

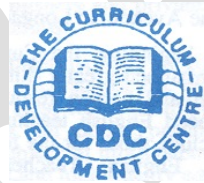


Republic of Zambia

MUSIC EDUCATION SYLLUBUS

GRADE 10-12

TRAILING VERSION (2012)



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Lusaka

Ministry of Education, Science, Vocational Training and Early Education

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PREFACE

The Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) has reviewed the curriculum to make it more relevant to the needs of individuals and the country. It is envisaged that the new Music Syllabus will equip learners at senior secondary school with vital knowledge, skills, positive attitudes and values that are necessary to make them contribute to the achievement of the vision 2030.

It is hoped that teachers will use this syllabus and effectively deliver quality Music Education to learners. This syllabus has for the first time included the use of the three strands in Listening/Analysis, composition and Performing by using the computer soft wears. These are cardinal to a learner as the society in which a learner stays is gone Computers.

This Music Syllabus has been developed through a wide consultative process with various stakeholders. There has been involvement of various sections such as the government line ministries, sports NGOs, the Physical Education Association of Zambia, universities, colleges of education, the Examinations Council of Zambia, and schools.

I wish to convey the Ministry's sincere gratitude to all institutions and individuals that contributed greatly to the development of this revised syllabus.

Miriam Chonya Chinyama (Mrs)

PERMANENT SECRETARY

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENT

Syllabus development follows a long and consultative process. Therefore, the development of this Junior Secondary school syllabus would not have been possible without the participation and cooperation of many stakeholders. I extend my special thanks to the relevant directorates within MOESVT, the Examinations Council of Zambia, the government line ministries, schools, universities, colleges of education, and music NGOs, for taking part in this important consultative process.

C.N.S. Sakala (Mrs)
Director, Standards & Curriculum

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RATIONALE

Music plays an important role of equipping learners with skills in diplomacy, problem solving, creativity, self expression and aesthetic sense. It provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It also serves to complement other educational areas in promoting the desired outcomes of education. Additionally, it is one of the best tools to make peace and unity in the community as diplomatic and tolerant skills learnt enables acceptance of different cultures.

AIM OF MUSICAL EDUCATION

To realize the vision of a Musical educated learner, the Music syllabus aims to:

Develop students' Listening/Analysing, Composing and Performing skills from which the learners will be equipped with the knowledge, skills and attitudes to pursue and enjoy a Musical and healthy Community, Mental and Physical lifestyle.

GENERAL OBJECTIVES OF MUSICAL EDUCATION

It is the Ministry's vision that each learner will be musically educated by the time he/she leaves school. By then every learner will have developed fully the three major Competences in music which are Listening/Analysing, Composing and Performing. This means that, to be a musically educated learner, each child should:

1. Listen/Analyse music and music environment;

Listening and Analysing music and music environment enables the child to identify and differentiate musical Rhythmic Patterns and temples, tonal sounds, (types or sources of sounds), forms, styles and structures in music. Listening and analysing will also make a learner explore possible innovations, moderations, additions to music and background of the sources of music. This will also enable the learner to make positive and critical observations not only as patterning to music or sounds but about whatever is happening around the learner or in the learner's community. In summary, these general objective will enhance, in a learner the ability to exhibit positive and helpful exploration of decision making and problem solving skills not only through music but in other ways too.

2. Compose available and new rhythmic patterns, musical melody structures, style, and form.

Composing is a skill which is to be very well developed when the skill of Listening and analysing is made. In this general objective, using learnt and analysed concepts, a learner create rhythmic patterns, homophonic, monophonic or polyphonic melody structures, creates imitations of musical forms and styles learnt. The learner finally will be able to create/Compose new melody structures, musical Rhythms, styles, form and structures. The objective will make learners be community members who are able to come up with positive innovations and solution that will help in addressing cross cutting issues and other challenges in the community.

3. Perform learnt and composed musical activities.

Performance empowers the learner with the skills to address the community. Learners will participate in community sensitisations of cross cutting issues like HIV, Poverty, Corruption gender based violence etc), musical festivals and concerts, adverts, promotions and fundraising performances, from which a learner can earn a living. By presenting or exhibiting personal created melodies, musical melody structure, form and styles, the learner will develop positive attitudes towards contributing to the community in solving the problems of the community.

PROFILE OF A MUSICALLY EDUCATED LEARNER (KEY COMPETENCIES)

It is the Ministry's vision that each learner will be Musically educated by the time he/she leaves school. To be a musically educated learner, he/she, under three major or Key Competences in music which Are Listening/Analysing, Composing and Performing, should:

1. Develop musical aesthetic sensitivity to, music in the environment regardless of culture from which music is coming from.
2. Develop musical aesthetic potential and appreciation of music in the environment regardless of their musical talents, abilities and culture.
3. Develop musical talents for both ungifted and gifted musically.
4. Have an opportunity to experience music in its many faceted nature and respond to it in various ways.
5. Transmit the *Zambian* cultural heritage to succeeding generations.
6. Make music a source of enjoyment and satisfaction that they can use throughout life and enhance the quality of their lives
7. Be creative and self-expressive.
8. Exhibit better understanding, tolerance and acceptance of the nature of people, different cultures and their relationship with the environment.
9. Utilise opportunities that will enable them to deal with sophisticated and complex music.
10. Contribute to a balanced programme of career education, respect and use music as a source of livelihood.

SCOPE AND SEQUENCE FOR MUSIC (GRADES 10-12)

THEME (TOPIC)	GRADE 10	GRADE 11	GRADE 12
Musical Skills and development	<ul style="list-style-type: none"> • Careers in music. • Elements of Music • African music History. (central, southern eastern, western, northern) 	<ul style="list-style-type: none"> • ICT in music: Computer music systems • Exploration of Entrepreneurship in Music:. • Chorography • Western music History. • Introduction to Orchestration • Identify Project for final exams <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> • ICT in music: Computer music composition • Participating in Musical Entrepreneurship ventures: • Eastern World Music • Orchestration and Brass Band • Project
Rhythm	<ul style="list-style-type: none"> • Pulse. • Rhythmic notations: • Rhythmic patterns: • Time signatures: • African rhythm eg African Music; Story 	<ul style="list-style-type: none"> • Chorographic rhythms Analysis • Rhythms of the Western music. • Introduction to Rhythms of Orchestration or brass band • Project: Start building rhythm for the project 	<ul style="list-style-type: none"> • ICT musical rhythms • Rhythms Eastern World music. • Rhythms of the Orchestra or Brass Band. • Project

	songs and others song		
Pitch/Melody	<ul style="list-style-type: none"> • Melody writing: • Mode/ scales • Modulation: • African melodies 	<ul style="list-style-type: none"> • Chorographic melodies. • Melodies of African music • Melodies of African traditional story songs • Melodies of Western music 	<ul style="list-style-type: none"> • ICT musical Melodies • Melodies of the Eastern World music. • Melodies of the Orchestra or Brass Band • Performance/Project
Texture/Harmony	<ul style="list-style-type: none"> • Voice in the African Music • Textures of African musical instruments : • Monophonic, homophonic and polyphonic. • Four part harmony and harmony in African music. • Cadences: • African Music 	<ul style="list-style-type: none"> • Chorographic Textures. • Textures of Western music • Exploration of Western musical instrument: Wood wind, brass, string, keyboard and Voice. • Project 	<ul style="list-style-type: none"> • ICT musical Textures. • Textures of the Eastern World music. • Textures of the Orchestra or Brass Band • Project
Timbre (Tone	• Timbre in African	• Timbre in Choral music.	• Timbre in ICT music.

Colour)	<ul style="list-style-type: none"> music Voice in the African Music: Voice projection and word articulation Timbre of the African Instruments: Play African instrument 	<ul style="list-style-type: none"> Timbre in Western music Exploration of Western musical instrument: Wood wind, brass, string, keyboard and Voice 	<ul style="list-style-type: none"> Timbre in Eastern World music. Timbre in Orchestra or Brass Band Project
Style	<ul style="list-style-type: none"> African Music Styles: Performing African Music styles. 	<ul style="list-style-type: none"> Western music Exploration of Western musical Styles: 	<ul style="list-style-type: none"> ICT music. Eastern World music. Orchestra or Brass Band Project
Form	<ul style="list-style-type: none"> Binary, ternary and complex of the African music 	<ul style="list-style-type: none"> Binary, ternary and complex. Of the Western world 	<ul style="list-style-type: none"> Binary, ternary and complex of the Eastern world music

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.

TIME ALLOCATION

Upper Basic

Six (6) periods per week per child

High School

Eight (8) periods per week per child

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KEY COMPETENCES AT GRADES 8 to 9 LEVEL

- Demonstrate basic skills of safety and health practices
- Demonstrate basic skills in various sports activities
- Demonstrate skills in simple design and drawing
- Apply skills in making simple items
- Demonstrate ability to compose simple music using different sound sources.
- Demonstrate skills in modified conventional and traditional games (Grade 2 upwards)
- Demonstrate skills in playing water games (Grade 4 upwards)
- Demonstrate ability to play different types of musical instruments
-

Check music competences-
highlighted in this syllabi as in:

- Sing
- Harmony
- Play
- Construct
- Play
- Use a computer
- Conduct

KEY COMPETENCES AT GRADES 10-12 LEVEL

- *Demonstrate ability to compose, record and perform complex music using a computer*
- *Participating in local and international musical functions like festivals and concerts..*
- *Perform a variety of rhythmic patterns and melodies from different music of the world (African, Western, and Eastern World)..*
- *Sight sing music scores.*
- *Compose a variety of styles of music of the African, Western and Eastern world..*
- *Demonstrate ability to play different types of musical instruments.*
- *Harmonise sounds in African, Western and Eastern world musical styles..*

Grade: 10

GENERAL OUTCOME(S)

- Develop positive attitude 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 and Development	10.1.1 Careers in music. 10.1.2 Elements of Music 10.1.3 African music history	10.1.2.1 Identify the careers/professions in music. 10.1.3.1 Analyse elements of music from the presented music. 10.1.4.1 Discuss African music history	<ul style="list-style-type: none"> - Studio operation. - Film/movie sounds engineer. - Music teachers, - Performers - Religious musician. - Music therapist - African music History. (central, southern eastern, western, northern. 	<ul style="list-style-type: none"> - Analysing - Listening - Composing 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Cooperation • Responsibility •

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. 10.2.2 Rhythm patterns 10.2.3 Time signature; 10.2.4 African rhythm	10.2.1.1 Identify regular and irregular pulse 10.2.1.2 Compose a variety of rhythmic patterns 10.2.4.1 Identify time signature in a given piece of music 10.2.4.2 Perform African rhythm.	<ul style="list-style-type: none"> • Rhythmic notations: semi brave, minim, crotchet, quavers, dot and a tie. • Rhythmic patterns: duple, triple and quadruple. • Time signatures: simple and compound in duple triple and quadruple. • African Music; Story songs and others songs 	<ul style="list-style-type: none"> • Sight reading rhythmic patterns • Logical thinking • Pattern designing. • Conducting of a music ensemble. • Composing of rhythmic patterns • 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation
10.2 PITCH/ MELODY	10.3.1 Melody writing 10.3.2 Modes/Scales 10.3.3 Modulation 10.3.4 African melodies	10.3.2.1 Compose melodies using tonic sofa syllables and staff notation 10.3.2.2 Compose melodies in different scales/modes 10.3.4.1 Modulate melodies from one key to another 10.3.4.2 Perform African melodies	<ul style="list-style-type: none"> • Tonic sofa syllables melodies • Piano key, Key board, Silimba, Kalimba • Writing melodies • Changing of melodies from one key to the other • African Music; Story songs and other songs 	<ul style="list-style-type: none"> • Sight singing • Writing melodies • Composing melodies • Modulating 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation •

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 instruments in a music ensemble.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
10.4 TEXTURE/HARMONY	10.5.1 Homophonic, monophonic and polyphonic Textures 10.5.2 Four Part harmony 10.5.3 Cadences 10.5.4 African Textures	10.5.1.1 Analyse the textures. 10.5.2.1 Compose songs in four part harmony 10.5.4.1 Perform harmonised cadences. 10.5.4.2 Perform African textures	<ul style="list-style-type: none"> • Types of textures; monophonic, homophonic and polyphonic. • Four part harmony • Cadences • African Music; Story songs and others songs 	<ul style="list-style-type: none"> • Harmonising • Analysis • cooperation • Creativity • Flexibility 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation
10.4 TIMBRE (TONE COLOUR)	10.4.1 Voice Techniques	10.4.2.1 Project the voice during singing. 10.4.2.2 Articulate words correctly during singing. 10.4.2.3 Maintain good posture when singing.	<ul style="list-style-type: none"> • African and western musical instruments (membrane phones, aero phones, chordophone's, idiophones) • Posture, Voice Techniques; 	<ul style="list-style-type: none"> - Singing in a choir. - Playing African instruments - Coordination 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation

	10.4.2 African musical instruments	10.4.2.4 Play some African instruments	Production, Projection, word articulation and.		
10.5 STYLE	10.5.1 African music	10.5.2.1 Perform African musical styles	- African music: (traditional story songs and other songs.)	<ul style="list-style-type: none"> - Harmonising - Accompanying - Analysis - corporation - Creativity 	<ul style="list-style-type: none"> • creativity • logic/orderly • Self-reliance • Appreciation • cooperation
10.6 FORM	10.6.1 Binary, ternary and complex	10.5.1.1 Perform the Binary and ternary in African music	- Binary and ternary musical forms in African music	<ul style="list-style-type: none"> - Analysis - Performing. 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation

Grade: 11

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
11.1 Musical skills and Development	11.1.1 ICT in music	11.1.4.1 Demonstrate skills to use musical computer systems	<ul style="list-style-type: none"> - Music computer systems. - ICT in music - Entrepreneurship in Music - Chorography management - Western music History: renaissance, romantic, classical, etc. - Project 	<ul style="list-style-type: none"> - Analysing - Listening - Composing - Managing. - Organising - Performance 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Cooperation • Responsibility •
	11.1.2. Entrepreneurship in Music	11.1.2.1 Explore musical entrepreneurship.			
	11.1.3. Chorography	11.1.3.1 Explain composition and management of choral music			
	11.1.2 Western music	11.1.4.1 Discuss Western music history			
	11.1.3 Orchestration	11.1.4.2 Explore orchestration			
	11.1.4 Project	11.1.4.3 Identify a project for final exams			

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 patterns made from rhythmic notations and different melodies from the tonic sofa..

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
11.2 RHYTHM	11.2.1 Chorographic rhythms.	11.2.1.1 Sight sing , Choral rhythms.	<ul style="list-style-type: none"> Choral rhythmic patterns. Western music Instrument: woodwind, brass, string, keyboards percussions instruments Project 	<ul style="list-style-type: none"> Sight singing Logical thinking Pattern designing. Coordination Drumming patterns performance 	<ul style="list-style-type: none"> creativity logic/orderly Innovation Self-reliance Appreciation cooperation
	11.2.2 Rhythms of the Western music.	11.2.1 Analyse, Rhythms of the Western music			
	11.2.3 Orchestration	11.2.2 Analyse musical rhythms of an orchestra			
	11.2.4 Project	11.2.3 Develop musical rhythms of the project			
11.3 PITCH MELODY	11.3.1 Chorographic melodies.	11.3.1.1 Perform choral melodies.	<ul style="list-style-type: none"> Key identification Choral music scores for individual voices; soprano, alto, tenor, and bass. Western music scores Western music Instrument: woodwind, brass, string, keyboards percussions instruments. Orchestration Project 	<ul style="list-style-type: none"> Sight singing Vocal production Instrument playing Composing Performance 	<ul style="list-style-type: none"> creativity logic/orderly Innovation Self-reliance Appreciation cooperation
	11.3.2 Melodies of Western music.	11.3.4.1 Perform Western melodies			
	11.3.3 Melodies of Western musical instruments	11.3.5.1 Play Western melodies using western Instruments.			
	11.3.4 Melodies in the Orchestra	11.3.5.2 Demonstrate melodies of an orchestra			
	11.3.5 Project	11.3.5.3 Develop melodies in the project.			

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
11.3 TEXTURE or HARMONY	11.4.1 Chorographic Textures.	11.3.1.2 Perform choral Textures .	<ul style="list-style-type: none"> • Sight singing in a four part harmony. • Monophonic, polyphonic, homophonic. • Instrument playing. • Dynamics in choral music • Voice projection • Western music Instrument: woodwind, brass, string, keyboards percussions instruments • Project 	<ul style="list-style-type: none"> • Harmonising • Accompanying • Analysis • corporation • Creativity • Flexibility • Performance 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation
	11.4.2 Textures of Western music	11.4.5.1 Compose Western Textures			
	11.4.3 Western musical instruments.	11.4.5.2 Perform textures of western music using western instruments			
	11.4.4 Orchestration	11.4.5.3 Harmonise textures in an orchestration			
	11.4.5 Project	11.4.5.4 Develop textures of the project			
11.4 TIMBRE	11.4.1 Timbre in Choral	11.4.1.1 Maintain good posture in	- voices Projection	- Singing in a	• creativity

(TONE COLOUR)	music. 11.4.2 Voice techniques 11.4.6 Western musical instruments. 11.4.3 Orchestration 11.4.4 Project	choral singing 11.4.1.2 Project the voice when singing. 11.4.1.3 Articulate words correctly when singing. . 11.4.4.1 Play Western Musical Instruments. 11.4.6.1 Play instruments of the orchestra 11.4.6.2 Improve timbre of the project	l; soprano bass, tenor, and bass. - Western musical scores. - Articulation of words. - Playing of the instrument. - Project	choir. - Instrument Playing - Word articulation - Voice projection	logic/orderly • Innovation • Self-reliance • Appreciation • cooperation
11.4 STYLE	11.5.1 Choral music. 11.5.2 Western music 11.4.7 Western musical instruments. 11.5.3 Orchestration 11.5.4 Project	11.5.1.1 Perform some Choral music. 11.5.3.1 Analyse and perform some Western music style. 11.5.4.1 Play Western musical instruments. 11.5.4.2 Perform music of the orchestra 11.5.4.3 Work on the style of the project	- voices Projection l; soprano bass, tenor, and bass. - Western musical scores. - Articulation of words. - Playing of the instrument. Project	Harmonising - Accompanying - Analysis - corporation - Creativity - Compositing - Performance	• creativity logic/orderly • Innovation • Self-reliance • Appreciation • cooperation •
11.6 FORM	11.7.1. Western World music forms. 11.7.2. Orchestra music forms. 11.7.3. Project	11.,5.1.1 Perform the binary, Ternary and complex forms in Western music and orchestra Improve on the project form	- Western, binary, ternary and complex musical forms Orchestra Project	- Analysis - Performing - Composing.	• creativity logic/orderly • Innovation • Self-reliance • Appreciation • cooperation •

Grade: 12

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
12.1 Musical skills and Development	12.1.1 ICT in music	12.1.1.1 Compose music using a computer	<ul style="list-style-type: none"> - Computer music composition - Computer use - Local and International Musical Concerts, Festivals, Competitions, Auditions. - Eastern World Music History - Eastern World Music. - Orchestration and 	<ul style="list-style-type: none"> - Analysing - Listening - Composing - Managing. - Organising - Performance 	<ul style="list-style-type: none"> • Appreciation • Acceptance • Cooperation • Responsibility •
	12.1.2 Entrepreneurship in Music	12.1.2.1 Participate in musical events			
	12.1.3 Eastern World Music	12.1.3.1 Perform Eastern World Music.			
	12.1.4. Orchestration and Brass Band	12.1.5.1 Perform music of the Orchestra or a Brass Band			
	12.1.5 Project	12.1.5.1 Work on the musical Project			

			Brass Band - Project		
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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
12.1 RHYTHM	11.2.1 ICT musical rhythms 11.2.2 Rhythms of the Eastern World music. Through Historical path to date 11.2.3 Rhythms of the	11.2.1.1 Compose ICT musical rhythms 11.2.3.1 Perform Rhythms of the Eastern World music.. 11.2.3.2 Perform Rhythms of the	-ICT musical rhythms composition -Rhythms of the Eastern World music. -Rhythms of the Orchestra or a and	<ul style="list-style-type: none"> • Sight singing • Logical thinking • Pattern designing. • Coordination • composition • patterns 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation

	Orchestra or Brass Band 11.2.4 Project	Orchestra or a Brass Band 11.2.5.1 Improve on the rhythm of the Project	Brass Band • Project.	• Performance	
11.3 PITCH/ MELODY	11.3.1 ICT musical Melodies 11.3.2 Melodies of Eastern World music. 11.3.3 Melodies of the Orchestra or Brass Band 11.3.4 Project	11.3.1.1 Compose ICT musical Melodies 11.3.1.2 Perform Melodies of the Eastern World music. 11.3.4.1 Perform Melodies of the Orchestra or a Brass Band 11.3.4.2 Work on the project	-ICT musical Melodies -Melodies of the Eastern World music. -Melodies of the Orchestra and Brass Band -Project	• Sight singing • Vocal production • Instrument playing • Performance	• creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation • Composition

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
11.4 TEXTURE/HARMONY	11.4.1 ICT musical Textures. 11.4.2 Textures of the Eastern World music. 11.4.3 Textures of the Orchestra or Brass Band 11.4.4 Project	11.4.1.1 Harmonise ICT musical Textures. 11.4.3.1 Perform Textures of the Eastern World music. 11.4.4.1 Perform Textures of the Orchestra or Brass Band 11.4.4.2 Work and improve on the Project	<ul style="list-style-type: none"> • Instrument playing. • ICT musical Textures. • Textures of the Eastern World music. • Textures of the Orchestra or Brass Band • Project 	<ul style="list-style-type: none"> • Harmonising • Accompanying • Analysis • corporation • Creativity • Flexibility • Performance • 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation
11.5 TIMBRE (TONE COLOUR)	11.5.1 Timbre in ICT music. 11.5.2 Timbre in Eastern World music. 11.5.3 Eastern World music Instruments 11.5.4 Timbre in Orchestra or Brass Band 11.5.5 Project	11.5.1.1 Mix Timbre in ICT music. 11.5.3.1 Analyse Timbre in Eastern World music. 11.5.3.2 Play any Eastern World musical Instrument 11.5.4.1 Analyse Timbre in Orchestra or Brass Band 11.5.4.2 Work and improve on the Project	<ul style="list-style-type: none"> • Timbre in ICT music. • Timbre in Eastern World music. • Eastern World music instrument: Shamiseni, Koto, shakuhachi, Veena, Thamburu • Timbre in Orchestra or Brass Band - Project 	<ul style="list-style-type: none"> - Sight Singing - Instrument Playing - Word articulation - Voice projection - Composition • Performance - 	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation

11.6 STYLE	11.6.1 ICT music. 11.6.2 Eastern World Music 11.6.3 Orchestra or Brass Band 11.6.4 Project	11.6.1 Explore ICT music styles. 11.6.3.1 Perform some Eastern World music Styles. 11.6.4.1 Analyse Orchestra or Brass Band music styles 11.6.5.1 Work and improve on Project	- ICT music styles. - Eastern World music styles. - Orchestra or Brass Band -Project	Harmonising - Accompanying - Analysis - corporation - Creativity - composing	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation •
11.7 FORM	12.1.5. Eastern World music forms. 12.1.6. Orchestra music forms.\n12.1.7. Project	11.7.1.1 Explore the binary, Ternary and complex forms in Eastern world music. 11.7.1.2 Analyse the forms in orchestra.	- The binary, Ternary and complex forms in Eastern world music. - Forms in orchestra.	- Analysis - Performing - Composing.	<ul style="list-style-type: none"> • creativity • logic/orderly • Innovation • Self-reliance • Appreciation • cooperation •

REFERENCE: