- Innovation in performing various African musical forms. • Appreciation of numerous African musical forms.

GRADE 11

KEY COMPETENCES

- Perform a variety of rhythmic patterns and melodies from different music of the World(African, Western and Eastern).
- Sight sing music scores.

GENERAL OUTCOME(S)

- Develop positive altitude 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
Musical skills	11.1.1 Listening	11.1.1.1 Listen to various types of music i.e. the instruments used and sound texture.	- Density / lightness in music.	- Analysing music excepts.	• Appreciation of density / lightness in music styles.
	11.1.2 -Composing	11.1.2.1 Demonstrate skills in using computers in creating music	- Manipulation of computer music software.	- Composing music using the computer.	• Responsibility in executing music projects as planned.
	11.1.3 - Performing Music Technology	11.1.3.1 Explain composition and management of ensemble music	- Music technology application.	- Managing music ensembles.	
	11.1.4 - Entrepreneur ship in Music	11.1.4.1 Explore musical entrepreneurship.	- Entrepreneurship in Music	- Exploring musical history.	
	11.1.5 -Music ensembles	11.1.5.1 –Create, manage and organise music ensembles.	- Ensemble management	- Organising music projects.	
	11.1.6 -Western music	11.1.6.1 Discuss Western music history	- Western music History: renaissance, romantic, classical, etc.		
	11.1.7 - Orchestration	11.1.7.1 Explore orchestration	- Project in computer music technology.		
	11.1.8 -Project	11.1.8.1 Musical project (I.T)			

GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values in the use of a variety of rhythmic patterns and melodies

- Demonstrate knowledge and practical skillsinanalysing, 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	11.2.1 Rhtythm in African Music. 11.2.2 Rhythms of the Western music. 11.2.3 Orchestration 11.2.4 Project	11.2.1.1 Play and analyseAfrican musical rhythms. 11.2.2.1AnalyseWestern music rhythms. 11.2.3.1Analyse musical rhythms of an orchestra 11.2.4.1 Develop the musical project concepts.	• Call and response, polyphonic, monotonic, polyrhythm. • Western music rhythms and patterns. • Project scope and design(Style and instrument type – The simpler the project the better)	• Developing African musical rhythms / Musical sequence development. • Sequence development.. • Improvising accompaniment i.e. Drumming. • Performance of the project as designed / planned.	• Creativity in developing and improvising African rhythms. • Innovation in musical project development. • Cooperation in musical project development with team mates.
MELODY	11.2.5 African musical melodic sequence / Texture. 11.2.6 Western musical melodic sequence / Texture. 11.2.7 Project	11.3.1.1 Perform African melodies 11.2.7.1 Play Western melodies using western Instruments. 11.2.7.2 Illustrate the musical project through a. manuscript paper.	- African musical styles and instruments. - Western music styles + instrument: woodwind, brass, string, keyboards percussions instruments. • Project implementation.	• Sight singing African and Western musical styles. • Sequencing and improvising in African and western musical styles. • Project review.	• Creativity in performing African and western musical styles. • Innovation in sequencing and improvising African musical styles.

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 playvariousZambian traditional instrument in a music ensemble.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
11.3 HARMONY	11.4.1 Texture of African and Western Music. 11.4.2 Orchestration 11.4.3 Project	11.3.2.1 Use African vocal Texture. 11.4.3.1 Use and compose Western Textures 11.4.3.2 Orchestration for a range of instrument for a small orchestra 11.4.3.3 Explore alternative diverse texture for the project.	• Singing with accompanying voices and instruments. • Western music Instrument: woodwind, brass, string, keyboards percussions instruments • Project.	• Harmonising and arranging for voice and instrumental accompaniment • Analysis of instruments for orchestration. • Creativity in reviewing project content. i.e. instruments	• Creativity in performing music with given accompaniment. • Innovation in writing for different instruments.
TIMBRE (TONE COLOUR)	11.2.8 Timbre in Choral music. 11.2.9 Voice techniques 11.2.10 Western musical instruments. 11.2.11 Orchestration (Basic) 11.2.12 Project	11.4.1.1 Maintain good tone in choral singing 11.4.2.1 Project the voice when singing. 11.4.2.2 Articulate words correctly when singing. . 11.4.3.1 Analyse and study timbre of Western musical Instruments. 11.4.4.1 Play instruments in a simple orchestra 11.2.12.1 Properly arrange instrument to improve timbre of the project	- Voices projection; soprano alto, tenor, and bass. - Western musical scores. - Articulation of words. - Playing of instruments. - Project improvement.	- Singing in a choir. - Voice projection. - Instrument Playing - Word articulation	• Creativity in orchestrating for a small orchestra. • Innovation in singing for choral purposes. • Appreciation of timbre for different musical instruments.
STYLE	11.5.1 African music. 11.5.2 Western music 11.5.3 Western musical instruments.	11.5.1.1 Perform African music. 11.5.2.1 Analyse and perform some Western musical styles. 11.5.3.1 Play Western musical instruments.	- Explore different styles i.e.rhumba, pansula, traditional, etc. - Western musical scores. - Articulation of words.	Harmonising African musical styles. - Analysis of African / western musical styles. - Composing of a distinct /	• Creativity in writing for different instruments of the orchestra. • Appreciation of African / Western musical

	11.5.4 Orchestration 11.5.5 Project	11.5.4.1 Perform instruments of the orchestra in a chosen style 11.5.5.1 Work on the style of the project	- Playing instrument in a small orchestra. - Project: Review of the style.	unique musical project.	styles.
FORM	11.5.6 African musical forms 11.5.7 Western and World music forms. 11.5.8 Orchestra ; Music forms. 11.5.9 Project	11.6.1.1 Perform the binary, Ternary and complex forms in Western music and orchestra. 11.6.3.1 Write distinct African and Western musical form for the orchestra. 11.6.4.1 Improve the musical form of the project.	- Binary, ternary and complex musical forms - Form in Orchestration. - Project – Use of varied musical from	- Analysis of African and Western musical forms. - Performing varied pieces with different musical form. - Composing. Musical projects with desired form.	• Creativity logic/orderliness in designing form in songs. • Appreciation of form in orchestra.

GRADE 12

KEY COMPETENCES
- Compose a variety of styles of music of African, Western and Eastern World.
- Demonstrate ability to play different types of musical instruments.

GENERAL OUTCOME(S)
- Develop positive altitude 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**
Musical skills	12.1.1 Listening 12.1.2 Composing 12.1.3 Performing 12.1.4 Entrepreneur ship in Music (Costing the music project)	12.1.1.1 Listen to and compose diverse musical styles 12.1.2.1 Participate in musical composition 12.1.3.1 Perform varied musical styles in a simple Orchestra or a Band 12.1.4.1 Present the musical Project budget analysis. E.g. Instruments, transport, stage hire, studio hire, promotional shows.	- Computer music analysis / composition - Compose music - Local and International Musical Concerts, Festivals, Competitions, Auditions. - Orchestration and Brass Band - Project costing.	- Analysing music of different cultures using a computer - Listening to music aurally. - Composing varied musical styles using a computer. - Managing music styles in computer.	• Appreciation of diverse music cultures. • Acceptance of diversity in musical styles. • Responsibility in managing and executing music projects.

GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes 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 and melodic patterns of the African, Western and contemporary music.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
12,2 RHYTHM	12.2.1 Rhythms of the Eastern musical cultures.	12.2.1.1 Perform Rhythms of the Eastern World music.. 12.2.1.2 Project: Rhythm adaptation / Improvisation.	Composition -Rhythms of the Eastern World music. • Adaptation / Improvisation.	• Sight reading • Rhythm sequence development • Coordination of rhythmic patterns	• Creativity in compositing, adapting and improvising rhythms. • Innovation in composing music rhythms.
MELODY	12.2.2 Melodies of Eastern musical cultures.	12.3.1.1Perform Melodies of the Eastern musical cultures. 12.3.1.2 Project: Melody transposition.	- Transposing melodies from different cultures. Replaying a melody an octave higher.	• Sight reading. • Transposition of melodies. • Instrument playing.	• Creativity in music transposing. • Innovation melody adaptation.

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 playvariousZambian traditional instrument in a music ensemble.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
HARMONY/ TEXTURE	12.4.1:Texture of Eastern World music. . 12.3.2 Project	12.4.1.1Perform Eastern music. 12.4Work and improve on the Project	• Instrument playing. • Texture: Eastern music.. • Project	• Harmonising and arranging for voice and instrumental accompanime nt	• Creativity in performing music with given accompanim ent • Innovation in writing for different instruments
TIMBRE (TONE COLOUR)	12.3.3 Timbre in Eastern World Music al instruments 12.3.4 Project	11.5.3.1Analyse Timbre in Eastern World music. 11.5.3.2Play Eastern World musical Instruments 11.5.4.1improve on the Project	Timbre in Eastern World Musical instrument:s: Shamiseni, Koto, shakuhachi, Veena, Thamburu	- Analysis of Timbre in Eastern World Musical instruments	Creativity in performing Eastern World Musical instruments
STYLE	12.3.5 Eastern World Musical Styles 12.3.6 Project	11.6.3.1Perform Eastern World Musical Styles. 11.6.5.1 Improve on the Project	Eastern Musical Styles and instruments -Project	Analysis of Eastern World Musical Styles	Creativity in performing Eastern World Musical Styles
FORM	12.1.4. Eastern World Musical forms. \ 12.1.5. Project	12.7.1.1Explore the binary, Ternary and complex forms in Eastern world music. 12.7.1.2 Improve on the Project	- The binary, Ternary and complex forms in Eastern world music.	- Analysis of Eastern World Musical Forms	Creativity in performing Eastern World Musical Forms

SCOPE AND SEQUENCE FOR MUSIC (GRADES 10-12)

THEME (TOPIC)	GRADE 10	GRADE 11	GRADE 12
Musical Skills	- Careers in music - Listening - Performing - Composing - Elements of Music - African Music History	- Listening - Composing - Performing Music technology - Entrepreneurship in Music - Music ensembles - Western Music. - Orchestration - Project	- Listening - Composing - Performing - Entrepreneurship in music(costing the music project)
Rhythm	- Pulse, Meter and Time Signature - Rhythm	- Rhythm in African Music - Rhythm of the Western Music - Orchestration - Project	Rhythms of the Eastern Musical Cultures
Melody	- Melody writing: - Mode/ scales - Modulation:	- African Musical Melodic Sequence/ texture - Western Musical Melodies Sequence/ texture - Project	Melodies of Eastern Musical Cultures
Harmony	- Four part Harmony - Two part Harmony	- Texture of African and Western Music - Orchestration - Project	- Textures of the Eastern World music. - Project
Timbre (Tone Colour)	- Voice ranges - African Musical Instruments	- Timbre in Choral music. - Voice techniques - Western Musical Instruments	- Timbre in Eastern World Musical Instruments - Project

		• Orchestration • Project	
Style	• African Music Styles:	• African Music • Western Music • Western Musical Instruments • Orchestration • Project	• Eastern World Musical Styles • Project
Form	• Binary, Ternary and Complex	• African Musical Forms • Western and World Music Forms • Orchestration • Project	• Eastern World Musical Forms • Project